

STATE BOARD OF EDUCATION MEETING December 19-20, 2018 Hosted by College of Western Idaho At Boise State University Student Union Building Simplot Ballroom Boise, Idaho

Wednesday, December 19, 2018, 10:30 a.m.

BOARDWORK

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

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

- 1. College of Western Idaho Biennial Progress Report Information Item
- 2. Workforce Development Council Update Information Item

WORK SESSION (Time Certain – 1:00 PM)

PLANNING, POLICY AND GOVERNMENTAL AFFIARS

- A. K-20 Education Strategic Plan Information Item
 - Annual State Scholarship Report
 - Annual Dual Credit Report
 - Annual Remediation Report
 - Data Dashboard

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

B. Complete College America Momentum Pathways Planning – Information Item

DEPARTMENT OF EDUCATION

- 1. Developments in K-12 Education Information Item
- 2. School, District and State Report Card Release Information Item
- 3. Idaho Reading Indicator Update Information Item
- 4. Parent and Staff Engagement and Satisfaction Surveys Action Item
- Excision/Annexation Request Fremont County School District/Sugar-Salem School District – Action Item
- 6. Professional Standards Commission Annual Report 2017-2018 Action Item

EXECUTIVE SESSION – Closed to the public

Office of the State Board of Education

1. I move to go into executive session pursuant to Section 74-206(1)(d), Idaho Code, "to consider records that are exempt from disclosure as provided in chapter 1, Title 74, Idaho Code".

Idaho State University

- 2. I move to go into executive session pursuant to Section 74-206(1)(d), Idaho Code, "to consider records that are exempt from disclosure as provided in chapter 1, Title 74, Idaho Code".
- I move to go into executive session pursuant to Section 74-206(1)(c), Idaho Code, to discuss acquiring "an interest in real property which is not owned by a public agency."

Thursday December 20, 2018, 8:00 a.m.

OPEN FORUM

CONSENT AGENDA

BAHR

Section II – Business Affairs

- 1. Boise State University Conveyance of Easement to Ada County Highway District – Action Item
- 2. University of Idaho Sublease at the Idaho Water Center with United HealthCare Services, Inc.- Action Item
- University of Idaho Construction of West Campus Utilities Improvements Project – Action Item

PPGA

- 4. Institution President Approved Alcohol Permits Report Action Item
- Lewis-Clark State College Facility Naming Career Technical Building Action Item

SDE

6. Emergency Provisional Educator Certification – Action Item

AUDIT

- 1. FY2018 Financial Statement Audits Action Item Carson Howell 5 min
- 2. FY2018 Financial Ratios Information Item Carson Howell 5 min
- 3. FY2018 Net Position Balances Information Item Carson Howell 5 min

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I – Human Resources

1. Board Policy II.H. - Coaches and Athletic Directors - First Reading - Action Item

2. Boise State University - Amendment to Multi-year Contract for Gordon Presnell, Head Women's Basketball Coach – Action Item

Section II – Finance – 2hr 10min

- 1. Board Policy V.R. Indian Education Fee Proposal Second Reading Action Item
- 2. Program Prioritization Update Information Item
- 3. Dual Credit Cost Study Report Information Item
- 4. Permanent Building Fund Advisory Council FY2020 Recommendations Information Item
- 5. Idaho State University Funding and Construction of Phase I of EAMES Building Remodel Project – Action Item
- 6. Idaho State University Interim Master Plan Idaho Falls Campus Action Item
- 7. Huron Consulting Report Information Item (Time Certain 1:00 PM)

INSTRUCTION, RESEARCH AND STUDENT

- 1. Standing Committee Report Information Item
- 2. Northwest Commission on Colleges and University Information Item
- 3. Boise State University Doctor of Philosophy, in Biomedical Engineering Action Item
- 4. Idaho State University Master of Arts in Spanish Action Item
- 5. Idaho State University Master of Science in Computer Science Action Item -
- 6. Idaho State University Master of Science in Clinical Psychopharmacology Action Item
- 7. Idaho State University Master of Science in Nutrition with and without Dietetic Internship – Action Item
- 8. Board Policy III.T. Student Athletes Second Reading Action Item
- 9. State Common Course List Action Item
- 10. Program Review Summary Information Item
- 11. Open Education Resource Report Information Item
- 12. University of Utah Annual Report Information Item
- 13. Lumina Adult Promise Project Information Item
- 14. Complete College America Momentum Pathways Planning and Prioritization Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

- 3. Teacher of the Year Becky Mitchell Information Item
- Public School Funding Interim Committee Progress Report Information Item
- 5. Code.Org Update on Idaho Activities Information Item
- 6. STEM Action Center Update and STEM School Designation Action Item
- 7. Presidents Council Student Mental Health Information Item
- 8. Idaho State University Faculty Senate Constitution Action Item
- 9. Educator Pipeline Report Update Information Item
- 10. Educator Preparation Program Quality Performance Measures Action Item
- 11. Educator Evaluation Review Information Item

12. Accountability Oversight Committee – Annual Student Achievement Report – Information Item

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.

1. <u>Agenda Approval</u>

Changes or additions to the agenda

2. <u>Minutes Approval</u>

BOARD ACTION

I move to approve the minutes from the October 17-18, 2018 Regular Board meeting, and November 8, 2018 Special Board meeting as submitted.

3. <u>Rolling Calendar</u>

BOARD ACTION

I move to set December 18-19, 2019 as the date and the College of Southern Idaho as the location for the December 2019 regularly scheduled Board meeting.



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 October 17-18, 2018 Lewis-Clark State College Williams Conference Center 4th Street and 9th Avenue Lewiston, Idaho

A regularly scheduled meeting of the State Board of Education was held October 17-18, 2018 at Lewis-Clark State College, Lewiston Idaho. Board President Dr. Linda Clark presided and called the meeting to order at 11:00am PST.

Present:

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

Absent: Andrew Scoggin

Wednesday, October 17, 2018

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Critchfield/Soltman): To approve the agenda as submitted. The motion carried 7-0. Mr. Scoggin was absent from voting.

2. Minutes Review / Approval

BOARD ACTION

M/S (Critchfield/Hill): To approve the minutes from the August 15-16, 2018 Regular Board meeting, August 30, 2018 Special Board meeting and September 28, 2018 Special Board meeting as submitted. The motion carried 7-0. Mr. Scoggin was absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Critchfield/Atchley): To set October 16-17, 2019 as the date and Lewiston as the location for the October 2019 regularly scheduled Board meeting. The motion carried 7-0. Mr. Scoggin was absent from voting.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. Lewis-Clark State College (LCSC) Annual Progress Report

The Board met at Lewis-Clark State College in the Williams Conference Center, in Lewiston, Idaho at 11:00 am (PST). President of Lewis-Clark State College (LCSC), Dr. Cynthia Pemberton, welcomed Board members and staff to campus. Dr. Pemberton then explained that LCSC's annual progress report has provided in the agenda materials and invited students, alumni and faculty to have an informal discussion with Board members about their experiences at the college.

At this time, the Board recessed for lunch returning at 1:00pm PST.

WORKSESSION

PLANNING, POLICY & GOVERNMENTAL AFFAIRS (PPGA)

1. Performance Reporting/Outcomes Based Funding Performance Measures Review

This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item sharing with Board members the purpose of the Work Session is to start with a review of the Board's performance measures and then move to a discussion on Outcomes Based Funding (OBF). Mr. Soltman then reminded Board members the information presented will include the system-wide performance measures for the years 2013-2016 as well as the limited data for the new metrics approved by the Board at the 2017 Regular December meeting. He then invited the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, and Chief Research Officer, Dr. Cathleen McHugh, to share the update with the Board.

Dr. McHugh began the presentation with an update on the Cost per Credit Hour which is the measure the Board uses to determine the cost to the institutions for providing academic courses divided by the number of credits weighted by the Board's weighting scheme. The benchmark for this measure is for the cost per weighted credit hour to be less than \$500, which all of the 4-year institutions meet. Boise State University (BSU) has the lowest cost per weighted credit and has remained flat for the last four years. The other institutions are higher with a gradual uptick, however, with the exception of the last year the other institutions met their institution established benchmarks. Dr. McHugh then reported all of the institutions have had an increase in their financials, with Lewis-Clark State College (LCSC) being the lowest, and that BSU had an increase in the number of weighted credit hours. For the 2-year institutions, Eastern Idaho Technical College (EITC) Cost per Credit Hour was much higher than the other 2-year institutions. The trend for the 2-year institutions has been an increase in the cost per credit hour, however, the financials reflect a decrease in the weighted credits which is driving up the cost per weighted credit hours, which is a function of decreasing weighted credits and not an increase in cost. Board member Westerberg then comments the current benchmark is not clear and request Board staff to reevaluate this benchmark to determine if this should be measured system-wide or by individual institution. Board member Clark then requests the definition for a weighted credit hour to which Dr. McHugh responds weighted credit hour is defined as credits that are taken at each institution and weighted according to the Classification of Instructional Programs (CIP) Code and that if a program is more expensive to run then it would be weighted higher than a program that is less expensive to run.

Dr. McHugh continues the update by sharing with Board members the Dual Credit summary which measures total credit hours earned and the unduplicated headcount of participating students. Dr. McHugh also shares with the Board based upon the increasing

amount of dual credits awarded, it may be time for the Board to consider using measures, other than just production, to measure the success of dual credit.

Dr. McHugh then shares with the Board an update on the Retention Rate measure and the Board's new performance measures for Graduation, Remediation, Gateway Courses and Progress. During the update for the Graduation performance measures. Board members entered into a discussion on the types of certificates to include in the Board's system-wide performance measures and if these measures should reflect the state's 60% Goal (Goal) and include certificates of less than 1-year. The Board's Executive Director, Mr. Matt Freeman, reminded Board members the Goal is a population goal and not a graduation goal and inclusion of certificates of less than 1-year would be received positively by lawmakers. Ms. Bent then shares with Board members that if certificates of less than one (1) academic year are to be included in the system-wide Graduation measure the Board will need to expand the definition for this measure to include certificates of less than one (1) academic year, identify certificates to be counted and set a benchmark for this measure to be approved by the Board at the Regular December meeting. Additionally, if certificates of less than one (1) academic year are to be counted towards the Goal, then the Board will need to determine what can be counted for the population and will have to make assumptions for identifying where the Goal is at between the decennial censuses, however, because the data does not include certificates at all, the Board will need to consider alternate means to calculate the percentage to be added to the data. Dr. Hill then comments it is very importance for the Board to understand the data for certificates of less than one (1) academic year and how these relate to the production of stackable credentials. Dr. Clark adds this is an area where the Board could partner with the Workforce Development Council. Ms. Bent then cautions Board members that as the Board focuses on different measures the focus can shape behavior and a potential unintended consequence could be an increase in the number of certificates awarded to the detriment of the number of baccalaureate degrees awarded which is an area originally identified as a need when the Goal was established. Board member Westerberg then shared with Board members his concern with the Board's ability to measure certificates in a meaningful way, adding, the intent of the Goal is to produce the workforce of the future for the jobs of the future and not minimum wage jobs of the future. If certificates lead to a living wage job then they would support the Goal, but it could be difficult for the Board to define this. Dr. Hill then comments on the importance for the Board to publicly recognize the importance of certificates in educating the population for the jobs of the future.

Mr. Westerberg then asks if the Board plans to provide staff with guidance on the benchmarks for this measure, suggesting the benchmark for degrees and certificates should be to meet the Goal. Mr. Freeman responds when the Board first adopted the Goal in 2010 it had identified benchmarks for each of the individual institutions in order to attain the Goal, however, the institution specific benchmarks were never formally adopted by the Board. If the Board now sets a benchmark for degrees and certificates to meet the Goal it needs to be at the institutional level to be meaningful. Ms. Bent then confirms within the Board's Strategic Plan there will be a system-wide benchmark, established by the Board, with each institution providing data at the institution level. Dr. Clark then asks

if the overall Goal is 60%, how then do you distill that down to the institution goals if the Goal includes certificates and the general population. Ms. Bent responds Board staff had previously developed a trajectory based upon a trend of performance happening at the time with the institutions and staff would now need to go back and look at that work again in partnership with the institutions. Board member Atchley comments this will change the data since we are talking about a different period of time with the Goal changing to 2025 and the Board needs to make sure this is factored into a revised trajectory. Additionally, the census data will change as the state's population continues to grow and people continue to move to Idaho who have a good educational background.

During Dr. McHugh's update to the Board on the Remediation performance measure, Board members expressed interest in no longer including this as part of the Board's Strategic Plan. Board members did however express interest in continuing to collect information at the institution level in order to monitor progress in this area.

Dr. McHugh continued with an update on the performance measure for Timely Degree Completion, during which Board members expressed an interest in including On Time Completion, to include the percent of undergraduate, degree-seeking students completing 30 or more credits per academic year, in the Board's Strategic Plan. Additionally, Board members determined the performance measure for Programs Offering Structured Schedules should be removed from the Board's Strategic Plan but remain as a system-wide performance measure.

At this time, Board members recessed for 15 minutes, returning at 2:30pm MST.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item reminding Board members this portion of the Work Session would focus on Outcomes Based Funding (OBF). He then invited the Board's Chief Fiscal Officer, Dr. Carson Howell, to share the update with the Board.

Dr. Howell begins by sharing with Board members the proposed OBF model was developed by a technical committee whose membership includes representatives from each of the eight colleges and institutions, Mr. David Hahn from the Division of Financial Management, Ms. Janet Jessup from the Legislative Services Office, Mr. Kurt Liebich from the Business Community and Ms. Kathleen Watkins from the Division of Career Technical Education. Dr. Howell then walked the Board through the mechanics of the model, including the metric, measures and weights, all of which are focused on student outcomes. Additionally, Dr. Howell shared with the Board the rationale behind the proposed metric, measures and weights and that the model is based on three separate categories of funding, College and Universities, Community Colleges and Career Technical Education for four categories of outcomes, Completion, High Impact Multiplier, At-Risk Multiplier and On-Time Graduation Multiplier.

Board member Westerberg asked how the technical committee arrived at the weighting scheme for the 1-year equivalent (30 or more credits after degree completion) for the college and universities, specifically why this item was assigned a weight of 0.10 as

opposed to a weight of 0.25. Dr. Howell responds members of the technical committee felt it more appropriate to incentivize completion of a degree or certificate greater than 1-year and this is reflected in the weighting scheme.

Board member Soltman then asked how the allocation of the funds will be managed. Dr. Howell responds Board staff will utilize the Statewide Longitudinal Data System to track students as they move through their degree progression and from one institution to the next. Mr. Westerberg then asks if a student completes a 2-year program through a community college and then moves to a 4-year college or university and graduates, would they be considered for a 1-year completion twice. Dr. Howell responds in the negative, adding a student would be counted once for the 1-year equivalent at a weight of 0.10 and then once for a Bachelor's degree at a weight of 1.00. Dr. Howell then provides another example of a student who completes an Associate's degree and then transfers to a 4year college or university and completes a Bachelor's degree, the Associate's degree would be weighted at 0.50 and the Bachelor's degree at 1.00. The Board's Executive Director, Mr. Matt Freeman, then shares with Board members the focus of the OBF model is on progression and degree completion and that the allocation of funds is awarded after a student completes their degree. Board member Hill then asked if the model takes into account credits earned at the secondary level and asks if these credits are earned at the college or university or carried by the student. Dr. Howell responds the student, to which Dr. Hill comments this creates a strong incentive for the colleges and institutions to aggressively recruit students who have earned a large amount of dual-credits. Dr. Howell responds the technical committee felt this was something that should be encouraged. Mr. Westerberg then comments the Board must consider this in terms of the behavior it incents and if this is the same behavior the Board also wants to incentivize. Dr. Howell then states the weights in the OBF model are deliberate and that the technical committee felt strongly the model should not be utilized as a "cost model" but rather to incentivize completion and specifically completion of Bachelor's degrees.

Dr. Howell continued his update with an overview on how the technical committee arrived at the weights for the three additional multipliers; High Impact, At-Risk and On-Time Graduation and that the committee felt these additional multipliers should add up to an additional 1.00 but not exceed in order to keep the focus of the model on overall completion.

Ms. Atchley then asked if the current model would incentivize the colleges and universities to award Associate degrees as opposed to a traditional 4-year path. Dr. Howell responds in the affirmative, adding, this would most likely be an incentive for the 4-year institutions, adding, this may result in more transfer students enrolling at the state's 4-year college and universities. Mr. Westerberg then asks if the awards are stackable to which Dr. Howell responds in the affirmative. Mr. Westerberg then comments if the degrees are stackable then the behavior of the colleges and universities would be to award a certificate, followed by an Associate's degree and then a Bachelor's degree and that he had assumed the model would be deductible and not stackable. Mr. Freeman adds the model, as currently presented is stackable, however, the allocation, in terms of a dollar value, for the 2-year community colleges would be approximately one-half of what a 4-

year college or university would receive. Mr. Westerberg then shares his concern with the model and asks if part of the decision to allow for degrees to be stackable was due to in part to recordkeeping. Dr. Howell responds in the affirmative, adding the technical committee also felt if the overall goal is student completion, then the model should incentivize progression as students move through their education and are awarded degrees.

President of Idaho State University (ISU), Mr. Kevin Satterlee, then shared with the Board he fully supports an Outcomes Based Funding model and feels it is a move in the right direction as a system, however, there are concerns with the current model as presented, specifically how the proposed OBF model weighs an Associate's Degree and a Doctorate Degree equally. Mr. Satterlee then comments it would never be his goal or that of ISU to award a certificate or Associate's degree based strictly on a financial incentive, however, there are students who begin their postsecondary education and then realize the value of higher education and make the decision to continue on. In this situation, it is appropriate for the colleges and institutions to receive an allocation and if an institution is awarding a certificate or degree for any other reason it would be inappropriate and this is something that he would not allow at ISU. Dr. Clark then shares with Board members the concern by some members of the public that an OBF type of model leads to institution's becoming degree producing factories and it is important for the Board as well as the colleges and institutions to keep their focus on educating students.

Board member Critchfield then asked if General Education Matriculation (GEM) Certificates are included in the OBF Model. Dr. Howell responds there are institutions, primarily the community colleges, who do award GEM certificates as a way of recognizing a student's completion of their general education and also as a messaging tool to students that they should continue their education. After discussions with the community colleges, two issues regarding GEM certificates were discovered; should GEM certificates be included in the OBF model and the auto awarding of GEM certificates. These two items were discussed with the Business Affairs and Human Resources (BAHR) Committee who directed the technical committee to exclude GEM certificates and the model today reflects this. Mr. Westerberg then shares the intent of the BAHR Committee is for the OBF model to be a resource allocation model and must be consistent from institution to institution the decision by the BAHR committee was an attempt to make this consistent. Dr. Hill then asks if completing the general education requirement in the state of Idaho means something to a student and in is his opinion it does and he would prefer the awarding of a GEM certificate be included in the OBF model. Ms. Atchley then comments the decision to exclude GEM certificates from the model had more to do with the automatic awarding of GEM certificates without review and that currently only one institution practices this. Dr. Hill then comments he does not support the automatic awarding of GEM certificates without review, however, the awarding of stackable certificates and credentials is becoming more common and as certificates become more of a currency the Board should recognize this trend and anticipate it. Ms. Atchley responds she cannot support allocating funds for stackable credentials, adding this is counter to the Board's goal of more students graduating with a Bachelor's degree. Board members then heard from representatives from the community colleges who shared their institutions utilize GEM certificates as a

record of achievement and to reinforce that students are on a pathway towards an Associate's degree or Bachelor's degree. Additionally, the community college representatives shared with Board members there has been an increasing trend of students "jobbing out" before completing an Associate's degree and if the model does not allow for an allocation for the awarding of GEM certificates, the institutions would have spent time educating and preparing students without any financial recognition. Dr. Howell responds the model recognizes this by equally weighting student completion of 30 credits or more and the transferring the same as completion of a 1-year certificate.

Dr. Hill then asked how the technical committee arrived at the value placed on higher degrees awarded by the 4-year institutions to which Dr. Howell responds the technical committee designed the model based upon completion rather than cost and with the largest gaps being Associates degrees and Bachelor's degrees, the committee put forth a model to incentivize institutions to fill these gaps. Board member Westerberg then reminds Board members the OBF model can be adaptable and can be modified to meet the needs of the Board and the state's workforce.

Finally, Dr. Howell shares with Board members the implementation plan for the proposed OBF model. The At Risk Amount of 5% was at the recommendation of the consultant from HCM Strategies who shared with the technical committee there has been success with other states running 5% of at risk funding through their model. For the community colleges, the amount is lower due to the data being for the last two years when the state had three community colleges. Now that a fourth community college, the College of Eastern Idaho (CEI), has been added, the Board will need to reevaluate this amount at the end of two years to include data from CEI. The implementation plan over the next three years would be approximately \$30 million and at the same time the At Risk Amount would grow to \$17.9 million. Mr. Freeman then comments after year three, the request for funding from the Legislature could remain constant if production were to increase. Mr. Westerberg comments the converse could also be true to which Dr. Howell responds in the affirmative, adding if production were to decrease, there could also be a decrease in state funding.

Mr. Westerberg then requested unanimous consent to change the weights in the College and University model for the High Impact Multiplier, At-Risk Multiplier and On-Time Graduation Multiplier to 0.33. There was no descent from the Board and the request was ordered.

At this time the Board recessed for ten minutes, returning at 4:10pm PST.

STATE DEPARTMENT OF EDUCATION (SDE)

1. Developments in K-12 Education This item was provided in the agenda materials as an information item.

Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item and then updated Board members on the 2019 Teacher of the Year Recipient, 2019 State

Presidential Math and Science Winners, National Blue Ribbon School Recipients, new Idaho Reading Indicator (IRI) roll-out, and finally, sharing with Board members SDE will provide their legislative update at the December regular Board meeting.

There were no questions or comments from the Board.

2. FY2020 Public School Budget Request This item was provided in the agenda materials as an information item.

Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item and then invited the Senior Financial Management Analyst for the State Department of Education (SDE), Ms. Julie Oberle, to provide a breakdown of the FY2020 Public School Budget request.

Ms. Oberle begins by sharing with the Board the total change in funds requested for the 2019-2020 General Fund Appropriation is an increase of \$122,488,900 or 6.8% and includes \$19,110,000 for the Keep Idaho Students Safe (KISS) Initiative. Ms. Oberle then provided an itemized breakdown of the FY2020 General Fund requested increase of \$122,488,900.

Board member Critchfield asked how the SDE arrived at the dollar amount for the Master Teacher Premium (Section 5.b.) and how funds will be dispersed if the number of qualifying teachers exceeds this number. Superintendent Ybarra responded the amount listed is an average and if funded, by law, whoever qualifies must be paid. Ms. Oberle adds the public education stabilization fund can be used to cover the cost of any payments exceeding the funded amount.

Board member Clark asked for clarification on the line item requests for the Career Ladder Base Allocation (Section 8.a.). Ms. Oberle responds the line item request for \$27,778,700 is for the year five (5) base allocations for the first and last rungs of the career ladder and if funded would increase the first rung, or starting salary, from \$37,000 to \$37,200 and the top rung from \$50,000 to \$52,000. Ms. Oberle then states this is intentional and has been designed to more closely align with the recommendations from the Governor's Task Force on Education for the rungs to range from \$40,000 - \$60,000. Board member Clark then asks if this is year five (5), and fully implements the Career Ladder, are additional funds necessary in order to increase the salary range to more closely align with the Governor's Task Force recommendations. Ms. Oberle responds Section 5.a. increases the first rung or starting salary to \$37,000 and the top rung to \$50,000. The funds requested in Section 8.a. would raise the starting salary by an additional \$200 to \$37,200 and the final rung an additional \$2,000 to \$52,000. Dr. Clark then comments she appreciates the request for additional funds, however, the increase is still below the Governor's Task Force Recommendation of \$40,000 - \$60,000.

Dr. Clark then shares with Board members she has reviewed the Teacher Pipeline Initiatives included in Section 9.g. and feels there are three initiatives included in this line item that will made a difference for the state's rural and remote districts to secure and retain teachers and that this is a modest amount of money that could have a big impact in rural Idaho.

There were no additional questions or comments from the Board.

3. Schools With Less Than 10 Students – Annual Report This item was provided in the agenda materials as an information item.

Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item reminding Board members of the requirement in Idaho Code that any elementary school having less than ten (10) students in average daily attendance must be approved for operation by the Board. Superintendent Ybarra then stated for the 2018-2019 school year a total of nine (9) schools had requested to operate with an average daily attendance of less than ten (10) and that all of the requests have been approved.

There were no questions or comments from the Board.

4. Mastery Education and Earning Credits This item was provided in the agenda materials as an information item.

Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item and then invited the Director of Instructional Support for Student-Centered Learning for the State Department of Education (SDE), Ms. Kelly Brady, to provide the update to the Board.

Ms. Brady begins her presentation by sharing with Board members three possible examples of how to award credit within a mastery based system; through a guidance document developed by the state that includes a description of what will be determined to be an acceptable level of student mastery; flexible pathways to graduation that would expand learning opportunities with flexible pathways to college and career readiness; or allowing local education agencies (LEA) to grant credit based on seat time or on defined levels of mastery of standards. Ms. Brady then states the preference of the State Department of Education (SDE) would be for schools and districts to award credit based on a guidance document developed by SDE, however, the Board would need to provide input on how to develop this document.

Superintendent Ybarra then reminds Board members mastery based education was the number one recommendation of the Governor's Taskforce for Improving Education and that Idaho has been recognized nationally for their work with advanced opportunities and mastery based education. Superintendent Ybarra then requests the Planning, Policy and Governmental Affairs (PPGA) Committee or the Instruction Research and Student Affairs (IRSA) Committee work to further develop how to award credits under a mastery based model.

Board member Critchfield then requested clarification on what SDE would like for the Board to develop, noting the mastery model is highly individualized and is it the desire for SDE to develop consistency within the existing system. Dr. Clark asks if the purpose

would be to develop a standard definition of competency based education within which school districts can find their own individualized pathway while still meeting the state defined requirements for demonstrating competency to earn high school credits to which Ms. Brady responds in the affirmative, adding it is the desire of the SDE to continue development of a mastery based model with fidelity and integrity.

Board member Soltman then requests the timeline for development of the guidance document to which Superintendent Ybarra responds there is none. Dr. Clark then asks if additional schools and districts are able to participate to which Superintendent Ybarra responds in the affirmative. Dr. Clark then asks if these schools would start their mastery based programs in the fall to which Superintendent Ybarra responds in the affirmative. Dr. Clark then asks if have the definition of competency clearly defined before approving any new schools for participation.

The item was then referred back to the Planning, Policy and Governmental Affairs (PPGA) Committee for further development.

- 5. Financial Literacy/Curriculum
 - This item was provided in the agenda materials as an information item.

Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item reminding Board members of the discussion with students during the August 2018 Regular Board meeting who voiced concerns regarding their lack of financial literacy upon graduation from high school. During the work session of the August Board meeting the Board discussed financial literacy courses and standards in Idaho and requested the State Department of Education (SDE) work to identify the location of the financial literacy standards and report their findings to the Board. Superintendent Ybarra then invited the Director of Instructional Support for Student-Centered Learning for the State Department of Education (SDE), Ms. Kelly Brady, to provide the update to the Board.

Ms. Brady reports the financial literacy standards are embedded in the Idaho Content Standards for Social Studies and Economics under the personal finance goals and objectives and that moving forward, SDE will address the issue of student financial literacy through future professional development funds to revisit the financial literacy standards in the economics class required for seniors, to investigate ways to integrate financial literacy into math, and to provide professional development to teachers.

Board member Clark comments an economics class appears to be the best fit for students to learn about financial literacy.

Board member Soltman then states his concern for an additional graduation requirement, to which Dr. Clark responds financial literacy is included in the expectations of an economics course and is not an additional requirement, adding, it is more an issue of training.

There were no additional questions or comments from the Board.

6. School Accountability System Update This item was provided in the agenda materials as an information item.

Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item reminding Board members the new state accountability system was established through the rulemaking process by the Board in 2016 and accepted by the Legislature in 2017 for the 2017-2018 school year and the state completed the first cycle of identifying schools for comprehensive support and improvement as well as schools identified for targeted support and improvement in August. Schools identified for comprehensive support and improvement will receive a share of \$2,100,000 in federal funds to help implement the school's strategies for improvement, supported by the SDE's State Technical Assistance Team (STAT). Superintendent Ybarra then invited the Director of Assessment and Accountability for the State Department of Education, Ms. Karlynn Laraway, and the Director of Federal Programs for the State Department of Education, Ms. Karen Seay, to provide the update to the Board.

Dr. Clark shared her concern with the possibility that under the current model a school could be recognized as both excellent and needing improvement and that under this model alternative schools are set-up to fail and that schools with large populations of handicapped or disabled students are fighting an uphill battle.

There were no additional questions or comments from the Board.

7. Parent and Teacher Engagement and Satisfaction Surveys This item was provided in the agenda materials as an information item.

Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item reminding Board members the new state accountability system includes engagement surveys for students in grades 3 through 12 and engagement and satisfaction surveys for parents and teachers beginning in the 2018-2019 school year. Superintendent Ybarra then invited the Director of Assessment and Accountability for the State Department of Education, Ms. Karlynn Laraway, to provide an update to the Board.

Ms. Laraway begins her update by sharing with Board members the State Department of Education (SDE) formed a committee representing stakeholder groups that included teachers, administrators, school board members and parents to develop the parent and teacher survey items. The committee will collect feedback on the surveys through the end of October and then reconvene to review and finalize the survey questions on October 30, 2018. The SDE will then present the survey items for the Board to review and approve during the December 2018 Regular Board meeting.

There were no questions or comments from the Board.

8. Keeping Idaho Students Safe (KISS) Initiative This item was provided in the agenda materials as an information item. Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item and then invited the Director of Student Engagement for the State Department of Education, Mr. Matt McCarter, to provide an update to the Board.

At the end of the update, General Counsel for the University of Idaho, Mr. Kent Nelson, shared with Board members how the University of Idaho has worked to develop threat assessments in response to the death of University of Idaho student, Katie Benoit. Mr. Nelson shares that one of the challenges when conducting a threat assessment is that as a public institution, information collected as part of a threat assessment is subject to public records requests and that the Board must seriously consider legislation that would protect this information. Dr. Clark then requested Mr. Nelson work with Mr. McCarter and Board staff to draft legislation to address this issue.

At the end of the presentation, Superintendent Ybarra requested the Board's support of this initiative as it moves through the legislative process.

There were no additional questions or comments from the Board.

- 9. Advanced Opportunities Report
 - This item was provided in the agenda materials as an information item.

Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item and then invited the Director of Student Engagement for the State Department of Education, Mr. Matt McCarter, to provide an update to the Board.

Mr. McCarter begins his presentation by reminding Board members Advanced Opportunities allocates \$4,125 to every public school student in grades 7-12 to use towards the cost of overload courses, dual credits, and examinations and that in FY18 32,124 students took advantage of the advanced opportunities program, a 5% increase from the previous year. Mr. McCarter then shared with the Board an in-depth breakdown of how the funds were used.

Board member Clark then asks if students who do not exhaust their entire allocation should be allowed to use the money to advance their educational goals after high school. Board member Soltman then comments using the funds towards a Bridge Program would be a logical starting point for this discussion.

There were no additional questions or comments from the Board.

10. Pending Rule Docket Number 08-0203-1801, Special Education Manual

BOARD ACTION

M/S (Ybarra/Critchfield): To approve the revised Idaho Special Education Manual as submitted in Attachment 2. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Ybarra/Critchfield): To approve pending rule docket number 08-0203-1801 as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item sharing with Board members approval of the revisions would bring the Idaho Special Education Manual into alignment with the Idaho Administrative Procedures Act (IDAPA), Idaho Code, Individuals with Disabilities Education Act (IDEA), Every Student Succeeds Act (ESSA), and recent court decisions and will also provide clear and consistent guidance for school personnel.

There were no questions or comments from the Board.

11. Pending Rule Docket Number 08-0203-1805, Annual Measurable Achievement Objectives (AMAO)

BOARD ACTION

M/S (Ybarra/Atchley): To approve pending rule docket number 08-0203-1805, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item sharing with Board members approval would bring the Idaho Administrative Procedures Act (IDAPA) into compliance with the Every Student Succeeds Act (ESSA).

There were no questions or comments from the Board.

At this time, the Board recessed for the evening at 5:58pm PST.

Thursday, October 18, 2018 8:00 a.m., Lewis-Clark State College, Williams Conference Center, Lewiston, Idaho.

Board President Dr. Linda Clark called the meeting to order at 8:00am (PST) for regularly scheduled business.

OPEN FORUM

There was one participant for Open Forum. Mrs. Joann Trail addressed the Board to request Board members reconsider naming the entire University of Idaho Arboretum, and not just the Asian Grove, after Dr. Richard Naskali.

There were no questions or comments from the Board.

CONSENT AGENDA

BOARD ACTION

M/S (Critchfield/Hill): To approve the consent agenda as presented. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs & Human Resources – Section II Business Affairs

1. Idaho State University – Chief Executive Officer Contract Amendment

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to approve the amended employment agreement for Kevin Satterlee as President of Idaho State University as provided in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

2. University of Idaho - Retiree Death Benefits Trust Proposal

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to approve the request by the University of Idaho to enter into the proposed trust agreement in substantial conformance to the terms set out in Attachment 1 to the materials provided to the Board. The motion carried 7-0. Mr. Scoggin was absent from voting.

3. Boise State University - Lease Renewal at 960 S. Broadway Avenue

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to approve the request by Boise State University to renew the lease for space in the building located at 960 S. Broadway Avenue in Boise for a cost not to exceed \$1,138,258 for a term of five (5) years beginning November 1, 2018 as described in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

4. University of Idaho – Easement Request on University of Idaho (UI) Experimental Forest in Valley County

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to approve the request by the University of Idaho to establish an easement on the UI Experimental Forest in

Valley County as provided in Attachment 1, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents for conveying the subject property rights. The motion carried 7-0. Mr. Scoggin was absent from voting.

Instruction, Research and Student Affairs (IRSA)

5. Higher Education Research Council (HERC) Committee Appointments

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to appoint Dr. Todd E. Combs to the Higher Education Research Council as the INL representative effective immediately. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Critchfield/Hill): By unanimous consent to re-appoint Dr. Haven Baker and Ms. Robin Woods as non-institutional representatives, effective immediately and expiring June 30, 2020. The motion carried 7-0. Mr. Scoggin was absent from voting.

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

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to appoint Dr. Harold Blackman to the Experimental Program to Stimulate Research – Idaho Committee to serve in the positon for the Vice President of Research for Boise State University, effective immediately. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Critchfield/Hill): By unanimous consent to appoint Dr. Todd Combs to the Experimental Program to Stimulate Competitive Research – Idaho Committee to serve as the representative for the Idaho National Laboratory, effective immediately and expiring June 30, 2021. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA)

7. Institution President Approved Alcohol Permits This item was provided in the agenda materials as an information item.

8. University of Idaho – Facilities Naming – UI Arboretum – Asian Grove

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to approve the request by the University of Idaho to designate the Asian Grove in the UI Arboretum as the "Dr. Richard Naskali Asian Grove." The motion carried 7-0. Mr. Scoggin was absent from voting.

9. Boise State University – Facilities Naming – Nile and Christy Latta Football Plaza

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to approve the request by Boise State University to name the plaza in front of the Bleymaier Football Complex the "Nile and Christy Latta Football Plaza." The motion carried 7-0. Mr. Scoggin was absent from voting.

10. Accountability Oversight Committee Appointment

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to approve the appointment of Anne Ritter to the Accountability Oversight Committee effective immediately and ending on June 30, 2020. The motion carried 7-0. Mr. Scoggin was absent from voting.

State Department of Education (SDE)

11.2017-2018 Accreditation Report

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to accept the 2017-2018 Accreditation Summary Report of Idaho Schools as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

12.2018 Curricular Materials Review and Adoption

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to approve the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 English Language Arts and Literacy, K-6 Handwriting, K-12 English Learner, K-12 Computer Applications, K-12 Computer Science, and 9-12 Mathematics Open Educational Resources, as submitted in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

13. Professional Standards Commission – Emergency Provisional Certificate

BOARD ACTION

M/S (Critchfield/Hill): By unanimous consent to approve the request by the Professional Standards Commission for approval of a one-year emergency provisional certificate for James Broyles to teach Spanish grades six (6) through twelve (12), Music grades six (6) through twelve (12) and Orientation Health Occupations grades six (6) through twelve (12) in the St. Maries Joint School District #041 for the 2018-19 school year. The motion carried 7-0. Mr. Scoggin was absent from voting.

INSTRUCTION, RESEARCH & STUDENT AFFAIRS (IRSA)

1. Standing Committee Report – Higher Education Task Force Update This item was provided in the agenda materials as an information item.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Ms. Debbie Critchfield, introduced the item by sharing with Board members the IRSA Committee continues to work on common course numbering with the intent of submitting the final list for Board approval at the December regularly scheduled Board meeting. Additionally, the IRSA Committee continues to research and develop a crosswalk for Advanced Placement (AP) and College Level Examination Program (CLEP) within the common course list and general education requirements; explore possible strategies and solutions to increase access and affordability of textbooks; submit various grant proposals supporting college access for adult learners as well as develop strategies and goals to ensure first-time, full-time students complete 30 hours each academic calendar year.

Board President, Dr. Linda Clark, then shares with Board members a recent topic of discussion during the October Student Advisory Council meeting focused on the issue of reducing the cost of textbooks and other materials and that students are very interested in being a part of this activity on campus. Dr. Clark then reminds Board members this initiative is not a mandate of the Board, but a recommendation from the Governor's Higher Education Task Force that is being led by the institutions.

The Board's Chief Academic Officer, Dr. Randall Brumfield, states there are a number of different ways textbook affordability can be achieved and all are being considered as part of this work. Finally, Dr. Brumfield states he would be remised if he did not share with Board members there is some ambiguity with the definition of affordability and what the institutions should be working towards in regards to affordable textbooks.

There were no additional questions or comments from the Board.

2. Experimental Program to Stimulate Competitive Research (EPSCoR) – Annual Report

This item was provided in the agenda materials as an information item.

Board Secretary, Dr. David Hill introduced the item, sharing with Board members the Established Program to Stimulate Competitive Research (EPSCoR) is a federal program designed to enhance the science and engineering research, education, and technology capabilities of states that have traditionally received smaller amounts of federal research and development funds and that while it is not a demerit, the goal is to not be an EPSCoR state. Dr. Hill then invited Mr. Doyle Jacklin, Vice Chair of the Idaho EPSCoR Committee, to present the annual report to the Board.

Mr. Jacklin reports Idaho EPSCoR continues to search for a new Program Director and the role of Interim Program Director will now be filled by Dr. Carolyn Bohach. Mr. Jacklin then shares the Idaho EPSCoR Committee is a 16 member committee comprised of business members, legislators, community members and scientists and is recommending the appointment of Dr. Todd Combs as the Idaho National Laboratory (INL) representative, replacing Kelly Beierschmitt and Dr. Harold Blackman, the Interim President for Research at Boise State University, replacing Dr. Mark Rudin. Finally, Mr. Jacklin reports in September 2018, it was announced that Idaho EPSCoR was awarded a new Track-1 grant from the National Science Foundation (NSF)-EPSCoR for the "Linking Genome to Phenome to Predict Adaptive Response of Organisms to Changing Landscapes" proposal. The five-year award amount from NSF-EPSCoR is \$20 million with \$800,000 annually being provided as matching funds through the Board's Higher Education Research Council (HERC). Mr. Jacklin then invited the Assistant Project Director and Project Administrator for Idaho EPSCoR, Mr. Rick Schumaker, to present an overview of Idaho EPSCoR's current projects. At the end of his project update, Mr. Schumaker reports Idaho EPSCoR has made great progress in becoming more competitive in receiving research funding and since joining the program has tripled the amount of National Science Foundation (NSF) funding received.

Dr. Hill then asks if there are any other organizations at the federal level, other than NSF, for Idaho to extend to different federal agencies, specifically the Department of Defense (DOD) and Department of Energy (DOE). Mr. Schumaker responds the Idaho EPSCoR governing role and involvement in the other federal agencies is dictated by those agencies guidelines and that Idaho EPSCoR does endorse proposal to the DOE-EPSCoR program but has not had an award in recent years. Mr. Schumaker continues he has received word there will be new opportunities for Idaho EPSCoR to apply for DOE-

EPSCoR programs and the lead for this will be the Vice President for Idaho State University (ISU). Dr. Hill then states the importance for Idaho to take full advantage of all of the EPSCoR programs available.

There were no additional questions or comments from the Board.

3. Graduate Medical Education – Committee Appointments

BOARD ACTION

M/S (Critchfield/Westerberg): To approve the nominations of the Graduate Medical Education committee members provided in Attachment 1 for a two (2) year term, effective immediately and expiring on June 30, 2020. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Critchfield/Hill): To approve the nominations of the Graduate Medical Education committee members provided in Attachment 2 for a four (4) year term, effective immediately and expiring on June 30, 2022. The motion carried 7-0. Mr. Scoggin was absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Ms. Debbie Critchfield, introduced the item reminding Board members the Graduate Medical Education (GME) Committee is a newly formed committee reporting to IRSA to provide recommendations to the Board on ways to enhance graduate education in the state of Idaho and the development, implementation, and monitoring of the Board's graduate medical education short and long-term plans.

Board member Soltman then asked if Graduate Medical Education will continue to present to the Joint Finance and Appropriations Committee (JFAC) to which the Board's Executive Director, Mr. Matt Freeman responds in the affirmative, adding each of the Graduate Medical Education programs are now separately budgeted programs under Health Education Programs with the exception of Family Medicine Residency.

There were no additional questions or comments from the Board.

4. Board Policy III.T. Student Athletes – First Reading

BOARD ACTION

M/S (Critchfield/Atchley): To approve the first reading of amendments to Board Policy III.T.6, as presented in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Ms. Debbie Critchfield, introduced the item sharing with Board members the proposed amendments

would clarify the types of incidents that student athletes must report to their head coach and to the athletic director.

There were no questions or comments from the Board.

5. Board Policy III.N. General Education – Second Reading

BOARD ACTION

M/S (Critchfield/Hill): To approve the second reading of Board Policy III.N, General Education as presented in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Ms. Debbie Critchfield, introduced the item reminding Board members this is a second reading of the proposed policy amendments. Board member Hill then asked if there were any changes from the first reading, to which the Board's Chief Academic Officer, Dr. Randall Brumfield, responded there were none.

There were no additional questions or comments from the Board.

 College Level Exam Program/Advanced Placement Course Equivalency Development
 This item was provided in the agonda materials as an information item

This item was provided in the agenda materials as an information item.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Ms. Debbie Critchfield, introduced the item sharing with Board members Board staff will continue working with institutions in the coming months to align and adopt a common crosswalk for Advanced Placement (AP) and College Level Exam Program (CLEP) exams as well as other forms of Prior Learning Assessment (PLA) such as those related to military training and instruction and work-based learning.

The Board's Chief Academic Officer, Dr. Randall Brumfield, this work will provide a clear, transparent and consistent crosswalk from AP exams and CLEP exams to specific courses on the proposed common course index list the Board will review in December and for those exams where there would not be a course equivalent, Board staff will explore the possibility of those exams meeting one of the six general education requirements.

There were no additional questions or comments from the Board.

PLANNING, POLICY & GOVERNMENTAL AFFAIRS

2. Idaho Division of Vocational Rehabilitation – Annual Report This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item reminding Board members of the requirement for the Idaho Division of Vocational Rehabilitation (IDVR) to provide an annual update to the Board. Mr. Soltman then invited IDVR Administrator, Ms. Jane Donnellan, to present the annual report.

Ms. Donnellan begins by sharing with Board members IDVR has three distinct programs of the agency; Vocational Rehabilitation, Extended Employment Services, and the Council for the Deaf and Hard of Hearing and that a majority of the presentation today will focus on the Vocational Rehabilitation program. Ms. Donnellan then shares the Vocational Rehabilitation program is a state and federally funded program with a 21.3% non-federal match requirement whose mission is to prepare individuals with disabilities for employment and community enrichment.

Ms. Donnellan then states in 2014 the Rehabilitation Act of 1973 and its amendments was reauthorized by the Workforce Innovations and Opportunities Act (WIOA) and is a significant shift in the current law and now looks not only at individuals with disabilities, but at business as customers as well. In response to this shift, IDVR developed a new mission and vision statement to align with WIOA as well the national initiative 2020.

Ms. Donnellan then shares with Board members that in FY2018 there were a total of 1,281 successful outcomes, a 351% increase in customer wages after receiving IDVR services, and that 76% of IDVR customers who achieved or maintained employment reported their wages as their primary means of support. She continues the average hourly rate for IDVR customers in FY2018 was \$12.84; which equates to 63.2% of the average Idaho wage of \$20.00 per hour.

Ms. Donnellan continues with an update on IDVR's efforts to partner with education through pre-employment transition services, paid summer work experience and post-secondary education options. Ms. Donnellan then shares IDVR's efforts to grow their business outreach and engagement includes a new business engagement team comprised of representatives from all eight (8) of IDVR's regions. Finally, Ms. Donnellan shares with members of the Board IDVR's budget request for FY2020 is a single line item for \$8,000 to support the Council for the Deaf and Hard of Hearing (CDHH) to provide training opportunities for licensed interpreters to meet continuing education hours.

There were no questions or comments from the Board.

 Division of Career Technical Education – Career Technical Education (CTE) Educator Pathways
 This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item and then invited Mr. Dwight Johnson, Administrator for the Division of Idaho Career Technical Education (ICTE) to present the update to the Board.

Mr. Johnson begins by sharing with Board members the goal of ICTE is to prepare Idaho's youth and adults for high-skill, in-demand careers and the recruitment and retention of quality Career Technical Education (CTE) teachers is crucial to supporting this goal. Mr. Johnson then updated the Board on ICTE's efforts to recruit and retain highly effective CTE teachers and the various routes individuals may pursue to become a CTE educator.

Board member Critchfield then expressed her support of Career Technical Education and the investment the state has made in recruiting and retaining guality CTE teachers, however, in some school districts this has created tension or friction between CTE teachers and academic teachers. Ms. Critchfield then asks how to support CTE and attract quality teachers without diminishing what the general education teachers are doing in the classroom. Mr. Johnson responds these are significant issues and ones that he does not have an easy answer for, however, there are four factors that contribute to the retention of all teachers; pay, working conditions, preparation, and mentoring and support in the early years of teaching and, while ICTE is working on increasing preparation and support of CTE teachers, there is little they can do when it comes to differential pay based on supply and demand within the teaching profession and this is a challenge the Board must come to terms with. Ms. Critchfield then comments this is a frequent topic of conversation in her region which is experiencing a boom in industry, particularly manufacturing, that has led to an increase to expand technical offerings, however, this is seen as adversarial by other teachers. Mr. Johnson then responds it is the intent of ICTE for career technical education to be viewed as complimentary to rather than in competition with academic education and that CTE programs provide a competitive advantage to every student, regardless of where they are going in their career.

Dr. Clark then comments the elements shared today, specifically mentoring, are very important when the Board considers ways to address the current teacher shortage.

There were no additional questions or comments from the Board.

At this time the Board recessed for 15 minutes, returning at 9:55am PST.

4. Cisco Networking Academy This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item and then invited Ms. Sara Shreve, Program Manager for the Cisco Networking Academy an update to the Board.

Ms. Shreve begins by sharing with Board members the Cisco Networking Academy provides information and communication technology and networking courses to high schools, community colleges and universities by offering a comprehensive teaching and learning program licensed free to not-for-profit organizations. Ms. Shreve then updated the Board on how secondary and postsecondary programs are using the Cisco Networking Academy to meet workforce needs.

Board member Soltman asks what the minimum certificate(s) for an entry level job would be to which Ms. Shreve responds it would depend on the course, and for example, the IT Essentials course, which is a 70 hour course taken in one semester or two, leads to an A+ Certification a high school student could take and at completion could apply for an entry level job,

There were no additional questions or comments from the Board.

5. Idaho Regional Optical Network (IRON) Update This item was provided in the agenda materials as an information item.

Board Secretary and Idaho Regional Optical Network (IRON) Representative, Dr. David Hill, introduced the item and then invited IRON President and CEO Mr. Brent Stacey to present the update to the Board.

Mr. Stacey begins by sharing with Board members IRON is a 501 3© organization focused on serving research and education in Idaho through a dedicated high-performance network for higher education and research institutions to secure access to the nation's two very high speed, fiber optic broadband networks. IRON's fiber routes run from Coeur d'Alene to Salt Lake City, Utah and from Seattle, Washington to Idaho Falls and continues to expand across the state. Mr. Stacey then shared with the Board the collaboration between the Idaho National Laboratory and the state's colleges and universities is ahead of the building schedule at that when complete, the IRON framework will have been installed completely and be poised for education to take full advantage of this new state asset.

Board member Critchfield then asked how the IRON network is installed to which Mr. Stacey responds IRON is a middle mile provider, providing the backbone across the state, with the last mile more of a challenge requiring collaboration between the colleges and universities and local providers.

Board member Soltman then asks as school districts look toward the future and infrastructure, what the focus should be. Mr. Stacey responds fiber optics, especially as the state moves towards more dual-credit and other advanced opportunity courses. Mr. Stacey then adds IRON is available to the school districts to provide insight on how best to grow their networks. Mr. Soltman comments this would be helpful information to share with the schools.

The Board's Executive Director, Mr. Matt Freeman, then asks if IRON works with the Idaho Technology Association (ITA). Mr. Stacey responds some but not as much as they could, adding IRON does not try to advocate their position, but is a resource that is always available.

There were no additional questions or comments from the Board.

6. Board Policy I.Q. Accountability Oversight Committee – Second Reading

BOARD ACTION

M/S (Soltman/Westerberg): To approve the second reading of Board Policy I.Q. Accountability Oversight Committee as provided in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item, reminding Board members the expansion of the Accountability Oversight Committee by two positions will allow for broader representation of the committee while remaining a manageable size. Additionally, Mr. Soltman shares there were no comments received between the first and second reading and there have been no changes to the policy.

There were no questions or comments from the Board.

7. Board Policy IV.E. Eastern Idaho Technical College – Second Reading

BOARD ACTION

M/S (Soltman/Westerberg): To approve the second reading of Board Policy IV.E. Eastern Idaho Technical College, repealing the section in its entirety. The motion carried 7-0. Mr. Scoggin was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item, reminding Board members once the second reading is approved Section IV.I will be removed from the Board's Governing Policies and Procedures. Additionally, Mr. Soltman shares there were no comments received between the first and second reading and there have been no changes to the policy.

There were no questions or comments from the Board.

BUSINESS AFFAIRS AND HUMAN RESOURCES (BAHR)

Section I – Human Resources

1. Board Policy II.F. – Policies Regarding Non-Classified Employees – Second Reading

BOARD ACTION

M/S (Atchley/Soltman): To approve the second reading of the proposed amendment to Board Policy Section II.F.2.b.vi. Policies Regarding Non-Classified Employees, Automobile Exclusion and Courtesy Vehicles as provided in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Ms. Emma Atchley, introduced the item, reminding Board members the proposed amendment is the result of discussions with the State Risk Management office and clarifies the insurance requirements when local dealerships provide courtesy vehicles to institution personnel who choose to make personal use of those vehicles. Additionally, Ms. Atchley shares there were no changes from the approved first reading.

There were no questions or comments from the Board.

2. Boise State University – Amendment to Multi-Year Employment Agreement for Bryan Harsin – Head Football Coach

BOARD ACTION

M/S (Atchley/Critchfield): To approve the request by Boise State University to enter into the multi-year agreement with Bryan Harsin, Head Football Coach as proposed in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Ms. Emma Atchley, introduced the item sharing with Board members the request from Boise State University (BSU) includes significant changes to the existing contract for BSU Head Football Coach Bryan Harsin that require Board approval. Ms. Atchley then requested the Vice President and Chief Financial Officer for Boise State University, Mr. Mark Heil, present the proposed changes to the Board.

Mr. Heil begins by sharing with Board members the proposed contract changes are a result of BSU wanting to show their support for Head Football Coach Bryan Harsin and the football program by offering Mr. Harsin incentives tied to a successful season. Mr. Heil then states the requested changes also include the addition of liquidated damages for termination for convenience by Mr. Harsin, not included in the original agreement. Board member Westerberg then expressed his appreciation for BSU's progress on the liquidated damages, adding the contracts for a highly successful coach need to be competitive, however, it is his opinion the proposed damages are not enough when compared to similar contracts within the Mountain West division.

There were no additional questions or comments from the Board.

Section II – Finance

1. FY 2019 College and Universities Summary of Sources and Uses of Funds This item was provided in the agenda materials as an information item.

Business Affairs and Human Resources (BAHR) Committee Chair, Ms. Emma Atchley, introduced the item and then asked the Board's Chief Fiscal Officer, Dr. Carson Howell, to provide an overview of the report to the Board.

Dr. Howell shares with Board members the College and Universities receive funding from a variety of sources and the purpose of the report is to provide a summary of the revenue sources.

Board member Westerberg then requested clarification on what is included in the Academic Support category. Responding on behalf of the (4) four 4-year institutions was University of Idaho Vice President for Finance and Administration, Mr. Brian Foisy who responds the nationally recognized definition for the Academic Support category includes expenses incurred to provide support services for the institution's primary missions: instruction, research, and public service and includes academic administration, galleries, audio/visual services, etc.

Board member Atchley then requested clarification on what is included in the Institutional Support category to which Mr. Foisy responds the nationally recognized definition for the Institutional Support category includes expenses for central, executive-level activities concerned with management and long-range planning for the entire institution, such as planning and programming operations and legal services; fiscal operations; and activities concerned with community and alumni relations, including development and fund raising, etc. Ms. Atchley then asks if institutional support is primarily administrative in nature to which Mr. Foisy responds in the affirmative.

There were no additional questions or comments from the Board.

2. Outcomes Based Funding

BOARD ACTION

M/S (Atchley/Hill): To waive Board Policy V.S. Allocation of Lump Sum Appropriation for the Fiscal Year 2020 budget. The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Atchley/Westerberg): To approve the College and Universities Outcomes Based Funding model as outlined in Attachment 2, with the adjustment of the weighted distribution weights for the high impact, at-risk and on-time multiplier, and the 3-year implementation plan as follows:

FY2020: \$11,000,000 of new state funding and \$3,000,000 of existing base funding;
FY2021: \$7,500,000 of new state funding and \$5,500,000 of existing base funding;
FY2022: \$4,000,000 of new state funding and \$5,500,000 of existing base funding.
The motion carried 7-0. Mr. Scoggin was absent from voting.

AND

M/S (Atchley/Hill): To approve the Community Colleges Outcomes Based Funding model as outlined in Attachment 3, and the 2-year implementation plan as follows:

FY2020:\$3,000,000 of new state funding and \$491,000 of existing base funding;FY2021:\$597,875 of new state funding and \$994,000 of existing base funding.The motion carried 7-0.Mr. Scoggin was absent from voting.

AND

M/S (Atchley/Westerberg): To approve the Career Technical Education Outcomes Based Funding model as outlined in Attachment 4, and the 3-year implementation plan as follows:

FY2020:\$2,000,000 of new state funding and \$500,000 of existing base funding;FY2021:\$1,000,000 of new state funding and \$900,000 of existing base funding;FY2022:\$612,383 of new state funding and \$1,000,000 of existing base funding.The motion carried 7-0.Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Ms. Emma Atchley, introduced the item reminding Board members of the discussion around Outcomes Based Funding during the October 17, 2018 Work Session and the motions before the Board today reflect that discussion.

Prior to going to motion, Board member Westerberg requested unanimous consent for the BAHR committee to review the issue of stacking of awards for the 4-year institutions under the Outcomes Based Funding (OBF) model. Board member Soltman asks if the intent is for this to be an ongoing review to which Mr. Westerberg responds in the affirmative. There were no objections to the request for unanimous consent.

The Board's Executive Director, Mr. Matt Freeman, then reminds Board members that Board Policy V.S. includes the Enrollment Workload Adjustment (EWA) Formula and the motion before the Board today is to waive the EWA formula in lieu of Outcomes Based Funding.

Board member Clark then asked for clarification on the implementation plan for the community colleges outcomes based funding model and why this model is for two (2) years and not three (3) years like the other models. The Board's Chief Fiscal Officer, Dr. Carson Howell, responds the model was built on historical data and until this year there were only three community colleges in the state. Dr. Howell then states with the addition of the College of Eastern Idaho (CEI), there will be a review after the second year to evaluate the third year implementation.

There were no additional questions or comments from the Board.

3. Boise State University – Contract Addendum One to TouchNet Information Systems, Inc.

BOARD ACTION

M/S (Atchley/Hill): To approve the request by Boise State University to amend the TouchNet Third Application Subscription Program Agreement for the purchase and implementation of TouchNet e-Bill Solution Software at an additional cost not to exceed \$290,653.69 as provided in Attachment 1. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Ms. Emma Atchley, introduced the item and shared with Board members the addendum increases the total value of the contract to more than \$1,000,000, thus requiring Board approval.

There were no questions or comments from the Board.

4. Boise State University – Reduction to 2019 Summer Student Fees

BOARD ACTION

M/S (Atchley/Westerberg): To approve the request by Boise State University to set the summer 2019 resident undergraduate fee at \$280.00 per credit, the non-resident undergraduate fee at \$315 per credit, the resident graduate fee at \$355 per credit and the non-resident graduate fee at \$390 per credit. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Ms. Emma Atchley, introduced the item and then invited Boise State University (BSU) Interim Provost, Dr. Tony Roark, and Associate Vice President for Budget and Planning, Mr. Kenneth Kline, to present the proposal to the Board.

Dr. Roark begins the presentation by sharing with Board members BSU served 9,000 students during the last summer session and while this is the highest number of students served by BSU during this term, students are still underutilizing the summer session. Dr. Roark then states BSU would like to implement a discount for the summer session fees of 20% in an attempt to make the cost of college more affordable as well as to help students make progress towards a degree. Finally, Dr. Roark states BSU has the

capacity to support the reduced fee structure and plans to package this as a part of the "Think 30" Program adding, an analysis of student success conducted by BSU has found the D, Fail, Withdraw (DFW) rates to be 3-points lower in the summer than the regular term.

Board member Westerberg then asked how BSU arrived at the 20% decrease and if there is any research to support this number. Mr. Kline responds for students taking 15 credit hours per semester, fall and spring, the cost per credit is 20% less than the regular part time rate contributing to the perception the summer term is more expensive. Additionally, BSU surveyed students who were taking 12 credit hours while working and asked if a tuition discount of 10% would compel them to attend the summer session. A majority of students answered no. When asked if a tuition discount of 20% would compel them to attend, the majority responded in the affirmative.

There were no additional questions or comments from the Board.

5. University of Idaho – Purchase Agreement – Rinker Rock Creek Ranch

BOARD ACTION

M/S (Atchley/Westerberg): To approve the request by the University of Idaho to purchase the Rinker Rock Creek Ranch Property as described in Attachment 3 Exhibit A, for an amount not to exceed \$1,252,388 in substantial conformance with the terms of purchase set out in Attachment 3; and further, to authorize the Vice President of Finance and Administration of the University of Idaho to execute and deliver all necessary transaction documents for closing the purchase. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Ms. Emma Atchley, introduced the item and invited University of Idaho Vice President for Finance and Administration, Mr. Brian Foisy and University Counsel Mr. Kent Nelson to present the proposal to the Board.

Mr. Foisy begins by sharing with Board members the request before the Board today is an opportunity for the University of Idaho (UI) to purchase a 10,400 acre parcel of property for a purchase price significantly below market value. Mr. Foisy continues the purchase price would provide the current owners, the Nature Conservancy and the Wood River Land Trust, with the return of funds used to purchase the property and that the Wood River Land Trust and the Nature Conservancy would have the right to purchase the property back, if UI were to back out, and return the purchase price plus 2% for each year the university owned the property.

Board member Clark asked if the property is a fully working ranch to which Mr. Foisy responds the property is largely undeveloped and has great value as a research facility for rangeland operations including grazing cattle in conjunction with the ranching

operation based at the Nancy M Cummings Research Education and Extension Center in Salmon, Idaho.

Board member Atchley then asks if the property will be a part of UI's educational mission to use the land for experimentation and research in terms of grazing practices to which Mr. Foisy responds in the affirmative.

There were no additional questions or comments from the Board.

6. Lewis-Clark State College – Career Technical Education Building Project – Funding and Construction Authorization

BOARD ACTION

M/S (Atchley/Soltman): To approve the request by Lewis-Clark State College to implement the bidding and construction phases of the capital project to design and construct a proposed Career Technical Education Center, as described in Attachment 1, and to authorize the Vice President for Finance and Administration to execute all necessary and requisite consulting contracts to bid, award, and complete the construction phase of the project for an amount not to exceed \$21,000,000. The motion carried 7-0. Mr. Scoggin was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Ms. Emma Atchley, introduced the item and invited President of Lewis-Clark State College (LCSC), Dr. Cynthia Pemberton, and Vice President for Finance and Administration, Mr. Todd Kilburn, to present the proposal to the Board.

Dr. Pemberton begins by sharing with Board members the request before the Board today is to approve the implementation of the bidding and construction phases of the new Career Technical Education Center. Dr. Pemberton then states the estimated budget for the project is higher than previous estimates mainly due to uncertainties around the cost of steel. Finally, in the interest of complete transparency, Dr. Pemberton shares with the Board the Department of Environmental Quality (DEQ) has requested, under separate cover, submittal of the water analysis for the project and that LCSC has responded and does not anticipate any issues.

Mr. Kilburn then shared an update of the project budget and funding sources with the Board.

There were no questions or comments from the Board.
OTHER BUSINESS

Prior to adjournment, Dr. Clark shared with members of the Board and the audience the December Regularly scheduled Board meeting will be hosted by the College of Western Idaho (CWI) on the campus of Boise State University (BSU) and that additional details for this meeting will be made available on the Board's website.

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

BOARD ACTION

M/S (Critchfield/Westerberg): To adjourn the meeting at 10:49 am (PST). The motion carried 7-0.



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

STATE BOARD OF EDUCATION

November 8, 2018 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 November 8, 2018 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Linda Clark presided and called the meeting to order at 3:30 pm Mountain Time.

A roll call of members was taken.

Present:

Dr. Linda Clark, President Debbie Critchfield, Vice President Dr. David Hill, Secretary Emma Atchley Andrew Scoggin Don Soltman Richard Westerberg Sherri Ybarra, State Superintendent

STATE DEPARTMENT OF EDUCATION (SDE)

BOARD ACTION

1. Assessment Item Review (Bias and Sensitivity) Committee Recommendations

BOARD ACTION

M/S (Ybarra/Hill): To approve the recommendation of the Assessment Review Committee and remove one (1) Grade 5 ELA item (Item number 130300) from the 2019 item pool of the Idaho Standards Achievement Test. The motion carried 8-0.

Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item sharing with Board members approval of the recommendation from the Bias and Sensitivity Committee (Committee) would remove one (1) Grade 5 English Language Arts (ELA) item from the 2019 Idaho Standards Achievement Tests (ISAT) by Smarter Balanced Assessment pool. The Director of Assessment and Accountability for the State Department of Education, Ms. Karlynn Laraway, adds the item has been recommended for removal because the Committee felt the item represented an idiom, or unfamiliar phrase for all students, and therefore is inaccessible to all students. Ms. Laraway then reminds Board members that assessment items are confidential and available for use by all states participating in the Smarter Balanced Assessment Consortium and that publically disclosing the assessment item would compromise its validity for use by other states, therefore, the specific item being requested for removal was made available to Board members prior to the Board meeting and is not available for the public to view.

Board member Soltman then expresses his thanks for the work by the members of the Bias and Sensitivity Committee, noting the time commitment involved with the work of the Committee.

There were no additional questions or comments from the Board.

2. Pending Rule Docket No. 08-0202-1801, Rules Governing Uniformity, Standards for Initial Certification of Professional School Personnel

BOARD ACTION

M/S (Ybarra/Atchley): To approve Pending Rule Docket No. 08-0202-1801 as submitted in Attachment 1. The motion carried 8-0.

Superintendent of Public Instruction, Ms. Sherri Ybarra, introduced the item sharing with Board members the item has been brought forward based on the recommendation of the Public Standards Commission and approval would allow for two new endorsements for middle school composite areas; Social Studies 5-9 and Science 5-9.

Board member Critchfield then asked if there had been changes since the June Regular Board meeting when the proposed rule docket was initially brought forward for approval. Director of Certification and Professional Standards for the State Department of Education (SDE), Ms. Lisa Colon Durham responds there have been two changes, based upon public comment. The first change was in reference to the Science Middle School Level endorsement replacing "physics" with "physical science" to allow for coursework in chemistry. The second change was in reference to the Pupil Service Staff Certificate and includes a change in language to best define continuing education units for Pupil Service Staff Certificate holders that fifteen (15) clock hours are equivalent to one (1) semester credit. Linda asks if an individual takes a continuing education course totaling ten (10) hours, would they then have to take an additional ten (10) hour course to meet this requirement. Ms. Colon Durham responds in the negative stating the required credits are a compilation of units taken over the five year renewal cycle. Dr. Clark then asks if all of the hours can be continuing education hours to which Ms. Colon Durham responds in the affirmative, adding for individuals holding a Bureau of Occupational License, any of the hours they use to renew their occupational license can be used to renew their Idaho Education Credential.

Board member Scoggin then requested a definition of the term "contact hours". Ms. Colon Durham responds she is not aware of a definition and that the SDE definition is based upon the number of hours of instruction received, whether online or in person. Mr. Scoggin then asked if there is concern that a misunderstanding could arise without a clear definition of the term "contact hours". Superintendent Ybarra responds the SDE can research the term and provide a definition, adding, this item has been brought forward by the Professional Standards Commission and the language used in the proposed rule is the same language used in the past. The Board's Chief Planning and Policy Officer, Ms. Tracie Bent, adds the language is a new requirement that ties to those individuals who have occupational licenses issued by the Bureau of Occupational Licenses and that "contact hours" is a generally accepted term on the occupational licensing side.

There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

1. Pending Rule Docket No. 08-0104-1801 – Rules Governing Residency Classification

BOARD ACTION

M/S (Soltman/Scoggin): To approve Pending Rule Docket No. 08-0104-1801 as submitted in Attachment 1. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item reminding Board members approval of the proposed amendments

will update and simplify references for determining student residency for tuition purposes. Additionally, Mr. Soltman shares the public comment period for the proposed amendments ended October 24, 2018 and there were no comments received or changes made to the original proposal.

There were no questions or comments from the Board.

2. Pending Rule Docket No. 08-0113-1802 – Rules Governing the Opportunity Scholarship Program

BOARD ACTION

M/S (Soltman/Westerberg): To vacate Pending Rule Docket No. 08-0113-1802 as submitted in Attachment 1. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item reminding Board members approval of the proposed amendment would amend the student eligibility and application requirements to allow for a portion of the Opportunity Scholarship awards to be used for individuals who have earned 24 or more postsecondary credits. Additionally, Mr. Soltman shares the public comment period for the proposed amendments ended October 24, 2018 and that one comment in favor of the proposed rule was received through this process. Additionally, Board staff met with the postsecondary institutions Financial Aid Directors to discuss implementation of the scholarship on the campuses and to gather feedback. As a part of this process, the Financial Aid Directors provided two additional comments on the proposed rule; specific language regarding the processing of the Adult Learner applications by Board staff and for the Board to consider adding additional language regarding the credit hour requirements for continued eligibility of the "traditional" Opportunity Scholarship applicants. Staff have incorporated one change in the pending rule in response to the application processing deadline.

Board member Hill then requested clarification on the definition of an adult learner provided in the agenda materials. Dr. Hill notes the definition, as written, implies an individual attending a postsecondary institution, accredited or not, at any time during the previous 24 months could qualify as an adult learner, and is this what the Board intended when developing the requirements for the scholarship. The Board's Chief Planning and Policy Officer, Ms. Tracie Bent, responds the intent was for individuals to earn credits from any institution, have a break of service for 24 months from any institution and to use the award at a public postsecondary institution in Idaho. Dr. Hill then shares the example of an individual who leaves military service and then enrolls in a postsecondary course, at either a private or public institution, and that as currently written, the definition would disqualify individuals in this situation for 24 months and is this what the Board intends. Board member Critchfield then comments the Board has worked to remove as many barriers to postsecondary education as possible, especially for this population and the Board should work to increase access for the adult learner population and not inhibit it.

Board member Scoggin then shared his concern the definition, as written, could have the unfortunate result of allowing individuals to qualify for the scholarship who attend any institution not accredited by a body recognized by the Board and that by default, this would exclude Idaho citizens and because of this, the 24 month period should be applicable for all applicants.

Board member Atchley then asks if the Board recognizes education received through military service to which Ms. Bent responds, credit for Prior Learning (PL) is granted through the institutions and, as long as an institution is accredited by a body recognized by the Board or transferable to an Idaho institution, then the credits would be recognized and would count towards the twenty-four (24) credits earned. Dr. Clark then comments the credits would be recognized, but would had to have been earned prior to the 24 month period immediately prior to applying for the scholarship. Ms. Bent confirms this and adds if the credits are not awarded until an individual attends an institution, then those credits would not apply to the twenty-four (24) credits earned.

Board member Atchley then asks if the requirement for an individual to have not attended a postsecondary institution at any time during the twenty-four (24) month period immediately prior to application is to differentiate the adult learner from the Traditional Opportunity Scholarship, noting a Traditional Opportunity Scholarship recipient can take a year off and still receive the award. Ms. Bent responds the Traditional Opportunity Scholarship is awarded up to four (4) years after graduating from high school, however, a student may request a leave of absence or other qualifying item that would allow an extension of the scholarship award. Ms. Bent then states the Traditional Opportunity Scholarship is available to students that may have earned some credits, and it is possible for students to return to their postsecondary education as an adult and still apply for the Traditional Opportunity Scholarship, however students must maintain full-time status, where Adult Learner Opportunity Scholarship students are allowed the flexibility to attend part-time.

Dr. Hill then states his concern with the requirement that a student has not attended a postsecondary institution at any time during the twenty-four (24) month period immediately prior to application, noting, as written, this would equal a length of time greater than two years, or twenty-four (24) months.

Dr. Hill then comments on the eligibility requirement that a student must be pursuing their first undergraduate certificate or degree and that, as written, the language specifically discriminates against stacking credentials and is specifically narrowed to allow only an individual who attempted but did not finish any credential to receive their first credential and does not allow for retraining, upscaling, or stacking of credentials and in his opinion, this is wrong. Ms. Bent responds the language in code regarding Adult Learners is fairly open and would allow some discretion in this particular instance. She then shares with Board members it was the intent of legislators for the Adult Learner Opportunity Scholarship to be used to obtain an individual's first meaningful certificate or degree and not to be used as a retraining tool. Board member Atchley then comments the Eligibility Definition of an Undergraduate Student as described in code (IDAPA 08.01.13.101.01)

implies a non-adult learner who receives multiple certificates or degrees as part of their progression towards a degree is still eligible because they are seeking their first professional degree. Ms. Bent responds the language references traditional students who are recipients of the Traditional Opportunity Scholarship may use the scholarship to earn a baccalaureate degree even if you already received a certificate as long as it is the natural progression of a program up to a baccalaureate degree. For Adult Learner Opportunity Scholarship students, the language prohibits the stacking of credentials.

Finally, Dr. Hill shares the example of a traditional student who begins their postsecondary education at a 4-year institution who then drops out due to circumstances out of their control and then later decides to continue their postsecondary education by enrolling in a single course at the community college level. At completion of this course the student would have enough credits to earn an Associate's Degree, and would then be precluded from applying for the Adult Learners Opportunity Scholarship. Ms. Bent responds by sharing with Board members a possible solution for this type of situation would be for the Board to allow adult learners the ability to stack credentials up to a baccalaureate degree, the same as traditional students. Dr. Hill responds it would be his preference for the Board to develop a broader definition that would allow more scope for these particular circumstances. Ms. Bent then reminds Board members the Board has the authority to amend a pending rule as long as the amendments fall within the scope of the rule making process and the changes the Board is discussing today would be within that scope. If the Board were to vacate the pending rule Board members would have to approve another temporary rule at the end of the next session in order to make the awards for the next year, but this would allow time for Board staff to work with legislators to draft new proposed and pending rules for the next year.

There were no additional questions or comments from the Board.

3. Pending Rule Docket No. 08-0202-1802 - Rules Governing Uniformity - Alternate Route to Administrator Certification

BOARD ACTION

M/S (Soltman/Critchfield): To vacate Pending Rule Docket No. 08-0202-1802 as submitted in Attachment 1. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item reminding Board members approval of the proposed amendment would establish an alternate route for non-traditional individuals to receive an Administrator Certificate. Additionally, Mr. Soltman shares the public comment period for the proposed amendments ended October 24, 2018 and that four comments were received opposing the creation of the alternate route. Mr. Soltman then states that based upon comments received, it is his desire to vacate the proposed rule to allow additional time for Board staff to research and develop a new rule.

Board member Critchfield then shares with Board members the purpose of working with stakeholders to develop an alternate path for administrators was a result of other legislative action coming forward during the recent legislative session and that working with legislators, the Board agreed to gather stakeholders together to have a conversation around an alternate route for administrators. The information shared during this conversation as well as other conversations indicate there is more work to be done developing an alternate route for administrators. The Board's Chief Planning and Policy Officer, Ms. Tracie Bent, adds it is her understanding the authors of the original bill introduced during the 2018 legislative session intend to introduce the bill again during the 2019 legislative session.

There were no additional comments or questions from the Board.

4. Pending Rule Docket No. 08-0202-1803 – Rules Governing Uniformity – Educator Credentials

BOARD ACTION

M/S (Soltman/Hill): To approve Pending Rule Docket No. 08-0202-1803 as submitted in Attachment 1. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item reminding Board members approval of the proposed rule would allow for a small technical correction and provide clarification without changing current practices.

There were no questions or comments from the Board.

5. Pending Rule Docket No. 08-0202-1804 – Rules Governing Uniformity – Professional Endorsement

BOARD ACTION

M/S (Soltman/Atchley): To approve Pending Rule Docket No. 08-0202-1804 as submitted in Attachment 1. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item reminding Board members approval of the proposed rule would Provide school districts with a process for determining whether out-of-state instructional staff and pupil service staff are eligible for the Professional Endorsement. Additionally, Mr. Soltman shares the public comment period for the proposed rule ended October 24, 2018 and that one comment was received stating there were no objections to the proposed rule and that no changes have been made to the rule between the proposed and pending rule stages.

There were no questions or comments from the Board.

 Division of Career Technical Education - Pending Rule Docket No. 08-0202-1805

 Rules Governing Uniformity – Educator Credential – Occupational Specialist Endorsements

BOARD ACTION

M/S (Soltman/Critchfield): To vacate Pending Rule Docket No. 08-0202-1805 as submitted in Attachment 1. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item and then invited the Administrator for the Division of Career Technical Education, Mr. Dwight Johnson, and Director of Teacher Certification and Professional Development for the Division of Career Technical Education, Ms. Kristi Enger, to present the pending rule to the Board. Ms. Enger provided a summary of the amendments made to the pending rule in response to comments received during the public comment period that ended October 24, 2018.

Dr. Clark then shares with Mr. Johnson and Ms. Enger that she has received input and comments from school districts that do not support the proposed amendments. Mr. Johnson responded the Division of Career Technical Education (Division) is aware of the comments and has responded appropriately.

Board member Critchfield then comments it was her understanding the purpose of the proposed rule is to provide consistency in awarding certificates and endorsements for individuals wanting to become Career Technical Education (CTE) teachers. She then asks if there is a preference in the process for looking at a skill based certification process rather than a pathway, adding this is one of the comments she has heard repeatedly and she hopes the Division is using this opportunity to insure what is being formalized in code for the first time is actually what will serve Idaho schools the best. Mr. Johnson responds with his agreement and that it is the Division's desire to develop meaningful endorsements that connect to programs of study with Idaho's CTE programs. Ms. Enger adds the skill sets included in each of the endorsements and their language align with the standards and the program standards identified, with the help of industry as well as secondary and postsecondary faculty, and the subsets of skills shown with each endorsement align and represent what is needed for that endorsement.

Board member Critchfield then shares after having heard from the schools and districts this rule would impact the frustration expressed weighs heavily on her support of this rule. Board member Clark adds she too has received significant feedback from the school districts and that while none of the feedback has expressed concern with reducing the number of endorsements, all of the feedback she has received has expressed dissatisfaction with the process and she is concerned school districts and stakeholders

feel they were not heard or actively engaged in the process and are concerned with the lack of a crosswalk for their existing certificated employees. Finally, Dr. Clark shares school district have asked the Board to not take action on this item and allow time for additional input and that the Board is very much committed that stakeholders be involved in the process.

Board member Soltman then asks what would be the impact if the Board were to not move forward with the pending rule. Mr. Johnson responds the Division would wait another year and continue to engage stakeholder feedback and input.

There were no additional questions or comments from the Board.

7. Pending Rule Docket No. 08-0203-1803 – High School Graduation Requirements

BOARD ACTION

M/S (Hill/Scoggin): To approve Docket No. 08-0203-1803, Rules Governing Thoroughness, High School Graduation Requirements, as amended. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item reminding Board members the proposed amendments would incorporate changes approved by the Board at the April 2018 Regular Board meeting and suggested amendments identified during the negotiated rulemaking process with stakeholders and the Board's discussion at the August 2018 Regular Board meeting during the Work Session. Approval of the pending rule would allow the rule to be published in the Administrative Bulletin and forwarded to the 2019 Legislature for consideration. Additionally, Mr. Soltman shares the public comment period for the proposed rule ended October 24, 2018 and that nine comments were received. In response to these comments, amendments have been made to include school to work programs, clarify that the "thesis" requirement is a written "thesis", and clarify that the school district or charter school has full discretion on which options are available to their students to meet the senior project requirement.

Board member Hill requested clarification on the proposed Senior Project definition, noting that as written, the definition implies completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or school to work internship program may be used to meet the senior project requirement, without any form of written thesis and it was his understanding during the October 2018 Regular Board meeting this route would still require a form of written thesis. The Board's Chief Planning and Policy Officer, Ms. Tracie Bent, responds the addition of "written report or thesis" could be added as part of the rulemaking process. Board member Critchfield then asks if the requirement for a written thesis would be at the discretion of the local school district to which Ms. Bent responds the current requirement, with the exception of those that are meeting the senior math requirement, is the written report is required for a senior project except for those that are meeting the requirement with a postsecondary certificate or

degree or approved pre-internship or internship program. Currently, there is discretion on the requirement of a written report for students using a certificate or degree or approved pre-internship or internship program to meet the requirement and the language proposed by Dr. Hill would add a written thesis or report to those that are using the exception language to meet the senior project requirement.

Dr. Hill then comments it was his understanding from the discussion during the August 2018 Regular Board meeting Work Session that Board members were comfortable with continuing to allow various more practical means of meeting the senior project requirement since the purpose of it was to demonstrate skills that could not otherwise be demonstrated by exams or tests, but that a written thesis or report would still be required. Board member Critchfield responds she is hesitant to add the written thesis or report as a requirement, as there are other avenues for students to present a senior project, and she is concerned the requirement would be seen as writing a report just for the sake of writing a report. Ms. Critchfield then states she would prefer the requirement for a written thesis or report be left to the discretion of the local school districts to determine the best fit for the student and the particular project they choose. Board member Atchley then comments completion of a postsecondary certificate or degree would include writing skills, however, internships may not. Ms. Atchley then suggests an approved preinternship or school to work internship may be used to meet the requirement, provided a written report is submitted to the local education agency (LEA). Ms. Critchfield then asks if presentation of the senior project could be in a form other than a written report or thesis. After much discussion, Board members modified the proposed definition of the senior project as follows.

"The senior project is a culminating project to show a student's ability to analyze, synthesize and evaluate information and communicate that knowledge and understanding. A student must complete a senior project by the end of grade twelve (12). Senior projects may be multi-year projects and may be group or individual projects, approved pre-internship or school to work internship program at the discretion of the school district or charter school. The project must include elements of research, communication of a thesis using experiential learning or integrated project based learning experiences and presentation of the project outcome. Completion of a postsecondary certificate or degree at the time of high school graduation may be used to meet this requirement".

There were no additional questions or comments from the Board.

 Division of Career Technical Education - Pending Rule Docket No. 08-0203-1804 – Rules Governing Thoroughness – Incorporated by Reference - Career Technical Education – Program Content Standards

BOARD ACTION

M/S (Soltman/Scoggin): To approve Pending Rule Docket No. 08-0203-1804 as submitted in Attachment 1. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item reminding Board members approval of the proposed rule changes will add additional Career Technical Education (CTE) subcategories into the existing content standard areas approved by the Board at the June 2016 Regular Board meeting. Additionally, Mr. Soltman shares the public comment period for the proposed amendments ended October 24, 2018 and that two comments were received; one comment in favor of the proposed rule and one comment stating there were no objections to the proposed amendments. Finally, Mr. Soltman states there were no changes between the proposed and pending rule stages.

There were no questions or comments from the Board.

9. University of Idaho - Pending Rule Docket No. 08-0501-1801 – Rules Governing Seed and Plant Certification

BOARD ACTION

M/S (Soltman/Atchley): To approve Pending Rule Docket No. 08-0501-1801 as submitted in Attachment 1. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item reminding Board members approval of the proposed rule would allow for the rule to move forward through the rulemaking process and to go forward for public comment.

Additionally, Mr. Soltman shares in an effort to amend the seed certification standards approval process that would replace the rulemaking process with a more meaningful process the University of Idaho was directed to work with the impacted stakeholder groups to form consensus on a path forward. A group of stakeholders met on September 14, 2018 to discuss options. A smaller group will be meeting to formulate alternatives to the rulemaking process, however, no update has been received on the progress of this group to date.

There were no questions or comments from the Board.

10. Division of Vocational Rehabilitation – Pending Rule Docket No. 47-0102-1801 -Rules and Minimum Standards Governing Extended Employment Services

BOARD ACTION

M/S (Soltman/Scoggin): To approve Pending Rule Docket No. 47-0102-1801 as submitted in Attachment 1. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item sharing with Board members the public comment period ended on October 24, 2018 and that no public comments were received and that there have been no changes between the proposed and pending rule states.

There were no questions or comments from the Board.

11. Division of Career Technical Education – Pending Rule Docket No. 55-0103-1801 – Rules of Career Technical Schools

BOARD ACTION

M/S (Soltman/Westerberg): To vacate Pending Rule Docket No. 55-0103-1801 as submitted in Attachment 1. The motion carried 8-0.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Mr. Don Soltman, introduced the item and then invited the administrator for the Division of Career Technical Education (Division), Mr. Dwight Johnson, to present the proposed changes to the Board.

Mr. Johnson begins by sharing with Board members the proposed amendments would move career technical education (CTE) school funding from a model based on student average daily attendance (ADA) to an enrollment based model. The proposal would not affect the base funding for CTE programs but would be in addition to the current base funding to be distributed between the state approved CTE high schools. The goals of the new funding model are to recognize that student enrollment drives the teacher and equipment funding needs for a program, to incentivize CTE high schools to insure their students have the necessary skills to be successful after graduation, to allow the Division to utilize the Idaho System for Educational Excellence (ISEE) to more accurately collect enrollment data and to insure accuracy so that requests for increased CTE school funding will be more accurate and reliable. The public comment period ended on October 24, 2017 and the Board office received six comments, all in opposition of the proposed rule. The Division worked with school districts and stakeholders to amend the pending rule to address the concerns identified during the public comment period.

Board member Scoggin asks if the amendments developed in response to the comments are subject to a new public comment period. The Board's Chief Planning and Policy Officer, Ms. Tracie Bent, responds the negotiated rulemaking process requires the pending rule, with amendments, to be republished, however, there is no requirement for another 21 day public comment period. The next opportunity for individuals to comment on the rule would be when the rule comes before the legislature for approval, at which time legislators will make the decision to accept or reject the rule in part or in whole.

Board member Critchfield shares her concern the public was not given an opportunity to comment on the proposed amendments. Dr. Clark adds she has received feedback from

the school districts that they were left out of the process and she finds it difficult to approve a rule given the stakeholder input she has received.

Mr. Scoggin asks how schools would be impacted if the rule was not passed, adding he understood the funding formula was to be used as a mechanism for allocating funds and not obtaining total funds. Mr. Johnson responds the proposed funding formula is a mechanism for distribution and also for identifying the need for additional funding based on enrollment. Dr. Clark then asks if the impact would be immediate or as new schools are added. Mr. Johnson responds immediate, adding the Division is aware of two new high schools that will begin operating in the near future and when these schools come online, they will split funding with existing schools. Dr. Clark asks when the two new schools are expected to be operating to which Ms. Bent responds if the schools were to begin operations in the 2019-2020 school year, then their funding would come from the fiscal year 2020 budget, and this is the budget legislators will be considering during the 2019 session. Mr. Scoggin then asks if under the existing model funds will increase due to the increased enrollment from the two new high schools. Mr. Johnson responds under the current model the Division cannot use the ISEE system because the CTE program has partial days and the ADA system does not recognize these days, they must be hand collected by the school districts and this creates a lack of reliability with the data being submitted and reported. Dr. Clark then asks if the districts could move to an enrollment model if they provided the attendance data by hand. Mr. Johnson responds not unless the pending rule is approved. Dr. Hill asks if the Division has considered a temporary rule to which Mr. Johnson responds in the negative. Dr. Clark asks is this is a possibility to which Ms. Bent responds this would not qualify for a temporary rule. Dr. Clark then asks if the Division has submitted a budget request to which Mr. Johnson responds in the affirmative, for the same amount as the previous year. Dr. Clark then asks why the Division would not request more money if it was known more money would be needed. Mr. Johnson did not respond.

There were no additional questions or comments from the Board.

EXECUTIVE SESSION (Closed to the Public)

M/S (Critchfield/Scoggin): 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. A roll call vote was taken and the motion carried 8-0.

Board members entered into Executive Session at 5:35 pm MST.

M/S (Critchfield/Hill): To go out of Executive Session. The motion carried 8-0.

Board members exited Executive Session at 6:15 pm MST.

OPEN MEETING

The Board reconvened in Open Session at 6:17pm MST where Board President Clark read the following statement:

"The Board convened in Executive Session to consider an exempt matter which is permissible under the Open Meeting Law, Idaho Code, Title 74, Section 206(1)(b). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in this matter it will occur at a future meeting properly noticed under the Open Meeting Law".

OTHER BUSINESS

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

M/S (Hill/Critchfield): To adjourn the meeting at 6:17pm pm MST. The motion carried 8-0.

TAB	DESCRIPTION	ACTION
A	K-20 Education Strategic Plan – Annual Reporting	Information Item
В	Complete College America – Momentum Pathways Work Plan	Information Item

SUBJECT

2020-2025 K-20 Education Strategic Plan

August 2010	Board adopted 60% college attainment production goal based on the report from Georgetown University's Center on Education and the Workforce projections for Idaho's workforce needs in 2018.
August 2011	Board was presented with details around projections toward meeting the 60% college attainment goal as a population goal vs. production goal and assumptions necessary for developing productions (out-migration, in- migration, etc.)
October 2011	Board reviewed degree production projections by institution that would be needed to reach the 60% degree attainment goal by 2020.
December 2011	Board was presented with annual credential-level projection on degree production increases the public institutions would need to meet to achieve the 60% goal by 2020.
June 2012	Board set statewide targets for degree production to meet Board's 60% goal (1 year certs 2,400 by 2020, associates 7,500 by 2020, bachelors 9,700 by 2020).
August 2013	Board reviewed updated report data on Idaho's projected workforce need from Georgetown University's Center on Education and the Workforce (67.6% of jobs will requires some college, an associate's degree, a bachelor's degree or higher by 2020).
February 2014	Board was presented with Idaho Business for Education 2018 Workforce Need Employer Survey results.
December 2015	Board received update on progress toward 60% educational attainment goal and areas for consideration as policy levers for increasing degree production and approved the updated K-20 Education Strategic Plan including adjustment to level of credential benchmarks.
December 2016	Board reviewed and discussed amendments to the Board's FY18-FY22 K-20 Education Strategic plan and approved amendments to the Board's FY18-FY22 Higher Education Research Strategic Plan.
August 2017	Board discussed in detail goal one and possible amendments to the K-20 Education strategic plan and requested the Planning, Policy and Governmental Affairs Committee continue the work and bring back proposed amendments to the Board for consideration.
December 2017	Board discussed and requested additional changes to the Board's new strategic plan.

February 2018 Board approved new K-20 Education Strategic Plan (FY20-FY24) significantly rewriting the Goals, Objectives, and Performance Measures. October 2018 Board reviewed the K-20 Educational System performance measures and directed staff to remove a number of performance measures and bring forward annual degree production targets for consideration in the updated K-20 Education Strategic Plan for the December 2018 Board meeting

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M. Planning and Reporting Section 67-1903, Idaho Code

BACKGROUND/ DISCUSSION

The Idaho State Constitution, Article IX, Section 2, 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, the membership, powers and duties of which shall be prescribed by law." Through obligations set in the State Constitution and Idaho statutes, the State Board of Education (Board) is charged with the general supervision, governance and control of all educational institutions and agencies supported in whole or in part by the state. This includes public schools, colleges and universities, Department of Education, Division of Career Technical Education, Idaho Public Television, and the Division of Vocational Rehabilitation. The Board and the executive agencies of the Board are charged with enforcing and implementing the education laws of the state.

Due to these broad responsibilities, the Board serves multiple roles. The Board sits as a policy-making body for all public education in Idaho and provides general oversight and governance for public K-20 education, and the Board has a direct governance role as the Board of Regents for the University of Idaho and the board of trustees for the other public four-year college and universities. The K-20 Education strategic plan must encompass and serve all of these aspects of Idaho's public education system.

The Board's strategic plan is a forward looking roadmap used to guide future actions, define the vision and mission of Idaho's K-20 educational system, guide growth and development, and to establish priorities for resource distribution. Strategic planning provides a mechanism for continual review to ensure excellence in public education throughout the state. The strategic plan establishes the Board's goals and objectives that are consistent with the Board's 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. Unlike the strategic plan work, the performance measure review is a backward look at progress made during the previous four years toward reaching the strategic plan goals and objectives. At the October 2018 Regular Board meeting as part of the K-20 Education Performance Measure discussion, the Board directed staff to bring forward annual production targets by credential level and institution that would be needed to help Idaho meet the population based educational attainment goal of

IMPACT

Based on the discussion during the Work Session, staff will bring back final edits to the K-20 Education Strategic Plan for the Board's consideration at the February Board meeting. Once the Board as approved the updated strategic plan, the agencies, institutions and special/health programs will update their strategic plans for the Board's consideration in April 2019 with final consideration scheduled for June 2019.

ATTACHMENTS

Attachment 1 – Strategic Planning Requirements

Attachment 2 – 2020–2025 K-20 Education Strategic Plan

Attachment 3 – Credential Production Targets

- Attachment 4 K-20 Education Strategic Plan Performance 2015-2018
- Attachment 5 Georgetown University Center on Education and the Workforce – Recovery – Job Growth and Education Requirements Through 2020 – State Report (June 2013 Update)
- Attachment 6 Unemployment Rates by Credential Updated March 27, 2018

Attachment 7 – Annual Dual Credit Report

Attachment 8 – Annual State Scholarship Report

Attachment 9 – Annual Remediation Report

STAFF COMMENTS AND RECOMMENDATIONS

At the October 2018 Regular Board Meeting the Board reviewed the performance of Idaho's K-20 education system through the review of progress towards the benchmarks and performance targets of the K-20 Education Strategic Plan and the agencies, institutions and special/health programs the makeup Idaho's education system. As part of this conversation, the Board gave feedback to staff on amendments to the K-20 Education Strategic Plan, asking that a number of performance measures be removed. The discussion also included reframing the Board's definition of certificate as it is used for determining progress toward the Board's education attainment goal and establishing annual credential targets, by level and by institution to meet the Board's population goal of:

Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study. Benchmark: 60% or more (by 2025)

Additionally, the Higher Education Task Force recommended the Board restate the 60% and "establish a clear, credible, and measureable roadmap on how Idaho gets to the 60% Goal." The original "60% Goal" as established is a population goal. The goal is impacted not only by the degrees produced at Idaho postsecondary institutions, but also by the degree level and age of individuals that move into the state and move out of the state. The Higher Education Task Force recommended the following language:

"By the year 2025, Idaho's colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of all Idaho citizens necessary to survive and thrive in the changing economy and that by June 30, 2025, 60% of the state's citizens between the ages of 25-34 shall have a postsecondary education (1,2,4, or more)".

The original target of 60% was set by the Board based on the Georgetown University's Center on Education and the Workforce State-Level Analysis of Projections of Jobs and Education Requirements through 2018 (published June 2010). The report projected 61% of jobs in Idaho would require some postsecondary training beyond high school in 2018. The Center projected Idaho's needed education levels at:

Education Level	2018 jobs	Percent
Did not graduate high school	84,000	10.20%
High school graduates	235,000	28.55%
Some college, no degree	222,000	26.91%
Associate's degree	81,000	9.81%
Bachelor's degree	146,000	17.74%
Graduate degree	55,000	6.68%

Idaho Employment Projections for 2018 by

In June 2013, the Center on Education and the Workforce Center updated its projections. The new analysis projected 68% of the jobs in Idaho would require postsecondary education. The Center divides postsecondary education levels by: Some College/No Degree, Associate's Degree, Bachelor's Degree, and Master's Degree or Better. Credentials less than an associate's degree would fall under the Some College/No Degree category. The Board's inclusion ofcertificates of one academic year or more as part of its 60% Goal are extrapolated from the Some College, No Degree taking into consideration the lower benchmark (60%) than the 61% projected by the Center.

In 2013, Idaho Business for Education (IBE) conducted a survey of Idaho business and their projected needs. IBE's survey results reaffirmed the Board's current Educational Attainment Goal and was in alignment with the updated Georgetown University Center on Education and the Workforce research showing that by 2020, 67% of the jobs in Idaho would require some form of postsecondary

degree or credential. While both the survey and the Center showed a need for increased postsecondary attainment at all levels, the survey found the largest attainment gap was at the baccalaureate level and the updated Georgetown Study identified the highest areas of growth at the baccalaureate or higher levels.

At the December 2016 Regular Board meeting the Board, through the strategic planning process, set the following credential level targets for meeting the "60% Goal."

Certificates – 5% by 2020 Associate's – 25% by 2020 Bachelor's – 55% by 2020 Graduate degree – 15% by 2020

In considering setting annual targets by credential level and institution for making progress toward the 60%, additional factors outside of the public education system must be considered: the education level of individuals moving in and out of Idaho and the production of postsecondary credentials by Idaho's private postsecondary institutions. Board staff have taken into consideration these two factors as well as current production trends in providing baseline data and projected need for reaching the goal by 2025 in Attachment 3. Based on current production modeling the level of certificates needed would be met by the current production so the modeling focuses on the increases needed in associated degrees and bachelor's degree based on the projected workforce needs used to establish the goal.

Additional factors to consider when looking at the breakout of credential level is the population as a whole and the age range targeted (25-34 year olds). The following chart provides a visual of where the goal sits when considering the average workforce population as a whole and examples of the types of experience that make up the other areas:

Age	Less than	High	Some College/	Certificate	Associates	Bachelor's	Graduate
Range	High	School	Credential	1 Yr or	Degree	Degree	Degree
	School	Diploma	Less Than One	More			
			tear				
18-24							
25-34	40	% of 25-34 Ye	ar Olds		60% of 25-34	Year Olds	
35+							

Workforce Pipeline/Board Goals

Some College/Credential Less Than One Year includes individuals who have had some form of postsecondary education but less that a certificate of one year or more. This group is made up of adult learners with some college and no degree, individuals with micro credentials, badges or workforce training, and could include individuals who have entered military service and received training but no postsecondary certificate or degree. When this category is combined with Less

than High School and High School Diploma, those who have participated in internships or apprenticeships that did not include some form of postsecondary certification are also captured. While there has been much focus on the group captured by the "60% goal" there has been increasing focus in recent years to look at training and credentials that also meet Idaho's workforce needs and fall in the 40% side of the spectrum. In refining targets for meeting the "60% goal" the Board may also want to set a target for Some College/Credential Less Than One Year or percentages for each of the other categories that make up the whole spectrum of workforce skills.

Any discussions regarding the expansion or defining of additional levels of training/credentials for meeting's Idaho workforce needs would need to take into consideration the workforce need at each level and the barriers around data quality and reporting. In setting targets it will be important for the Board to be able to measure progress toward those targets. Credentials produced by postsecondary institutions are the easiest to collect. Through the Division of Career Technical Education and the platform they are using for badges/micro-credentials some data would be available the credential/certificate less than one year level. Additionally, the technical colleges would be able to provide data in this area. Certifications issued directly by industry would be more problematic and more work would need to be done around defining internships, data should be available on registered internships.

When the Board originally set the "60% Goal" there were many discussions around the state about what the workforce need really was and how policy makers wanted Idaho to grow. In making workforce need projections it is important to understand the methodology behind the projections and pick a methodology that aligns with the Board's policy direction. Currently there are varying workforce need projections for states. At the basic level these tend to range from those based on the current work force (with projections based on population growth within the current occupations) to those that look at need to attract business to the state and providing the educated workforce those businesses will need. If the Board would like to explore resetting the percentages of each education level there should be some consensus on the end outcome the Board would like to achieve: a workforce that meets the state's current occupational needs, or one that aligns with Idaho's Department of Commerce work and takes into consideration the types of business/industry they are trying to attract to Idaho, or one that looks at growing a workforce that meets the needs for those industries that are most likely to grow Idaho's economy.

In addition to the work on the strategic plan, performance measures and "60% Goal" production targets, this agenda item includes the annual state scholarship report, annual dual credit report, and annual remediation report. Staff will be prepared to provide a short synopsis of the Board's efforts in these areas or stand for questions on any of the data provided. This information is provided annually as part of the K-20 Strategic Planning Work Session so it can be used as needed

to inform amendments to the plan.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

Strategic Planning Requirements

Pursuant to sections 67-1901 through 1903, Idaho Code, and Board Policy I.M. the strategic plans for the institutions, agencies and special/health programs under the oversight of the Board are required to submit an updated strategic plan each year. This requirement also applies to the states K-20 Education Strategic Plan developed by the Board. These plans must encompass at a minimum the current year and four years going forward. The separate area specific strategic plans are not required to be reviewed and updated annually; however, they are required to meet the same formatting and component requirements. The Board planning calendar schedules the K-20 Education Strategic Plan to come forward to the Bard at the December Board meeting and again for final review, if necessary, at the February Board meeting. The institution and agency strategic plans come forward annually at the April and June Board meetings, allowing for them to be updated based on amendments to the K-20 Education Strategic Plan or Board direction. This timeline allows the Board to review the plans and ask questions in April, and then have them brought back to the regular June Board meeting, with changes if needed, for final approval while still meeting the state requirement that all required plans be submitted to the Division of Financial Management (DFM) by July 1 of each year. Once approved by the Board; the Office of the State Board of Education submits all of the plans to DFM.

Board policy I.M. sets out the minimum components that must be included in the strategic plans and defines each of those components. The Board's requirements are in alignment with DFM's guidelines and the requirements set out in Sections 67-1901 through 67-1903, Idaho Code. The Board policy includes two additional provisions. The plans must include a mission and vision statement, where the statutory requirements allow for a mission or vision statement and in the case of the institutions, the definition of mission statement includes the institutions core themes.

Pursuant to State Code and Board Policy, each strategic plan must include:

- 1. 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.
- 2. General goals and objectives for the major programs, functions and activities of the organization, including a description of how they are to be achieved.
 - i. Institutions (including Career Technical Education) 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.

ATTACHMENT 1

- ii. Agencies shall address, at a minimum, constituent issues and service delivery, infrastructure issues (including personnel, finance, and facilities), and advancement (if applicable).
- iii. Each objective must include at a minimum one performance measure with a benchmark.
- 3. Performance measures must be quantifiable indicators of progress.
- 4. 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.
- 5. Identification of key factors external to the organization that could significantly affect the achievement of the general goals and objectives.
- 6. A brief description of the evaluations or processes to be used in establishing or revising general goals and objectives in the future.
- 7. Institutions and agencies may include strategies at their discretion.

In addition to the required compenents and the definition of each component, Board policy I.M. requires each plan to be submitted in a consistent format.

ATTACHMENT 2



Idaho K-20 Public Education - Strategic Plan



An Idaho Education: High Potential – High Achievement

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT -

Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

GOAL 2: EDUCATIONAL

ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

GOAL 3: WORKFORCE READINESS - The

educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness. • **Objective A: Data Access and Transparency** - Support data-informed decisionmaking and transparency through analysis and accessibility of our public K-20 educational system.

• **Objective B: Alignment and Coordination** – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

• **Objective A: Higher Level of Educational Attainment** – Increase completion of certificates and degrees through Idaho's educational system.

• **Objective B: Timely Degree Completion** – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

• Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

• **Objective A: Workforce Alignment** – Prepare students to efficiently and effectively enter and succeed in the workforce.

• **Objective B: Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.

WORK SESSION - PPGA

ATTACHMENT 2



FY201920-202425 Idaho K-20 Public Education - Strategic Plan

MISSION STATEMENT

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.

VISION STATEMENT

The State Board of Education envisions an accessible, affordable, seamless public education system that results in a highly educated citizenry.

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.

Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

<u>**Objective B: Timely Degree Completion**</u> – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).

<u>Objective C: Access</u> - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

GOAL 3: WORKFORCE READINESS- The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

<u>Objective A: Workforce Alignment</u> – Prepare students to efficiently and effectively enter and succeed in the workforce.

<u>Objective B: Medical Education</u> – Deliver relevant education that meets the health care needs of Idaho and the region.

ATTACHMENT 2



FY20<u>1920</u>-2024<u>25</u> Idaho K-20 Public Education - Strategic Plan

PERFORMANCE MEASURES:

<u>G1: Objective A: Data Access and Transparency</u> - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

I. Development of a single K-20 data dashboard and timeline for implementation. Benchmark: Completed by FY2018

<u>G1: Objective B: Alignment and Coordination</u> – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.).

- I. Percent of Idaho community college transfers who graduate from four year institutions. Benchmark: 25% or more (by 2024)
- II. 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% (by 2024)

 4 year less than 20% (by 2024)

<u>G2: Objective A: Higher Level of Educational Attainment</u> – Increase completion of certificates and degrees through Idaho's educational system.

- I. Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study. Benchmark: 60% or more (by 2025)
- II. Total number of certificates/degrees produced, by institution per year:
 - a) Associate degrees
 - b) Baccalaureate degrees

<u>OR</u>

II. Number of unduplicated graduates, by institution per year:

ATTACHMENT 2

a) Associate degrees

b) Baccalaureate degrees

<u>OR</u>

II. Percent increase of unduplicated graduates, by institution per year: <u>c)</u> Associate degrees

d) Baccalaureate degrees

<u>OR</u>

- H-III. High School Cohort Graduation rate. Benchmark: 95% or more (by 2024)
- 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)
 Benchmark: 2 year 75% or more (by 2020) 4 year - 85% or more (by 2020)
- Percent of full-time first-time freshman graduating within 150% of time or less (2yr and 4yr).
 Benchmark: 50% or more (2yr/4yr) (by 2024)

<u>G2: Objective B: Timely Degree Completion</u> – Close the achievement gap, boost graduation rates and increase on-time degree completion through.

- Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting.
 Benchmark: TBD This is a new performance measure for FY2019. Baseline data will be analyzed in FY19 for setting the benchmark 50% or more (by 2025)
- II. Percent of undergraduate, degree-seeking students taking a remediation course completing a subsequent credit bearing course (in the area identified as needing remediation) within a year with a "C" or higher.
 Benchmark: TBD This is a new performance measure for FY2019. Baseline data will be analyzed in FY19 for setting the benchmark.
- HI. Percent of new degree-seeking freshmen completing a gateway math course within two years.

Benchmark: TBD - This is a new performance measure for FY2019. Baseline data will be analyzed in FY19 for setting the benchmark.<u>60% or more (by 2025)</u>

ATTACHMENT 2

- IV. Number of programs offering structured schedules.
 Benchmark: TBD This is a new performance measure for FY2019. Baseline data will be analyzed in FY19 for setting the benchmark.
- Median number of credits earned at completion of Associate's or Baccalaureate degree program.
 Benchmark: Transfer Students: 69/138 or less (by 2020)
 Benchmark: non-transfer students: 69/138 or less (by 2020)

<u>G2: Objective C: Access</u> - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic location.

- I. Annual number of state-funded scholarships awarded and total dollar amount. Benchmark: 3,000 or more, \$16M or more (by FY2024)
- II. Proportion of postsecondary graduates with student loan debt. Benchmark: 50% or less (by FY2024)
- III. Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks.

Benchmark: SAT – 60% or more (by FY2024) ACT – 60% or more (by FY2024)

IV. Percent of high school graduates who participated in one or more advanced opportunities.
 Benchmark: 80% or more (by FY2024)

V. Percent of dual credit students who graduate high school with an Associate's Degree.

Benchmark: 3% or more (by FY2024)

VI. Percent of students who complete the Free Application for Federal Student Aid (FAFSA).

Benchmark: TBD - This is a new performance measure for FY2019. Baseline data will be analyzed in FY19 for setting the benchmark.<u>60% or more (by 2025)</u>

- VII. Percent of high school graduates who enroll in a postsecondary institution: Within 12 months of high school graduation.
 Benchmark: 60% or more (by FY2024)
 Within 36 months of high school graduation.
 Benchmark: 80% or more (by FY2024)
- VIII. Percent cost of attendance (to the student) Benchmark: 96% (or less) of average cost of peer institutions (by FY2024)

ATTACHMENT 2

- IX. Average net cost to attend public institution.Benchmark: 4 year 90% or less of peers (using IPEDS calculation) (by FY2024)
- X. Expense per student FTE Benchmark: \$20,000 or less (by FY2024)
- XI. Number of degrees produced Benchmark: 15,000 or more (by FY2025)

<u>G3: Objective A: Workforce Alignment</u> – Prepare students to efficiently and effectively enter and succeed in the workforce.

- I. Percentage of students participating in internships. Benchmark: 10% or more (by 2024)
- II. Percentage of undergraduate students participating in undergraduate research. Benchmark: Varies by institution (by 2024)
- III. Ratio of non STEM to STEM baccalaureate degrees conferred in STEM fields (CCA/IPEDS Definition of STEM fields).
 Benchmark: 1:0.25 or more (by 2024)
- IV. Increase in postsecondary programs tied to workforce needs. Benchmark: 10 or more (by 2024)

<u>G3</u>: **Objective B**: **Medical Education** – Deliver relevant education that meets the health care needs of Idaho and the region.

- I. 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 (annual – FY19)
- Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho.
 Benchmark: 60% or more (by 2024)
- III. Percentage of Family Medicine Residency graduates practicing in Idaho. Benchmark: 60% or more (by 2024)
- IV. Percentage of Psychiatry Residency Program graduates practicing in Idaho.

ATTACHMENT 2

Benchmark: 50% or more (annual – FY19)

V. Medical related postsecondary programs (other than nursing). Benchmark: 100 or more (by 2024)

KEY EXTERNAL FACTORS

Idaho public universities are regionally accredited by the Northwest Commission on Colleges and 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 provide a framework for continuous improvement within the postsecondary 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.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and reapproval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

EVALUATION PROCESS

The Board convenes representatives from the institutions, agencies, and other interested education stakeholders to review and recommend amendments to the Board's Planning, Policy and Governmental Affairs Committee regarding the development of the K-20 Education Strategic Plan. Recommendations are then presented to the Board for consideration in December. Additionally, the Board reviews and considers amendments to the strategic plan annually, changes may be brought forward from the Planning, Policy, and Governmental Affairs Committee, Board staff, or other ad hoc input received during the year. This review and re-approval takes into consideration performance measure progress reported to the Board in October.

Performance towards meeting the set benchmarks is reviewed and discussed annually with the State Board of Education in October. The Board may choose at that time to direct staff to change or adjust performance measures or benchmarks contained in the K-20 Education Strategic Plan. Feedback received from the institutions and agencies as well as other education stakeholders is considered at this time.

WORK SESSION - PPGA

ATTACHMENT 2

				Shortfall		
Population of those age 25 to 34 in 2017	Number of those with:	Percentage of those with:	Compositon of current attainment	(based on current composition)	Composition based on Board goal	Shortfall (based on Board goal)
No college	81,793				_	
Some college but no credential	47,085					
Certificate	13,420	6%	14%	5,829	5%	No shortfall
Associate Degree	21,435	10%	23%	9,310	25%	11,799
Bachelor's Degree	45,074	20%	49%	19,577	55%	28,041
Advanced/Professional Degree	12,753	6%	14%	5,539	15%	7,187
Total	221,560	42%	100%		100%	
Shortfall	40,254	60%				
				Chartfall		- · · ·
				Shortfall		Projected
Projected population of those age 25 to 34 in 2025	Projected		Projected	(based on	Composition	Projected shortfall
Projected population of those age 25 to 34 in 2025 Composition of attainment assuming in-migration	Projected number of	Percentage of	Projected composition	(based on projected	Composition based on	shortfall (based on
Projected population of those age 25 to 34 in 2025 Composition of attainment assuming in-migration remains at similar levels.	Projected number of those with:	Percentage of those with:	Projected composition of attainment	(based on projected composition)	Composition based on Board goal	Projected shortfall (based on Board goal)
Projected population of those age 25 to 34 in 2025 Composition of attainment assuming in-migration remains at similar levels. No college	Projected number of those with: 86,582	Percentage of those with: 36%	Projected composition of attainment	(based on projected composition)	Composition based on Board goal	Projected shortfall (based on Board goal)
Projected population of those age 25 to 34 in 2025 Composition of attainment assuming in-migration remains at similar levels. No college Some college but no credential	Projected number of those with: 86,582 50,342	Percentage of those with: 36% 21%	Projected composition of attainment	(based on projected composition)	Composition based on Board goal	Projected shortfall (based on Board goal)
Projected population of those age 25 to 34 in 2025 Composition of attainment assuming in-migration remains at similar levels. No college Some college but no credential Certificate	Projected number of those with: 86,582 50,342 14,438	Percentage of those with: 36% 21% 6%	Projected composition of attainment 14%	(based on projected composition) 6,039	Composition based on Board goal	Projected shortfall (based on Board goal) No shortfall
Projected population of those age 25 to 34 in 2025 Composition of attainment assuming in-migration remains at similar levels. No college Some college but no credential Certificate Associate Degree	Projected number of those with: 86,582 50,342 14,438 22,673	Percentage of those with: 36% 21% 6% 10%	Projected composition of attainment 14% 23%	(based on projected composition) 6,039 9,483	Composition based on Board goal	Projected shortfall (based on Board goal) No shortfall 12,926
Projected population of those age 25 to 34 in 2025 Composition of attainment assuming in-migration remains at similar levels. No college Some college but no credential Certificate Associate Degree Bachelor's Degree	Projected number of those with: 86,582 50,342 14,438 22,673 49,121	Percentage of those with: 36% 21% 6% 10% 21%	Projected composition of attainment 14% 23% 49%	(based on projected composition) 6,039 9,483 20,545	Composition based on Board goal	Projected shortfall (based on Board goal) No shortfall 12,926 29,197
Projected population of those age 25 to 34 in 2025 Composition of attainment assuming in-migration remains at similar levels. No college Some college but no credential Certificate Associate Degree Bachelor's Degree Advanced/Professional Degree	Projected number of those with: 86,582 50,342 14,438 22,673 49,121 14,171	Percentage of those with: 36% 21% 6% 10% 21% 6%	Projected composition of attainment	(based on projected composition) 6,039 9,483 20,545 5,927	Composition based on Board goal 5% 25% 55% 15%	Projected shortfall (based on Board goal) No shortfall 12,926 29,197 7,189
Projected population of those age 25 to 34 in 2025 Composition of attainment assuming in-migration remains at similar levels. No college Some college but no credential Certificate Associate Degree Bachelor's Degree Advanced/Professional Degree Total	Projected number of those with: 86,582 50,342 14,438 22,673 49,121 14,171 237,327	Percentage of those with: 36% 21% 6% 10% 21% 6% 42%	Projected composition of attainment 14% 23% 49% 14% 100%	(based on projected composition) 6,039 9,483 20,545 5,927	Composition based on Board goal 5% 25% 55% 15% 100%	Projected shortfall (based on Board goal) No shortfall 12,926 29,197 7,189

Note: The Total population projection is modeled by the Idaho Department of Labor.

Attachment 3



Current production of Idaho public system



Percentage of total Idaho graduates from public institutions
Attachment 3

		Associate	Bachelor's	Advanced
		Degree	Degree	Degree
		Ū	U	0
Current population, Board composition goal		12,926	29,197	7,189
Share of graduates from Idaho public institutions		65%	59%	88%
Total graduates needed from public institutions		8,358	17,331	6,330
		Associate	Bachelor's	Advanced
		Degree	Degree	Degree
Graduates by degreee - 2018		3,375	6,570	2,219
Projected annual growth in graduates		3.4%	1.6%	0.2%
(based on historical growth)				
		Associate	Bachelor's	Advanced
Projected number of graduates by year - historical growth		Degree	Degree	Degree
	2019	3,490	6,674	2,224
	2020	3,608	6,779	2,229
	2021	3,731	6,886	2,235
	2022	3,858	6,994	2,240
	2023	3,989	7,105	2,245
	2024	4,125	7,217	2,251
	2025	4,265	7,330	2,256
		Associate	Bachelor's	Advanced
		Degree	Degree	Degree
Total increase in graduates between 2018 and 2025		3,441	2,994	147
Year when needed graduates produced - historical growth		2029	2036	2047
		Associate	Bachelor's	Advanced
		Degree	Degree	Degree
Projected growth of 3%			3%	3%
Total increase in graduates between 2018 and 2025			5 <i>,</i> 863	1,980
Year when needed graduates produced - 3% growth			2031	2026
		Associate	Bachelor's	Advanced
		Degree	Degree	Degree
Projected growth of 5%		5%	5%	5%
Total increase in graduates between 2018 and 2025		5,228	10,178	3,437
Year when needed graduates produced - 5% growth		2027	2028	2028
		Associate	Bachelor's	Advanced
Due to stand successful		Degree	Degree	Degree
Projected growth		8%	8%	8.7%
Total increase in graduates between 2018 and 2025		8,899	17,323	6,456
Year when needed graduates produced		2025	2025	2025
Note: This does not mean the 60 percent goal will be reach	ed in y	ears after 20	25 as baseline	population
growth will continue after 2025.				

Attachment 3

				Inc	crease retention a	nd graduation rates fo	r	
				Full-time first-time				
				degree/certificate-	Estimate of	Estimate of those		
Associate's Degree				seeking	attrition rates	who will attrite	Assume 50 percent	Share of increase that can be
_		Projected 2025	Increase in	undergraduate (2016-	- (excluding	before 3 years	of those students	addressed with changes in
	2018 graduates	graduates	graduates	17) ¹	transfers) ²	(excluding transfers)	stay and graduate	retention/graduation rates
Two year institutions								
College of Eastern Idaho	92	158	66	31	34%	11	5	8%
College of Southern Idaho	736	1,261	525	449	54%	245	122	23%
College of Western Idaho	891	1,527	636	488	62%	303	151	24%
North Idaho College	656	1,124	468	308	61%	188	94	20%
Four year institutions								
Boise State University	118	202	84	84	33%	28	14	17%
Idaho State University	472	809	337	345	56%	193	97	29%
Lewis-Clark State College	410	703	293	210	59%	124	62	21%
University of Idaho	NA	NA	NA					NA
Systemwide	3,375	5,784	2,409					

(1) Source: IPEDS. The full-time, first-time degree/certificate seeking undergraduates are allocated to degrees following the allocation of graduates between those degrees.

(2) Source: IPEDS. Methodology: Using 150 percent completion data, I calculated the share of each cohort who are attrite prior to graduation by dividing the Adjusted cohort minus transfers by the No longer enrolled students. I use the average calculated from 2013 through 2017.





WORK SESSION - PPGA

Attachment 3

			Inc					
Bachelor's Degree	2018 graduates	Projected 2025 graduates	Increase in graduates	Full-time first-time degree/certificate- seeking undergraduate (2016 17) ¹	Estimate of attrition rates - (excluding transfers) ²	Estimate of those who will attrite before 6 years (excluding transfers)	Assume 50 percent of those students stay and graduate	Share of increase that can be addressed with changes in retention/graduation rates
Four year institutions	-	-						
Boise State University	3,196	5,477	2,281	2,266	29%	667	334	15%
Idaho State University	1,131	1,938	807	829	43%	356	178	22%
Lewis-Clark State College	573	982	293	293	53%	155	77	26%
University of Idaho	1,670	2,862	1,192	1,580	23%	367	184	15%
Systemwide	6,570	11,260	4,574					

(1) Source: IPEDS. The full-time, first-time degree/certificate seeking undergraduates are allocated to degrees following the allocation of graduates between those degrees.

(2) Source: IPEDS. Methodology: Using 150 percent completion data, I calculated the share of each cohort who are attrite prior to graduation by dividing the Adjusted cohort minus transfers by the No longer enrolled students. I use the average calculated from 2013 through 2017.



				Atta	achment 4
	FY2015	FY2016	FY2017	FY2018	Benchmark
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components	of the education	al system are in	tegrated and co	pordinated to ma	aximize
opportunities for all students.					
Objective A: Data Acess and Transparency - Support data-informed decisi	on-making and t	ransparency thr	ough analysis a	nd accessibility	of our public K-20
educational system.					
Development of a single K-20 data dashboard and timeline for					
implementation					FY2018
Objective B: Alignment and Coordination -Ensure the articular and transf	er of students th	roughout the ed	lucation pipeline	e.	
Percent of Idaho community college transfers who graduate from four-					
year institutions	2011-12 cohort	2012-13 cohort	2013-14 cohort	2014-15 cohort	
On-time (4 years) - Full-time students	26%	26%	18%	22%	25% or more
Extended time (6 years) - Full time students	52%	63%	NA	NA	
				2010-11 cohort	
Extended time (8 years) - Part time students	NA	NA	NA	57%	
Percent of postsecondary first time freshmen who graduated from an					
Idaho high school in the previous year requiring remedial education in	2013-14	2014-15	2015-16	2016-17	
math and/or language arts	graduates	graduates	graduates	graduates	
Two-year institutions	64%	71%	60%	59%	Less than 55%
Four-year institutions	25%	25%	25%	25%	Less than 20%
Goal 2: EDUCATIONAL ATTAINMENT - Idaho's public colleges and univers	ities will award e	enough degrees	and certificates	to meet the edu	ucation and
forecasted workforce needs of Idaho residents necessary to survive and t	nrive in the chan	ging economy.			
Objective A: Higher Level of Educational Attainment - Increase completio	n of certificates a	and degrees three	ough Idaho's ed	ucational systen	າ.
	2014 cohort	2015 cohort	2016 cohort	2017 cohort	
Percent of Idahoans (ages25-34) who have a college degree or certificate					
requiring one academic year or more of study	40%	42%	42%	42%	At least 60%
	2013-14	2014-15	2015-16	2016-17	
	graduates	graduates	graduates	graduates	
High School Cohort Graduation Rate	77.3%	78.9%	79.7%	79.7%	At least 95%
Percentage of new full-time degree seeking students who return (or who	Fall 2013	Fall 2014	Fall 2015	Fall 2016	
graduate) for second year in an Idaho postsecondary institution	cohort	cohort	cohort	cohort	
Two-year institutions					
New student	54%	55%	55%	59%	At least 75%
Transfer	NA	NA	NA	NA	At least 75%
Four-year institutions					
New student	75%	74%	74%	75%	At least 85%
Transfer	76%	75%	75%	75%	At least 85%

WORK SESSION - PPGA

TAB A Page 1

	,			Attachment 4		
	FY2015	FY2016	FY2017	FY2018	Benchmark	
Percent of full-time, first-time freshman graduating within 150% of time or						
less						
	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort		
Two-year institutions	18%	20%	22%	NA	At least 50%	
	2009-10 cohort	2010-11 cohort	2011-12 cohort	2012-13 cohort		
Four-year institutions	42%	41%	42%	NA	At least 50%	
Objective B: Timely Degree Completion - Close the achievement gap, boos	st graduation rat	tes and increase	on-time degree	completion.		
Percent of undergraduate, degree-seeking students completing 30 or more						
credits per academic year at the institution reporting ³	20% to 24%	21% to 24%	22% to 25%	22% to 25%	TBD	
Percent of undergraduate, degree-seeking students taking a remediation						
course completing a subsequent credit bearing course (in the area						
identified as needing remediation) within a year with a "C" or higher						
	Remedial cohort	Remedial cohort	Remedial cohort	Remedial cohort		
	2013-14	2014-15	2015-16	2016-17	TDD	
English	44%	55%	65%	63%	IBD	
Math	22%	23%	27%	30%	IBD	
Percent of new degree-seeking freshmen completing a gateway math	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort		
course within two years	35%	37%	40%	43%	IBD	
Number of programs offering structured schedules		Measure dropp	ed during Octob	per board meeting	•	
Median number of credits earned at completion of Associate's or						
Baccalaureate degree program						
I ransfer students				0.4	60	
Associate	86	88	90	94	69	
Baccalaureate	140	138	138	138	138	
Non-transfer students				60		
Associate	/9	/8	/5	69	69	
Baccalaureate	130	129	128	129	138	
Objective C: Access - Increase access to Idaho's robust educational system	for all Idahoans	s, regardless of s	ocioeconomic s	tatus, age, or geo	graphic	
locations.						
Annual number of state-funded scholarships awarded and total dollar						
Iotal Scholarships Awarded	1,/8/	1,798	3,491	4,543	At least 3,000	
Armed Forces and Public Safety Officer Scholarship	5	10	10	11		
GEAR UP Idano Scholarship 2	0	0	0	/48		
Idano Promise Scholarship – A	112	24	4	0		
Idano Promise Scholarship – B	150	0	0			
WUKK SESSIUN - PPGA				IAB	A Page 2	

				Attac	chment 4
	FY2015	FY2016	FY2017	FY2018	Benchmark
Opportunity Scholarship	1,520	1,764	3,461	3,739	
Postsecondary Credit Scholarship	0	0	16	45	
Total Dollar Amount of Scholarships Awarded	\$5,179,849	\$5,339,800	\$10,104,337	\$11,509,400	At least \$16 M
Armed Forces and Public Safety Officer Scholarship	\$63,814	\$176,000	\$152,038	\$174,497	
GEAR UP Idaho Scholarship 2	\$0	\$0	\$0	\$969,250	
Idaho Promise Scholarship – A	\$159,000	\$72,000	\$12,000	\$0	
Idaho Promise Scholarship – B	\$67,500	\$0	\$0	\$0	
Opportunity Scholarship	\$4,889,535	\$5,091,800	\$9,919,549	\$10,302,803	
Postsecondary Credit Scholarship	\$0	\$0	\$20,750	\$62,850	
	2013-14	2014-15	2015-16	2016-17	
	graduates	graduates	graduates	graduates	
Proportion of postsecondary graduates with student loan debt	71%	66%	66%	60%	Less than 50%
Percentage of Idaho high school graduates meeting college	2015	2016	2017	2018	
placement/entrance exam college readiness benchmarks	graduates	graduates	graduates	graduates	
ACT	36%	36%	33%	34%	At least 60%
SAT	25%	Test changed	34%	33%	At least 60%
Percent of high school graduates who participated in one or more	2015	2016	2017	2018	
advanced opportunities ¹	graduates	graduates	graduates	graduates	
Any Advanced Opportunities	84%	88%	90%	90%	At least 80%
Specific Advanced Opportunities					
Advanced Placement	41%	40%	39%	40%	
International Baccalaureate	8%	7%	3%	2%	
Dual Credit	43%	46%	53%	55%	
Tech Prep	40%	55%	62%	59%	
Industry Certification	NA	NA	NA	2%	
Percent of dual credit students who graduate high school with an					
Associate's Degree	1%	1%	1%	NA	At least 3%
Percent of students who complete the Free Application for Federal Student					
Aid (FAFSA)	NA	NA	45%	43%	TBD
	2014	2015	2016	2017	
Percent of high school graduates who enroll in a postsecondary institution	graduates	graduates	graduates	graduates	
Within 12 months of high school graduation	53%	52%	52%	NA	At least 60%
	2012	2013	2014	2015	
Within 20 months of bight school and the	graduates	graduates	graduates	graduates	
Within 36 months of high school graduation	63%	60%	NA	NA	At least 80%

Attachment 4

	FY2015	FY2016	FY2017	FY2018	Benchmark
Percent cost of attendance (to the student)	3%	1%	3%	-1%	Less than 4%
Average net cost to attend public institution.	FY2014	FY2015	FY2016	FY2017	
Four-year institutions	111%	90%	91%	NA	90% of peers
	FY2014	FY2015	FY2016	FY2017	
Expense per student FTE	\$24,512	\$23,758	\$22,140	\$21,187	Less than \$20,000
Number of degrees produced	14,026	14,409	14,725	15,234	At least 15,000
Goal 3: WORKFOCE READINESS - The educational system will provide an ir	ndividualized envi	ronment that fa	acilitates the cro	eation of pract	ical and
Objective A: Workforce Alignment - Prepare students to efficiently and eff	ectively enter an	d succeed in the	e workforce.		
Percentage of students participating in internships	5%	5%	5%	5%	At least 10%
Percentage of undergraduate students participating in undergraduate					
research.					
BSU	29%	35%	37%	37%	Greater than 40%
ISU	41%	45%	45%	45%	Greater than 50%
UI	61%	59%	65%	61%	Greater than 60%
Increase in postsecondary programs tied to workforce needs	6	16	11	14	10
Objective C: Medical Education - Deliver relevant education that meets th	e health care nee	ds of Idaho and	the region.		
Number of University of Utah Medical School or WWAMI graduates who					
are residents in one of Idaho's graduate medical education programs.	NA	NA	4	8	8
Idaho graduates who participated in one of the state sponsored medical					
programs who returned to Idaho ²	NA	NA	50%	51%	At least 60%
Percentage of Family Medicine Residency graduates practicing in Idaho					
Boise	43%	47%	56%	53%	At least 60%
ISU	86%	43%	71%	29%	At least 60%
CDA	NA	NA	50%	83%	At least 60%
Deveentage of Develotery Decidency Drogram graduates are sticks in Idaha	N1 A	N1 A	N 1 A	N I A	
Percentage of Psychiatry Residency Program graduates practicing in Idano.	NA	NA 05	NA 102	NA	At least 50%
iviedical related postsecondary programs (other than nursing)	NA	85	102	108	100

Attachment 5

Georgetown University - Center on Education and the Workforce - June 2013 Update



OCCUPATION	2010 jobs	2020 jobs	Growth rate (%)
Managerial and Professional Office	114,400	138,900	21
STEM	31,810	38,180	20
Social Sciences	3,240	4,140	28
Community Services and Arts	31,460	40,460	29
Education	35,250	44,420	26
Healthcare Professional and Technical	27,620	37,090	34
Healthcare Support	17,040	23,540	38
Food and Personal Services	106,150	132,560	25
Sales and Office Support	183,240	225,550	23
Blue Collar	159,600	182,520	14
TOTAL	709,810	867,390	22

INDUSTRY	2010 jobs	2020 jobs	Growth rate (%)
Agriculture, Forestry, Fishing and Hunting	40,320	43,350	8
Mining, Quarrying, and Oil and Gas Extraction	3,470	4,380	26
Utilities	2,430	2,970	22
Construction	45,870	45,800	0
Manufacturing	48,620	57,190	18
Wholesale Trade	23,760	28,020	18
Retail Trade	81,270	97,270	20
Transportation and Warehousing	22,630	28,120	24
Information	10,530	13,160	25
Finance and Insurance	32,340	44,300	37
Real Estate and Rental and Leasing	35,070	46,150	32
Professional, Scientific, and Technical Services	43,470	55,710	28
Management of Companies and Enterprises	5,290	5,890	11
Administrative and Support and Waste Management and Remediation Services	41,770	54,360	30
Educational Services	12,170	17, 930	47
Healthcare and Social Assistance	74,100	100,140	35
Arts, Entertainment, and Recreation	13,920	18,750	35
Accommodation and Food Services	44,780	55,450	24
Other Services (except Public Administration)	32,870	39,540	20
Government	95,120	108,910	14
TOTAL	709,810	867,390	22

JOB OPENINGS BY OCCUPATION AND EDUCATION LEVEL (IN THOUSANDS)

OCCUPATION	Less than high school	High school diploma	Some college/ no degree	Associate's degree	Bachelor's degree	Master's degree or better	
Managerial and Professional Office	1	9	11	4	15	6	
STEM	0	1	3	1	5	2	
Social Sciences	0	0	0	0	1	1	
Community Services and Arts	0	1	2	0	6	4	
Education	0	0	1	1	7	6	
Healthcare Professional and Technical	0	0	2	3	3	4	
Healthcare Support	0	2	4	1	1	0	
Food and Personal Services	5	14	13	4	7	1	
Sales and Office Support	2	21	29	9	13	2	
Blue Collar	12	26	14	5	3	0	
TOTAL	21	75	78	28	61	26	

RECOVERY:



Attachment 5

		2020 TOTAL J	OBS BY OCCUPA	TION AND EDUC	ATION LEVEL	
OCCUPATION	Less than high school	High school diploma	Some college/ no degree	Associate's degree	Bachelor's degree	Master's degree or better
Managerial and Professional Office: Management	2,570	19,900	21,890	9,000	29,660	9,650
Business operations	170	5,330	5,020	1,180	5,120	1,570
Financial services	-	1,770	5,430	1,690	9,920	3,480
Legal	-	1,030	1,220	-	340	2,990
STEM : Computers & mathematical sciences	-	1,880	3,830	1,740	6,190	2,310
Architecture	-	500	390	420	1,080	-
Engineering	-	280	1,790	1,490	6,220	2,060
Life & physical sciences	510	820	1,920	90	2,430	2,310
Social Sciences	-	-	-	-	2,280	1,790
Community Services and Arts: Community & social services	-	1,590	1,020	70	5,310	7,750
Arts, design, entertainment, sports & media	-	490	4,670	1,260	12,780	5,510
Education, Training & Library	80	1,360	2,140	2,250	21,590	16,980
Healthcare Professional & Technical	-	1,020	5,410	7,970	10,440	12,600
Healthcare Support	1,170	6,250	11,070	2,030	2,030	630
Food and Personal Services: Food preparation & serving related	8,270	18,080	12,820	2,370	11,050	590
Building and grounds cleaning & maintenance	4,120	12,580	9,180	4,240	2,170	
Personal care & services	2,870	9,300	12,850	4,010	4,620	1,190
Protective services	-	2,360	4,310	1,490	3,460	640
Sales and Office Support: Sales & related	2,890	30,810	43,940	10,910	26,770	3,880
Office & administrative support	3,950	32,180	43,260	14,960	11,160	860
Blue Collar: Farming, fishing & forestry	8,250	2,660	3,130	330	910	-
Construction & extraction	7,050	18,550	12,260	2,720	860	-
Installation, maintenance & repair	4,300	11,030	8,840	5,240	2,340	-
Production	7,750	17,110	10,260	5,460	2,250	160
Transportation & material moving	7,990	29,430	7,950	2,430	2,940	320



Attachment 6

United States Department of Labor - Bureau of Labor Statistics

National Unemployment rates and earnings by educational attainment, 2017



Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers. Source: U.S. Bureau of Labor Statistics, Current Population Survey.

Last Modified Date: March 27, 2018 (https://www.bls.gov/emp/chart-unemployment-earnings-education.htm

Attachment 7

Idaho Dual Credit Evaluation – 2018 Bill Laude, Principal Research Analyst December 7, 2018

In academic year 2013-14, dual credit course expenses were reimbursed up to 18 credits for early high school completers only, and just under one third of the Senior Class graduated with earned dual credit courses in that year. In the 2014-15 academic year, Fast Forward funding was introduced and funds were made available to a

larger population of students, paying for the equivalent of a three credit course for juniors, and two three credit courses for seniors. Even though the volume of credits being paid for was less, the number of students being reached resulted in an increase in the overall volume of credits being earned. Over the two year period with that funding model in place, the presence of dual credit course work for graduating seniors steadily increased, with 42% of the 2015-16 graduates leaving high school with earned college credits. In the 2016-17 school year, Fast Forward funding



was modified to allow for up to \$4,125 per student over the course of their middle and high school tenures that could be applied toward dual credit courses.¹ Even though an evaluation of the full extent of funding post secondary opportunities over a student's high school career will not be fully available until the 2019-20 graduating class (and through 2023 academic year for outcomes evaluations), a significant increase in dual credit enrollments under the new funding model has resulted in an immediate impact on the percentage of students now graduating with earned dual credit course work, at 48% for the 2016-17 graduating class. In addition to cumulative credits, the volume of students graduating with an associate's degree have also

increased over this period, from 26 in the 2013-14 school year to 121 in 2016-17.

Utilization of Dual Credit Programs

When evaluating the increase in dual credit enrollments, the growth of the program can be seen across all geographic areas in the state; though the growth in the metropolitan area, most notably Boise where there is a higher presence of funds being used for Advanced Placement



¹ The available funds for students under Idaho Code 33-4602 is not limited to strictly dual credit courses, but is also available to offset fees for overload courses and certificate exams (e.g. CTE, CLEP, AP and IB).

exams, has been more modest. Within the other geographic locales, earned dual credit course work is present in over 50% of graduating senior population and seen to be increasing at a consistent pace from 2013-4 to 2016-17. In reviewing all cohort years in this four year span, one half of seniors with earned dual credit courses graduate with seven or fewer credits, the equivalent of two courses; with the average cumulative credit

amount being just over one course. Evaluation of credit bins up to nine credits (typically three courses), show slower growth over time relative to higher volume credit bins, and it is with seniors who are graduating with ten or more credits that the greatest growth in dual credit accumulation is occurring.

Perce	Percentage of High school Seniors Graduating with Dual Credit by									
	Earned Cumulative Credit Totals									
Locale	Graduating Class 1-3 4-6 7-9 10-19 20 plus									
City	2013-14	7.9%	7.1%	4.1%	6.5%	2.7%				
	2016-17	10.7%	8.2%	4.9%	7.3%	3.8%				
	Increase	135.7%	115.4%	120.2%	111.7%	142.0%				
Suburb	2013-14	9.2%	8.2%	5.8%	7.7%	3.6%				
	2016-17	12.8%	10.7%	7.8%	15.0%	8.4%				
	Increase	138.7%	131.4%	134.8%	194.2%	233.4%				
Town	2013-14	10.2%	8.9%	5.7%	8.9%	3.9%				
	2016-17	11.8%	11.0%	7.1%	14.2%	6.4%				
	Increase	115.1%	123.9%	125.6%	158.6%	161.4%				
Rural	2013-14	10.1%	8.7%	6.6%	10.9%	5.4%				
	2016-17	11.6%	9.2%	6.8%	13.9%	8.8%				
	Increase	115.5%	105.7%	104.3%	128,1%	163.5%				

Excluding the City Locale, seniors graduating with ten or more credits represent 22% of the 2016-17 Senior Class, up from 13% in 2013-14. While there has

been higher than usual growth in the 1-3 credit band in both City and Suburban areas over this span, that growth has not yet significantly outpaced the overall presence those bands present in other geographic locales; and this increase is outpaced by the growth in the ten plus credit categories across the three higher growth locales.

The only ethnic minority to show any significant variance to the overall growth of the dual credit program as a whole is in the Hispanic community, where enrollment in dual credit courses doubled from 616 graduating seniors in 2013-14 to 1,204 in 2016-17, which now totals just under 43% of the Hispanic graduates (up from 25.6% in 2013-14). However, no other significant variances in relative credit volume accumulation or cumulative enrollment totals displayed within this time frame.



Go On Rate and Post Secondary Trends

The association between College Go On rates and Dual Credit course taking behaviors have long been recognized as having a direct relationship, and in reviewing composite totals from 2013-14 through 2014-15, this relationship is readily displayed; the more dual credits accumulated in high school, the more likely a student is to immediately go on and attend a post secondary institution. However, as the dual credit program grows and is made more accessible to larger populations of

students, the rate at which students immediately go on to college begins to deteriorate as the characteristics of the students within the cumulative bands change.

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Setting each year's cohort rate to zero as a baseline, the variance to that rate can be seen across the various cumulative credit bands. Over time, the Go On behaviors displayed in the 1-3 Credit range can be seen to drop from 7.73 absolute percentage points over the 2013-14 year to 0.24 percent under the 2016-17 cohort go on



rate. In a similar fashion, though while still significantly higher than the baseline go on rate, all Go On rates are dropping over time as more and more students participate in, and accumulate credits under the program. The

Go On rate uptick in the higher credit bands in academic year 2015-16 corresponds to a significant increase in awards within the Opportunity Scholarship, when funding changes enabled a significantly larger population of Idaho high school graduates to attend college with support from the scholarship. As funding normalized against applicant population in the subsequent fiscal year, the downward trend in the credit bands resumed, as well.

In addition to the formally published Immediate Fall Go On rate, evaluation of go on rates subsequent to



the immediate Fall term following high school graduation also demonstrate the increased likelihood of college attendance as it relates to dual credit accumulation in high school.

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Extended Go On Rates By Graduating Senior Class							
Dual Credit Bands by Earned Cumulative Credit Totals							
Credits at Graduation	Fall	One	Two	Three	Four		
2013-14							
20 plus	81.98%	84.23%	86.64%	93.24%	93.99%		
10-19	77.74%	80.74%	83.59%	91.22%	92.10%		
7-9	72.14%	75.75%	79.67%	85.86%	87.41%		
4-6	65.08%	69.77%	74.17%	80.23%	82.23%		
1-3	58.80%	62.67%	68.18%	75.14%	76.83%		
None	38.74%	43.39%	49.20%	54.39%	56.88%		
2014-15							
20 plus	80.07%	82.43%	85.15%	92.57%			
10-19	73.56%	76.83%	80.76%	88.51%			
7-9	66.48%	70.27%	74.98%	81.81%			
4-6	62.35%	67.19%	72.65%	78.44%			
1-3	58.27%	62.31%	67.68%	74.05%			
None	36.73%	41.90%	47.70%	52.87%			
2015-16							
20 plus	83.47%	85.43%	87.40%				
10-19	74.13%	77.39%	80.98%				
7-9	65.89%	69.34%	73.58%				
4-6	62.86%	66.47%	70.90%				
1-3	53.74%	58.31%	62.17%				
None	36.85%	40.64%	46.18%				
2016-17							
20 plus	78.21%	79.12%					
10-19	68.24%	70.00%					
7-9	63.61%	66.58%					
4-6	56.50%	59.14%					
1-3	49.51%	52.10%					
None	36.13%	37.89%					

The Extended Go On Rate Table provides initial college enrollment by aging from high school graduation, and lists cumulative go on rates through the most recently available year, year four of the 2013-14 graduation cohort, and year one for the 2016-17 cohort. Year One student counts would include Spring enrollees who did not immediately attend in the fall, and all subsequent years are annual captures of any enrollment activity within the identified span. As with the immediate Fall Go On rates, extended go on rates deteriorate slightly as the population within those pools increase, with a similar bump in 2015-16 with the increase in Opportunity Scholarship awards. These totals illustrate a significantly higher percentage of college attendance over time, with the intensity of that trend being significantly more marked in the higher credit accumulation.

In addition to the correlation in go on rates, the retention in year over year Fall enrollment also displays improved performance in the dual credit taking population as those cohorts persist in their

college careers. Within the four year universities and college, students who participated in dual credit were 3% more likely to re-enroll in the subsequent fall term than their non-dual taking counterparts (graduation years 2013-14 through 2015-16), and 15% more likely within the community college schools; with no marked changes in those relative performance over that three year span. When evaluating students graduating with 20 or more credits, that performance gap increases to 9% in the four year institutions and within the community colleges, up to 32%. Students with no dual credit course work were more likely to drop out after their first year of attendance.

From 2014 through 2017, 273 associate degrees have been awarded to high school seniors who were able to earn college credits though the dual enroll programs, and an additional 88 associate degrees were earned within the first year of college attendance. In evaluating the 2013-14 graduating cohort, students who immediately went on to college with dual credit course work were two times more likely to have earned an associates degree at the end of their second year in college, and students in the 2013-14 cohort were more than three times as likely to have earned an associate's degree.

Associate Degree Award By Graduating Senior Class							
Dual Credit Bands by Earned Cumulative Credit Totals							
hs_cohort	CreditBands	in HS	One Year	Two Year			
2013-14 Total	All	26	28	356			
2013-14	20 plus	26	16	55			
2013-14	10-19		6	60			
2013-14	7-9		1	39			
2013-14	4-6			50			
2013-14	1-3		2	30			
2013-14	None		3	122			
2014-15 Total	All	44	29	218			
2014-15	20 plus	44	20	45			
2014-15	10-19		5	45			
2014-15	7-9		1	25			
2014-15	4-6			30			
2014-15	1-3			19			
2014-15	None		3	54			

Additional Information

The below referenced graph illustrates total student enrollment volumes by dual credits earned and the growth from 2013-14 and 2016-17. The spikes in enrollment totals correspond to typical course credit totals, most notably at 3, 6 9 and 12 credits, with total credit accumulation smoothing out as various course taking behavior (typically two and four credit courses) accumulate. While aggregate totals are still most prevalent in



the cumulative volumes under 20 credits, the rate of growth in the higher cumulative totals has persistently increased over this period; 55% increase in students attaining 20-29 credits, and a 75% increase in students attaining 30-39 credits.

Associate degrees awarded in high school from 2014 through 2017 by senior class high school, degree capture includes summer term immediately following high school graduation due to awarding procedures in some post secondary institutions. Renaissance High School academic program focus includde the offering of either an International Baccalaureate (not captured) or an Associate of Arts degree awarded through Idaho State University.

High School	Associate Degrees
Renaissance High School	194
Idaho Distance Education Academy	12
Lake City High School	9
Vision Charter School	9
Coeur D Alene High School	7
Coeur D Alene Charter Academy Schoo	6
Madison Senior High School	5
Burley Senior High School	5
Canyon Ridge High School	4
Idaho Virtual Academy	4
Melba High School	3
Kimberly High School	2
Twin Falls Senior High	2
Carey Public School	2
Lakeland Senior High School	2
Parma High School	1
Mountain View High School	1
St Maries High School	1
Forrest M. Bird Charter School	1
New Plymouth High School	1
Hansen Jr/Sr High School	1
Post Falls High School	1
Meridian Medical Arts Charter	1
Timberlake Senior High School	1
Minico Senior High School	1
Vallivue High School	1

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Dual Credit Presence by County 2016-17 High School Graduates

	Graduates with	Average Cumm	Graduates with
County	Dual Credit	Credits	Dual Credit (Rate)
Ada	2232	11.04	46%
Adams	9	9.11	50%
Bannock	470	9.41	50%
Bear Lake	42	15.26	59%
Benewah	39	20.00	49%
Bingham	280	8.05	43%
Blaine	149	8.48	62%
Boise	29	12.52	54%
Bonner	134	8.83	39%
Bonneville	409	9.28	29%
Boundary	35	12.66	36%
Butte	18	9.94	72%
Camas	4	4.00	80%
Canyon	1227	10.35	58%
Caribou	71	9.96	68%
Cassia	134	10.39	42%
Clark	1	2.00	13%
Clearwater	37	7.92	45%
Custer	13	6.08	41%
Elmore	116	8.20	42%
Franklin	97	9.36	46%
Fremont	46	6.78	37%
Gem	94	10.83	53%
Gooding	84	7.67	46%
Idaho	72	12.71	61%
Jefferson	134	13.59	40%
Jerome	132	12.52	57%
Kootenai	556	16.81	40%
Latah	162	10.84	64%
Lemhi	24	7.96	56%
Lewis	25	8.00	63%
Lincoln	33	9.64	49%
Madison	262	6.94	53%
Minidoka	126	12.87	56%
Nez Perce	229	11.19	56%
Oneida	31	13.00	44%
Owyhee	71	7.90	56%
Payette	114	13.09	43%
Power	41	8.54	39%
Shoshone	51	9.16	44%
Teton	59	7.39	55%
Twin Falls	492	13.43	60%
Valley	47	7.04	55%
Washington	75	8.88	57%



Idaho Opportunity Scholarship Evaluation – 2018 Bill Laude, Principal Research Analyst November 15, 2018

Developed to assist economically disadvantaged Idaho students attend college, the Idaho Opportunity Scholarship has helped support over 8,000 Idaho students in their post secondary careers over the last five

years. From a budget of \$5.127 million in Fiscal

Year 2015 that supported just over 1,200 students, the scholarship budget has increased to \$13.78 million in this most recent fiscal year, in support of over 4,000 students. The effectiveness of this program in reaching and supporting the intended population of economically disadvantaged students is the subject of this evaluation.



Accessibility for Target Populations

Overall application volumes for the scholarship have increased by 159% over the past four years, with applicants who meet the financial reporting requirements (FAFSA completion) and in-state eligibility

requirements of the program, holding pace at a 160% increase. This resultant group of applicants who meet all eligibility requirements are ranked for evaluation through the awarding process. The accessibility of the scholarship for racial and ethnic subsets will leverage this subset of Ranked applicants who successfully met submission criteria.

In evaluating the diversity of the applicant pool over this four year period, minority populations display significant increases in their



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representation in the applicant pool, with the Hispanic population exhibiting a 236% increase in volume, and a 191% increase in Ranked, Eligible Applicants. Overall, the growth of minority groups within the ranked, or eligible applicant pool has increased at an accelerated rate, relative to the overall increase in ranked applicants.

Percentage Growth from Base Year 2016							
	FY 2016	FY 2017		FY 2018		FY 2019	
Race Ethnicity	Eligible (Ranked)	Eligible (Ranked)	Increase	Eligible (Ranked)	Increase	Eligible (Ranked)	Increase
American Indian or							
Alaska Native	28	26	92.86%	26	92.86%	43	153.57%
Asian	57	59	103.51%	56	98.25%	118	207.02%
Black or African American	36	43	119.44%	29	80.56%	67	186.11%
Hispanic or Latino	445	398	89.44%	479	107.64%	852	191.46%
Native Hawaiian or Pacific Islander	7	6	85.71%	11	157.14%	20	285.71%
Two or more	62	17	27.42%	9	14.52%	8	12.90%
White	2,655	2,516	94.76%	2,915	109.79%	4,433	166.97%
Grand Total	3,290	3,065	93.16%	3,525	107.14%	5,541	168.42%

Taken as a composite, non-Hispanic minority students represent 4.62% of the ranked applicants in Fiscal Year 2019, as compared to the overall 4.17% presence in the concomitant 2017-18 high school senior class.¹ The percentage of ranked Hispanic applicants is also comparable to their overall presence in the high school Senior Class population, at 15.28% ranked applicants to 15.61% Senior Class enrolled. Upon a resulting award offer, those rates net out to 6.43% non-Hispanic minorities, and 20.85% Hispanic; award rates that exceed the presence in the overall Senior Class population.

An additional factor in evaluating the accessibility of the scholarship concerns the geographic area from which those students are applying. In Fiscal Years 2015, 2017 and 2018, just under 16,000 high school seniors applied for the Idaho Opportunity Scholarship, approximately 25% of the Senior Classes over that period of time. The US. Census categorizes Urban and Rural Areas by both population clusters and distance from more densely populated areas². The area designated as

Locale	Seniors	Applicants	Applicant Rate
City: Midsize	7,035	1,369	19.5%
City: Small	9,387	1,601	17.1%
Suburb: Large	8,839	2,266	25.6%
Suburb: Midsize	7,260	1,918	26.4%
Suburb: Small	3,540	957	27.0%
Town: Fringe	1,512	394	26.1%
Town: Distant	8,399	2,157	25.7%
Town: Remote	7,466	2,049	27.4%
Rural: Fringe	3,361	1,071	31.9%
Rural: Distant	4,123	1,230	29.8%
Rural: Remote	2,707	863	31.9%
Grand Total	63,629	15,875	24.9%

¹ While contrary to federal reporting standards, due to significant year over year fluctuation in students who did not indicate or had no presence of this data point have been excluded from calculations in order to provide more consistent longitudinal evaluations.

² Rural and Urban designations derived from National Center for Education Statistics using US Census definitions.

Locale	Aggregat	FY 2016	FY 2019	Change
City: Midsize	78	22.1%	21.8%	98.8%
City: Small	206	17.5%	21.6%	123.4%
Suburb: Large	532	21.1%	32.2%	152.8%
Suburb: Midsize	569	16.8%	36.1%	214.8%
Suburb: Small	129	23.8%	30.4%	127.9%
Town: Fringe	160	12.9%	39.9%	309.3%
Town: Distant	333	23.4%	31.7%	135.7%
Town: Remote	657	20.1%	41.6%	207.0%
Rural: Fringe	233	22.3%	40.0%	179.4%
Rural: Distant	195	25.1%	40.3%	160.4%
Rural: Remote	137	28.5%	39.5%	138.8%
GrandTotal	3,229	21.0%	32.3%	153.9%

Small City shows the lowest rates of applicants within the state at 17.1%, with the primary constraining driver being Pocatello with only 7.2% of seniors applying for the scholarship. Rural area students as a whole are more

likely to apply for the scholarship, with approximately 31% of those students applying for the scholarship. From Fiscal Year 2016 to 2019, the average increase in application rates among high school seniors was 154% across all locales, with Fringe Town showing the greatest increase at 307%, followed by Midsize Suburb and Remote Town at 215% and 207%, respectively.

The geographic locales with the highest award rates from the overall applicant pools were in the mid-size city category (Boise) at 37% and the outlying rural areas, averaging just over 36%. The locale with the lowest rate awarded at 26.14% was the Fringe Town, with Kuna at 26.17% and Shelley at 26.09%; though for Fiscal Year 2019, Shelley is at 28.75%.

From Fiscal year 2016 through 2019, the number of ranked applicants increased significantly across all geographic locales. The chart below details the number of student who successfully applied and were ranked for the Fiscal Years 2016 and 2019, along with the percentage of those applicants who were offered an award. The applicants most likely to receive an award offer are again from rural areas, though midsize suburb locales

saw an increase in award rate of 37.2% in 2016 to 42.09% in the most recent award cycle; with Caldwell and Middleton award rates peaking at 46.95% and 45.16%, respectively. No outliers presented within the Remote Town category through all three Rural categories where population sizes were adequate for that evaluation. During this period, the most significant increase to Senior



Class high school populations occurred in the Large Suburb category, the highest aggregate increases

presented within four high schools; Centennial in Boise and Mountain View, Rocky Mountain and Rebound School of Opportunity in Meridian.

Historically, assessment of Free and Reduced Lunch eligible students has been included, in part, in the evaluation to determine the success of the scholarship program in targeting economically disadvantaged students. While certain attributes that trigger this classification are indicative of a student's need for the scholarship, the overall evaluation of this population is less indicative of need than other, available attributes. Over the previous seven years, Free and Reduced Lunch eligible high school seniors represent approximately 36% of the Senior Class population, with the highest concentration being in the Midsize Suburb, representing 17.47% of the Free and Reduced Lunch eligible students; and in the Remote Town locale at 14.6% presence. However, these two locales have only a 45% Award rate from application as compared to an average award rate of 51.3% over the entire Free and Reduced Lunch eligible population. This disparity in award remains constant when controlling for both GPA and the application ranking process.

Free and Reduced Lunch Eligible						
Ranked						
EFC Range Applicant Award Rate						
Zero	1,869	82.1%				
1-4999 1,350 68.5%						
5000-10000 287 20.						
Over 10k 301 0.0%						
Overall Award Rate	3,807	66.2%				

But when the Expected Family Contribution (EFC) from the FAFSA is introduced to these populations, awarding normalizes across the various locales. A student with an EFC from \$0 to \$5,000 who has successfully met application criteria within these two locales has an award rate within 2/100^{ths} of a percent of the award rates of that locale population subset, at approximately 76.42%. Across all locales and EFC values, the award rate for Free and Reduced Lunch eligible students

averages 66.2% and ranges from 0% for students with and EFC greater than or equal to \$10,000; and up to 82.1% for applicants with a zero EFC.³

Immediate College Attendance

Upon successful submission, an applicant is scored on two categories; 0-70 points for financial need, and 0-30

point for GPA, with those students receiving the highest aggregate scores in a given year being offered a scholarship award. This ranking of applicants creates natural clusters in award and non-award categories which illustrate the relationship between GPA and financial need. In Fiscal Year 2016 (Fall 2015 awardees in the diagram to the right), a student with a 3.1 GPA would not have been awarded at any financial need level, though a student with a 3.4 GPA would have been awarded, provided their expected EFC was below \$1,300. However, as funding for the scholarship has increased over time,



³ Aggregate calculation exclude Fiscal Year 2017. Due to an increase in funding for that year, students were awarded outside standard awarding bands relative to other years.

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there has been some year over year variance in the attributes of awarded students due to the increased availability of funds; so a student applying in a later year with a GPA of 3.4 and an EFC greater than \$1,300 might be awarded if funds were still available at that level of ranking, where they would not have been awarded in Fiscal Year 2016. In simple terms, the diagonal line between awarded and non-awarded applicants would move up or down depending upon the availability of funds in any given year. By identifying this year over year variance in student attributes, the impact on student behaviors in relation to immediate go on behavior can be evaluated.

The year over year funding variance can be leveraged by evaluating student populations that had different award classification but shared similar ranking attributes. This evaluative methodology creates discreet



clusters that are illustrative of the EFC and GPA attributes of historically awarded and nonawarded applicants, but also a band of student who would have received a scholarship in 2016 had there been sufficient funds available at the time. This population of students can then be compared to students with comparable attributes from Fiscal year 2017 to determine whether or not the scholarship had an impact on their likeliness to go on to college.

This reclassification of applicants yields a revised

cohort of students totaling 781 for Fiscal Year 2016 and 765 from Fiscal Year 2017 with comparable attributes. When reviewing the immediate Go-on rates between these two modified populations directly, the revised 2017 cohort (actual awardees) was 13.3% more likely to immediately attend college after high school, but this does not account for disparate economic factors between those two years. In order to account for changing economic factors, the revised cohort is compared to the general population go-on rates in each respective year. The revised 2016 cohort was 23% more likely to attend college than their general population peers, who would include lower GPA students and students who may or may not have completed a FAFSA. By comparison, the 2016 revised cohort of actual awardees was 44% more likely to immediately attend college than their senior class peers.

Renewal Persistence

While longitudinal evaluations of the efficacy of the scholarship as it relates to actual degree production are still somewhat limited due to the time required to achieve a degree, evaluations of renewal behaviors subsequent to acceptance of an award can be leveraged to determine characteristics that are indicative of student success as they persist in their utilization of funds over their college career.

As a condition of the application process, the student is required to submit their high school GPA and their FAFSA application with EFC, which can then be leveraged in the analysis of their

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future utilization of the award to determine if distinct characteristics of a high school senior are indicative of continued post secondary success or award utilization.

Until this most recent awarding cycle, the minimum GPA for the scholarship had been set at 3.0; and in reviewing the distribution of grade point averages within the applicant population, the requirements of the scholarship have somewhat skewed the distribution of GPAs in the pool of applicants, with a significant clustering of students at or above a 3.5. Because of this, a modified band was derived that grouped GPAs in .25 grade point



increments up to 3.95, where an additional classification was then introduced. This modified distribution smooths the population into more typical groupings so subsequent behaviors could be more readily displayed. Over a three year span from Fiscal Year 2016 through 2018, 59% of students who accepted an award renewed that award in their subsequent year in the scholarship. That rate was at 60.7% in Fiscal Year 2016 and improved to 65.6% in 2018. As can be seen in the graph above, there is a strong correlation between a student's high school GPA and the likelihood they will successfully persist in the scholarship program.



In contrast, the Fall to Fall **Retention Rate for Fiscal Years** 2016 and 2017⁴ for scholarship awardees is significantly higher, at 85.7%. As a condition of the scholarship, student must not only maintain a minimum GPA, but enroll in a minimum of 24 credits per year, approximating full time status. The graph to the left illustrates that variance in retention rates over GPA bands when Part Time status is factored into the subsequent year's enrollment. When evaluating Fiscal Year 2016

⁴ 2018 data is not currently available for retention rate calculations.

awardees, persistence into year three remains relatively high at 73.7% from the original enrollment cohort, but the percentage of full time students drop to 57.7%, leaving 28% of the original enrolled awardees still enrolled but ineligible for the scholarship.

A similar but slightly less pronounced trend can be seen in the Expected Family Contribution of the awarded applicants. In review of the EFC, a high volume of awarded applicants, relative to the overall award pool, had an EFC of zero; and because of this significant cluster, the next band was capped at \$5,000 in order to provide a relatively comparable comparison set, with subsequent grouping from \$5,000 and \$10,000. Some



inconsistencies in groupings year over year are the result of years where budgeted dollars were more limited and few or no applicants were awarded with an EFC in excess of \$10,000, though in years where additional funding were available, awards were generated within that category. While the scholarship renewal shows



discreet variances by EFC ranges, the correlations weaken significantly in the evaluation of renewals, where again the presence of the part time subsequent is displayed, but with significantly less correlation to the family contribution. In conclusion, while there is some modest impact within the limited EFC ranges that are captured in the application process, the student's intial high school GPA is much more indicative of retention in their post secondary endeavors.

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Additional Demographic

Awards By County

County	FY 2016	FY 2017	FY 2018	FY 2019	Total Awards
Ada, ID	398	787	540	643	2,368
Adams, ID	6	9	5	5	25
Bannock, ID	68	130	80	134	412
Bear Lake, ID	1	8	13	18	40
Benewah, ID	15	15	18	14	62
Bingham, ID	39	66	52	91	248
Blaine, ID	2	12	7	10	31
Boise, ID	6	11	9	7	33
Bonner, ID	38	61	41	35	175
Bonneville, ID	72	163	150	120	505
Boundary, ID	8	15	10	31	64
Butte, ID	6	9	6	1	22
Camas, ID		4		1	5
Canyon , ID			11	25	36
Canyon, ID	198	495	318	336	1,347
Caribou, ID		7	9	6	22
Cassia, ID	29	32	37	45	143
Clark, ID	1	4	3	4	12
Clearwater, ID	7	23	11	6	47
Custer, ID	10	6	6	8	30
Elmore, ID	25	47	34	46	152
Franklin, ID	3	13	21	27	64
Fremont, ID	9	29	27	15	80
Gem, ID	25	20	39	34	118
Gooding, ID	13	29	34	41	117
Idaho, ID	21	34	32	20	107
Jefferson, ID	27	64	39	30	160
Jerome, ID	28	40	50	41	159
Kootenai , ID				1	1
Kootenai, ID	111	226	106	90	533
Latah, ID	46	118	65	46	275
Lemhi , ID				3	3
Lemhi, ID	5	9	11	21	46
Lewis, ID	2	19	7	12	40
Lincoln, ID	2	21	15	10	48
Madison, ID	48	45	69	82	244
Minidoka, ID	15	24	22	48	109
Nez Perce, ID	30	48	43	55	176
Oneida, ID	1	2	2	8	13
Owyhee, ID	24	49	26	32	131
Payette, ID	17	34	27	28	106
Power, ID	7	23	25	25	80
Shoshone, ID	12	36	20	22	90
Teton, ID	4	12	10	7	33
Twin Falls, ID	86	122	127	168	503
Valley, ID	5	16	9	8	38
Washington, ID	22	39	29	28	118



Tribal Affiliated Applicants						
Fiscal Year	RankedApplicant	AwardedApplicant				
FY 2016	21	3				
FY 2017	13	9				
FY 2018	26	19				
FY 2019	42	21				
Grand Total	102	52				

Facts on Idaho's Postsecondary Credit Scholarship Bill Laude.¹ December 11, 2018

Idaho's Postsecondary Credit Scholarship awards are available for students who earn postsecondary credits (dual credits) while in high school. To be eligible, the student must be awarded a matching scholarship (based on academic merit) from a business or industry group. The amount of the scholarship a student receives depends not only on the amount of dual credits the student has earned but also on the amount of the matching scholarship. For example, a student who receives a matching scholarship of \$200 is only eligible for a Postsecondary Credit Scholarship of \$200 regardless of the amount of dual credits earned.

There were 57 Idaho Postsecondary Credit scholarships awarded in 2018 (awarded in spring/summer 2018 and disbursed starting in fall 2018). Table 1 shows the number of scholarships over the previous three award cycles by Dual Credit accumulation:

Number of dual credits earned in high school	Award Term	Number with completed applications	Number awarded scholarship
10-19 credits	FALL 16	41	4
	FALL 17	50	17
	FALL 18	43	15
20 or more credits	FALL 16	61	10
	FALL 17	75	26
	FALL 18	68	33
Associate degree	FALL 16	3	1
	FALL 17	7	2
	FALL 18	5	3

The application for the Postsecondary Credit Scholarship requires applicants to answer two questions in addition to the base state scholarship application questions – the number of dual credits earned and the postsecondary institution the student plans to attend. Furthermore, it requires three pieces of documentation – an unofficial transcript of those dual credits earned for verification, a high school transcript, and documentation of their matching scholarship.

For the 2018 scholarship, there were 278 students who started the application process. Of those, 10 were deemed ineligible for the scholarship. Of the 268 remaining applicants, only 111 actually completed the application. Of the 162 applications who did not provide all three measures of documentation, 159 were missing documentation on the matching scholarship; 114 of whom also did not load their high school transcript.

¹ Bill Laude

Principal Research Analyst Idaho State Board of Education bill.laude@osbe.idaho.gov

Facts on Other Idaho Scholarships

Bill Laude¹ December 11, 2018

Armed Forces/Public Safety Officer Scholarship

The Idaho Armed Forces/Public Safety Officer Scholarship is awarded to dependents (spouse or children) of Idaho military members who died or were permanently disabled as a result of armed conflict in which the United States is a party or to dependents (spouse or children) of Idaho public safety officers who were killed or permanently disabled in the line of duty. The scholarship covers the cost of tuition and fees, \$500 per semester for books, and on-campus food and housing for awardees.

There were 13 Idaho Armed Forces Scholarship awarded for the 2018-2019 academic year.

Gear Up Idaho Scholarship 2

The GEAR UP Idaho Scholarship 2 is open to Idaho students who participated in an Idaho GEAR UP program between Fall 2011-Spring 2019 at an eligible school (see Table 1), who graduate or receive their GED in 2017 or 2018, who are less than 22 years old when they first received the scholarship award, who are accepted and enrolled in an eligible Idaho institution (see Table 2), and who complete the application and the FAFSA prior to March 1. The amount of the scholarship will vary based on available funds and eligible applicants. For awards disbursed in academic year 2018-2019, the award amount was \$ 2,000 for the entire school year.

Eligible High Schools		
Aberdeen High School	Lapwai Middle/High School	
American Falls High School	Marsing High School	
Black Canyon High School	Meadows Valley School	
Bonners Ferry High School	Minico Senior High School	
Buhl High School	Notus Jr/Sr High School	
Canyon Ridge High School	Prairie Jr/Sr High School	
Clark County Jr/Sr High School	Priest River Lammana High	
Clark Fork Jr/Sr High School	Ririe Jr/Sr High School	
Culdesac School	Salmon Jr/Sr High School	
Emmett High School	Sugar-Salem High School	
Gooding High School	Vallivue High School	
Homedale High School	Weiser High School	
Kellogg High School	West Side Senior High School	
Lakeside High School		

Table 1: Eligible High School for GEAR UP Idaho Scholarship 2

¹ Bill Laude Principal Research Analyst Idaho State Board of Education bill.laude@osbe.idaho.gov

Table 2: Eligible Postsecondary Institutions for GEAR UP Idaho Scholarship 2

Eligible postsecondary institutions		
Boise State University	Idaho State University	
BYU Idaho	Lewis-Clark State College	
College of Idaho	North Idaho College	
College of Southern Idaho	Northwest Nazarene University	
College of Western Idaho	University of Idaho	
College of Eastern Idaho		

There were 1,250 awards between the renewals for 2017 graduates who initially accepted a scholarship in the 2017/18 academic year and newly awarded applicant who graduated in 2018. There were an additional 73 awards that were offered to new applicants that were declined by the student.

Idaho Post Secondary Remediation Evaluation – 2018 Bill Laude, Principal Research Analyst December 10, 2018

Consistent with national trends, enrollment of degree seeking undergraduates in Idaho has been declining as the labor market has improved, most notably among HS graduates with no post secondary degree where unemployment rates are at the lowest level in the last ten years. With this change in employment opportunity, the decline in part time students in the Idaho post secondary institutions has outpaced the

decline in full time students. Within those overall enrollment changes, the decline in enrollment is most noticeable in the community colleges, where enrollment decreases are present in both full and part time population, though there are indications that those enrollment rates have begun to stabilize. Within the four year institutions, while there was some fluctuation in enrollment rates within the full time population, the decrease in enrollments has been primarily limited to the part time



population. Because persistence and retention are often employed when evaluating the success of remedial measures and full and part time success rates are significantly different, the parsing of full and part time students is necessary in order to evaluate the relative performance of this class of student¹.



As the enrollment volume of students changed from Fiscal Year 2014 through 2018, the percentage of students engaging in remedial course work has declined. In Fiscal Year 2014, 53% of first year students enrolled full time in community colleges were enrolled in math remediation, in 2018 that rate decreased to just under 48%; and part time students went from a high of 46% down to 40%. This represents an aggregate decrease of 1,071 enrolled math remedial students

new to community colleges, a drop from 2,911 to 1,840. Within the four year institutions, that drop was less marked, with a decrease of only 195 students over that four year span. It is important to note, that while four

¹ Unless otherwise noted, all post secondary student populations referenced throughout this article are specific to publicly funded institutions in the State of Idaho.

WORK SESSION - PPGA

Attachment 9

year institutions account for over 65% of all undergraduate student populations in Idaho², they manage only 38% of the remedial math course work being performed in the state. In contrast, English remediation is more evenly split, with four year institutions managing 47% of those aggregate course loads.

In evaluating overall composite trends in persistence, students engaged in remediation only show a moderate variance in the rate they return for the subsequent fall term immediately after their first remedial attempt; ranging from an absolute variance of 4.7% to 6% in community colleges, and 1.6% to 3.6% at four year

institutions. However, as full and part time return rates are evaluated, a significant variance appears between the return rates within those designations, most notably within the four year institutions. Across all student populations, community college return rates between full and part time students vary by 9.3% (57.4% v 48.1%), and while the overall return rates within the remedial populations is less than



non-remedial students, the variance between full and part time groups is less pronounced (6.3% in English, and 8.1% in math). Within the four year institutions, the variance in return rates between full and part time

Fall Return Rates & Return Rates following					
Intial Remedial Attempt by Remedial Type					
Student Levels	2014	2015	2016	2017	
Community College					
AllEnrollment	50.1%	54.7%	56.1%	58.9%	
FullTime	53.7%	60.3%	61.8%	63.4%	
PartTime	46.7%	49.8%	51.4%	55.2%	
EnglRemedial	44.0%	47.7%	47.7%	51.1%	
FullTime	48.2%	51.8%	49.7%	51.5%	
PartTime	38.2%	42.8%	45.4%	50.6%	
MathRemedial	45.7%	48.6%	50.2%	56.2%	
FullTime	48.9%	51.8%	52.8%	58.9%	
PartTime	41.3%	44.6%	47.2%	52.8%	
Univ. or Coll					
AllEnrollment	60.2%	61.4%	61.5%	71.4%	
FullTime	64.7%	64.7%	65.0%	74.6%	
PartTime	49.3%	53.1%	53.0%	61.8%	
EnglRemedial	67.7%	68.0%	63.8%	63.5%	
FullTime	71.1%	69.8%	66.3%	64.0%	
PartTime	38.6%	46.0%	45.2%	57.7%	
MathRemedial	63.2%	65.0%	60.7%	65.2%	
FullTime	67.2%	67.2%	62.6%	66.5%	
PartTime	46.0%	51.1%	51.0%	53.3%	

students is 12.7% (66.5% full time, 53.8% part), with the variance in the remedial population being significantly more pronounce; 20.4% in English (63% versus 42.6%) and 14.5% in math (61.2% versus 46.7%).

As student populations have changed over this period of time and the number of students enrolling in remediation has decreased, those disparities have tempered somewhat but are still pronounced between two and four year institutions within the full and part time populations; even as the overall Fall return rates have improved across almost all categories and subsets.

² Over the four year period from Fiscal Year 2014 through 2018, the allocation of new students has seen a shift from community colleges to four year institutions, with 62% of new college students now starting at a four year institution (52% in Fiscal Year 2014), primarily due to the overall decrease in students attending community colleges.

Attachment 9

While the overall immediate fall return rates are slightly less in the English remediation population than within the math remediation subset, the subsequent course taking behavior within the remedial math student population is significantly more problematic. After the first remediation attempt in English, 61% of those students passed a college level English course within the next year, with community college students completing college level English at 56% and four year students at 66%.³ This overall rate increased to 68% as the English corequisite model was leveraged across the various institutions. However, with the math

remediation population, the overall rate of students completing college level math within one year of their initial attempt was 25%, 17% within the community colleges and 38% at four year institutions. As with English remediation, this rate has improved as the overall volume of student enrolled in remediation has dropped; and over the previous two years,



21% of community college students persisting on to college level math and 39% of four year institution students; though the aggregate volume students passing college level math one year out has dropped.

College Level Math within One Year of First Remedial				
Attempt by Age and Enrollment Status				
Subseq_Math	2014	2015	2016	2017
Community	14.55%	15.55%	17.50%	24.53%
FullTime	15.33%	16.89%	19.63%	26.50%
<19	18.52%	19.37%	21.97%	24.49%
>=19<22	13.91%	15.19%	15.30%	22.74%
>=22	14.54%	16.46%	20.59%	30.77%
PartTime	13.46%	13.88%	15.08%	22.10%
<19	10.59%	11.91%	10.29%	14.33%
>=19<22	8.57%	13.12%	11.74%	20.00%
>=22	16.30%	14.88%	18.60%	26.83%
Univ. or Coll	36.62%	36.16%	40.58%	37.94%
FullTime	40.20%	38.33%	43.03%	39.44%
<19	39.23%	40.49%	44.30%	41.05%
>=19<22	42.10%	39.68%	45.30%	37.32%
>=22	38.96%	32.62%	37.27%	39.01%
PartTime	21.33%	22.62%	29.31%	24.76%
<19	10.00%	9.76%	22.22%	18.52%
>=19<22	17.46%	20.56%	24.11%	22.54%
>=22	24.61%	25.73%	32.56%	27.68%

This trend is most noticeable within the various subsets at the community college level where declining enrollment has resulted in a change in the overall readiness level of the student populations, as well as reducing the staffing burden on the institutions. Improvement can be seen across all age and enrollment levels of that population. Within the four year institutions, this trend is less pronounced within the full time population, which was less prone to enrollment declines, and moderately present within the part time population where smaller overall volumes resulted in improved but somewhat erratic performance.

³ A student taking and passing their remediation through a corequisite model would be counted as having passed college level English in this capture.

Attachment 9

There are several remediation model types being employed across that various post secondary institutions in Idaho. The Corequisite model has been launched at College of Western Idaho, College of Southern Idaho and Lewis-Clark State College; but those programs have not been in place long enough and with sufficient volumes to evaluate the success of that model relative to other remediation approaches. Idaho State University has launched a corequisite model, but only within their Intermediate Algebra course and the impact on college level persistence is still pending, though early indicators have not revealed a distinct change in outcomes. The two models most prevalent within the remaining institutions are a traditional remediation model and the Math Emporium model, with a hybridized methodology being employed at Boise State University where a student may start in a traditional remediation course but be moved into a higher level course mid-term.

While students in the Math Emporium model appear to persist onto college level math at higher rates than students in traditional remediation, those gains are less dramatic when a student's overall readiness for math is taken into account.⁴ When evaluating a student's persistence into college level math across both quartile ranges and readiness bands established by The College Board, Emporium students in the intermediate and higher evaluative bands attained college level math at slightly higher rates (within one year of their first remedial attempt) than their traditionally remediated counterparts, but by year two resolved to comparable outcomes with students in the traditional model. Students who were in the lower bands of college readiness had very comparable outcomes at both year one and year two under both models.

When the evaluation was limited strictly to SAT score bands, inclusive of student who did not immediately take or took no remedial course work, overall evaluation of college level math attainment across all two year institutions was comparable regardless of the remedial model leveraged by the institution. While the evaluation is preliminary, there is an indication that the predominant factor in student success is their overall readiness for the subject, and less so for the remedial model employed by the institution; with the potential that higher scoring remedial student benefit from self-paced modes of education. Within the four year institutions, the enrollment population were too limited within the scoring subsets for a similar evaluation. Across all scoring bands, student who were in the lowest quartile were more likely to persist to college level math by year two if they were enrolled in a community college as opposed to a four year institution.

⁴ Post secondary institutions use a variety of methods and test scores to evaluate a student's readiness for college level math. In order to evaluate students readiness in a more consistent manner across the institutions, high school junior year SAT scores were leveraged to assign consistent readiness levels across the institutions.

SUBJECT

Complete College America Momentum Pathways Initiative

REFERENCE

August 2010	Board established an attainment goal that 60% of
	Idaho's 25-34 year olds will have a postsecondary
	degree or certificate by 2020.

- August 2011 Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
- December 2011 Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
- June 2012 Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.
- June 2015 Board approved changes to Board Policy III.S., establishing co-requisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
- September 2017 Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
- December 2017 Board reviewed implementation of Complete College America "Game Changer" strategies and the effectiveness of initiatives supported by Complete College Idaho funding.
- August 2018 Board provided with overview regarding Idaho's selection as a Momentum Pathways state by Complete College America.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q. Admission Standards, Section III.R. Retention Standards, and Section III.S. Remedial Education

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: Educational System Alignment – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. Objective A: Data Access and Transparency – Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system. Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.)

GOAL 2: Educational Attainment – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system. Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support)

BACKGROUND/DISCUSSION

Idaho became a Complete College America (CCA) Alliance State in 2010. It has since worked closely with CCA on a range of academic initiatives including transforming remediation, creating clear academic pathways, and promoting timely credential completion. Recently CCA has modified its strategies to also include a focus on first year student guidance and engagement and addressing adult learner needs through accelerated courses, year-round predictable schedules, and prior learning assessment opportunities.

In 2010, subsequent to the Board adopting a goal calling for 60% of Idahoans age 25 to 34 hold a postsecondary credential, Board Staff presented statewide degree completion projections and proposed possible strategies to aid the state in meeting the goal. In October 2011, the Complete College Idaho (CCI) Team attended the CCA Annual Convening and Completion Academy to develop a draft completion Plan. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan). In addition to integrating CCA strategies into the proposed plan, staff collected feedback from public and private stakeholders. The final version of the CCI Plan was approved by the Board at its June 2012 Regular meeting.

Since that time significant work has commenced on the plan, with collaboration between the Office of the State Board of Education and the public postsecondary institutions to implement many of the initiatives proposed in the CCI plan. Additionally, over \$8.5 million was allocated from the Idaho Legislature from 2014-2017 to support CCI initiatives.

The Board formally adopted the original Game Changers with Complete College Idaho plan while the task force recommendations mentioned game changers, there was no action to update what the Board already adopted under the same name. The action item should include action to adopt new updated game changers.

With meaningful progress having been achieved through the implementation of CCI strategies on individual campuses, work still remains to fully deliver and scale CCA strategies across all eight institutions. As a result, in July 2018 CCA selected Idaho as a Momentum Pathways state. Due to the commitment exhibited by institutional leadership, the Governor's Higher Education Task Force, and recent legislative support for Board initiatives, Complete College America has chosen Idaho as one of two states to invest additional resources to help complete the work that has been undertaken with the aforementioned strategies.

The Momentum Pathways Project is designed to help states/Alliance members and their postsecondary institutions scale a core set of evidence-based strategies proven to close equity gaps and generate significant gains in college completion rates. Individually, these strategies are CCA's well-known Game Changers: 15 to Finish, Math Pathways, Corequisite Support, Momentum Year and Academic Maps with Proactive Advising. The overarching structure of Momentum Pathways represents a tested and guided approach to scaling these strategies with intentional sequencing and division of labor among faculty and staff. The Momentum Pathways model also includes built-in success checkpoints: annual opportunities to collect and report data proving that recent efforts are getting the intended results. These checkpoints fuel momentum for the project teams as they see the impact of their efforts within months, rather than waiting two to six years to see if their graduation rates were affected.

Since the announcement of Idaho's selection as a Momentum Pathways state, institutional provosts and their staff members have developed a work plan with clear goals and objectives. The work plan envelopes: Complete College America strategies; Governor's Higher Education Task Force (HETF) recommendations assigned to the Board's Instruction, Research, and Student Affairs (IRSA) Committee; and, standing IRSA goals.

PROJECT TIMELINE

Momentum Pathways Project planning commenced in Fall 2018 with implementation of Momentum Pathway strategies beginning in Fall 2019 and

scaled implementations beginning no later than Fall 2021. The following project components will be required as part of the Momentum Pathways project with CCA.

September 21, 2018 – Momentum Pathways Leadership Summit: All selected Momentum Pathways Project Leads from each state and metropolitan systems were required to participate in a day-long training in Indianapolis with CCA staff about the successful implementation of Momentum Pathways projects. Project Leads will learn from and connect with national content experts and CCA Fellows to explore proven practices around leading successful Momentum Pathways implementation.

October 22, 2018 – In-State Leadership Meeting: Board Members Linda Clark and Dave Hill, along with institutional presidents, provosts, and select staff convened in Boise to introduce the aforementioned work plan and formulate the components of a case statement to be shared on each campus and with external stakeholders that will identify the unique challenges students face within the state/Alliance and how to meet the needs of students. Components discussed included: demonstration of the need, data, and evidence to support need, importance of the work, target benefits and impact, and key leadership and stakeholders.

January, 29 2019 – Challenge Event (Boise, ID): CCA will work with the Project Lead and institutional leadership to host an event designed to engage, educate and empower a broader group of institutional stakeholders around the Momentum Pathways project. The event will feature CCA staff, CCA Fellows and national and local content experts who have successfully scaled Momentum Pathways projects. Each institutional teams, to be comprised of 6-8 members involving provosts, faculty leadership, math faculty, advisors, registrars, institutional research staff, and others will leave with a clear understanding of the institutional implementation process.

April 15-16 2019 – Planning Academy (Moscow, ID): The Planning Academy is a two-day event that brings together institutional teams, each with a CCA-trained facilitator, to discuss and refine action plans around implementing and scaling Momentum Pathways projects. Each Academy is customized to meet the unique needs of the state/consortia region.

2019-2020 – Continuous Support: CCA will provide ongoing support to ensure the successful implementation of the Momentum Pathways project on an asneeded basis through activities that may include but are not limited to: customized one-day workshops, targeted webinars, and on-demand consulting with CCA staff and/or national content experts.

2021 – Completion of CCA Momentum Pathways strategies, among other items as deemed appropriate by the Board.

The expected cost for this initiative is approximately \$450,000. CCA will render the majority of expenses, with an estimated 5-1 matching ratio for in-kind and/or direct financial contributions provided by Idaho. This match can be met through examples such as meeting and event costs (e.g., meeting space, food and beverage costs, etc.); travel accommodations for meeting participants (if applicable); and providing continuous in-state technical assistance and ondemand consulting as needed.

IMPACT

Idaho's public postsecondary institutions will benefit from CCA's support and expertise to scale Momentum Pathways within a three-year span. The project will facilitate collaboration across institutions, building toward fully transferable pathways among partnering institutions to eliminate transfer-related credit-loss and reduce the time and cost to degree. Furthermore, implementation of the plan will address many of the student-centered Task Force recommendations adopted by the Board, including improving access and affordability to Idaho public postsecondary institutions.

ATTACHMENTS

Attachment 1 – Idaho CCA Momentum Pathways Work Plan

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will work with institutional leadership and CCA staff to develop specific objectives and action plans, along with timelines for development and implementation at scale. This will include the coordination of workgroups and teams within and across institutions to identify needs, create plans, and deliver strategies with fidelity. The Board, in consultation with institution representatives, will discuss sequencing and prioritizing the goals and objectives provided in the CCA Momentum Pathways work plan, in addition to assigning a timeline for each.

BOARD ACTION

This item is for informational purposes only.
Attachment 1

WORK SESSION DECEMBER 19, 2018

				Goal Prioritization and Impleme	entation Timeline	1
Goals	Contributing Goal Outcome Metrics	Type of strategy/ action	Strategies (numbers align to HETF recommendations; CCA strategies are bolded)	Prioritization: High or Moderate	Initial proposed timing	Metrics
1. Increase go-on rate for high school students	• Go-on rate	System System- coordinated Institutional	Direct admissions <i>(completed)</i> Dual credit integration (2.a.ii) Outreach & Intervention (2.b.ii) Educator preparation (2.b.v)			Direct admissions metric SCH transferred FAFSA completion rates Applicants via Apply ID Grads with necessary skills
		Institution- specific	Example: Parent academy (2.b.i) Example: Targeted recruitment	-		
				[
degree completion	 Retention rate Progression rates Graduation rates 	System coordinated	(2.b.vi) 15 to finish (2.a.iii, 3.b.v) (completed) Momentum Year (2.a.iii) Academic Maps with Proactive advising (includes Metamaiors) (2.c.i)			\$\$ saved; interventions 30-60-90 progression % 1st yr with 9 cr to major 4 yr grad rate; ave. load # at-risk intervened
			Math pathways (2.a.iii) Math coreq (2.a.iii) English Corequisite (2.a.iii) Leverage direct admit w/support (2.a.vi)			Math success metrics Math success metrics English success metrics Success of direct admits
		Institution- specific	Assistants			
	1		• • • • • • •			
3. Increase use of transfer credits	 % of credits that transfer CC grads who complete 4yr 	System System- coordinated Institutional	Transfer portal (completed) Common course # (completed) Gem stamping (completed) Transfer agreements (underway) More credits (especially upper div) transfer as equivalencies & apply to requirements			Transfer efficiency % Compliance % Compliance % courses transferred Ratio of equivalent to total
		Institution- specific	Example: 2+2 agreements			
4. Increase use of competency credits	 competence -based credits transferred 	System System- coordinated Institutional	Develop competency-based system (5.a) Use competency system (5.a) Workforce training for credit (5.c) CLEP&AP statewide crosswalks to Gen Ed Crosswalk for JST/CCAF/DSST credit to academic and CTE programs.			# SCH transferred SCH accepted SCH accepted % Articulation % Articulation
		Institution- specific	Example: PLA portfolio course			
5. Increase return-to- college and completion	 Return rate Completion	System	Adult promise/Opp scholarship (3.b.iii) PLA course crosswalk			\$\$ awarded and growth # Credits crosswalked
for adults	rate • # of graduates	System- coordinated Institutional	Recruit adult learners (2.c.ii) Schedules and formats for returners Lifetime admission (2.c.iii) More online programs (2.a.vii)			# new adult learners # enrolled in new formats # of readmits # adult learners in online
		Institution- specific	Example: PLA assess of experience (5.c.iv)	1		

WORK SESSION DECEMBER 19, 2018

Attachment '	1
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6. Increase affordability	Debt ratio	System	Increase state funded scholarships (3.b.i)	Transfer efficiency
of college	Net cost	System- coordinated	Dual credit expansion	% Compliance
	 low income 	Institutional	Dual enrollment via digital (3.a.ii)	% Compliance
	onrolls & grads		Develop OFRs	% courses transferred
			Increased funding for scholarships (3 h i)	Batio of equivalent to total
	• FAFSA COMpi	Institution-specific	Example: focused scholarship (3.b.i)	
	Tate	motication specific		
7. Close gaps for	Gaps in	System	Idaho promise/Opportunity scholarships	\$\$ awarded
under- represented as	retention, grad, #	System- coordinated	Increase need-based scholarships (3.b.vi)	\$\$ need based
college grads for the	grads. etc.	Institutional	Focused advising for URG students (2.c.i)	% total that is need-based
above	Net cost			# URG students served
	differential	Institution-specific	Example: TRiO programs	
	•			
8. Ensure the quality	 Experiential Ed 	System		
and relevance of	measure	System- coordinated	Increased experiential learning (5.b) Require	Experiential Ed measure Placement into jobs
college education	 Evaluation of 	Institutional	internships (5.b.i)	Availability of experiences
-	program quality		More apprenticeships/intern (5.b.iii,iv)	
	& relevance	Institution- specific	Example: Co-op program (5.b)	
	•		<u> </u>	
9. Increase	 Cost per 	System	Outcomes based funding (4) Digital delivery (3.a.i)	Increased # graduates
\$\$ efficiency	graduate			# enrolled in statewide digital system
institutions; and	-	System- coordinated	Back office efficiencies (1.a.i)	\$\$ saved
funding formula		Institutional		
		Institution- specific	Example: incentive-based budget model	

ТАВ	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	SCHOOL, DISTRICT AND STATE REPORT CARD RELEASE	Information Item
3	IDAHO READING INDICATOR UPDATE	Information Item
4	PARENT AND STAFF ENGAGEMENT AND SATISFACTION SURVEYS	Motion to Approve
5	EXCISION/ANNEXATION REQUEST - FREMONT COUNTY SD 215/SUGAR-SALEM SD 322	Motion to Approve
6	PROFESSIONAL STANDARDS COMMISSION ANNUAL REPORT 2017-2018	Motion to Approve

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 education with the Board, including:

• Legislative agenda

BOARD ACTION

This item is for informational purposes only.

SUBJECT

School, District and State Accountability Report Card Release

REFERENCE

December 2015	Board was updated on the status of the Every Student Succeeds Act and the process the Department will conduct in bringing forward to the Board a new Federal Consolidated State Plan.
August 2016	Board received recommendations from the Accountability Oversight Committee on a new state accountability system. The Board approved the proposed rule setting out the new accountability framework that will be used for both state and federal accountability.
November 2016	Board approved the pending rule creating the new statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee Recommendations and public input gathered by staff through public forums held around the state.
June 2017	Board received an update on Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Every Student Succeeds Act Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education.
December 2017	Board received an update on the release of the accountability report cards as part of the Superintendents update on K-12 developments.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance

IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational System Alignment A: Data Access and Transparency

BACKGROUND/DISCUSSION

The current state accountability system was established by the Board through the rulemaking process in 2016 and accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes all federally required indicators, groups schools into three categories, and then divides the indicators between student achievement and school quality within each category. The majority of the federally required indicators fall under student

achievement; however, states are required to have at least one non-academic school quality indicator.

To answer questions about student performance, state education agencies have increased their capacity to collect, manage, analyze, and make decisions based on data. Of these tools, state and school report cards give states a powerful avenue by which to reach parents and the broader public. The federal Every Student Succeeds Act (ESSA) requires states to publish an array of education data. These data include a variety of education measures for states, school districts, and schools. They also go deeper, illuminating how these measures vary for students by race, income, language, disability, and other characteristics.

IMPACT

State and school report cards that effectively communicate key performance measures to the public can serve as a critical tool to inform educators and parents; help them ask better questions, and ultimately, drive improvement for all students.

STAFF COMMENTS AND RECOMMENDATIONS

On December 10, 2015, the Every Student Succeeds Act (ESSA) was signed into law, reauthorizing the Elementary and Secondary Education Act (ESEA) for the first time since 2001. This reauthorization replaced the system of ESEA Waivers that states had been submitting to the US Department of Education (USDOE) since No Child Left Behind expired in 2014. The Every Student Succeeds Act requires each state to submit a consolidated plan to the USDOE to reapply for federal education funds and explain to the USDOE how the state will comply with ESSA. The Board approved Idaho's consolidated state plan for submission to the USDOE in August 2017. The consolidated state plan incorporates Idaho's public school accountability system. The state and school report cards report out the data on school and district performance. At the October and December 2016 Board meetings the Board discussed the development of a K-20 data dashboard. Board staff have worked on the development of the postsecondary and transition data reporting elements while Department staff have worked on the K-12 data reporting elements for the dashboard. The ESSA requires state and district report cards showing school and district progress on the state's accountability system be made publicly available. In order to eliminate duplication of efforts the school and district report cards will serve as the mechanism for displaying the majority of the K-12 data elements.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Idaho Reading Indicator Update

REFERENCE

November 2014	Idaho Literacy Task Force report includes recommendations to replace the Idaho Reading Indicator.
December 2015	Board members approved and adopted the Idaho Comprehensive Literacy Plan.
August 2016	Board members adopted the recommendations from the Early Literacy Assessment Working Group to replace the current statewide Idaho reading assessment with an electronically-administered, computer adaptive assessment and approved a temporary and proposed rule setting literacy growth targets on Idaho's statewide reading assessment.
October 2017	Board reviewed progress toward Idaho's literacy growth targets.
October 2018	Board reviewed progress toward Idaho's literacy growth targets.

APPLICABLE STATUTE, RULE, OR POLICY

Article IX, Section 2 of the Idaho Constitution Section(s) 33-101, 33-105, 33-107, 33-116, and 33-1616, Idaho Code IDAPA 08.02.03 – Section 111, Assessment in the Public Schools

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Data-Informed Decision Making, Objective A: Data Access and Transparency

BACKGROUND/DISCUSSION

The Governor's Task Force on Education identified literacy as a key foundational skill and recommended the State revisit policy related to early reading. In June 2014, the Idaho Literacy Task Force gathered to review existing early literacy legislation, the Idaho Comprehensive Literacy Act, and create recommendations for revisions to submit to the State Board of Education. In their report to the State Board of Education in November 2014, the Literacy Task Force included recommendations to review and replace the Idaho Reading Indicator (IRI) and screening and progress monitoring services to LEAs.

In December 2015, the State Board of Education adopted the new Idaho Comprehensive Literacy Plan, which included recommendations to implement a comprehensive assessment system, including a screener and diagnostic interim and summative assessments. In September 2016, the State Department of Education released a Request for Proposal to replace the legacy IRI with a

comprehensive assessment program. In January 2017, the State Department of Education released an intent to award a contract to Istation for the Indicators of Early Progress (ISIP) to replace the legacy IRI. In August 2017, approximately 14,250 students participated in a pilot administration of the ISIP, continuing through the 2017-2018 school year. In August 2018, the ISIP Early Reading assessment (new IRI) was administered statewide for the first time.

IMPACT

With the implementation of the new IRI, the State will reset longitudinal trends in analyzing assessment results.

ATTACHMENTS

Attachment 1 - Presentation - Fall 2018 IRI Results

STAFF COMMENTS AND RECOMMENDATIONS

During the 2016 legislative session, the Board was asked to set, through administrative rule, literacy growth targets for students in kindergarten through grade 3 and to review statewide student proficiency levels and progress toward the literacy growth targets annually. With the transition to a new statewide reading assessment, additional work will need to be done to transition the existing literacy growth targets into administrative rule to align with the new assessment.

BOARD ACTION

This item is for informational purposes only.















	Grade	ISIP Subtest	Legacy IRI Subtest	
	Kindergarten	Letter Knowledge Phonemic Awareness Listening Comprehension Vocabulary	Letter Naming Fluency* Letter Sound Fluency	
(1 st	Letter Knowledge Phonemic Awareness Alphabetic Decoding Vocabulary Comprehension Spelling Text Fluency	Letter Sound Fluency* Reading Fluency	
	2 nd	Vocabulary Comprehension Spelling Text Fluency	Reading Fluency	
	3 rd	Vocabulary Comprehension Spelling Text Fluency	Reading Fluency	IRI Lindate December 20

ATTACHMENT 1









SUBJECT

Parent and Staff Engagement and Satisfaction Surveys

REFERENCE

December 2015	Sourd was updated on the status of the Every Student Succeeds Act and the process the Department will conduct in bringing forward to the Board a new Federal Consolidated State Plan.
August 2016	Board received recommendations from the Accountability Oversight Committee on a new state accountability system. The Board approved the proposed rule setting out the new accountability framework that will be used for both state and federal accountability.
November 2016	Board approved pending rule creating the new statewide accountability system based on the Governor's K-12 Task Force recommendations, Accountability Oversight Committee Recommendations and public input gathered by staff through public forums held around the state.
June 2017	Board received an update on Idaho's Consolidated State Plan and provided input and feedback.
August 2017	Board approved Idaho's Every Student Succeeds Act Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education, including the use of a student survey in school identification for K-8 schools.
E 1 0010	

- February 2018 Board approved use of AdvancED Student Engagement Surveys in grades 3-8 for the 2017-2018 school year.
- August 2018Board approved questions and student engagement
surveys for grades 3 12 beginning in the 2018-2019
school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.AA. Accountability Oversight Committee

Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance

IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Data-Informed Decision Making, Objective A: Data Access and Transparency

BACKGROUND/DISCUSSION

The new state accountability system was established through the rulemaking process in 2016 and accepted by the Legislature in 2017, becoming effective for the 2017-2018 school year. The accountability system includes all federally required indicators, groups schools into three categories, and then divides the indicators between student achievement and school quality within each category. The majority of the federally required indicators fall under student achievement; however, states are required to have at least one non-academic school quality indicator.

The accountability framework includes engagement surveys for students in grades 3-12 and engagement and satisfaction surveys for parents and teachers beginning in the 2018-2019 school year.

The Department convened a committee of stakeholders, representing parents, school board members, administrators and teachers to develop custom parent and staff surveys to be administered beginning in the 2018-19 school year.

IMPACT

During the development of the accountability framework and the state's consolidated plan, engagement and satisfaction surveys were identified as meaningful, non-academic measures that provide a focus on school quality as it relates to student achievement. The perception of parents and staff can identify areas of improvement in establishing positive school learning climates.

ATTACHMENTS

Attachment 1 – Engagement Process Presentation

Attachment 2 – Parent Survey Items

Attachment 3 – Staff Survey Items

Attachment 4 – Parent Survey Stakeholder Feedback

Attachment 5 – Staff Survey Stakeholder Feedback

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to IDAPA 08.02.03.112, for the 2018-2019 school year parent, student and teacher satisfaction and engagement surveys will be required measures of school quality for all grade ranges as part of the state accountability system. The student satisfaction and engagement survey was partially implemented for students in grades 3 through 8 for the 2017-2018 school year. The Board approved the full implementation of survey questions for use in grades 3-12 beginning in the 2018-2019 school year at the August 2018 Board meeting. Approval of the Parent and Teacher surveys will result in implementation of the final satisfaction and engagement surveys required as part of Idaho's public school accountability system. In addition to the satisfaction and engagement surveys IDAPA 08.02.03.112 requires "communication with parents on student achievement" as a measures of school quality for all three school categories. The parent survey includes:

- eight questions targeted toward satisfaction with the school,
- one question on preferred form of communication with the school,
- one open-ended question, and
- four optional questions targeted toward student characteristics.

The second survey, titled "Staff Survey", identifies three categories of staff: classified, certified, and other. The measure in the accountability framework is for a teacher satisfaction and engagement survey. Until such time as Administrative Code can be amended, only the answers from instructional staff (teachers) taking the Staff Survey would be used in the State accountability reporting. The other respondents could be reported separately, but would not be considered part of the state accountability system. Certified staff include school and district administrators, instructional staff (including occupational specialists), and pupil service staff. The staff survey includes:

- 10 questions targeted toward school culture,
- six questions targeted toward support for student learning,
- three questions targeted toward support for staff,
- one open ended question; and
- two questions about staff characteristics.

BOARD ACTION

I move to approve the parent and staff survey items as presented in Attachments 2 and 3 and to administer the parent and staff surveys beginning in the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____



Idaho's Accountability System - Surveys

Schools serving K-8 High schools Alternative schools					
Student survey*	Student survey**	Student survey**			
Teacher survey**	Teacher survey**	Teacher survey**			
Parent survey**	Parent survey**	Parent survey**			
Communication with parents	Communication with parents	Communication with parents			
on student achievement**	on student achievement**	on student achievement**			
Students in grade 8 enrolled	Students in grade 9 enrolled in	Credit Deservery and Assumed ation			
in pre-Algebra or higher class	Algebra I or higher class	Credit Recovery and Accumulation			
	College and career readiness	College and career readiness			

**2018-19 school year

Survey – December 2018 | 2

ATTACHMENT 1





Jean M. Henscheid, Ph.D

- Fellow, University of South Carolina
- Former Principal Policy Analyst, Idaho State Board of Education
- 30 years research experience





ATTACHMENT 1



Statewide Feedback O	ctober 8-26
 Invitation sent to: School trustees Superintendents Charter school directors Principals Parents Teachers Idahoans via news and social media 	<section-header><section-header></section-header></section-header>
	Sulvey - December 2018 0



Preparing for Deployment

Survey copies are included in the Board packet

- Surveys uploaded into eProve platform January
- Finalize communication toolkit for schools January
- Schools deploy all surveys April to May
- Report results in state Report Card August

Survey – December 2018 8

ATTACHMENT 1



Parent Satisfaction and Engagement Survey

Parent Engagement and Satisfaction Survey

The purpose of this survey is to help your child's school improve. Your responses will be anonymous and confidential.

Thank you for your feedback.

Q2.1 Please provide your level of agreement to these statements.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unsure
My child's school provides me with resources and information to support my child's learning at home.	0	0	0	0	0	0
My child's school tells me how my child is doing in class in a way that makes sense to me.	0	0	\bigcirc	0	0	0
My child's school gives me opportunities to talk to teachers about how my child is doing.	0	0	\bigcirc	0	0	0

ATTACHMENT 2

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unsure
At least one caring adult in our school knows my child well.						
My child is safe at school.	0	0	\bigcirc	\bigcirc	0	0
My child's school invites me to participate in the school's activities.	0	0	0	0	0	0
My child's school keeps me informed about news and events.	0	0	0	0	0	0
My child's school principal is accessible.	0	0	0	0	0	0

Q2.2 I prefer to receive information from my child's school in the following ways (choose all that apply):

School website Electronic newsletter Email Printed newsletter Student agenda Weekly folder Text Phone call Social media (facebook, twitter, etc.) In person meetings U.S. Postal Service School reader board Online grade book School bulletin board Other (please describe) ____

Q2.3 Is there anything else you would like to share about your child's school?

Q2.4 Answers to these final questions will help your child's school understand if the entire school community is represented in this anonymous survey. You may choose not to answer these questions if you wish.

Q2.5 My child currently enrolled at this school has been attending for a total of:

- O Less than half a school year
- O Half a school year to 1 school year
- 2 or more school years
- Q2.6 I am:
 - O Female
 - O Male
 - O Prefer not to answer
- Q2.7 My race is:
 - O American Indian or Alaska Native
 - 🔿 Asian
 - O Black or African American
 - O Native Hawaiian or Other Pacific Islander
 - O White
 - O Two or more races
 - O Prefer not to answer

Q2.8 My ethnicity is:

- O Hispanic/Latino
- O Not Hispanic/Latino
- O Prefer not to answer

Staff Satisfaction and Engagement Survey

Staff Engagement and Satisfaction Survey

The purpose of this survey is to help our school improve. Your responses are anonymous and confidential.

Thank you for your candid feedback.

Q2.1 These questions are about our school's culture.

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Unsure
Our school leaders are approachable.	0	0	0	0	0	0
Our school leaders involve staff in the development of the school's goals.	0	0	0	0	0	0
Our school leaders provide sufficient time for staff to collaborate.	0	0	0	0	0	0
Our school retains qualified staff.	0	\bigcirc	0	\bigcirc	\bigcirc	\bigcirc
There is an expectation at our school that teachers will regularly communicate student progress with parents/guardians.	0	0	0	\bigcirc	0	0
Our school is safe for students.	0	0	0	\bigcirc	\bigcirc	0

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree	Unsure
Our school is safe for staff.	0	0	0	0	\bigcirc	0
Our school encourages staff to get to know students well in order to support their success.	0	0	0	0	0	0
Everyone in our school knows they are accountable for student learning.	0	0	0	0	0	0
l feel valued at our school	0	0	\bigcirc	\bigcirc	\bigcirc	0

Q2.2 These questions are about resources that support student learning.

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unsure
There is an expectation at our school that teachers will assign differentiated work to support student learning.	0	0	\bigcirc	0	0	0
Our school protects classroom time from too many interruptions for other activities.	0	0	0	0	0	0

ATTACHMENT 3

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Unsure
Our school has enough support staff to meet individual student needs.	0	0	0	0	0	0
Our school has enough up-to-date materials to support student learning.	0	0	0	0	0	0
Our school has up-to- date technology to support student learning.	0	0	0	0	0	0
Our school has adequate facilities to support student learning.	0	0	0	0	0	0

Q2.3 These questions are about support for staff.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
l receive opportunities to participate in professional development experiences.	0	0	0	0	0	0

ATTACHMENT 3

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Unsure
Our school leaders communicate effectively with me.	0	0	0	0	0	0
I feel supported by our school leaders when dealing with student behavior issues.	0	0	0	0	0	0

Q2.4 Is there anything else you wish to say about our school?

Q3.1 Primary role: Classified staff O Certified staff Other _____ Q3.2 Experience level in education: O Less than 1 year ○ 11-20 years \bigcirc 1-3 years O More than 20 years ○ 4-10 years

Stakeholder feedback Parent/Guardian Engagement & Satisfaction Survey 2019 (N=232)

How useful would these questions be for helping schools better understand parent/guardian engagement and satisfaction?

Would these questions be clear to most parents/guardians?



Questions to revise.

Stakeholder Feedback Form for Parent and Staff Engagement and Satisfaction Surveys

October 29, 2018, 11:21 am MDT

Q5 - Additional comments about usefulness and clarity (parent survey).

	Comment	Code
1.	Our school hires and keeps qualified staff. How will a parent know if a staff member is qualified for not? Our school has support staff appropriate for meeting individual student needs (e.g. classroom Subjective question Our school provides before/after school activities this question is depends on availability of grant funds. The questions about school leadership will target school administrators. How likely is it that this parent survey could take the place of individual parent surveys as it relates to teacher evaluation?	Negative – unclear, political, parents lack direct experience with school.
2.	In order for the data to be actionable to schools, I would suggest that the survey begin with context. In other words, a question at the beginning that would say, "I am very involved in the school," "I am somewhat involved in the school" or "I am not involved" or something like this would give a school context for the questions with examples of what that may mean. If a parent who has selected "very involved" and doesn't rate the school high gives better context for the data to make it actionable.	Neutral – recommendation (add parent involvement question)
3.	This survey is way too long - most parents will not complete an 11 page survey - It needs to be reduced to no more than 10 questions and simplified to the most important things the state wants to know. Your response rate would be much higher with a shorter survey.	Negative length
4.	The information from this survey could be very useful to a school and to a district. Many of the questions are similar in nature to the CEE Survey we administer each spring. Questions to parents about the "Teachers (Staff, Administrators) at our School" is subject to a parent's opportunities of dealing with a wide variety of the staff members at their school. There would definitely be bias in the response to these questions. I am questioning why you need to know gender of the respondent and their race? If I were a Hispanic parent answering the question on race, I would be very leery. First off, it seems suspicious that the Hispanic race is separate from the other races. If I'm Hispanic, and you've assured me that my response is anonymous, I would definitely question that assurance when I came to the end of the survey. We have several migrant workers who are Hispanic, who have a valid work visa, who express concerns about losing their visa status because of the political rhetoric in our nation at this time. Again, if the survey is anonymous, why do you need to know gender and race?	Positive – redundant with CEE? Negative – parents lack direct experience with school, bias toward Hispanic parents.
5.	What's the purpose of these surveys? How do we guide Idahoans of different educational backgrounds to understand the purpose and what the questions mean? Also, there are some questions parents won't know the answers to like- are ALL students' needs being met- as parents aren't aware and not privy of the needs of other children.	Neutral – recommendation (clarify purpose). Negative – parents lack direct experience with school.
6.	This is not useful. First, no one should be able to take this survey anonymously. Also, parents cannot answer questions that are in regard to "all students" without massive FERPA violations.	Negative – not useful, FERPA
7.	How will parents know if "ALL" learners are provided opportunities. The questions should be tailored to individual leaners in their	Neutral – recommendation (add parent involvement

	household. A lot of the superious are built on represention. Maybe	aucation) Devents look divest
	nousehold. A Lot of the questions are built on perception. Maybe	question). Parents lack direct
	some background questions for parents about now much time they	experience with school.
	have spent in the schools. Do they volunteer attend PTO/PTA	
	meetings, what capacity are parents in schools in order to draw these	
	conclustions about school.	
8.	The demographics of the school will determine how these questions	Negative – political
	are answered. Families could have objective feedback to aid schools in	
	developing growth where some families could want punitive actions	
	against educators.	
9.	The survey is too long. It is asking parents to participate in a survey	Negative – length, parents
	when they have not been in the building. maybe you should ask first,	lack direct experience with
	have you been in your child's classroom at least 3 times for a	school. Recommendation (add
	minimum of an hour before they can answer perception questions	parent involvement question).
	about the school and the classroom.	
10.	The survey is long and includes some questions that parents would	Negative – length, parents
	not have knowledge of unless they spend time in the classroom.	lack direct experience with
		school.
11.	Questions dealing with staff will lead to preferences not facts. Parents	Negative – bias against school,
	that have had to be brought in may have a bias towards the staff or	political.
	administration.	
12.	There is no way that anyone can answer a question like this "Our	Negative – parents lack direct
	school has high expectations for every student in every class" if they	experience with school.
	are being honest. The answer will most likely differ from teacher to	
	teacher. Same thing with this one "Our school hires and keeps	
	qualified staff". The question is too broad especially for schools with a	
	large number of teachers. Also, should questions like this one"Our	
	school has support staff appropriate for meeting individual student	
	needs (e.g. classroom aides, interpreters, speech therapists)." or this	
	one "Teachers at our school use content and classroom activities that	
	meet each student's learning needs." be change to be 'my	
	student's needs"? How would I as a parent have any idea if the	
	school provides the needed support for or meets the learning needs of	
	someone else's child? Would most parents know if the school has up-	
	to-date computers and other technology to support student learning?	
	This question "Teachers at our school help me understand how my	
	student(s) are doing in class." needs to be tweaked. Parents have	
	some responsibility to check Infinite Campus and be proactive. It is	
	not all up to the teacher.	
13.	This survey is worthless. "leadership", "resources", "environment" are	Negative – useless.
	all vague, tell you nothing terms. Who defines these words? What do	
	they mean? What is a school environment? Who is the leadership,	
	the teacher, the principal, the school board? The leaders of the school	
	should be the PARENTS, instead of the school dictating to the parents.	
	Schools fail us now with their emphasis on deciding what should be	
-	done, it is the parent whose role has been diminished, no voice.	
14.	Many parents aren't involved unless something negative happens.	Negative – parents lack direct
	How do they know it principal/admin is a good leader. Question	experience with school.
	should be for teachers/staff. Many resources go only for those that	
	quality available, but not to all.	
15.	1) The survey seems long 2) I find a fair number of questions that even	Negative – length, parents
1	a parent who is somewhat in tune with what is going on at their child's	lack direct experience with

S	chool may struggle to provide a highly informed response to. (ex:	school. Questions prompt
"(Our school has support staff appropriate for meeting individual	complaints.
st	tudent needs." - How would someone know? What does	
".	appropriate" mean? - "The way student learning at our school is	
r	neasured makes sense to me." - How does this question relate to	
a	nyone who does not make a concerted effort to understand what	
tł	heir child is learning (and is supposed to learn) at school? Again, a	
р	arent has to be highly engaged in order to be able to answer this	
q	uestion fairly. 3) Several questions seem to lean toward the side of	
is	ssues which may be unsatisfactory by nature. "Our school has	
a	dequate facilities to support student learning? (We have old	
b	uildings that need many updates. The question gives the respondent	
а	n opportunity to identify a problem without understanding that to	
ir	mprove facilities it takes our local voters to accept responsibility for	
tł	he cost - somewhat of a loaded guestion.)	
16. T	he topics are much too general to give any useful feedback on this	Neutral – response is unclear.
SI	urvey. The actual proposed survey would be better; otherwise, I have	
n	o idea whether I would appreciate the survey's questions or not.	
17. V	Vill you be translating this survey for English Learner parents? I	Neutral – will it be translated?
st	trongly think that the "unsure" column should be eliminated. It is	Eliminate "unsure," vertical
а	Iready covered under the "Neither agree nor disagree" column. It	format hard to read.
W	vould also allow the question column to be wider. It is hard to read	
w	vith the words smashed into a vertical space.	
18. u	nless a parent is very involved in the school they will only get part of	Negative – parents lack direct
tł	he picture and provide feedback that is incomplete and one sided. It	experience with school.
n	eeds to be taken into account how involved the parent is at the	Recommendation (add parent
S	chool and that a parents view is helpful but it needs to be balanced	involvement question).
W	vith other views.	
19. C	Companies like Pride Surveys have fully researched, valid and reliable	Negative – recommends
SI	urveys that have been developed by a team of professionals to be	another set of tools
C	omprehensive tools that school districts and states can use to	
e	valuate teachers parents and students on school climate and culture.	
Т	he constructs they use hold together and can be presented on a data	
d	ashboard that has drill down and disaggregating functionality.	
h	ttps://www.pridesurveys.com/index.php/school-climate-surveys/	
20. I	think in asking parents about a school where they don't know what	Negative – recommendation
h	appens a deep level you want the questions to be very pointed and	(clarify questions to focus on
S	pecific to THEIR child's experience. Not general vague questions that	just the parents' children),
'n	nay beyond their general understanding and could make them guess	parents lack direct experience
а	bout how things operate at school	with school.
21. A	sking questions most parents will not have an education answer on.	Negative – parents lack direct
S	o they will answer, to act like they do know.	experience with school.
22. T	here are too many questions that ask parents for information that	Negative – parents lack direct
tł	hey will not have enough information to provide quality feedback on.	experience with school.
Y	our questions lead parents to make suppositions they will not have	
e	nough information on to provide clarity in their responses.	
C	consequently, the answers will lead to negative responses.	
23. N	Nany of our parents have children in multiple schools in the district.	Neutral – concern for parents
D	Does a parent then take the survey three times for three different	with multiple children in
S	chools? If so, it is unlikely that they will have/take the time. If not,	different schools

ATTACHMENT 4

they won't know how to answer and the information will not be targeted enough to be useful.	Negative – parents lack direct experience with school.
24. Active parents will participate in a survey, parents who are not active will part	Negative – response bias
25. The proposed parent survey questions include statements such as "Our school has high expectations for every student in every class." I	Negative – recommendation (clarify questions to focus on
doubt that any parent would be able to respond accurately to this survey question, because it's a rare parent knows what all staff members think about and do for every student in every class. A better survey item, which a parent could reasonably answer, might be: Staff at this school have high expectations for your child/children. The question whether "our school has high expectations for every student in every class" would be a conclusion supported via a careful tally and competent analysis of the responses from all parents. All parent items should be reviewed so they don't ask the parent for the conclusion that is found only in an analysis of all parent responses.	just the parents' children), parents lack direct experience with school.
26. I think for leadership, I would use the terms "principal" and "Vice- Principals" instead of "leadership." More specific is better. Regarding environment, I think you should say "school culture" if that is what you mean.	Recommendation – wording.
27. Whether or not the questions are clear would depend on how you word them. Make them simple and easy to understand.	Recommendation – wording.
28. If a parent is mad at the school for unjust reasons, it hurts the school when the survey is filled out. I do NOT want school to start playing to parent needs so they get a better review. Schools should be focused on what is right for all students, not just the students with loud and pushy parents who want it their way.	Negative – parents lack direct experience with school, political, biased against schools.
 29. Parents' only picture of school is a narrow window through their student(s), most seem to have a high bias based on student grades, A = great school D & F = horrible school, teachers, & Admin. 	Negative – parents lack direct experience with school, political, biased against schools.
30. I am not sure about the usefulness. I believe that like most surveys, there will be a huge bias. We will hear from some that are very satisfied, a great deal from those that are very unsatisfied, and not much from those in the middle. Having said that, I think it would be very interesting to see what parents actually think about the subjects in the questions. I think that overall, we would come up very short.	Neutral – biased against schools but interesting. Results will be negative.
31. I think the more involved we can get parents the better even if it is by answering questions on a survey as long as the parents can understand and be sure about what they are answering.	Positive – survey allows for engagement. Recommendation (wording).
32. There are 2 different levels of administration. 1. superintendent 2. Building principal. I feel both need evaluated separately.	Neutral – disaggregate leadership (building, district)
33. I'm not sure if you are asking should the questions be clear for the parent/guardian or if they currently are. I think questions on surveys are purposely vague and need to be more clear and specific for parents.	Negative – vague wording.
34. Specific areas or constructive feedback would be most useful for the school as opposed to a percentage of favorable or non-favorable views from the constituents. However, the specific feedback should only be used for purposes of improvement and shared only with the school or district, not for reporting to news agencies etc.	Negative – fear political uses. Recommendation (clarify results are for improvement).

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35.	Parental involvement is an on-going struggle. It is my opinion, that many parents would not be able to answer questions, not because they haven't had the information, but because they often are disengaged.	Negative – parents lack direct experience with school.
36.	Depending on the population's demographics at the school, some of these questions might be too challenging. I also worry about who will be compelled to complete the survey. My thought is that those who are upset about something might find this as an appropriate venue to voice their complaint.	Negative – survey as source for complaining. Parents lack direct experience with school.
37.	I don't think most parents have a clear idea on what occurs in the school setting because they receive much of their information second hand from their child. If the child likes school and their teacher(s), parents provide like feedback. If the child does not like school, many times the school is blamed. In my MANY years of experience these are often the kids we spend the most time with and lose sleep over. I can't remember the student questions from last spring. Are they similar to these? Students can give the best feedback because they experience school first hand.	Negative – parents lack direct experience with school. Survey as source for blaming schools.
38.	Regardless of how many times we put titles and labels on staff and services, there is parent confusion about who administrators are, who counselors are, etc. I would be concerned that parents may answer questions inaccurately because of this. Doing school surveys have shown this each time we've done them.	Negative – parents lack direct experience with school, differentiate staff/administrators/teachers.
39.	Most parents are not in the school very often so how would they know about the support and environment except by hearsay from their student?	Negative – parents lack direct experience with school.
40.	What is school leadership? Is it the principal? Is it the Building Leadership Team? I think most parents will assume principal and principal only.	Neutral – clarify meaning of "leadership."
41.	If parents aren't around the school or in classrooms, how valid is there input?	Negative – parents lack direct experience with school.
42.	I'm not a fan of this survey and don't feel that it is useful.	Negative – not useful
43.	How the queries are worded will need to be carefully considered, so that the question format and wording are not laden with advanced vocabulary (educational-ese type buzz words)and sentence structure that might make if difficult for some parents to process or understand what is being asked.	Neutral – recommendation (remove "advanced" vocabulary)
44.	This is a survey and will be able to provide some helpful feedback, but it is not going to be perfect.	Neutral – useful but not perfect.
45.	It is hard for me to identify if it is clear or useful until I can read the exact question. I also think that school resources and support for students are not always explicitly described to all families or all of the background thought put into how money is spent on resources, so I would be very curious about this question so I could make sure my families knew about all of the resources we have available.	Respondent did not refer to survey instrument.
46.	It has been hard to get credible feedback from parents on the learning environment since they don't experience it firsthand. Questions should be framed around their student's perception of learning environment, but many may not know that.	Neutral – recommendation (frame questions around what child/children tell parents their perception is).
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47	7. I think any questions about the learning environment will not be useful as the parent is not part of the learning environment and can only base an opinion upon their student's perception.	Negative – parents lack direct experience with school.
48	3. Q4 These questions are about our school's environment for learning I believe that it would be difficult for parents to know what is specifically going on in a classroom environment, especially in secondary schools.	Negative – parents lack direct experience with school.
49	Parents know about school environment, resources, and leadership through the stories shared by their children, the evidence that is sent home with their children in the form of school work, newsletters, and behavior communication, and by interacting through volunteering or during school events. This gives a partial view of the topics.	Negative – parents lack direct experience with school.
50	 I worry that some parents will use this to complain about teachers instead of bringing their issues directly to the teacher. 	Negative survey as source for complaining indirectly rather than directly to teachers.
5:	It depends on the wording of the questions. We are not given a sample or examples of the questions, so commenting on usefulness and clarity is a mute point. Questions need to be specific, with little room for error. The questions need to be interpreted plainly and specifically. Overall, if the survey is to understand parents engagement and satisfaction with the school, then the questions should relate to experiences and not opinions. Opinions are based off of ideas and not experiences. To get definitive feedback from parents and guardians means to ask questions relating to experiences.	Neutral respondent did not refer to survey instrument.
52	 These surveys and questions don't help us improve student learning!!!! 	Negative – not useful
53	B. I really like the idea of getting parent feedback, but I do wonder about parents who don't have opportunities to come to the school environment often, will they have a clear view of what goes on?	Neutral – parents lack direct experience with school.
54	I. Many times parents get emotionally involved and will judge staff members in a harsh way when that person actually does a very good job. The parent just wants his/her child to be treated special.	Negative – survey as source for blaming teachers. Parent bias toward child/children/against school.
55	5. I am on the Board of a Charter school. Some of these questions might be unclear to parents/guardians at my school because they don't quite fit with our mission and vision or our approach in the classroom. It would be nice to have an answer such as "does not apply" as one choice.	Neutral – recommendation (add "does not apply")
56	5. Can't remember what category these comments best fit I might suggest a question BEFORE the one on student learning and "making sense" asking if the school SHARES this information with parents, and maybe a couple examples, like IRI, ISAT, benchmark, etc. Also, it might be helpful to clarify as appropriate "school or district". Parents with students in multiple buildings (schools) may answer differently as per the school each child is in. I'm not sure how you'd phrase this, but a question to identify free and reduced lunch? Because data shows typically lower scores with this demographic it would be interesting to hear from these parents, and to be sure they have access to the survey.	Neutral – recommendation (wording).

57.	Wording or examples will be important consideration in determining	Neutral – recommendation
	how to ask the questions in order to get helpful feedback from the	(add examples).
	entire community.	
58.	We have so many low income households in our boundaries where	Neutral – recommendation
	the education level of the parents is probably not much higher, if as	(remove advanced
	high, as their students. I think making the questions as simple as	vocabulary).
	possible is imperative to gathering accurate feedback.	
59.	I do not think most parents have any idea what technology is available	Negative – parents lack direct
	at the schools. I also don't think they are aware of the many programs	experience with school.
	and methods to help students there are available sunless their child is	
	involved in them.	
60.	I think it would be more appropriate to ask the question about	Neutral – recommendation
	"students feel safe at out school" in Q4, not Q3. That's not really a	(move safety question).
	question about resources, but more about school environment.	
61.	I thought the questions were very thorough in both surveys. I also	Positive – useful, thoughtful.
	liked that there was a place for them to write in there thoughts and	
	feelings, likes, and dislikes, and concerns.	
62.	Administration accountability to parents (tax payers) to use of funds,	Neutral – response is unclear.
	decisions on how administration hand pick parent feedback, and	·
	responsiveness (timely and plan of action)	
63.	I believe that these type of surveys are filled out by too few of the	Negative – expect low
	people we serve to be of any kind of reliable measure. Many people	response rate. Parents lack
	do not take the time to engage in filling them out. The questions are	direct experience with school.
	clear but most parents do not even know the school administration or	
	the school environment so how can they honestly answer.	
64.	Rework the first question in both sections. "Our School" unclear.	Neutral – recommendation
	Probably should be capitalized.	(capitalization)
65	How do you feel about your local school your shild attends? why?	Neutral – recommendation
05.		(add open-ended question).
66.	Questions on leadership and resources/supports will need to be	Neutral – recommendation
	carefully worded to ensure clarity and usefulness.	(clear wording).
67.	The survey needs to be parent friendly including vocabulary. I would	Neutral – recommendation
	also suggest explaining what the question means because often times	(clear wording). Parents lack
	it would be difficult for a parent to answer a valid question about	direct experience with school.
	leadership, environment and resources.	
68.	My school is in a high poverty area. Many of our parents are	Neutral – concerned about
	disconnected and struggle with understanding school	bias against families in high
	structures/resources.	poverty community.
69.	At the secondary level many parents either have a positive or negative	Negative – redundant with
	view of the school staff. This is due to many factors but it is evident	other surveys. Parents lack
	consistently in local surveys and I am not sure if this survey will dig any	direct experience with school.
	deeper than what our school already surveys. While a school may	
	invite parents to engage in their students learning it cannot mandate	
	it.	
70.	I am not sure how to answer this survey.	Neutral - response unclear.
71.	Parents don't understand the behind the scenes and just provide	Negative – parents lack direct
	information from their limited experiences.	experience with school.
72.	It was very hard trying to answer your questions without seeing the	Neutral respondent did not
	actual questions that would be asked of the parents and students.	review survey instrument.
73.	I think the majority of my district's parents would understand but	Neutral – parents will
	questions need to be put in layman's terms.	understand clear wording.

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74. The questic answered b allow for ta context.	ons should be very clear and concise, such that they will get by parents. The questions should also not be leading and/or argeted answers about individuals (teachers, etc) without	Neutral – parents will understand clear wording.
75. The proble written. Th positive an with limite student wh most poorl	m with the student survey last year was how horribly it was ere was a clear bias in the questions slanted against a swer. Also many questions had multiple choice answers d answers - they were written so that a real academic to loves learning would have no real choice. One of the y written and unscientific surveys ever!	Neutral – respondent describing last year's student survey.
76. It appears information	to be a good survey and I think it will provide good n.	Positive – good survey, opportunity to collect good information.
77. Some ques phrase Sch School Boa district and daily/week board proc proper cha	tions contain the word School when it seems that the ool District would be more fitting. Also, references to rd will be confusing in our district because it is a large the school board proceedings are not a regular part of the ly/monthly routine of most patrons even though the school eedings and information are made very public through nnels.	Neutral – disaggregate leadership.
78. It would be proposed c misconcep	easier to make an opinion on these questions if an actual uestion was put forward. Then we could respond to any tions that might occur, etc.	Neutral respondent did not review survey instrument.
79. Without a s question al different p leadership	sample of the question it is hard to determine if it is clear. A bout school leadership could mean something different to eople. Are they talking building leadership or district and who all does that entail?	Neutral respondent did not review survey instrument.
80. It is difficul only criteri what occur hard for pa support, sc be spent	t for parents to know how leadership is functioning if they a they use is their own child. Administrators cannot say is with other students when talking to parents. It is also rents to understand resources available for student I don't know how they would know how resources should	Negative – parents lack direct experience with school.
81. From the p and suppor many of th from first h be based o experience	erspective of a school person, "environment, resources, ts" would be very important; however, I am not sure that e parents in my rural district would really know about these and exposure. More likely, what knowledge they have will n either a very positive experience or a very negative -either theirs or another person's.	Negative – parents lack direct experience with school.
82. Without se clear the q have an op many not h support.	eing the actual questions, it is difficult to determine how uestions would be. I think that parents would probably inion regarding leadership and environment, where they have as much of an opinion on school resources and	Neutral respondent did not review survey instrument.
83. Understand might be w revise my c	ding how clear and helpful question about the various topic ould be dependent on the phrasing of such topics. I might opinion based on the actual questions.	Neutral respondent did not review survey instrument.
84. Clarify resc	urces	Neutral – recommendation (wording).
85. Parent frie	ndly vocabulary	Neutral – recommendation (wording).

86.	Parents have an understanding of public schools from their own perspective as a student and then from the perspective as a parent of a child attending. I think few have an understanding of how a school runs or should run. They aren't to blame for that, it just how it is. I may have some component in my smart phone from Micron but it doesn't mean I know how Micron works or should know how Micron works. I spend time enjoying the mountains of Idaho but doesn't mean I know how the Forest Service works or should know how the Forest Service works	Negative – parents lack direct experience with school.
87.	I like the idea of having a survey to get parent feedback. I think the questions are well written and well intended. My only concern is whether parents will have a deep enough understanding of everything that goes on at a school to make an objective assessment. I have a feeling that parents will respond favorably or unfavorably based largely on their "general" perceptions and satisfaction with the school. I am not sure how accurate this data will be in the long run.	Positive – good to collect data. Negative – parents lack direct experience with school.
88.	The survey looks great. I rated the questions regarding the perception of the school's learning environment a little lower than the others because parents typically have strong opinions and information regarding school leadership and resources based on communication, however knowledge of learning environment really requires firsthand knowledge by spending time on campus and in classrooms, which many parents aren't able to do. The result will most likely be that parents will answer questions about the learning environment through the eyes and ears of their children more than from firsthand knowledge. This result will still yield useful information, but I just think it might represent a secondhand perspective.	Neutral – parents lack direct experience with school. Good to collect their data but expect a secondhand perspective.

Stakeholder Feedback Form for Parent and Staff Engagement and Satisfaction Surveys October 29, 2018, 12:55 pm MDT

Q6 - What topics are missing from this survey? (parent survey)

Educational opportunities for their children available in their local schools (e.g. AP classes, variety of languages, STEM electives, trade-based classes [shop, welding, ag], fine arts, such as music [orchestra AND band, as well as choir], drama, etc.), as many of these have been cut in the past decade or were never there due to financial cuts or inadequacies, especially in rural areas. Rural and "poor" parents want their kids to have the same opportunities as the "city" and "rich" kids. Asking if they are satisfied with the opportunities available to their children would be a valuable research question.

Possibly better capturing parents/guardians' input on getting to and from school, and school-sponsored events, via school transportation. E.g. If bullying takes place on the bus, it could impact the student's whole day.

More questions about teachers.

none

Context of the person who is taking the survey.

I don't recall any questions regarding Student Behavior. I would lobby for questions about behavioral supports for students. Whether it is a question about counselors or advisory or a school wide whole child initiative like PBIS. Parents responding may not have spent time in the school and may be unable to accurately respond even though they have been invited. Responses could be based on speculation.

There are too many topics.

none. You have more than you need here.

It doesn't seem like there is a question about how responsive the school is if the parent reaches out for information or assistance.

I don't know!

It doesn't say anything about a child learning what is needed for a good foundation of knowledge. Such as the child has learned how to read a age appropriate book, or math skills for their age, or understands history at an appropriate age level. THAT is how you can tell if a school is doing its job.

Would you opt out of testing if given the option?

1) Overall feeling of the educational experience - "Are you satisfied with the overall education that your child is receiving at their school?"

Parent level of involvement

I would not make this survey any longer.

What kind of support is provided at home needs to be included such as How much do you read to your child at night? What steps have you taken to understand the math standards? How comfortable are you with helping your child with math homework? Do you know what opportunities are available for you child at their school? What steps have you taken to help improve your schools culture for learning?

Parent surveys should ask questions about what they are contributing to their child's education. Where are the questions about the parent's engagement.

More specific to their child.

Bare minimum information about where to find something and who to contact

Questions about whether they feel welcome when they enter the school; whether they feel free to visit at any time and if not, why.

Questions about student behavior Questions about parents involvement and expectations

None

Core values and students accountability to learn.

How do the students feel about the questions that are being asked?

Communication between teacher/parent, administrator/parent. Do parents feel they have a resource beyond the teacher if there are things they aren't satisfied with?

What method of communication do the schools/teachers use that parents find the most useful?

None

Communication between parents and staff, suggestions for improvement

School Safety

Does the state allot enough funding for education? I feel we need to change what has happened to education in this state. Primarily, pay the teachers more than Puerto Rico does, which is absurd. We have a serious teacher shortage and are now hiring teachers who aren't even college graduates. Secondary, build the students and their abilities without destroying their self esteem(which is what your ISAT test is doing.)Just look at the social and emotional wellbeing of the kids, they are suffering from anxiety and fear that we have created. Get more money into the students classrooms. Where is most of the states energy toward education, I believe it is mostly negative and tearing down the system rather than building it up.

i think it would be important to know how much time the parent answering this spends in our school--classrooms in particular since many of the questions are geared toward what happens in the classroom.

How can parents be encourage to engage in their student's education?

I think the topics covered are very comprehensive.

If the parent's child has a favorable view of school.

Responsiveness of teacher communication. Does the teacher respond to outreach from the parents, and does the teacher respond in a timely manner?

Questions about teaching staff.

Questions about what the parent does to engage and encourage their student to learn. Supports the parent/community give to the education system.

Do they understand the school guidelines for safety, responsibility and respect?

Do you want a question related to the parents' perception/ input about their child's current teacher or teachers? (not asking or connecting their response with names of teachers...just gaining an overall whole school "rating" for parent opinion/ perception about how well the teacher(s) work with/ meet their child's needs.)

Questions about their students academic and social/emotional growth while attending the school

Questions on communication - from school (leadership), teachers, etc.

How involved they are in their student's academic world? Are they checking in with teachers about their student's progress?

Questions of safety, if parents feel listened to. It would be great to see the results of survey.

Something about time it takes to get help with issues.

School mission and vision, state report card, level of parent involvement.

They should state what they think the school/teachers are doing that is great. Teachers have a difficult job and they need support and recognition for the great things that are happening every day!

Parent/student outreach

A large topic that is missing is a question about parent/guardian involvement. If parents aren't involved, they have no educated understanding of the school or the school environment. I would suggest a question that expresses this by stating: Does your child's school provide opportunities for parent/guardian involvement? I would then follow it up with: If your school provided opportunities for parent/guardian involvement, how often were you involved with your child's school?

Does their child feel safe. Suggestions for how to make a school even better.

Is there something you would be willing to do to help with your student's class? Do you have a talent or skill you would be able and willing to help teach in our school?

Parent commitment at home that support schools and their students

Oooops, think I included that above

Student perspective, student learning, how the student feels about school, parent participation in school.

None that I noticed.

What are they dong to be involved in the schools and in their children's education?

Buildings and facilities - safe, inviting, adequate for learning

Asking parents how connected they feel to a teacher's classroom, and ideas to improve that

Accountability of super, directors, and principals to parent for curriculum choice, running of school, security concerns, appearance of school, and all staff attitude.

parent responsibility?

Feelings about standardized testing. Availability of technology at home.

Feedback about teachers.

I would suggest asking questions of parents about their level of commitment. Are they volunteering, attending parent teacher conferences, connected with the school's facebook, website, etc.

the amount of differentiation offered at a school

Rating parents on their involvement in the schools.

These are very broad areas and allow for interpretation.

How much time does your student spend writing (not including taking notes)at least a page in not ELA classes? Same question for reading at least two pages.

Accuracy, unbiased prompts, fairness, and the category "Other" as a choice. If you ask, "what is your favorite part of the day?" you cannot ask this with qualified multiple choice answers. You must ask this as an open ended question - Survey skills 101!

I think it includes the most important things. I think we need to keep it short sweet and right to the point. If we ask too many things, then people are less likely to take the survey and take it seriously.

Additional questions about safety and security should be included. It appears that there is one question about students feeling safe at school. Also, the importance of school attendance, timely arrival and an expectation that students attend school for the full day (avoiding early pick-ups near the end of the day) should be emphasized in a few questions.

My child has teachers who help them when they need additional support in learning. My child has someone in the school that they can talk to when they need help.

school safety, emotional support, home support and community support.

A parent's view on bullying and harassment in the school would be helpful.

Maybe add a section where parents can select ways they have interacted with the school.....i.e. PTA, P/T Conferences, etc.

Communication-how do schools communicate? Effectiveness of communication methods.Si

None come to mind. Those three topics could cover many types of questions.

Questions about safety and security.

How much time and how do parents help support their child in school with choices and hours? Volunteering? Home work? Spelling? Math? Reading? How often do they read/keep up on school events and newsletters? Websites? Just how active they are to share their opinions?

I didn't see anything missing. I feel like the surveys are comprehensive...and may even be a bit too long for the average survey respondent.

The survey looks great, but we might consider adding a question or two that yield information regarding parents' perception of school climate/culture. Do they feel a connection or "tie" to the school? Why or why not? What activities, events, and experiences make them feel a part of our school community?

Stakeholder Feedback Form for Parent and Staff Engagement and Satisfaction Surveys October 29, 2018, 12:56 pm MDT

Q7 - What should be removed from this survey? (parent survey)

Q11 & Q12 - Can these be combined into one question someway rather than having two? --- Unfortunately, I think, having two questions regarding race for parents of a small, northern district might have the parents wondering whether there is an ulterior motive to the survey. --- It might be helpful to switch one question out and ask in its place whether English is his/her primary language. --- Just a thought.

Open ended questions provide an opportunity for parents to provide comments by naming specific teachers or administrators. Would recommend not having open ended questions. Why is it necessary to include demographic data questions?

Pair down the questions so not so many.

none

I don't know if a parent would know about hiring and keeping qualified staff.

A lot of questions - narrow the focus and get more participants.

Gender and Race

preschool and kindergarten are not mandated. Preschool is not allocated the same funds as an elementary school and have limited resources for family and community outreach opportunities. Some questions may not be appropriate for each level of education.

The entire thing.

This survey provides an open, anonymous fourm for disgrunteled parents to project their perceptions on schools. The parents that will most likely respond will be the parents who use social media as a venue to vent and spread false projections about Idaho public schools. The parents that are satisified with their school will not feel the need to fill out the survey. Please consider the purpose of this survey. if it is to promote change in schools take the Anonymous option out and make people accountable for their comments.

The anonymity needs to be removed. We have a right to know so we can solve any problems if they exist and recognize those parents that value our hard work. Unlike the state.

Questions about highly qualified staff. We are required to hire highly qualified staff and parents would base answers on personal preference.

Elementary schools have little options to provide before and after school school activities.

Questions regarding staff hiring will come back to personal preference.

You need to re-think some of the questions and terminology used such as 'school community" in questions like this "Our school leaders tell the school community about the school's progress on meeting its goals.

I don't know!

All of it, start over, focus on what a school should be doing, teaching kids what they need to know instead of what a school is doing. The proof of a good school is the kids being well educated, not the environment, or the school having "leadership", or any "resources". It doesn't take that much to teach a child how to read or do math.

Leadership. Sounds like asking for popularity vote. Nice guy wins. One that holds discipline and values up, loses

1) I'm somewhat confused regarding the question about before and after school programs. Is there an expectation that our elementary school provides programs outside the regular school day? If we don't seek a grant, do we have funding for such programs?

"Unsure" column

Questions should be clarified not removed. They will provide good feedback, but it just needs to be balanced with other input.

The survey is too long. There are 25 questions and 4 short answers. This might be a good survey for a school accreditation report made once every 5 years, but NOT for an annual "survey" seeking parent input.

Questions that ask "every student in every class." Impossible for a parent--or anyone else--to answer that question.

Nothing.

None

Politics.

"Our school protects classroom time from too many interruptions for other activities" I'm not sure how any parent would know the answer, unless they volunteered in the classroom on a daily basis.

Nothing

Questions about school leadership need to be explained better.

NA

If you do not ask parents how much time they spend in the classrooms, all questions about the classroom should be removed. Example: "Teachers at our school use content and classroom activities that meet each student's learning needs." How could they possibly know this without spending time in the classroom?

School leadership

Nothing.

???

I have no idea what the purpose of the survey is. It seems VERY vague.

Questions about the learning environment.

Another way to ask the pros and cons of how a school is doing. Would be to say, "What are we doing good at?" What could we do better at? This way we don't here just one item. This is a great survey to hear what is going on in the community. Thank you!

Any questions that are ambiguous or are not definitive should be removed. Questions that ask for opinions should be preceded with question about the amount of time parents were in the school.

I think these questions are so vague they really don't cover any issue.

nothing

I can't think of specific questions to be removed, but I would strongly suggest shortening the survey as much as possible if you want parents to actually answer.

In my humble opinion, comments that are completely anonymous allow for a lot of negativity.

When there is no money for before or after school activities provided by the state, then why are parents asked questions about this area? Seems to me it is setting up a school for negative comments.

The questions listed are not clear and are very broad. I would suggest being more specific in writing them.

Things that parents really don't have involvement with, like leadership and money.

It seems thorough without being too lengthy.

It is hard for parents to know if class time is protected from other activities.

About 90% of the student questions from last year, and have a professional write them for this year.

I think it is decent.	
N/A	
None.	

n/a

I just would want to know how they came up with their answers: how often they observe it or are on the school vs the word on the streets, etc?

Too much information that I don't think parents are aware of. Much of which may not be relevant to them from their perspective.

It would be difficult to cut things out, but I would look for redundancies. It may be too long in it's current form.

There's probably a reason for it, but I would limit the answers to four options by eliminating the "Unsure" column. Many people will see the "Unsure" as well as the "Neither Agree nor Disagree" as the same.

Stakeholder feedback Staff Engagement & Satisfaction Survey 2019 (N=232)

How useful would these questions be for helping schools better understand staff engagement and satisfaction?





TAB 4 Page 2

ATTACHMENT 5

Stakeholder Feedback Form for Parent and Staff Engagement and Satisfaction Surveys October 29, 2018, 3:06 pm MDT

Q14 - Additional comments about usefulness and clarity. (Staff survey)

	Comment	Code
1.	Provide rationale at the top of each section for that group of questions.	Neutral rationale
2.	Is this survey about the school or district or both? We are concerned about the timing of the release of this survey, i.e., legislative session outcome, budgeting outcomes inclusive of career ladder implementation and Master Educator Premiums.	Neutral timing
3.	Too long and too much repetition of similar statements. The format may be why so many questions look repetative. Key words and phrases can be easily missed due to the repetitiveness of the intial parts of most questions within sections	Negative – length, repetitious
4.	The questions are worded clearly but there are too many of them. This survey would be more effective if it were shorter.	Negative length
5.	The questions were clear to me as an educator. I believe the responses could be beneficial to a school/district.	Positive useful
6.	What's the purpose. Why is this worth staff time to complete?	
7.	Should NOT be anonymous.	Negative – don't make it anonymous
8.	The survey should require the name of the person taking the survey.	Negative – don't make it anonymous
9.	Start over.	Negative – start over
10.	Is this for accountability?	Neutral – purpose?
11.	How can a teacher focus on teaching when the focus is about a school mission, its operation? Shouldn't the focus be on the teacher succeeding in teaching a child a solid foundation of knowledge, rather than if they are meeting a school "mission"? Ridiculous.	Negative – just focus on teaching
12.	I did not get a chance to review the staff questions.	Neutral – respondent did not review instrument
13.	It needs to be clear what the survey is trying to accomplish. Does it want to provide feedback to that can be used in school to tell them what they already know or feedback that can be used to	Neutral – purpose?

	DEPARTMENT OF EDUCATION DECEMBER 19, 2018	ATTACHMENT 5
	improve school by explaining what schools need to the state government?	
14.	I think asking about mission statements such are fine but a crappy school can have an amazing mission statement and vice versa. I think CULTURE is the key focal point for a school, regardless of mission statements.	Neutral – recommendation (remove mission question)
15.	Not sure these answers will get to the heart of a good school or not.	Negative – validity concern
16.	While the staff survey will provide more relevant data than the parent survey (because educators will have some ideas and experience regarding the topics covered) - it is similarly too long.	Negative length
17.	Q5 is about school's expectations for teachingnot school support of staff (Q6). Not sure which you wanted our input on.	Negative – Q5 and Q6 confusing
18.	Whether the classified staff feel supported by the leadership and the certified staff.	Neutral – unclear response
19.	None	Neutral
20.	None	Neutral
21.	ΝΑ	Neutral
22.	I would be interested in seeing what the questions will be as they relate to the school leadership and how effectively the administration supports teachers.	Positive useful
23.	Maybe amend this question to read: Are school leaders accessible and approachable?	Neutral – recommendation (leader question)
24.	I hope teachers can answer these types of questions.	Neutral
25.	Not all staff know how the school is governed or how it operates. More of here, this is what you do. Operates by admin. Classified don't feel support from admin when it comes to lunch room and playground. Left to fumble and endure same behaviors from same students all year and into others years at the school.	Negative – Some "does not apply"
26.	It's to generic of a survey	Negative – too general
27.	Not all teachers are highly aware of the structure of the district/ school and what is involved in the decision making at the district and even school level, at times. So probing in these areas is important, and in order to get good data, you will need to be careful with wording of questions in those areas so that what is being asked is clear.	Neutral – clear wording

- 28. Again, it would be helpful to read the exact question.
- 29. Again, we were not given a sample or examples of the questions. Educators care about their students. Questions regarding the support teachers needs is crucial. Also, questions about school environment, not just governing, but more how they are treated by administration. Leadership is crucial to the overall success of a school. If teachers feel as though leadership is lacking, or they are being disrespected, or if they are stifled by their leadership, then teacher engagement and satisfaction will be lacking.
- 30. Resources is a tough one because often it is not related to a school's desire to provide resources, but a larger issue of district funding. It may need to be worded in a way that says, given the resources you have or allotted...
- 31. This may seem a bit bizarre, but I'd suggest a question prior to the one on mission and vision that reads "Are you aware of", or "Does your school" . . I think there are some schools who take this lightly. In fact, maybe even a question that relates to staff involvement in the CIP plan. Being a board member I am toying with the one on the board allowing for independent decisions. This is a good question, but board leadership is also about appropriate oversight, and staff "looks" to the board to assure there is appropriate accountability. One of the last questions re: experience level in education, needs clarification. Is this experience level EMPLOYED in education? actively involved? with current district? It's maybe important to assure the confidentiality, and perhaps some how "aggregate" the data. I am part of a very small district, and I can see, given the questions asked, that it might in fact be possible for administration to "know" who might have said what, including the question re: experience level". This might be tricky, but should maybe be considered.
- 32. These questions are very broad at this point and in their present form would not be very helpful.
- 33. As stated previously, anonymous surveys allow too much discretion to write or make statements that are direct criticism and destructive rather than constructive.
- 34. I think the questions about the school board are far removed from a school staff member's every day job. Maybe a question about district mission and vision being communicated clearly from board and district leadership?
- 35. How do Districts incorporate all demographics of parents? What outreaches do Districts provide to get parent input in education of child?

ATTACHMENT 5

Neutral – respondent did not review instrument

Neutral – respondent did not review instrument

Neutral – recommendation (reword "resources")

Neutral – recommendation (add mission question). Clear wording.

Negative – too general

Negative - do not make anonymous

Neutral – recommendation (remove district level questions)

Neutral – recommendation (add outreach question)

- 36. I believe that the questions are generally good but many teachers at the end of the year have more other priorities to tend to, so the survey may easily be overlooked. I do know that our administration has acted on survey data and positive changes are happening!
- 37. Clarify the first question in both sections.
- 38. Again questions on mission and governance will need to be carefully worded to ensure it isn't an opportunity for dissatisfied staff to bash leaders.
- 39. The staff survey would be a much more useful tool mainly because it is asking those that are consistently in the building and have more contact with leadership and community.
- 40. Make it easy, short, but precise and clear so it is not vague in the decisions. Make sure they cannot misunderstand question.
- 41. Involvement of staff in their school.
- 42. The questions should be very clear and concise, such that they will get answered by staff members. The questions should also not be leading and/or allow for targeted answers about individuals without context.
- 43. Often times employees don't know much about the board, finances, certifications, Idaho laws, etc. I feel some of the questions you are asking they are not going to 100% know the answer to. In addition I think staff needs to be clarified a little bit. Are these staff only involved with kids? What about bus drivers, maintenance, clerical, etc. staff.
- 44. Separate mission and leadership. These our two different things. Separate governed and operates. These are two different things. What is support: books and materials, supplies, professional development, time???
- 45. Q2, Q3 and Q5 seem somewhat redundant. Some of the same information would be gathered in each of those questions.
- 46. Would this survey be available for certified and classified or just certified staff?
- 47. Again, without actually seeing the questions, it is difficult to gauge this.

ATTACHMENT 5

Neutral – good survey, expect low response rate – timing. Negative – not sure district acts on survey data

Neutral – clear wording

Neutral – clear wording to prevent leader bashing

Positive – staff have direct experience with school, parents do not

Neutral – length and clarity

Neutral – recommendation (add staff involvement question)

Neutral – clear wording

Negative – staff do not have direct experience with district. Clarify meaning of staff

Negative – clarify wording

Negative – redundant questions

Neutral – distribution?

Neutral -- respondent did not review instrument

- 48. What is the scope of "support" for staff? benefits, salary, etc.
- 49. I feel confident that MOST of our staff would have the information necessary to accurately respond to these questions.
- 50. When surveying staff, I think it's important that we, as leaders, pay attention to the resulting data. It can be extremely informative and guide us in enhancing our practice. Part of that analysis needs to be a recognition and understanding that we all know there will be unhappy people from time to time that we might be working with on some issue, etc. as part of our supervisory role. However, while we don't discount that person's perception we understand that it might represent an outlier due to unique situation or perspective. More importantly though, is that we analyze data for trends among responses and find ways to improve any areas that we can to support staff and students. After all, perception is a person's reality.

ATTACHMENT 5

Neutral – clarify "support"

Positive – pitched correctly

Positive - results should be used

Stakeholder Feedback Form for Parent and Staff Engagement and Satisfaction Surveys

October 29, 2018, 4:01 pm MDT

Q15 - What topics are missing from this survey? (Staff survey)

Community relations

Some suggestions: * As a staff member, I feel respected, supported and valued in the work that I do by the administration. * As a staff member, I feel respected, supported and valued in the work that I do by my peers. *As a staff member, I feel emotionally and physically safe in my work environment. *As a staff member, I feel our school has addressed issues of safety and security for our students. * As a staff member, I feel that there are avenues to bring up new ideas or suggestions that benefit our students and/or our school/school district.

I think more context questions need to be added. How long has the teacher been in the school for which they are teaching. How involved are they in leadership positions within the school. All of these contexts give school leadership the context for which the data can be better analyzed and acted upon.

I don't recall any questions regarding Student Behavior. I would lobby for questions about behavioral supports for students. Whether it is a question about counselors or advisory or a school wide whole child initiative like PBIS.

Staff responsibility to engagement.

None are missing. Survey should not exist.

Is my child learning anything.

Protection and safety for teachers, from students and parents.

Do you feel supported by your state government? What resources do you need from your state government to be successful?

Whether they all feel welcome when they come to the school.

Questions about student behavior Questions about parents involvement and expectations

None

Do staff members have a 'mentor', or someone who can provide critical feedback and support when needed?

none

NA

Questions about the student community, teacher observations about student engagement and behavior.

School discipline. Are school policies and subsequent discipline of students appropriately managed?

Questions about professional development expectations and opportunities. Staff teams/committees and opportunities for collaboration.

Questions about how the community and parents support the teacher in educating their student.

???

What about "climate" queries? What about query re collaborative opportunities?

On each question, it would be helpful if there was an additional field for an explanation of their answer. This would provide more clarity to the exact strength or weakness.

How do you involve parents?

I feel as though questions about school leadership in the sense of how they are leading is missing. Is the purpose to get teachers' honest feedback, or is the purpose to judge the school?

Safety feeling valued and appreciated

The ability to collect accurate and useful data.

What does the district need to do to show its appreciation for each staff member. Are there suggestions on how to improve the staff's actual interest in whether the district is a success?

Staff satisfaction with support from leadership, parents, state

Maybe one on advanced opportunities-- do parents feel they are getting adequate information from their school and their child has been afforded the opportunities, including the \$4000 available? This question may require a little background info as parents may not even know what "advanced opportunities" or "STEM" are.

teacher involvement in school leadership

Question about resources and support for staff.

curriculum, professional development opportunities,

World Language education option for parents? Bilingual schools, need options

Trimester vs. semester? Too much standardized testing?

Questions about opportunities for collaboration/effective participation in decision making and selecting effective PD and the usefulness of current collaboration and PD would be helpful information.

Staff involvement. All the questions are pointing at the principal.

Larger school districts have different dynamics than smaller school districts. In asking broad range questions about the school, you are eliminating the opportunity for feedback about the operational structure of the school district, its leadership, and its support of school buildings.

It appears to be identical to parent survey with a small twist. I think it is good enough.

References to student and staff safety.

These should cover everything.

career ladder info

ATTACHMENT 5

Stakeholder Feedback Form for Parent and Staff Engagement and Satisfaction Surveys

October 29, 2018, 4:05 pm MDT

Q16 - What should be removed from this survey? (Staff survey)

Would suggest eliminating open ended questions and shorten the survey.

Reduce the number of questions

I felt like the all the questions were relevant.

Everything.

Anonimity should be removed. Teachers should be encouraged to speak their opinions however administrator and teacher relationships can be complex with an evaluation system. In order to grow and fix concerns administrators should be able to identify where those concens should be addressed.

Start over.

Everything, start over.

Mission statement questions

nothing, just clarified.

There are 35 questions and 4 short answers. This is too many questions and will take too long for most educators to want to complete. Some districts (like ours) ask similar questions of staff annually in providing input about their principals for the principal's annual evaluation. This survey would be redundant in those districts.

Nothing.

None

How a school is governed.

The staff does not attend Board meetings. Many don't fully understand their role. And yes, I do mention Board meetings in staff meetings or via email, especially when they are considering policies and taking votes on agenda items that directly affect them.

Nothing.

Leave off questions about Missions Statements. Not useful and nobody cares. Teachers know their mission.

I like the types of questions, but it really depends on the actual questions that are asked.

Anything about the vision and mission statement. Honestly what percentage of stake holders can actually be involved in developing those? Why in the world would you ask a question that isn't possible to do well with?

nothing

Again, I think making any survey as concise as possible increases the likelihood of it being completed.

Once again, in my opinion, social media is flooded with negativity. With surveys, people that have an issue or concern will respond and skew the results. People that are generally satisfied will not respond.

Why are there questions about school boards? Most boards do not interact directly with staff. Most board actions and decisions are very general in nature and generally there are layers of supervision between the teachers and school board.

Depending on the types of questions asked on governance and operation, these may or may not be helpful.

Pointing to the principal.

I think you hit on the key parts.

None

n/a

Again, on this one I would also limit it to four answer choices as described above.

SUBJECT

Annexation/Excision Fremont County School District #215/Sugar-Salem School District #322

REFERENCE

December 2017 Board approved petition for excision and annexation of property from Fremont County School District 215 to Sugar-Salem School District 322.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-308, Idaho Code

Idaho Administrative Code, IDAPA 08.02.01 – Section 050, Altering School District Boundaries

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective A: Access

BACKGROUND/DISCUSSION

Trenton and Tiffany Stanger (petitioners) submitted a petition (Attachment 1) to the Sugar-Salem and Fremont County School Districts, requesting an excision of their property from Fremont County School District 215 (Fremont) to be annexed to Sugar-Salem School District 322 (Sugar-Salem). The Fremont Board of Trustees considered the petition at its meeting on June 21, 2018, and recommended denial of the petition (Attachment 2). The Sugar-Salem Board of Trustees considered the petition at its meeting on August 7, 2018, and also recommended denial of the petition (Attachment 3).

In 2017, the petitioners had submitted a petition for excision of a larger territory from Fremont to be annexed to Sugar-Salem. The Board approved the petition in December 2017, and the measure was placed on the May 2018 ballot. The measure did not pass (Attachment 4).

Section 33-308, Idaho Code, provides a process whereby the State Board of Education shall consider amendment of the boundaries of adjoining school districts and direct that an election be held, provided that the proposed excision and annexation is in the best interest of the children residing in the area described, and excision of the territory would not leave a school district with a bonded debt in excess of the limit prescribed by law.

IDAPA 08.02.01.050 includes criteria for review of the petition by a hearing officer appointed by the Superintendent of Public Instruction for purposes of making recommendations to the State Board of Education. Dennis Love, Attorney at Law, was appointed as hearing officer for this petition. A public hearing on the matter was held on November 1, 2018, at Teton Elementary School in Teton, Idaho. On November 5, 2018, the State Department of Education received Mr. Love's Findings of Fact, Conclusions of Law and Recommendations, dated November 5,

2018 (Attachment 5). It is the hearing officer's recommendation to reject the petition. The petitioners provided an email response to the Findings of Fact, Conclusions of Law, and Recommendation on November 7, 2018 (Attachment 6).

IMPACT

Should the recommendation of the hearing officer be accepted, the petition for annexation from Fremont to Sugar-Salem will be denied.

Should the recommendation of the hearing officer be rejected, the petition for annexation from Fremont to Sugar-Salem will be approved, and the petition shall be submitted for a vote by the school district electors residing in the area described in the petition.

ATTACHMENTS

Attachment 1 – Petition

Attachment 2 – Fremont recommendation

Attachment 3 – Sugar-Salem recommendation

Attachment 4 – Vote count, May 2018 ballot measure

- Attachment 5 Findings of Fact, Conclusions of Law and Recommendation, and supporting documentation
- Attachment 6 Petitioners' response to Findings of Fact, Conclusions of Law and Recommendation

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to section 33-308, Idaho Code, the Board of Education shall approve proposals for excision and annexation if the proposal is in the best interest of the children residing in the area described in the petition and the excision of the area would not leave a school district with a bonded debt in excess of the limit prescribed by law. If either condition is not met the Board of Education must disapprove the petition.

For a petition to be properly before the Board for consideration the petition must be from a Board of Trustees of the school district or from one-fourth (1/4) or more of the school district electors, residing in an area of not more than fifty (50) square miles within which there is no schoolhouse or facility necessary for the operation of a school district. The petition must contain:

- (a) The names and addresses of the petitioners;
- (b) A legal description of the area proposed to be excised from one (1) district and annexed to another contiguous district. Such legal description shall be prepared by a licensed attorney, licensed professional land surveyor or licensed professional engineer professionally trained and experienced in legal descriptions of real property;
- (c) Maps showing the boundaries of the districts as they presently appear and as they would appear should the excision and annexation be approved;
- (d) The names of the school districts from and to which the area is proposed to be excised and annexed;

- (e) A description of reasons for which the petition is being submitted; and
- (f) An estimate of the number of children residing in the area described in the petition.

The hearing officer's findings indicate the excision of the territory, as proposed, would not leave a school district with a bonded debt in excess of the limits prescribed by law; however, the hearing officer's findings did not find that it would be in best of interest of the children residing in the area described in the petition. According to the hearing officer findings, both required conditions have not been met.

The petition proposes to annex property comprising of one household, including seven school aged children. Under the current provisions of Section 33-308, Idaho Code, only individuals eligible to vote in the territory proposed for annexation/excision may vote.

Staff recommends acceptance of the recommendation of the hearing office and denial of the petition on the basis that both statutorily required conditions have not been met.

BOARD ACTION

I move to accept the recommendation of the hearing officer and to deny the petition for excision and annexation of property from Fremont County School District 215 to Sugar-Salem School District 322.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

OR

I move to reject the recommendation of the hearing officer and to accept the petition for excision and annexation of property from Fremont County School District 215 to Sugar-Salem School District 322.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

ATTACHMENT 1

DOCUMENT RECEIVED MAY 2 1 2018 State Department of Education

May 16th, 2018

To the State Board of Education,

Enclosed is a copy of our "Petition to Change District Boundaries" under the provision of 33-308, Idaho Code, to transfer land from Fremont Jt. School District No.215 to Sugar-Salem Jt. School District No. 322. This request is in compliance with the provisions of Section 33-308, Idaho Code, in that the area is less than fifty square miles, no school is operated in the area, and the property is contiguous to Sugar-Salem School District.

We ask that this matter is attended to as soon as possible as it effects where the students may attend school in the fall.

Sincerely,

Tiffany Stanger

Trenton Stanger

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Dear Trustees,

We, Trenton and Tiffany Stanger, do respectfully petition that the following described real property be excised from Fremont School District 215 and be annexed into Sugar-Salem District 322, to wit:

LEGAL DESCRIPTION STANGER DISTRICT BOUNDARY AMENDMENT

A tract of land being a portion of the Southeast One-Quarter of Section 1, Township 6 North, Range 40 East of the Boise Meridian, being all of that land previously described at instrument no. 402114 in the office of the Madison County Recorder, lying entirely within Madison County, Idaho, and being more particularly described as follows:

BEGINNING at the SE corner of said Section 1;

Thence West along the South line of said Section 1 a distance of 281.34 feet;

Thence North a distance of 281.34 feet;

Thence East a distance of 281.34 feet;

Thence South along the East line of said Section 1 a distance of 281.34 feet to the POINT OF BEGINNING.

Prepared by:

Richard B. Byrem, Idaho PLS 7381 Forsgren Associates, Inc. 350 North 2nd East, Rexburg, ID 83440 (208) 356-9201



530-668-6110 **Tiffany Stanger** 3021 N 5000 E 530-681-8288 3021 N 5000 E **Trenton Stanger**

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Exhibit A Bandoner A ridinks

TAB 5 Page 3

ATTACHMENT 1

SDE

ATTACHMENT 1



The maps showing the boundaries of both districts as they presently appear and as they would appear should the excision and annexation be approved are attached as Exhibit A and B respectively.

Also included is an outline of reasons for making this request (Exhibit C).

The number of children (PreK-12) residing in the area described in the petition and thereby directly affected by this decision is 7.

As patrons of Sugar-Salem School District 322 we will assume our proportionate share of any bonded debt and also the interest thereon.

As outlined in the letter attached as Exhibit C, there are numerous reasons for submitting this petition. However, the overwhelming reason that we make this request is that we believe this change is in the best interest of the children and family involved.

Exhibit C

This letter is written in support of a Petition to Change District Boundaries. Pursuant to Chapter 308 of Section 33 of the Idaho code, the attached petitioners request a School District Boundary change be made in order for the parcel of land identified in the petition be excised from the Fremont School District 215 and annexed to the Sugar-Salem School District 322.

In making this request we have not considered the relative strengths and qualities of the two districts; we simply consider ourselves to be a part of Sugar-Salem School District 322-community. We also believe that this change will be in the best interest of the school age children currently affected, and we believe the impact to both districts will be minimal. The following outlines our reasoning for this request:

- 1. <u>In the midst of a 322 Community.</u> When we bought the property in 2016 we were told that our land was in District 322. The land described in the petition contains one home and is out in the country. All land to the West, South and East of the proposed boundary change is District 322 and the majority of children in said land go to District 322.
- 2. <u>The family is divided by the boundary laws.</u> One household will be affected by this change. 7 school age children (PreK-12) reside in the area described in the petition. With 2 school age children currently attending District 322 and 2 school age children attending District 215. Of these children, 1 has been denied admittance due to current IEP status and the other due to lack of space for their non-district status while their siblings have been accepted to District 322, thus separating siblings.
- 3. <u>Continual denial of Special Needs Son due to IEP status.</u> District 322's policy states that "As the district IEP/Special Education program is full, no students, who

are on, or may be required to be on, an Individualized Education Program will be admitted." This means that my son will NEVER be able to attend District 322 unless the boundary is changed to include our property.

- 4. <u>Distance.</u> The distance from the corner of 3000 N and 5000 E to the Sugar-Salem High School is 3.1 miles. The distance from the same location to the Fremont High School is 7.3 miles.
- 5. <u>Annual Petition</u>. Although we consider ourselves to be a part of the School District 322 community, we must annually petition District 322 Board of Trustees each year to assure that our children will be allowed to attend District 322 for the following school year. While we appreciate the district's willingness to grant our yearly requests, granting this request for a change in district boundaries would eliminate this annual task and the possibility of denial. Removing this constant "uncertainty" would definitely be in the best interest of the children.
- 6. <u>Safety of the children.</u> The current transportation rules prohibit buses from District 322 to stop in District 215 boundaries to pick up and drop off students. Without permission from the district, the children who attend District 322 must walk down a 50 mph road to cross the road into District 322 to be picked up and dropped off. Over half of the year it is still dark and below freezing in the mornings.
- 7. <u>Minimal effect to tax base.</u> There will be a minimal effect for the reduction of students on District 215. We do recognize that District 215 will lose tax base on the home, but given the massive size of District 215's tax base verses the relatively modest tax base of District 322, we think an insignificant change in tax base should not be a deciding factor to the request. The following data shows the relative size comparisons of the two Districts' tax bases.

	2015-2016 Tax Base:	2016-2017 Tax Base:	Increase
Dist. 215	\$1,561,135,989	\$1,570,950,033	\$ 9,814,044
Dist. 322	\$257,439,953	\$ 266,734,153	\$ 9,294,200

(Data obtained from Idaho Dept of Education Website, "Tax levies for school purposes")

As Petitioners, we trust that the Board of Trustees of both Districts will recognize that this change will be in the best interest of our children and family. We strongly perceive ourselves as being a part of the District 322 community. We look forward to being "full patrons" of District 322 and we trust that both Districts will focus on what is best for the students involved.

We respectfully request that the School Boards of District 215 and District 322 and the Idaho State Board of Education favorably consider our request to be excised from District 215 and be annexed to District 322.

Respectfully,

Tiffany Stanger Trenton Stanger

ATTACHMENT 1

at NI			
st Name [ANGER	First Name TIFFANY	Middle Name ELIZABETH	Idaho Driver's License #
ARNING: ANY ELECTOR E FALSE IS GUILTY OF P	ERJURY. Perjury is punish	ORMATION KNOWING IT TO able by imprisonment in the	Last 4 SSN
need prison for not less than npose a fine of up to \$5,00	11 year or more than 14 yea 0.	irs. In addition the court may	Not issued a DL or SSN
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Will you be 18 years of ag	ie on or before election day?	Yes X No	Date of Birth
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TAB 5 Page 7

1







SHERRI YBARRA, ED.S. SUPERINTENDENT OF PUBLIC INSTRUCTION

> 650 W. STATE STREET, 2ND FLOOR BOISE, IDAHO 83702 (208) 332-6800 OFFICE WWW.SDE.IDAHO.GOV

May 22, 2018



Trenton and Tiffany Stanger 3021 N 5000 E Sugar City, ID 83448

Mr. & Mrs. Stanger-

The Idaho State Department of Education (Department) is in receipt of your petition dated May 16, 2018, to excise your property from the Fremont County Joint School District and annex to the Sugar-Salem School District.

Receipt of this letter by the Department does not exempt you, the petitioner, from the requirements of Section 33-308(2), Idaho Code:

Such petition shall be in duplicate, one (1) copy of which shall be presented to the board of trustees of the district from which the area is proposed to be excised, and the other to the board of trustees of the district to which the area is proposed to be annexed.

To initiate the process, present your petition consistent with the requirements of 33-308. Prior to doing so, confirm the petition meets all the requirements of Sections 33-308(2)(a) - (f), Idaho Code.

Respectfully-

Helen Price Program Specialist (208) 332-6812

Supporting Schools and Students to Achieve

June 27, 2018 Idaho State Department of Ed. 650 West State Street Boise, ID. 83702

Pursuant to Section 33-308(3), Idaho Code, please find enclosed a copy of a petition that the District received seeking to change the boundaries between Fremont County Joint School District No. 215 and Sugar/Salem Joint School District No. 322. As per statutory requirement, this petition is being advanced within the ten (10) day period subsequent to our first regular Board Meeting held on June 21, 2018.

As also required by this statute, the District's Board is making a recommendation that the requested boundary modification be denied. Such recommendation is based on the following matters:

- 1. The enclosed petition is virtually identical to a petition that was advanced in June, 2017. The primary difference between the two petitions is the geographic scope. The first petition included a geographic area that included an estimated 72 students and over 5 square miles of land within the boundaries of District 215. The current petition includes a total of approximately 1.8 acres and a single family. The total number of children identified is 7. Two of the children attend District 215 and two attend District 322. It is presumed that the remaining three children are not yet school age.
- 2. The reasoning stated is the same that was approved by the hearing officer and the SDE in its recommendation dated December 20, 2017. Based on that decision the matter went to a vote of the individuals residing within the boundaries of the property to be annexed and the proposal failed by a vote of 42% in favor and 58% opposed.
- 3. Mr. and Mrs. Stanger have determined that they only want to involve themselves by requesting the annexation only involve their 1.8 acres of land surrounding their home. They reside on a road that constitutes the boundary line between District 215 and District 322. They live within one and one-quarter miles from an elementary school operated by District 215 and just over three miles from various school facilities operated by District 322.
- 4. The primary purpose of the petition is to give all of their children the ability to attend District 322. Currently the open-enrollment policy of District 322 does not allow their child with special needs to attend District 322. They do not indicate that if their property is annexed into District 322 that all of their children will attend only that

District. Currently two of their children attend District 215 and two attend District 322.

- 5. District 215 does not fault the Stanger's for wanting to have flexibility to attend the schools located in the educational community they feel most aligned with. District 215 believes that to allow a single family to petition to change the boundary of a school District because of a desire to be in a contiguous school district. There are no claims that District 215 is not providing all of the educational needs of the Stanger children or that District 322 can provide better educational services than District 215. It seems that when they purchased their property they were told that it was in District 322 when in fact it was not. As such they are attempting to rectify that issue through a boundary change which in the mind of District 215 is not a justified reason under the statute. Also, using a boundary change petition to circumvent issues they have with the District 322 open enrollment policy is also not a justified reason for the petition. We are not sure that these justifications meet the best interest of the children criteria set out in IDAPA 08.02.01.050.
- 6. In addition to the best interest of the children insufficiencies, District 215 has a grave concern about the precedent that would be set to allow a single house be the basis for a change of boundaries. Anyone living on a district boundary could petition on a yearly basis to move the boundary. If someone thought that a new bond may pass in their District they could petition to change the boundary in order to not be subject to the bond if it passed. Since the petitioner would be the only persons voting merely filing the petition would mean that the boundary would be changed. The cost of the election and the never ending up date of the boundary by the county officials and the SDE officials could be extraordinary. This is not how District 215 believes the annexation statute was intended to be used.

As the petition itself is deficient in meeting the statutory obligations of section 33-308, Idaho Code, by not establishing the best interests of the children, Fremont County Joint School District cannot recommend the boundary modification as proposed. In addition, the District asserts that to allow a single family to utilize the procedure in this fashion negates the utility of the process and has the potential of undermining the stability of not only the boundaries between District 215 and District 322, but all district boundaries in the state. On this basis Fremont County Joint School District No. 215 believes it would be inappropriate and premature for the state board to take action to submit the question to the electors, especially since the involved electors constitute only the petitioners. Approval of the petition insures that the boundary will be changed.

Sincerely,

Byron Stutzman, supt. Fremont County Joint School District


SUGAR-SALEM SCHOOL DISTRICT NO. 322 105 West Center • P. O. Box 150 • Sugar City, ID 83448 • Phone (208) 356-8802 • Fax (208) 356-7237

August 16, 2018

Re: Proposed School District Boundary Change

To whom it may concern,

The Sugar-Salem School District #322 is a joint school district with territory in both Fremont and Madison Counties. We are bounded on the North by Fremont County School District #215 and on the South by Madison School District #321.

Mrs. Tiffany Stanger of the Fremont County Joint School District #215 is requesting a boundary change to become part of Sugar-Salem School District.

As per Idaho Code we are responding to his request.

At their most recent meeting of August 7, 2018 the Sugar Salem School District #322 Board of Trustees unanimously rejected the request by Mrs. Stanger and recommend to the Idaho State Board of Education that they disapprove said request.

We feel that Mrs. Stanger has had adequate opportunity to have her property annexed into the Sugar Salem District, and that an additional drain on our resources will be an unnecessary expense to everyone involved.

Please feel free to call us if you need any further information.

Thank you.

Sincerely,

Chester Brotham

Chester Bradshaw Designee for Kristin Galbraith Chairperson, Sugar-Salem School District #322 Board of Trustees

Vote Count, May 2018 Ballot Measure

	Fremont County Sugar-Salem Annexation	
In Favor		33
Against		105

	Madison County Sugar Salem Annexation	
In Favor		17
Against		29

Fremont & Madison County Totals for SS Annexation		
In Favor		50
Against		134

DENNIS A. LOVE 440 E 129th N Idaho Falls, ID 83401 Phone: (208) 529-9166 Mobile: (208) 221-1471 E-mail: luvfam@ida.net HEARING OFFICER

BEFORE THE IDAHO STATE BOARD OF EDUCATION

In Re:

Petition to Excise Property from the Fremont County School District and Annex It to the Sugar-Salem School District,

Trenton and Tiffany Stanger, Petitioners

HEARING OFFICER'S FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDATION

PROCEDURAL HISTORY

On May 16, 2018, Petitioners filed a Petition with the Idaho State Department of Education (ISDE), seeking to excise their property from Fremont County School District #215 (FCSD), and annex the same to Sugar-Salem School District #322 (SSSD). The petition asserts that their children are more socially aligned with SSSD; they must apply for out-of-boundary applications each year and cannot rely on approval of the same; their special needs children will not likely ever be able to attend SSSD; in general, SSSD schools are closer than FCSD schools; SSSD bus stops for their children are not safe or in a safe location; and there would be minimal effect on the FCSD tax base.

ISDE acknowledged receipt of the Petition by letter dated May 22, 2018. The letter informed Petitioners that receipt of their Petition did not excuse them from complying with I.C. § 33-308(2), which requires copies of the Petition to be sent to the boards of trustees of the school

districts mentioned above. Petitioners were advised in the ISDE letter that to initiate the process, they would need to present their Petition in accordance with the requirements of I.C. § 33-308. Petitioners subsequently presented copies of their petition to the Boards of Trustees of both the FCSD and the SSSD.

Although the date Petitioners presented their Petition to FCSD is unclear, by letter dated June 27, 2018, Byron Stutzman, FCSD Superintendent, wrote to the ISDE recommending denial of the Petition. He indicates that the letter is being sent within ten days subsequent to the first regular Board meeting, presumably meaning the first meeting following receipt of the Petition. He asserts that granting the Petition would be bad policy, and that the Petition does not meet the requirements of I.C. 33-308, in that it does not establish that the proposed excision/annexation would be in the best interests of the children.

Petitioners presented their Petition to SSSD by letter dated July 31, 2018. Superintendent Chester Bradshaw responded on August 16, 2018, indicating that in their August 7, 2018 meeting, the SSSD Board of Trustees unanimously recommended denial of the Petition. On October 10, 2018, pursuant to I.C. 33-308, and under authority of IDAPA 08.02.01.050.05, the Superintendent of Public Education appointed me as Hearing Officer to conduct a public hearing pursuant to applicable law and regulations, to write Findings of Fact, Conclusions of Law and a Recommendation, and to submit the same to the ISDE no later than November 14, 2018.

Pursuant to notice, mailed to Petitioners and the superintendents of SSSD¹ and FCSD on October 17, 2018, and published in the Rexburg Standard Journal on October 19, 2018, a public hearing was held at the Teton Elementary School, in Teton, Idaho, on November 1, 2018, from

¹ The SSSD Notice of Hearing was returned as "undeliverable as addressed". In the interest of time, I personally delivered the returned Notice to the SSSD office on October 22, 2018.

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDATION - PAGE 2

6:00-6:40 P.M. Petitioners and Superintendents Stutzman and Bradshaw attended the hearing and gave testimony. Petitioners also submitted two additional documents at the hearing. Tim Tanner, Principal of Teton Elementary, and Kristin Galbraith, Chair of the SSSD Board of Trustees, also attended the hearing, but did not testify. There were no other attendees. Copies of the Proof of Publication, Notice of Hearing, hearing sign-in sheet, and the documents submitted by Petitioners are attached hereto as Exhibits 1 through 5.

FINDINGS OF FACT

1. Petitioners, Trenton and Tiffany Stanger, reside at 3021 N 5000 E, Sugar City, Idaho, on a 1.8 acre parcel of residential property that is located in a rural area one mile south of Teton City, Idaho, and three miles east of Sugar City, Idaho.

2. Petitioners have seven children, as follows:

14 year old girl, who currently attends school in SSSD
13 year old boy with special needs, who currently attends school in FCSD
10 year old boy, who currently attends school in SSSD
8 year old boy, who currently attends school in SSSD
5 year old boy, who currently attends school in SSSD
3 year old girl with special needs, who currently attends pre-school in FCSD
3 year old boy, who is not currently enrolled in school

3. An Individualized Education Program (IEP) has been created for the 13 year old boy,

whose name is Talmage. The written statement submitted by Petitioners at the hearing indicates that the 3 year old girl with special needs will also, ultimately, need an IEP.

4. Having their children attend SSSD seems to be very important to Petitioners. Before they purchased their home in 2016, they inquired about the school district, and were told by both the sellers' realtor and their own realtor that the home is located in SSSD.² However, when

² A page from zillow.com, printed on August 26, 2016, which shows a listing for Petitioners' home, was submitted by Petitioners at the hearing in partial support of this assertion. However, I note that the listing merely identifies "Nearby Schools in Sugar City." It lists Teton Elementary, Sugar-Salem Junior High and Sugar-Salem High, and

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDATION - PAGE 3

Petitioners attempted to register their children in SSSD, they were advised that their home is actually located in FCSD. In fact, the southern boundary of FCSD is 3rd South, which runs along the southern edge of their property.³

5. For the past three years, Petitioners have applied to SSSD for out-of-boundary enrollment for their children. The applications have been approved in some years, and denied in other years, depending on whether there are openings after resident students have enrolled in the respective grades. Petitioners have been informed each year that because the number of enrolled IEP students who are residents of the SSSD currently exceeds the district's special education enrollment policy, the out-of-boundary applications for Petitioners' special needs children cannot be approved.

6. Petitioners testified that most of their children's friends attend school in SSSD. They indicated that virtually all of the students who live south of State Highway 33 attend SSSD.⁴ Indeed, Superintendent Bradshaw testified that of an average of approximately 150 out-of-boundary students who are enrolled in SSSD each year, approximately half are from FCSD, many from the Teton City area. He confirmed that Petitioners' community identifies more with SSSD than FCSD.

7. Petitioners state that having children in separate school districts creates scheduling and other difficulties for the family. For example, they testified that sometimes SSSD has a school holiday that is not observed by FCSD. This affects Talmage's motivation to attend school on a

shows the mileage from the home to these schools. It does not indicate the school district in which the home is located.

³ The Petition inaccurately asserts that all land to the West, South and East of the proposed boundary change is District 322. In fact, the land to the West for approximately one and one-half miles, and to the East for approximately two and one-half miles is in FCSD. Only the property to the south of the proposed boundary change is presently in SSSD.

⁴ State Highway 33 runs east and west through Teton City. FCSD extends one-half to one mile south of State Highway 33 along a four mile stretch from approximately 2 miles west to approximately 2 miles east of Teton City.

day when his siblings get to stay home. Petitioners' also stated that because Talmage's siblings, and most of his friends, attend school in SSSD, he has not made friends in his school and, as a result, he is not doing well socially or academically.

8. With the exception of Talmage, all of Petitioners' children are doing well in school.

9. Petitioners testified that they were able to arrange with SSSD for the school bus to stop at their corner so that their students do not have to cross 3rd West, a 50MPH road, in order to catch the bus. Following the hearing, I contacted Mrs. Stanger to inquire where the FCSD bus stops when her children are not approved for out-of-boundary enrollment. She responded that the FCSD bus stops at their mailbox. She also clarified that she has to arrange each year for the SSSD bus to stop at their corner, rather than down the road. Her written statement indicates that one year, this request was denied. Copies of Mrs. Stanger's emails are attached hereto as Exhibit 6.

10. Most of the testimony of Superintendents Stutzman and Bradshaw centered on policy considerations that should be addressed by the State Board of Education and the Legislature. Both superintendents expressed frustration with the imbalance of funding between the two districts. Superintendent Stutzman indicated that the tax base for FCSD is nearly \$1.6 billion. The Petition indicates that the SSSD tax base is less than \$300 million. Superintendent Bradshaw testified that the large number of students who enroll under the out-of-boundary policy each year do not bring tax dollars with them, which is a big drain on district resources.

11. Superintendent Bradshaw testified that, while he believes excising and annexing a single family property is "a bad idea" for policy reasons, he understands Petitioners' frustration. He confirmed that most of the students in Petitioners' immediate community attend SSSD unless their respective grades are full with students who are district residents. With regard to the

FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDATION - PAGE 5

TAB 5 Page 5

limitation on out-of-boundary enrollment of IEP students, he testified that SSSD policy is that when enrollment of IEP students reaches a ratio of one teacher for eighteen students, out-ofboundary applications of IEP students must be denied due to unavailability of resources. He further testified that the current ratio is one teacher for thirty IEP students, and that the district is struggling to provide adequate educational services to IEP students who are presently enrolled.

12. Superintendent Stutzman testified that FCSD would like to have all of the Stanger children attending his district, that he believes FCSD does as good a job educating children as SSSD, and that FCSD has "a lot to offer." Following the hearing, I emailed Superintendent Stutzman and asked him to provide the current teacher to student ratio for special needs students. He responded as follows:

"Here are the numbers according to the Special Ed Director. Teton [the elementary school nearest the Stangers] and Parker-Egin share a full time teacher and she has 10 student [sic] District wide, our special ed students run about 10.4% of the student population SFJHS teacher/student ratio is 1:16 SFHS teacher/student ratio is 3:53 (1:17.6666) We do not go on a numbers basis for capacity, because depending on the severity of students 3 can put a teacher at capacity, where if the students are moderate special needs students who can be integrated into the general education classroom, a special ed teacher can have a class load as large as 40 (as the case manager). We are the best game in town, bar none, just sayin' [sic], and not that I am biased in any way"

A copy of Superintendent Stutzman's email is attached hereto as Exhibit 7.

CONCLUSIONS OF LAW

1. I find that the Petition substantially meets the procedural requirements of I.C. § 33-308(1)

and (2)(a)-(f), and that the responses of the two school districts substantially meet the

requirements of I.C. § 33-308(3). Therefore, the Petition is properly before the ISDE.

2. IDAPA 08.02.01.050.03 provides guidance for a hearing officer to review a request for altering school district boundaries once a public hearing has been held. The criteria are as listed in the headings, below.

a. Will the alteration, as proposed, leave a school district with a bonded debt in excess of the limit proscribed by law. In this matter, all of the interested parties agreed during the hearing that the proposed boundary change would have virtually no impact on either district's bonded debt. Therefore, I find that the proposed change, if approved, would not leave either district with a bonded debt in excess of legal limits.

b. Is the proposed alteration in the best interests of the children residing in the area described in the petition, taking into consideration the following:

i. The safety and distance of the children from the applicable schools. The SSSD schools are all from 3.2 to 3.9 miles from the Petitioners' home. In the FCSD, Teton Elementary is 1.4 miles away, while Fremont Jr. High and Fremont High School are, respectively, 7.3 and 7.7 miles distant. However, as buses are provided by both districts to transport children to school, I do not find these differences to be significant. The FCSD bus stops right at the Petitioners' mail box. The SSSD bus normally stops about 50 to 100 feet away from the Petitioners' mail box and, to board that bus, Petitioners' children must cross a 50 MPH road. I find this could be a safety concern, particularly during seasons when they would be waiting and boarding the bus in the dark, during extremely cold weather, or when there are snowy or icy conditions. However, in all but one school year, Petitioners have been able to arrange for the SSSD bus to stop at their mail box. Presumably, if the Petition is granted, special arrangement would no longer be necessary and the bus would stop

at Petitioners' mailbox as a matter of course. Therefore, I find the only safety concern is if the Petition is not granted, the children continue to enroll as out-ofboundary students, and arrangements to adjust the bus stop are not approved by SSSD Transportation. Otherwise, safety and the distance of the applicable schools is, essentially, equivalent for both districts.

ii. The views of the interested parties as these views pertain to the interests of the children residing in the petition area. The views of the parties as they pertain to the best interests of the children are as follows:

1. Superintendent Bradshaw believes SSSD does a good job educating students and he confirms that the children are, in all likelihood, more socially aligned with SSSD than with FCSD. However, with regard to the IEP students, he is concerned that the district already struggles to meet the needs of those who are currently enrolled.

2. Superintendent Stutzman believes FCSD does as good a job as SSSD educating students and has "a lot to offer." He indicates he would love for the children to attend schools in the district. With regard to IEP students, he believes FCSD is "the best game in town."

3. Petitioners indicate in their Petition that their request is not based on the relative strengths and qualities of the two districts. Rather, they simply consider themselves to be part of the SSSD community.

iii. The adjustment of the children to their home and neighborhood

environment. There is no evidence to indicate that the children are not adjusted to their home and neighborhood environment, and, therefore, I find that they are well-

ATTACHMENT 5

adjusted to the same. I do note that if the Petition is not granted, and if Petitioners continue to apply for out-of-boundary enrollment of their children in SSSD, because of the fluctuations in SSSD populations in the various grades, some years the children will be with their neighborhood friends at SSSD, and some years they will not. Based on the testimony of Petitioners and Superintendent Bradshaw, it would seem that many of those friends who reside in FCSD, but enroll as out-of-boundary students, are in the same circumstance as Petitioners' children. That is, they must apply for enrollment in SSSD each year and take their chances. Some years they are approved, and others, they are not, and in such years, they must attend FCSD schools, where they will, presumably, be with other community friends whose applications were rejected or who choose to attend FCSD schools. There is no evidence that this is a major factor in the adjustment of Petitioners' children to their home or neighborhood environment, other than that some years the children do not get to attend school with many of their friends. In fact, Petitioners indicate in their written statement that one year, when their second and seventh graders were accepted for enrollment in SSSD but their first and fifth graders were not, they decided to enroll all three of the younger children in FCSD, while sending the seventh grader to SSSD. This would seem to suggest Petitioners are not seriously concerned that going back and forth between school districts is a major factor in the adjustment of their children. Nevertheless, recurring annual uncertainty concerning where the children will be attending school that year cannot be a positive factor for the children.

ATTACHMENT 5

iv. The suitability of the school(s) and school district which is gaining students in terms of capacity and community support. As indicated above, Superintendent Stutzman testified that he would love to have Petitioners' children attend FCSD, and he thinks FCSD does a good job educating its students. There is no indication that FCSD is experiencing issues related to capacity. On the other hand, Superintendent Bradshaw testified that SSSD is "at capacity everywhere." Of course, because all but two of Petitioners' school-aged children are already enrolled in SSSD schools, the impact of approving the proposed change would likely be minimal and would, in all likelihood, only impact other out-of-boundary students because there would be one less available seat in each of the grades in which Petitioners' children are enrolled. I also find that community support for the proposed change would likely be positive. In fact, if the change is approved, it would likely motivate other families to file similar petitions.

If Petitioners continue to insist on sending their children to SSSD, the boundary change would be in the best interest of the children who do not have special needs because it would eliminate yearly uncertainty concerning where they will attend school. However, with regard to the two children with special needs, I find that, while SSSD would do its best to provide Petitioners special needs children the services they need, IEP enrollment is already 1.67 times the level the district considers desirable and, according to Superintendent Bradshaw, is "way over capacity" and "can't adequately service the kids that we already have."

Conversely, FCSD's special education program appears to be healthy and the teacher to student ratios are good – certainly better than those in SSSD. Indeed,

Petitioners testified that their son's FCSD special education teachers work well with them and are "really good" about working with Talmage and trying to help him succeed. As a result, I find that, while the special education program in SSSD is not defective, it is not as suitable as FCSD for Petitioners' two special needs children in terms of its capacity.

3. In the written statement Petitioners submitted at the hearing, they state that their son with special needs continues to struggle at South Fremont Junior High to be successful in school, make friends and enjoy learning. At the hearing, Petitioners' stated their belief that Talmage is not doing well academically because he has no friends or siblings in his current school and, as a result, he doesn't want to go, while, if the boundary change is approved, he could attend school in SSSD, where he would have friends and siblings close by. Because Talmage, and his three year old sister, who also has special needs, will never get the chance to be accepted into the SSSD, they felt their next option was to annex their home and land into the SSSD. However, in my opinion, Petitioners have overlooked the simplest and most obvious solution, *i.e.*, to enroll all of their children in schools in the school district in which they live, FCSD.

4. I believe that virtually all of the difficulties Petitioners are experiencing have been created by their continued insistence on enrolling their children in SSSD, based merely on their feeling that they and their children are more socially aligned with the SSSD community. I find that changing the boundaries may fix some of their problems, but it is likely to create others that are, perhaps, worse. In my opinion, if Petitioners' children were to attend schools in the district in which they live, they would be equally safe, or possibly even safer than they are now, and they would be receiving an equally good education in equally excellent facilities. In addition, they would be attending school with many, though not all, of their friends, that is, those who do not

choose to attend SSSD and those whose out-of-boundary applications are rejected in a given year. Additionally, the risk would be eliminated that the quality of services their children with special needs receive would be eliminated, and Talmage and his younger sister would have siblings close by. Finally, the children would no longer have the perpetual uncertainty of where they will attend school each year, and all of the family's scheduling and other school-related conflicts would, in all likelihood, pretty much be eliminated.

5. On two occasions, now, Petitioners have attempted to have their property annexed to the SSSD.⁵ However, in choosing this as the preferred method to attempt to solve all of their problems, in my opinion, they have failed to adequately consider the respective capabilities of the two districts to provide needed services to their special needs children. Unfortunately, I find that changing the boundaries would not be in the best interests of those children.

RECOMMENDATION

Based on the foregoing Findings of Fact and Conclusions of Law, I do not recommend approval of the Petition.

DENNIS A. LOVE Hearing Officer

⁵ The first attempt involved a larger proposed area of excision. It failed at the ballot box in May of 2018. FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDATION – PAGE 12

CERTIFICATE OF MAILING

I hereby certify that on this 57 day of November, 2018, I served true and correct copies of the foregoing HEARING OFFICER'S FINDINGS OF FACT, CONCLUSIONS OF LAW AND RECOMMENDATION by sending the same to the following electronic mail addresses, and/or by depositing the same in the United States mail, postage prepaid, in envelopes addressed as follows:

Trenton & Tiffany Stanger Petitioners *tiffany.stanger@gmail.com*

Byron Stutzman, Superintendent Fremont County School District #215 byrons@sd215.net Chester Bradshaw, Superintendent Sugar-Salem School District #322 cbradshaw@sugarsalem.com

Helen Price Idaho State Department of Education 650 West State Street Boise, ID 83720-0027 hprice@sde.idaho.gov

DENNIS A. LOVE Hearing Officer

PROOF OF PUBLICATION

STATE OF IDAHO Madison and Fremont Counties

SJ 8827

BEFORE THE IDAHO STATE BOARD OF EDUCATION

In Re: Petition to Excise Property from the Fremont County School District and Annex it to the Sugar-Salem School District,

Trenton and Tiffany Stanger, Petitioners,

A petition was filed with the Idaho State Department of Education pursuant to Idaho Code Sec. 33-308, seeking to excise property from Fremont County School District #215, and annex the same to Sugar-Salem School District #322. The legal description of the property subject to the petition is as follows: A tract of land being a portion of the Southeast One-Quarter of Section I, Township 6 North, Range 40 East of the Boise Meridian, being all of that land previously described at instrument no. 402114 in the office of the Madison County Recorder, lying entirely within Madison County, Idaho, and being more particularly described as follows: BE-GINNING at the SE corner of said Section 1; Thence West along the South line of said Section 1 a distance of 281.34 feet; Thence South along the East line of said Section 1 a distance of 281.34 feet, to the POINT OF BEGIN-NING.

Notice is hereby given that a public hearing regarding the petition will be conducted on Thursday, November 1, 2018, beginning at 6:00 p.m., in the cafeteria of the Teton Elementary School, located at 126 Main St, Teton, ID. Attorney Dennis A. Love, of Idaho Falls, ID, has been appointed by the Superintendent of Public Instruction to act as hearing officer in this matter, and to make written findings of fact, conclusions of law, and a recommendation to the State Board of Education for its consideration following the hearing. The hearing will be conducted according to the provisions of Title 67 Chapter 52 of the Idaho Code and IDAPA 04.11.01, under authority of IDAPA 08.02.01.050.05. The purpose of the hearing is to receive evidence from the interested parties, and comments from the public, both oral and written, regarding the petition.

Dated this 15th day of October 2018,

Dennis A. Love, Hearing Officer

PUBLISH: October 19, 2018 SJ8827

KAREN MASON

being first duly sworn on oath deposes and says: that <u>SHE</u> was at all times herein mention a citizen of the United States of America more than 21 years of age, and the Principal Clerk of the Standard Journal, a two times a week newspaper, published in Madison and Fremont Counties Idaho and having a general circulation therein. That the document or notice, a true copy of which is attached, was published in the said STANDARD JOURNAL, on the following dates, to-wit:

Oct. 19	2018	Oct.	2018
Oct.	2018	Oct.	2018
Oct.	2018	Oct.	2018
_Oct	2018	Oct.	2018

That said paper has been continuously and uninterruptedly published in said County for a period of seventy-eight weeks prior to the publication of said notice of advertisement and is a newspaper within the meaning of the laws of Idaho.

NOW

STATE OF IDAHO

COUNTY OF Madison and Fremont On this 19th of Oct. in the year of 2018, before me, a Notary Public, personally appeared KAREN MASON Known or identified to me to be the person whose name subscribed to the within instrument, and being by me first duly sworn declared that the statements therein are true, and acknowledge to me that he executed the same.

Notary of Public

Residing at Arimo My commission expires 03/03/2021

NOTARL OF IDAMININ

Exhibit 1

ATTACHMENT 5

BEFORE THE IDAHO STATE BOARD OF EDUCATION

In Re:

Petition to Excise Property from the Fremont County School District and Annex It to the Sugar-Salem School District,

NOTICE OF HEARING

Trenton and Tiffany Stanger, Petitioners

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NOTICE OF HEARING - PAGE 1

Exhibit 2

ATTACHMENT 5

to the provisions of Title 67 Chapter 52 of the Idaho Code and IDAPA 04.11.01, under authority of IDAPA 08.02.01.050.05. The purpose of the hearing is to receive evidence from the interested parties, and comments from the public, both oral and written, regarding the petition. Dated this 15th day of October 2018,

DENNIS A. LOVE

Hearing Officer

CERTIFICATE OF MAILING

I hereby certify that on this <u>17</u> day of October, 2018, I served true and correct copies of the foregoing Notice of Hearing by depositing the same in the United States mail, postage prepaid, in envelopes addressed as follows:

Trenton & Tiffany Stanger 3021 N 5000 E Sugar City, ID 83448

Byron Stutzman, Superintendent Fremont County School District #215 945 West 1st North St. Anthony, ID 83445 Chester Bradshaw, Superintendent Sugar-Salem School District #322 105 West Center Sugar City, ID 83448

Helen Price Idaho State Department of Education 650 West State Street Boise, ID 83720-0027

DENNIS A. LOVE Hearing Officer

NOTICE OF HEARING - PAGE 2

PUBLIC HEARING RELATED TO STANGER PETITION TO EXCISE PROPERTY FROM THE FREMONT COUNTY SCHOOL DISTRICT #215 AND ANNEX THE SAME TO SUGAR-SALEM SCHOOL DISTRICT #322

HELD AT TETON ELEMENTARY SCHOOL, TETON, IDAHO, ON NOVEMBER 1, 2018

NAME	DO YOU WISH TO TESTIFY?	DO YOU WISH TO PROVIDE WRITTEN TESTIMONY
Many Stanger	Tes	Tes
Trenton Hange	Yes	Nac
Russet Lange		-yes
Ling Idage	<u>Nec</u>	hec
J The L MARKER	=1.25	Fes
Printing albrasse	No	NO
_ Altri Brahan		_yes
	<u></u>	
	E	xhibit 3

To whom it may concern:

In May 2016 my family and I moved to the Sugar city area. When looking for a home, my husband and I were determined to find one in the Sugar-Salem School District. It was difficult to find a house within our budget that fit our needs, but we finally did. The Sellers and both Realtors assured us that the home and land were in the Sugar-Salem School District, so we proceeded with the purchase of the home. Imagine my surprise and disappointment when I was enrolling my children for school that our home was in fact, NOT in the District we had been told, but in the Fremont District, as the boundary Limmediately met with Section 2015.

I immediately met with Superintendent Dunn explaining my situation and asked for my children to be admitted into the Sugar-Salem District. He explained that the school district would not admit my special needs son, as they did not have the funding for a non-resident special needs child, but if I applied for Medicaid I could reapply for the next school year. I immediately set about enrolling my son on Medicaid in hopes that he would have the funding to accompany him into the Sugar-Salem school district. During that time my 2nd and 7th grader were accepted into Sugar-Salem, but my 1st and 5th graders were denied. Not wanting to separate my 3 younger boys and as the busing situation was not ideal, I decided to enroll them all 3 into Fremont District while sending my oldest child to Sugar-Salem Jr. High. As for the busing situation, the rule is that no Sugar-Salem bus is allowed to stop in the Fremont District without approval. I called for my home, but was denied. So, the Sugar-Salem bus passed my home and stopped 50 feet into the Sugar-Salem district to pick up my daughter. She had walk along a 50 mph road and cross the street to get on and off the bus.

In February 2017, as I applied for Sugar-Salem non-resident student registration for all of my children I was drawn to a statement on the form saying, "As the district IEP/Special Education program is full, no students, who are on, or may be required to be on, an Individualized Education Program will be admitted." Thus meaning my special needs son would never get the chance of being accepted into the Sugar-Salem school district. I went directly to Mr. Dunn, reminding him of our discussion the previous spring and was told that the new policy recently took effect and there was nothing he could do about it. I felt that my next option was to annex my home and land into the Sugar-Salem School District. A week before I was to submit my petition to both School Boards, Mrs. Fyfe contacted me and explained that the majority of the students living on the south side of Highway 33 were already attending Sugar-Salem School District and wanted to be full patrons of that district as well. After much thought and consideration, I decided that all the families who were already sending their children to Sugar-Salem should have a chance to voice their opinions and desires, so I added all of the land included in the petition. Unfortunately for me, in May 2018 this measure failed. I updated all of the original paperwork that included only my land and submitted it to the State Board of Education in June 2018.

As of now, 4 of my 7 children are attending the Sugar-Salem School district with much success. My youngest two children start school in 2020 and one of them will most likely need an IEP, thus banning her from the Sugar-Salem District. Because my son with special needs continues to struggle at South Fremont to be successful in school, make friends and enjoy learning, it would be most beneficial for our property to be annexed into the Sugar Salem School district.

Sincerely, Tiffany Stanger

Exhibit 4

3021 N 5000 E, Sugar City, ID 83448 | Zillow



http://www.zillow.com/homedetails/3021-N-5000-E-Sugar-City-ID-83448/115538970_zpid/?utm... 8/26/2016 TAB 5 Page 19

ATTACHMENT 5



Get pre-approved

Home Expenses

INSURANCE

 \bigcirc

Cover your Home and Auto There if things go wrong. Here to help you combine coverage and save.

Nearby Schools in Sugar City

SCHOOL	RATING	GRADES	DISTANCE
9 out of 10	Teton Elementary	K-5	1.2 mi
9 out of 10	Sugar-Salem Junior High	7-8	4.4 mi
8	Sugar-Salem High	9-12	3.8 mi

out of 10

http://www.zillow.com/homedetails/3021-N-5000-E-Sugar-City-ID-83448/115538970_zpid/?utm... 8/26/2016

ATTACHMENT 5

Dennis Love

ginal.com
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The Fremont bus stops at our mailbox.

On Nov 2, 2018, at 9:30 AM, Dennis Love <<u>luvfam@ida.net</u>> wrote:

Mrs. Stanger,

Thanks again for your attendance at the hearing last evening. It was very informative. I do have one follow-up question. I assume that whether your students are enrolled in Sugar-Salem or Fremont County School Districts, they are bused to school. When they are enrolled in Fremont County School District, where do the buses for the various schools stop to pick up your children?

1

Regards, Dennis Love

👩 Virus

Virus-free. www.avast.com

Exhibit 6

ATTACHMENT 5

Dennis Love

Tiffany Stanger < tiffany stanger@gmail.com>	
Friday, November 2, 2018 10:06 AM	
Dennis Love	
Re: Post-hearing Question	
	Tiffany Stanger <tiffany.stanger@gmail.com> Friday, November 2, 2018 10:06 AM Dennis Love Re: Post-hearing Question</tiffany.stanger@gmail.com>

As of now the Sugar bus stops at our mail box but I have to ask permission from Fremont district every year and hope they approve it. The first year we were here they denied the bus stop at our mail box causing our daughter to walk down the busy road into Sugar district.

On Nov 2, 2018, at 9:30 AM, Dennis Love <<u>luvfam@ida.net</u>> wrote:

Mrs. Stanger,

Thanks again for your attendance at the hearing last evening. It was very informative. I do have one follow-up question. I assume that whether your students are enrolled in Sugar-Salem or Fremont County School Districts, they are bused to school. When they are enrolled in Fremont County School District, where do the buses for the various schools stop to pick up your children?

Regards, Dennis Love



Dennis Love

From:	Byron Stutzman byrons@sd215.net>	
Sent:	Friday, November 2, 2018 1:25 PM	
To:	Dennis Love	
Subject:	Re: Stanger Petition	

Here are the numbers according to the Special Ed Director.

Teton and Parker-Egin share a full time teacher and she has 10 student

District wide, our special ed students run about 10.4% of the student population

SFJHS teacher/student ratio is 1:16

SFHS teacher/student ratio is 3:53 (1:17.6666)

We do not go on a numbers basis for capacity, because depending on the severity of students 3 can put a teacher at capacity, where if the students are moderate special needs students who can be integrated into the general education classroom, a special ed teacher can have a class load as large as 40 (as the case manager). We are the best game in town, bar none, just sayin', and not that I am biased in any way (a) If there is anything else I can provide for you, please let me know. BEST!!!

Byron Stutzman Superintendent Fremont County Joint School District 945 W. 1st N. Saint Anthony, Idaho 83445 Cell 208-709-7840 Office 208-624-7542

- 1. People are often unreasonable, irrational, and self-centered. Forgive them anyway.
- 2. If you are kind, people may accuse you of selfish, ulterior motives. Be kind anyway.
- 3. If you are successful, you will win some unfaithful friends and some genuine enemies. Succeed anyway.
- 4. If you are honest and sincere, people may deceive you. Be honest and sincere anyway.
- 5. What you spend years creating, others could destroy overnight. Create anyway.
- 6. If you find serenity and happiness, some may be jealous. Be happy anyway.
- 7. The good you do today, will often be forgotten. Do good anyway.
- 8. Give the best you have, and it will never be enough. Give your best anyway.

In the final analysis, it is between you and God. It was never between you and them anyway. *Mother Teresa*

On Fri, Nov 2, 2018 at 12:24 PM Dennis Love <<u>luvfam@ida.net</u>> wrote:

Thank you. What is the current teacher/student ratio for special needs students in your District and particularly at the Jr. High, High School and Teton Elementary?

Best,

1

Exhibit 7

Dennis Love

From: Byron Stutzman [mailto:<u>byrons@sd215.net]</u> Sent: Friday, November 2, 2018 9:43 AM To: Dennis Love <<u>luvfam@ida.net</u>> Subject: Re: Stanger Petition

Good morning and happy Friday,

Thank you for facilitating the meeting last night. I appreciate all you do to work through this process. Our board policy can be found here in FCSD #215 Board Policy 3010. If the link does not work, please let me know. We follow Idaho School Board Association's model policy because it is fully vetted by their/our school legal counsel, and based on case law/current legislation. I have pasted the applicable section below for your ease of reference, but you can read the policy in its entirety at the link. Also, you may see the form we use here (3010F), and the procedures for open enrollment here (3010P). If there is anything else you need to help in making your decision, please let me know.

BEST!!!

Byron Stutzman

Superintendent

Fremont County Joint School District

945 W. 1st N.

Saint Anthony, Idaho 83445

Cell 208-709-7840

Office 208-624-7542

- 1. People are often unreasonable, irrational, and self-centered. Forgive them anyway.
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In the final analysis, it is between you and God. It was never between you and them anyway.

Mother Teresa

The Superintendent may deny an open enrollment request when such enrollment would negatively impact the efficient use of the District resources. It will be the discretion of the Superintendent or Deputy Superintendent and the Principal of the receiving school, to determine if there is available space for students from other attendance areas or districts. Student applications may be rejected for out-of-District pupils if situation is determined by the Superintendent and building principal that a given program is at eighty-five percent (85%) or more of capacity; or that a class or a grade level is at eighty-five percent (85%) capacity as may be determined by accreditation or other applicable standards; or that a school building is at capacity. The student to teacher ratios shall not exceed the overloaded class/teacher limits outlined in the 3010P. Capacities for each building, grade, class and program will be established annually at a time deemed appropriate by the Superintendent and the respective Principal or Administrator.

Revocation of a Transfer

Transfer students are required to comply with all District policies, rules, requirements, and disciplinary procedures, including graduation requirements. Exceptions will not be made to those requirements simply because an individual elects to exercise the open enrollment policy of the District. All policies and provisions, as well as exceptions, will be made consistent with those applicable to the regular in-District student. Unacceptable behaviors by a transfer student or false or misleading information on their open enrollment application are grounds for the District to remove a transfer student at any time. If a student's open enrollment transfer is revoked, the parent/guardian may request an informal review by the Superintendent of the district. The Board may review the Superintendent's decision.

On Fri, Nov 2, 2018 at 9:26 AM Dennis Love <<u>luvfam@ida.net</u>> wrote:

Mr. Stutzman,

First, thank you so much for arranging for the use of Teton Elementary School for the hearing last night. I think the arrangements worked out very well.

Second, I have one follow-up question that I wish I had thought to ask last night. Mr. Bradshaw mentioned that SSSD has a policy of limiting teacher/student ration for special education students to 1/18 and their actual enrollment is currently 1/30. What is FCSD's policy and current enrollment on the subject?

Regards,

Dennis Love		

4

ATTACHMENT 6

Helen Price

From:	Tiffany Stanger <tiffany.stanger@gmail.com></tiffany.stanger@gmail.com>
Sent:	Wednesday, November 7, 2018 4:31 PM
To:	Helen Price
Subject:	comments
Attachments:	Mr. love.doc
Follow Up Flag:	Follow up
Flag Status:	Flagged

Helen,

I have read through the recommendation given by Mr. Love in response to our petition. In a few of the sections there were statements and conclusions made by Mr. Love that are missing some important information that I would like to address. Please see the attachment below. Thank you for your time. Tiffany Stanger

To whom it may concern,

I would like to give some clarification to some of the statements given in the Recommendation provided by Mr. Love.

Section 2, b, i on page 7 it states, "However as buses are provided by both districts to transport children to school, I do not find these differences to be significant." South Fremont does not provide transportation for their preschool program. Mom and preschoolers are spending 60-70 minutes per week in the car getting to and from South Fremont verses the 10-20 minutes it takes for the Sugar-Salem commute. While buses are provided for the older children, sometimes children miss the bus, have appointments or are sick at school. To get to South Fremont it takes 15-20 minutes driving North, away from the town that has all of our dr. offices. All of the Sugar-Salem cuts down a significant amount of travel time so they don't miss as much school when an appointment is during school hours. Also, as the children reach high school age they start participating in extra curricular activities. The commute to South Fremont.

In section 3 page 9 it states, "This would seem to suggest Petitioners are not seriously concerned that going back and forth between school districts is a major factor in the adjustment of their children." This is actually a huge concern for us, one of the main reasons for submitting the petition. The majority of our children are now happily attending Sugar-Salem School District. Sending all 3 boys to Teton that first year was a very difficult choice. We were new to the area, my husband was traveling extensively and I had 3 other children under the age of 3. While I felt fairly confidant that my 7th grader could get up and out the door to the bus stop in the morning, my younger boys still needed a lot of assistance. South Fremont had denied my request to allow the Sugar-Salem. Though it was difficult to send her out to catch the bus, I was not prepared to send my 3rd grader to walk down the road and cross into Sugar District while I helped with the 1st grader and 5th grader.

In section iv, page 10, "In fact, if the change is approved, it would likely motivate other families to file similar petitions." As I stated at the hearing, the petition process is very time-consuming, difficult to navigate, and expensive. There are also many laws that must be followed to qualify for annexation. I don't know why the approval of this petition would suddenly spark people's desire to start their own petitions to annex their properties into adjoining school districts. This comment is not fact, it is pure speculation.

In section 4 on p 11, it states, "I find that changing the boundaries may fix some of their problems, but it is likely to create others that are, perhaps, worse." This comment is also pure speculation. My husband and I have spent hours discussing different scenarios and outcomes that might happen over the next 15 years pertaining to our children. All of our children currently enrolled in Sugar-Salem are thriving and happy with their school situation. As parents, we have continually come to the conclusion that being annexed into the Sugar-Salem School district would be in the best interests of our children now and in the future.

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission Annual Report 2017-2018

REFERENCE

December 2017

Board approved Professional Standards Commission Annual Report 2016-2017

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1208, 33-1251, 33-1252, 33-1253, 33-1254, and 33-1258, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT; Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

Professional Standards Commission

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the State legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The PSC consists of 18 constituency members appointed or reappointed for terms of three years:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

The PSC submits to the Board an annual report following the conclusion of each fiscal year to advise the State Board of Education regarding the accomplishments of the commission.

IMPACT

This report advises the State Board of Education regarding the accomplishments of the Professional Standards Commission at the conclusion of each fiscal year.

ATTACHMENTS

Attachment 1 – PSC Annual Report 2017-2018 Presentation Attachment 2 – PSC Annual Report 2017-2018

STAFF COMMENTS AND RECOMMENDATIONS

The Professional Standards Commission is established through Section 33-1252, Idaho Code. The commission is made up of 18 members appointed by the State Board of Education. Membership is made up of individuals representing the teaching profession in Idaho, including a staff person from the Department of Education and the Division of Career Technical Education. No less than seven members must be certificated classroom teachers, of which at least one must be a teacher of exceptional children and one must serve in pupil personnel services. In addition to making recommendations regarding professional codes and standards of ethics to the State Board of Education, the Commission investigates complaints regarding the violation of such standards and makes recommendations to the Board in areas of educator certification and educator preparation standards.

The Professional Standards Commission report includes the number of alternative authorizations for interim certificates that have been issued during the previous school year. Interim certificates are issued to all individuals who are approved for an alternate authorization or non-traditional route to certification. 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). Alternate Authorizations are available for existing instructional staff as an expedited route for adding endorsements to and existing certificate or as a route for earning a new certificate. There are four alternative authorization options educators may use to add an endorsement to an existing certificate. These include:

- Assurance from an approved educator preparation program that the individual is competent in the field they are seeking the endorsement in,
- National Board Certification in the content specific area they are seeking endorsement in,
- Earning a graduate degree in the content specific area they are seeking endorsement in, or
- Proof of competency in the content specific area through a Board approved assessment.

Alternate authorizations for certification are available through three pathways in addition to the Board approved non-traditional routes to certification. These include:

Teacher to New Certification – this route is available to individuals with an
existing certification to add an additional certification. An example would be
a teacher with an instructional staff certificate adding an occupation
specialist certificate so they could teach both career technical and noncareer technical courses or an individual with an instructional staff certificate

adding a pupil service staff certificate with a school counselor endorsement. This alternative authorization should not be confused with the alternative route for adding new endorsements to an existing certificate.

- Content Specialist this route provided an expedited route to certification for individual who are uniquely qualified in a subject area but have not gone through a traditional educator preparation route. An example would be an individual with industry experience in a content area or has deep content knowledge, such as a degree in engineering but did not go through a traditional educator preparation program. While this route was originally used primarily for filing vacancies in emergency situations, it was amended a few years ago to recognize not all quality educators enter the classroom through a traditional route and to allow non-traditional candidates to enter the classroom while still insuring they meet quality standards.
- Pupil Service Staff this route provides a mechanism for school districts to fill pupil service staff positions when they cannot find someone with correct endorsement or certification.

Individuals on any of the Alternate Routes receive an up to three-year nonrenewable interim certificate. During their time on the interim certificate they must complete the requirements of their alternative route preparation program. This program could range from a formal alternative route preparation program with a Board-approved educator preparation program or could be an individual agreement developed by a consortium comprised of the certificate holder, designee from an approved educator preparation program and a representative of the school district. For the Content Specialist route it is the responsibility of the school district to assure the individual is qualified to teach in the area of identified need and that they are making adequate annual progress toward standard certification.

BOARD ACTION

I move to accept the Professional Standards Commission 2017-2018 Annual Report as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No ____














PSC Alternative Authorizations

- There were 19,553 total certificated educators employed statewide during the 2017-2018 school year.
- The percentage of educators working with an alternative authorization was 5.51%

Authorization Type	2015-2016 Number of Authorizations	2016-2017 Number of Authorizations	2017-2018 Number of Authorizations
Emergency Provisional Certificates	-	29	35
Teacher to New Certificate	220	222	39
Teacher to New Endorsement	230	253	200
Content Specialist	348	406	510
Pupil Personnel Services	6	11	3
Non-Traditional Route - ABCTE	162	223	270
Non-Traditional Route - TFA	11	12	20
TOTAL	757	931	1077
			PSC Annual Report 2017







PSC Executive Committee

Summary of Closed Cases for Probable Cause Determination by Category of Ethics Violation

Category of Ethics Violation	2015-2016 Number of Cases Closed	2016-2017 Number of Cases Closed	2017-2018 Number of Cases Closed
Application Discrepancy	16	2	1
Breach of Contract	3	3	1
Felony (Other)	-	-	-
Felony (Violent)	-	-	-
Inappropriate Conduct	2	2	-
Inappropriate Conduct with Student	8	8	11
Miscellaneous	4	3	6
Misdemeanor	-	1	-
Sexual Misconduct Not with a Student	-	1	-
Sexual Misconduct with a Student	1	2	1
Substance Abuse	4	4	6
Theft-Fraud	1	2	4
			PSC Annual Report 2017-2



PSC Executive Committee Summary of Closed Cases for Probable Cause Determination by Type of Disciplinary Action					
Type of Disciplinary Violation	2015-2016 Number of Cases Closed	2016-2017 Number of Cases Closed	2017-2018 Number of Cases Closed		
Conditioned Certificate	-	2	1		
Letter of Reprimand	24	7	12		
Revocation	5	7	8		
Revocation (Permanent)	-	2	1		
Suspension	8	9	8		
Voluntary Surrender	2	1	-		

PSC Annual Report 2017-2018 | 14





PSC Standards Committee

• Completes educator preparation program reviews. The following program reviews were completed during 2017-2018.

- Lewis-Clark State College Focused Visit
- Completes educator preparation new program proposal desk reviews. The following new programs for certification were reviewed and approved by the State Board of Education during 2017-2018
 - Boise State University Special Education Director, Early Childhood Intervention Program: Blended Early Childhood Education/Early Childhood Special Education (Birth through Grade 3)
 - Idaho State University Special Education Director
 - College of Southern Idaho –Alternative Authorization Content Specialist: Mastery-based Pathway to Certification

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ATTACHMENT 2

PROFESSIONAL STANDARDS COMMISSION

ANNUAL REPORT

2017-2018



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INTRODUCTION

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The Commission consists of 18 constituency members appointed or reappointed for terms of three years:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

For further detail regarding the establishment and membership of the Professional Standards Commission, see Idaho Code §33-1252.

PSC Vision

The PSC will continue to provide leadership for professional standards and accountability in Idaho's schools. We will handle that responsibility with respect and in a timely fashion. We will nurture positive relationships and collaborative efforts with a wide range of stakeholders. We will be a dynamic force and a powerful voice advocating on behalf of Idaho's children.

PSC Mission

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, pre-K-12 student achievement, and improved professional practice.

Statutory Responsibilities of the Professional Standards Commission

- "The commission shall have authority to adopt recognized professional codes and standards of ethics, conduct and professional practices which shall be applicable to teachers in the public schools of the state, and submit the same to the state board of education for its consideration and approval. Upon their approval by the state board of education, the professional codes and standards shall be published by the board." Idaho Code §33-1254
- 2. "The professional standards commission may conduct investigations on any signed allegation of unethical conduct of any teacher brought by:
 - a. An individual with a substantial interest in the matter, except a student in an Idaho public school; or
 - b. A local board of trustees."

Idaho Code §33-1209

3. "The commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state."

Idaho Code §33-1258

Professional Standards Commission Membership

During the 2017-2018 academic year, the PSC met five times: September, November, January, March, and June. The following individuals served as members of the PSC:

1.	Clara Allred	Twin Falls	Special Education Administrator
2.	Margaret Chipman, Co- Chair	Weiser SD #431	School Board Member
3.	Steve Copmann	Cassia County Joint SD #151	Secondary School Principal
4.	Kathy Davis	St. Maries Joint SD #41	Secondary Classroom Teacher
5.	Kristi Enger	Idaho Career & Technical Education	Career & Technical Education
6.	Mark Gorton	Lakeland Joint SD #272	Secondary Classroom Teacher
7.	Dr. Dana Johnson	Brigham Young University - Idaho	Private Higher Education
8.	Pete Koehler	Idaho Department of Education	Department of Education
9.	Marjean McConnell	Bonneville Joint SD #93	School Superintendent
10.	Charlotte McKinney, Chair	Mountain View SD #244	Secondary Classroom Teacher
11.	Dr. Jennifer Snow	Boise State University	Public Higher Education
12.	Dr. Taylor Raney	University of Idaho	Public Higher Education
13.	Dr. Tony Roark	Boise State University	Public Higher Education – Letters and Sciences
14.	Dr. Elisa Saffle	Bonneville Joint SD #93	Elementary School Principal
15.	Topher Wallaert	Mountain Home SD #193	Elementary Classroom Teacher
16.	Virginia Welton	Coeur d'Alene SD #271	Exceptional Child Teacher
17.	Mike Wilkinson	Twin Falls SD #411	School Counselor
18.	Kim Zeydel	West Ada SD #2	Secondary Classroom Teacher

Lisa Colón Durham served as administrator for the PSC from July 1, 2017 to June 30, 2018.

INTERNAL OPERATION OF THE COMMISSION

The PSC has four standing committees that have specific duties. Below is a summary of the main duties for each of the standing committees.

1. Authorizations Committee

- Reviews and makes recommendations to the PSC regarding:
 - Approval of alternative authorizations to teach, serve as an administrator, or provide pupil personnel services
 - o Policies and procedures for alternative authorizations
 - The development and publishing of certification reports as needed

2. Budget Committee

- Develops a yearly budget
- Monitors and makes recommended revisions to the annual budget

3. Executive Committee

- Reviews, maintains, and revises the Code of Ethics for Idaho Professional Educators as needed
- Determines if there is probable cause to pursue discipline against a certificated educator for alleged unethical conduct

4. Standards Committee

- Develops recommendations for preservice educator standards for consideration by the State Board of Education
- Develops and/or maintains standards and review processes for educator preparation programs including:
 - Annual review of approximately 20 percent of state educator preparation standards, certificates and endorsements
 - Coordination of national recognition and national program accreditation (Council for the Accreditation of Educator Preparation or CAEP) along with state review to assure graduates of the program meet the state preparation standards
- Develops and gives recommendations to the PSC for educator assessment(s) and qualifying scores
- Develops and gives recommendations to the PSC for educator certificate and endorsement requirements for consideration by the State Board of Education

ALTERNATIVE AUTHORIZATIONS

Local school districts, including charter schools or other educational agencies, may request approval of an alternative authorization for an individual to fill a certificated position when he/she does not presently hold an appropriate Idaho educator certificate/endorsement. The alternative authorization request shall be made only after a reasonable effort has been made by the district to find a competent, certificated individual to fill the position. The individual must have a plan that leads to certification in the assigned area.

For further detail regarding alternative authorizations, please visit <u>the Alternative Authorization's</u> page on the State Department of Education website.



There were 19,553 total certificated educators employed statewide during the 2017-2018 school year. The percentage of educators working with an alternative authorization was 5.51% percent.

REQUESTS FOR EMERGENCY PROVISIONAL CERTIFICATE

The purpose of the Emergency Provisional Certificate is to allow an Idaho school district/charter to hire a candidate for one year who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement in an emergency situation. The district must declare an emergency and the candidate must have at least two years of college training. There were 35 Emergency Provisional Certificates with 43 total endorsements issued during the 2017-2018 school year as follows:



REQUESTS FOR TEACHER TO NEW CERTIFICATION/ENDORSEMENT AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who holds a valid Idaho credential to serve in an assignment for which the candidate does not hold the appropriate certificate/endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate/endorsement. There were 239 Teacher to New Certification authorizations with 253 total endorsements issued during the 2017-2018 school year as follows:



ATTACHMENT 2



REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate/endorsement. There were 510 Content Specialist authorizations with 605 total endorsements issued during the 2017-2018 school year as follows:





REQUESTS FOR PUPIL PERSONNEL SERVICES AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires the Pupil Personnel Services Certificate. The authorization allows the candidate to serve in the assignment while working toward obtaining the Pupil Personnel Services Certificate and the applicable endorsement. There were 3 Pupil Personnel Services authorizations with 3 total endorsements issued during the 2017-2018 school year as follows:



REQUESTS FOR NON-TRADITIONAL AUTHORIZATIONS (ABCTE AND TFA)

The purpose of the non-traditional programs is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. There are two State Board-approved, non-traditional programs:

- American Board for Certification of Teacher Excellence (ABCTE) This is a computer-based route designed as an avenue to enter the teaching profession or to add additional certificates or endorsements to an already existing Idaho teaching credential. The candidate must first hold a bachelor's degree.
- Teach For America (TFA) Teach for America is a program designed to enlist college graduates with a bachelor's degree to teach in low-income communities for two years.

There were 270 Non-Traditional – ABCTE authorizations with 364 total endorsements issued during the 2017-2018 school year as follows:



There were 20 Non-Traditional – TFA authorizations with 28 total endorsements issued during the 2017-2018 school year as follows:



EXECUTIVE COMMITTEE ACTIVITIES

Under Idaho Code §33-1208 and §33-1209, the PSC has the responsibility for suspending, revoking, issuing letters of reprimand, or placing reasonable conditions on any certificate for educator misconduct. The administrator of the PSC, in conjunction with the deputy attorney general and PSC staff, conducts a review of the written allegation using established guidelines to determine whether to open an investigation or remand the issue to the school district to resolve locally. The Executive Committee considers the allegation(s) and all additional relevant information to determine whether probable cause exists to warrant the filing of an administrative complaint. If probable cause is determined, the Executive Committee recommends disciplinary action to be taken against a certificate. Once an administrative complaint is filed, a hearing may be requested.

During 2017-2018, the PSC received 81 written complaints of alleged educator ethical misconduct, of which thirty-one (31) cases were opened. Additionally, 45 cases were closed during 2017-2018. Seven (7) of the 45 closed cases involved educators who were employed as administrators. Furthermore, PSC staff conducted two (2) certification denial hearings and two (2) educator ethical misconduct hearings. The data below represents the cases that were closed.

Case Number	Category of Ethics Violation	Probable Cause Found	Disciplinary Action
21424	Substance Abuse	Yes	Revocation
21501	Theft-Fraud	Yes	Suspension
21505	Miscellaneous	Yes	Letter of Reprimand
21517	Miscellaneous	Yes	Letter of Reprimand
21526	Substance Abuse	Yes	Revocation
21528	Miscellaneous	Yes	Conditioned Certificate
21614	Sexual Misconduct with a Student	Yes	Revocation (Permanent)
21617	Substance Abuse	Yes	Revocation
21619	Substance Abuse	Yes	Suspension
21622	Miscellaneous	Yes	Letter of Reprimand
21629	Substance Abuse	Yes	Suspension
21631	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21632	Miscellaneous	Yes	Letter of Reprimand
21633	Miscellaneous	Yes	Letter of Reprimand
21634	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21636	Inappropriate Conduct with Student	Yes	Revocation
21637	Inappropriate Conduct with Student	Yes	Suspension
21638	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21701	Theft-Fraud	Yes	Revocation
21702	Inappropriate Conduct with Student	Yes	Revocation
21703	Theft-Fraud	Yes	Suspension
21704	Breach of Contract	Yes	Letter of Reprimand

2017-2018 Closed Ethics Cases

Case Number	Category of Ethics Violation	Probable Cause Found	Disciplinary Action
21707	Inappropriate Conduct with Student	No	
21709	Sexual Misconduct with a Student	No	
21711	Theft-Fraud	No	
21712	Theft-Fraud	Yes	Suspension
21713	Application Discrepancy	Yes	Letter of Reprimand
21714	Miscellaneous	No	
21715	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21716	Inappropriate Conduct	No	
21717	Inappropriate Conduct	No	
21718	Breach of contract	No	
21719	Inappropriate Conduct with Student	Yes	Revocation
21720	Substance Abuse	Yes	Suspension
21721	Breach of Contract	No	
21722	Inappropriate Conduct with Student	Yes	Suspension
21724	Substance Abuse	N/A-Death	
21725	Inappropriate Conduct with Student	Yes	Revocation
21726	Inappropriate Conduct	No	
21728	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21729	Inappropriate Conduct	No	
21730	Miscellaneous	No	
21804	Inappropriate Conduct with Student	No	
21806	Application Discrepancy	No	
21807	Sexual Misconduct with a Student	No	

2017-2018 Aggregate Data of Closed Ethics Cases Where Probable Cause Was Found

During 2017-2018 the PSC closed 45 cases and finalized disciplinary action in 30 cases. The disaggregated data is shown below. The first table shows the data by the category of the ethics violation. The second table displays the data by the type of disciplinary action.

Category of Ethics Violation	Number of Cases Closed	Percent of Cases Closed
Application Discrepancy	1	3%
Breach of Contract	1	3%
Felony (Other)	0	0%
Felony (Violent)	0	0%
Inappropriate Conduct	0	0%
Inappropriate Conduct with Student	11	37%
Miscellaneous	6	20%
Misdemeanor	0	0%
Sexual Misconduct Not with a Student	0	0%
Sexual Misconduct with a Student	1	3%
Substance Abuse	6	20%
Theft-Fraud	4	13%



Type of Disciplinary Action	Number of Cases Closed	Percent of Cases Closed
Conditioned Certificate	1	3%
Letter of Reprimand	12	40%
Revocation	8	27%
Revocation (Permanent)	1	3%
Suspension	8	27%
Voluntary Surrender	0	0%



STANDARDS COMMITTEE ACTIVITIES

The Standards Committee is responsible for completing educator preparation standards reviews, educator preparation program reviews, and educator preparation new program proposal reviews for recommendation to the full PSC. The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education for approval consideration.

EDUCATOR PREPARATION STANDARDS REVIEWS

The purpose of educator preparation standards reviews is to define and establish rigorous and research-based standards that better align with national standards and best practices. The standards provide requirements for educator preparation programs to ensure that future educators acquire the knowledge and performance standards to best meet the needs of students.

IDAPA 08.02.02.004 directs that the PSC continuously review/revise 20 percent of the standards per year. The review process involves teams of content area experts from higher education faculty and educators in K-12 Idaho schools. The standards and endorsements are reviewed and presented to the PSC, and then the State Board of Education for approval. Once approved, they are reviewed and approved by the legislature and become an incorporated-by-reference document in State Board rule.

The following standards and endorsements were reviewed by the PSC during the 2017-2018 school year:

- English Language Arts
- Gifted & Talented
- Literacy
- Online Teacher
- Teacher Leader
 - o Math Consulting Teacher
 - o Special Education Consulting Teacher
- Teacher Librarian
- School Nurses

The following new endorsements and standards were proposed and approved by the PSC during the 2017-2018 school year:

- Middle School Science (5-9)
- Middle School Social Studies (5-9)

EDUCATOR PREPARATION PROGRAM REVIEWS

Each educator preparation program will undergo a state program approval process that is designed to assure that graduates meet the Idaho standards for professional educators. The PSC follows the national accreditation council model by which institutions pursue continuing approval through a full program review every seven (7) years. Additionally, the PSC conducts State-Specific Requirement Reviews, not to exceed every third year following the full program review. The requirements are defined in IDAPA 08.02.02.100: Rules Governing Uniformity and the CAEP standards.

The process for teacher preparation program approval is specifically defined in the <u>Manual of</u> <u>Instruction for State Approval of Idaho Teacher Preparation Programs</u>.

The standards for evaluating teacher preparation programs are found in the <u>Idaho Standards for</u> <u>Initial Certification of Professional School Personnel</u> as updated and approved by the State Board of Education. For review purposes, pertinent rubrics accompanying these standards are on file in the office of the State Department of Education, Certification and Professional Standards.

Current CAEP standards can be reviewed on the CAEP website.

Current PSC materials, reports, and resources are also available on <u>the State Department of</u> <u>Education website</u>.

The following educator preparation programs were reviewed by the PSC during the 2017-2018 school year:

• Lewis-Clark State College

A state on-site Focused Visit was held at Lewis-Clark State College from April 22-25, 2017. Team reports were submitted to the PSC at its September 14-15, 2017 meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations with the omission of the State Specific Requirements review portion of the report, as they are still being piloted.

The Idaho State Board of Education, at its December 20-21, 2017 meeting, approved the Lewis-Clark State College state team report resulting from the on-site visit.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on <u>the State Board's website</u>.

EDUCATOR PREPARATION NEW PROGRAM PROPOSAL REVIEWS

Each educator preparation new program proposal will undergo a desk review designed to confirm the new program meets the standards in the <u>Idaho Standards for Initial Certification of</u> <u>Professional School Personnel</u>. The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education for approval consideration.

The following educator preparation new program proposals were reviewed by the PSC and recommendation was made to the State Board of Education for conditional approval during the 2017-2018 school year:

- Boise State University
 - Special Education Director
 - Early Childhood Intervention Program: Blended Early Childhood Education/Early Childhood Special Education (Birth through Grade 3)
- Idaho State University
 - o Special Education Director
- College of Southern Idaho
 - Content Specialist Alternative Authorization new program request for a Masterybased Pathway to Certification

PROFESSIONAL STANDARDS COMMISSION MEETING SUMMARY

- The Professional Standards Commission (PSC) funded the participation of various staff members in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Professional Practices Institute (PPI); the NASDTEC Winter Symposium; the NASDTEC Annual Conference; NASDTEC Annual Meeting Planning Committee; the National Association for Alternative Certification (NAAC) Annual Conference; the Council for the Accreditation of Education Preparation (CAEP) State and Fall Conferences; and the Council of Chief State School Officers (CCSSO).
- 2. The PSC funded Educator Career Fairs, held in April and May in Regions I (Coeur d'Alene), III (Nampa), and IV (Twin Falls).
- 3. The PSC made recommendations for State Board of Education approval of content, pedagogy, and performance assessments for certification.
- 4. The PSC funded Idaho's annual \$4,500 membership in NASDTEC.
- 5. The PSC paid \$3,729.57 for contracted ethics investigative services during the 2017-2018 academic year.
- 6. The PSC accepted the revisions to the PSC Procedures Manual as proposed.
- 7. The PSC accepted the revisions to the PSC Working Plan as proposed.
- 8. The Authorizations Committee began reviewing/vetting applications from districts/charter schools for Emergency Provisional Certificates prior to submittal of the applications for State Board approval consideration.
- 9. The PSC approved its proposed budget for FY2019.
- 10. The Commission passed the Standard Committee's recommendation to approve the IDAPA rule revisions for certification and preparation standards.
- 11. In a ballot election for 2018-2019 PSC officers, Charlotte McKinney was elected chair and Margaret Chipman was elected vice-chair.
- 12. The PSC voted to remove the Professional Development Committee as a standing committee of the PSC. The PSC will continue to work to support educator development and strengthen commitment to the Code of Ethics.
- 13. The PSC will continue working on ways to assist districts and charter schools in placing qualified people in the classroom. To do so, the PSC has supported staff in making changes and updates to applications for certification as well as launching the online certification look-up tool.
- 14. The PSC made recommendations for the State Board of Education to approve several changes to content assessment:
 - Content Area Assessments for new Special Education Endorsements Generalist K-8, 6-12 and Early Childhood/Early Childhood Special Education Pre-K through Grade

Six were recommended for State Board of Education approval: Generalist K-8 and 6-12 would require the same exams for the Generalist K-12: 5543 & 5001 and ECSE Pre-K through Grade Six would require test 5001 when adding the endorsement to the ECSE Birth – grade 3 endorsement which requires an Early Childhood Content and Special Education and Preschool Early Childhood praxis exams (5025 & 5691).

- Praxis requirements for Early Childhood/ Early Childhood Special Education Birth through grade 3 endorsement which requires an Early Childhood Content and Special Education: preschool early childhood praxis exams (5025 & 5691). Recommendation of the Elementary Education Multiple Subjects Exam 5001 be substituted for the 5025 Praxis exam.
- Gifted and Talented Praxis test 5358 with a cut score 157.
- New Computer Science Praxis test and multi-state cut score.
- American Sign Language background seeking World Language Endorsement: Praxis exam 0634 the American Sign Language Proficiency Interview (ASLPI) delivered and evaluated by ASL Diagnostic and Evaluation Services of Gallaudet University with a qualifying score of 3.

APPENDIX - FISCAL YEAR 2018 BUDGET EXPENDITURES

Powonito	Estimated	Actual	Varianco
Cert Application Fees	\$577.000	\$616 558	\$30 558
	\$577,000	Actual	φ37,330
Personnel	Budget	Expenditures	Variance
Salaries & Benefits	\$435,000	\$438,698	(\$3,698)
		Actual	
Expenses (Spending Authority)	Budget	Expenditures	Variance
Operating Expenses			
PSC Meeting/Travel/Meals	\$35,000	\$31,346	\$3,654
PSC PD & Training	\$1,500	\$0	\$1,500
Attract/Recruit	\$3,000	\$2,532	\$468
Governmental Overhead	\$13,000	\$0	\$13,000
Communication	\$12,000	\$10,133	\$1,867
Staff Development	\$1,000	\$65	\$935
Repairs & Maintenance Services and Supplies	\$1,000	\$0	\$1,000
Administrative Services	\$3,500	\$1,810	\$1,690
Computer Services	\$250	\$0	\$250
Staff Travel Costs	\$12,500	\$7,354	\$5,146
Administrative/Office Supplies	\$7,500	\$7,010	\$490
Computer Supplies	\$250	\$94	\$156
Insurance	\$800	\$1,398	(\$598)
Rentals & Operating Leases	\$10,000	\$9,298	\$702
Payroll/Accounting	\$2,000	\$1,660	\$340
Committee Work Expenses			
Executive - Printing	\$0	\$0	\$0
Executive - Investigations/Hearings/Trainings	\$10,000	\$4,259	\$5,741
Executive - Contract Investigative Services	\$10,000	\$2,730	\$7,270
Executive - NASDTEC Professional Practices Institute	\$7,000	\$6,476	\$524
Executive - NASDTEC Dues	\$4,500	\$4,500	\$0
Standards - Standard Reviews	\$20,000	\$23,215	(\$3,215)
Standards - EPP Reviews and Focused Visits	\$15,000	\$8,878	\$6,122
Standards - CAEP Partnership Dues	\$4,500	\$4,450	\$50
Capital Expenses			
Computer Equipment	\$2,000	\$2,095	(\$95)
Office Equipment	\$1,500	\$1,915	(\$415)
Total Expenses (Spending Authority)	\$177,800	\$131,218	\$46,582
All Expenditures (Personnel + Expenses)	\$612,800	\$569,916	
Revenue Less All Expenditures	(\$35,800)	\$46,642	

CONSENT DECEMBER 20, 2018

TAB	DESCRIPTION	ACTION
1	BAHR - SECTION II – BOISE STATE UNIVERSITY – CONVEYANCE OF EASEMENT TO ADA COUNTY HIGHWAY DISTRICT	Motion to Approve
2	BAHR - SECTION II – UNIVERSITY of IDAHO – SUBLEASE AT THE IDAHO WATER CENTER WITH UNITED HEALTHCARE SERVICES INC.	Motion to Approve
3	BAHR - SECTION II – UNIVERSITY of IDAHO – CONSTRUCTION OF WEST CAMPUS UTILITIES IMPROVEMENTS PROJECT	Motion to Approve
4	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS REPORT	Motion to Approve
5	PPGA – LEWIS-CLARK STATE COLLEGE – FACILITY NAMING – CAREER TECHNICAL BUILDING	Motion to Approve
6	SDE – EMERGENCY PROVISIONAL EDUCATOR CERTIFICATION	Motion to Approve

BOISE STATE UNIVERSITY

SUBJECT

Conveyance of easement to Ada County Highway District

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

The conveyance of an easement is a non-strategic Board governance agenda item.

BACKGROUND/DISCUSSION

Boise State University (BSU) requests permission to grant an easement through the grounds of Dona Larsen Park to the Ada County Highway District (ACHD) for the purpose of creating a pedestrian and bike pathway through the Park. The pathway is part of a larger project that includes a staggered "Z" crossing on Broadway Avenue. This enhancement will increase the safety of the crossing used by students and spectators attending athletic events at Dona Larsen Park.

The pathway will create a safe space for pedestrians and cyclists to traverse the Park in an area of the property that is not being utilized. ACHD will install fencing with a windscreen and visual barrier along the pathway. A map detailing the location of the proposed easement is included as Attachment 1.

IMPACT

Board approval will allow ACHD and the City of Boise to complete the pedestrian pathway and create a safer crossing across Broadway consistent with the City of Boise's master plan for that area.

ATTACHMENTS

Attachment 1 – Map Detailing Proposed Easement Location Attachment 2 – Proposed Easement Agreement

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I. states that easements to make a permanent use of real property under the control of an institution, school or agency require prior Board approval – unless easements are to public entities for utilities. This easement is not for a utility and therefore must be approved by the Board. Approval of this easement will reduce pedestrian and bicycle traffic along Broadway Avenue and provide a safer alternative route for students and guests of the campus.

Staff recommends approval.

CONSENT – BAHR SECTION II

BOARD ACTION

I move to approve the request by Boise State University to grant an easement to ACHD in Dona Larsen Park for the purpose of creating a pedestrian pathway in substantial conformance with the attached agreement.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

LEGEND		UTILI	TI	E	S	
(See Standards For Specifics) 3	_	Pelocate To New Location	And /Or /	diust To	Grade	To
C.L. of Construction or Survey	T	Avoid New Roadway Constr	ruction By	Century	Link	10
Existing Profile or X-Section Line	G	Relocate To New Location	And/Or A	djust To	Grade	То
Existing Edge of Pavement or Gravel		Relocate To New Location	And /Or /	diust To	Grade	To
Existing Drain or Irrigation Pipe	Р	Avoid New Roadway Constr	ruction By	Idaho Po	ower	10
	W	Relocate To New Location Avoid New Roadway Constr	And/Or A	djust To Suez	Grade	То
Existing Property or Right of Way Line	5	Relocate To New Location	And/Or A	djust To	Grade	То
		Avoid New Roadway Constr	ruction Co	ible One		
Existing Slope Bottom	FO	Relocate To New Location Avoid New Roadway Constr	And/Or A ruction By	djust To Owner	Grade	То
Existing Curb & Gutter		Utility Coordination Was Re	quested 1	Through		
Existing Curb(No Gutter)		Achd During Design Of Thi Information Is Shown Only	s Project For Surf	. Utility ace		
Existing Concrete Sidewalk		Features And If Provided E The Utility For Non-surfac	By The Ov e Feature	vner Of s.		
		Utility Adjustments, Relocat	tions, Or			
Existing Curb,Gutter,Sidewalk and Approach		Replacements May Or May Prior To Construction. The	Not Be Contracto	Completed		
Existing Utility Line With Initial		Coordinate And Accommod	ate Work	With The		
 Water Valve or Meter Gas Valve or Meter 		Call Dialine				
Fire Hydrant		48 Hours Prior To Excavat	tion			
Signal Pole		Utility Locates	derground			
Utility Pole With Anchor	ox	Contact Scott Bennett				
 O Existing and New Manholes 		For Information Call 387-	6259			
Existing and New Catch Basin						
New Sediment Box						
Existing and New Irrigation Box						
Deciduous And Evergreen Tree						
Deciduous And Evergreen Bushes						
Existing Building						
River, Creek, or Canal						
Revision Note						
Construction Note						
3456 Street Address						
Bench Mark and Monument	er					
10 11 15 14 Section & 1/4 Section Corner						
Design Plan Edge of Pavement or Gravel						
Design Profile For TC or Pipes						
Design Profile Grade Break						
Design Profile PC or PT						
Design Ditch or Flow line						
Design SD or Irrg. Pipe on Plan View						_
New Property or Right of Way Line			ID #	PARCEL	NO.	
			1	5101041	7650	
New Retaining Wall			+	5101041	1/650	
Limits of Cut Slope Limits of Fill Slope			2	5101041	17402	
Section Line			З	R176700	00052	
New Curb and Gutter			4	R176700	00070	
20'		Sod Pengir	7	R176700	00110	
New Curb,Gutter,Sidewalk, and Approach	////	Asphalt Repair	9	S101132	5590	
		Gravel Repair	10	R325970	00012	
New Ped Ramp New Valley Gutter	303	Landscape Rock	-			

Ada County Highway District

Dona Larsen Park Pathway and Broadway Ave PED Crossing Project No. 818019.001, 818019.002, 818019.003 GIS No. CM217-57.001, CM217-57.002, CM217-57.003



Vicinity Map

	RIGHT OF WAY TABLE								
		OWNER	SITE ADDRESS	ASSESSED OWNERSHIP SIZE (SF)	RIGHT OF WAY REQUIRED (SF)	EASEMENTS (SLOPE) PERMANENT (SF)	REMAINING OWNERSHIP SIZE (SF)	SHEET #	PROJECT SUB-PROJECT#
ID #	PARCEL NO.								
1	S1010417650	BROADWAY 111 LLC	111 S BROADWAY AVE	58,022	69		57,953	2	818019.002
2	S1010417402	ST LUKES REGIONAL MEDICAL CENTER LTD	139 E WARM SPRINGS AVE	114,040	260	all and the second	113,780	2	818019.002
3	R1767000052	BATEMAN JANA B	210 S BROADWAY AVE	9,583	60	122-97-147 LA	9,523	2	818019.002
4	R1767000070	IDAHO STATE BOARD OF EDUCATION	415 E WARM SPRINGS AVE	151,589	FEREL 1-4	18,573	an en entre	2-3	818019.001
7	R1767000110	IDAHO STATE BOARD OF EDUCATION	150 S BROADWAY AVE	474,804	D. THERE	5,973		3	818019.001
9	S1011325590	IDAHO STATE BOARD OF EDUCATION	383 E WARM SPRINGS AVE	12,894	and a state of the	7,262	War Alt	3	818019.001
10	R3259700012	IDAHO STATE BOARD OF EDUCATION	395 E WARM SPRINGS AVE	9,191	- Markarian	3,500		3	818019.001
			TOTAL:	830,123	389	35,308			

DATE:

3775 Adams Street, Boise, Idaho, 83714 www.achdidaho.org

Project No. 818019.001, 818019.002, 818019.003 Dona Larsen Park Pathway and Broadway Ave PED Crossing







ROMABSh Page 3 of 3

(Reserved for Ada County Recorder)

PERMANENT EASEMENT

THIS PERMANENT EASEMENT (the "Easement"), is made and entered into this _____ day of _____, 201___, by and between, **State Board of Education acting as Board of Trustees of Boise State University**, hereinafter referred to as "GRANTOR," and ADA COUNTY HIGHWAY DISTRICT, a body politic and corporate of the State of Idaho, hereinafter referred to as "ACHD."

WITNESSETH:

FOR GOOD AND SUFFICIENT CONSIDERATION, IT IS AGREED:

SECTION 1. Recitals.

1.1 GRANTOR owns the real property located in Ada County, Idaho more particularly described on Exhibit "A" attached hereto and by this reference incorporated herein (hereinafter "Servient Estate").

1.2 ACHD has jurisdiction over the public highways, including sidewalks, and public rights-of-way which adjoin and are adjacent to the Servient Estate (hereinafter the "Dominant Estate").

1.3 ACHD desires to obtain an easement on, over and across the Servient Estate for the purposes hereinafter described, and, for the consideration and on the terms and conditions hereinafter set forth, GRANTOR is willing to grant such easement to ACHD.

SECTION 2. Grant of Easement and Authorized Uses.

GRANTOR hereby grants to ACHD a permanent exclusive easement over and across the Servient Estate for use by the public, including pedestrians and bicyclists, and the following uses and purposes:

(a) placement of a Public Right-of-Way (as defined in Idaho Code, section 40-117);

(b) construction, reconstruction, operation, maintenance and placement of necessary culverts, sluices, drains, ditches, waterways, embankments, retaining walls, grade separation structures, roadside improvements, pedestrian facilities, and any other structures, works or fixtures incidental to the preservation or improvement of an adjacent Highway;

(c) statutory rights of ACHD, utilities and irrigation districts to use the Public Right-of-Way.

Permanent Easement - 1 (2/11/14)

CONSENT - BAHR - SECTION II

The Ada County Highway District (ACHD) is committed to compliance with Title VI of the Civil Rights Act of 1964 and related regulations and directives. ACHD assures that no person shall on the grounds of race, color, national origin, gender, disability or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any ACHD service, program or activity.
SECTION 3. Permanent Easement; Covenants Run with the Land.

This is a permanent easement. This Easement, and the covenants contained herein shall be a burden upon the Servient Estate and shall run with the land. The Easement and the covenants and agreements made herein shall inure to the benefit of and be binding upon, ACHD and GRANTOR, and Grantor's successors and assigns to the Servient Estate.

SECTION 4. Appurtenant.

The Easement herein granted is appurtenant to the Dominant Estate and a burden on the Servient Estate.

SECTION 5. Maintenance.

ACHD shall maintain the physical integrity of any facilities constructed by ACHD on the Servient Estate in good condition and repair and as required to satisfy all requirements of applicable laws, the policies of ACHD and sound engineering practices. The repair and maintenance of such facilities shall be at the sole cost and expense of ACHD; provided if the damage to such facilities is as a result of the activities of GRANTOR, GRANTOR'S guests, invitees, contractors or agents, the repair shall be at the sole cost and expense of GRANTOR. This Section shall not release GRANTOR'S obligation to provide routine maintenance required under any applicable state or local law, ordinance or regulation as to any pedestrian facilities that may be placed on the Servient Estate.

SECTION 6 Indemnification.

ACHD shall, subject to the limitations hereinafter set forth, indemnify, save harmless and defend regardless of outcome GRANTOR from expenses of and against suits, actions, claims or losses of every kind, nature and description, including costs, expenses and attorney fees caused by or arising out of any negligent acts by the ACHD or the ACHD's officers, agents and employees while acting within the course and scope of their employment, which arise from or which are in any way out of ACHD's construction, use and maintenance on the Servient Estate. Any such indemnification hereunder by the ACHD is subject to the limitations of the Idaho Tort Claims Act (currently codified at chapter 9, title 6, Idaho Code). Such indemnification hereunder by the ACHD shall in no event cause the liability of the ACHD for any such negligent act to exceed the amount of loss, damages, or expenses of attorney fees attributable to such negligent act, and shall not apply to loss, damages, expenses, or attorney fees attributable to the negligence of GRANTOR.

SECTION 7. Recordation.

This Easement shall be recorded in the Official Real Property Records of Ada County, Idaho.

The Ada County Highway District (ACHD) is committed to compliance with Title VI of the Civil Rights Act of 1964 and related regulations and directives. ACHD assures that no person shall on the grounds of race, color, national origin, gender, disability or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any ACHD service, program or activity.

Permanent Easement - 2 (2/11/14)

CONSENT - BAHR - SECTION II

Project Name: Dona Larsen Park Pathway and Broadway Ave PED Crossing Project No: 818019.001 Name: State Board of Education R/W Parcel No: 4, 7, 9, 10 T3N, R2E, Sec 11 APN: R1767000070, R1767000110, S1011325590, R3259700012

TO HAVE AND TO HOLD this Easement unto the ACHD forever.

GRANTOR covenants to ACHD that ACHD shall enjoy the quiet and peaceful possession of the Servient Estate; and, GRANTOR warrants to ACHD that GRANTOR is lawfully seized and possessed of the Servient Estate and has the right and authority to grant this Easement to ACHD.

IN WITNESS WHEREOF, the undersigned have caused this Easement to be executed the day, month and year first set forth above.

GRANTOR:

		By: Its:
		By: Its:
State of County of		
This record was acknowledged before me on By,	as _	, 20,, of
(SEAL)		
		Signature of notary public
		My commission expires:

The Ada County Highway District (ACHD) is committed to compliance with Title VI of the Civil Rights Act of 1964 and related regulations and directives. ACHD assures that no person shall on the grounds of race, color, national origin, gender, disability or age, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any ACHD service, program or activity.

Permanent Easement - 3 (2/11/14)

CONSENT - BAHR - SECTION II

CONSENT DECEMBER 20, 2018

UNIVERSITY OF IDAHO

SUBJECT

Sublease at the Idaho Water Center with United HealthCare Services, Inc.

REFERENCE

December 2004	Idaho State Board of Education (Board) approved Idaho Water Center sublease agreement to CH2M Hill
October 2006	Board approved First Amendment to Sublease
October 2009	Board approved Second Amendment to Sublease

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(1)

ALIGNMENT WITH STRATEGIC PLAN

Subleasing office space at the Water Center does not correspond with strategies established by the Board's strategic plan, but generates revenue that sustains the financing of the Water Center and its education, research and outreach functions, and in that regard such action is not inconsistent with the strategic plan.

BACKGROUND/DISCUSSION

In 2004, the Board approved subleasing approximately 55,000 square feet of the Idaho Water Center to CH2M, an international engineering firm. In subsequent lease renewals, CH2M contracted to about 36,000 sf with their vacated space being occupied by expanding University of Idaho (UI) Boise programs and a commercial lease granted to St. Luke's Regional Medical Center. The CH2M lease expired this year and CH2M did not choose to renew their lease at the Water Center.

The UI has recently negotiated a five-year sublease with United HealthCare Services, a company that provides health care coverage and benefits to their customers in the State of Idaho. If approved, United HealthCare Services is proposing to occupy about 12,000 sf of the recently vacated CH2M space. The proposed provisions include a lease rate of \$22.50/sf/yr (which is higher than the lease rate that had been paid by CH2M for the final year of their most recent lease at the Water Center). As proposed, UI will initially pay \$15/sf for painting, carpet replacement and repair of some wear and tear of the premises deemed necessary to update this commercial office space since its last refresh in 2013. Other provisions of the lease, including commission payment for UI's listing agent, are

CONSENT DECEMBER 20, 2018

essentially the same as prior lease provisions for the commercially leased space at the Water Center. In addition to the five-year term, the lease provides two options for additional three-year terms and an option for the tenant to expand the space being leased. The lease does provide an option for tenant cancelation after June 2022, but also provides for reimbursement of any uncovered costs related to the remaining term (the remaining share of landlord covered tenant improvement costs, commissions, etc).

IMPACT

Total tenant improvement costs will be approximately \$800,000 with the tenant immediately reimbursing UI all but \$185,790 (the latter amount for basic refresh as mentioned above, though even that amount will eventually be recovered by the agreed upon lease rate over the five year initial term). The lease rate will escalate 2.5% for each year of the initial term and 3% for the years of any exercised renewal terms. The new rate is consistent with today's commercial lease rates in the Boise market. Approval of this sublease agreement will allow the UI to maintain substantial and necessary revenue to cover facility expenses related to the construction and occupation costs of the Water Center. UI will continue to market some of the remaining vacated commercial office space to generate additional revenue.

ATTACHMENTS

Attachment 1 – Draft Sublease

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the sublease between the Board of Regents of the University of Idaho and United HealthCare Services, Inc in substantial conformance to the form submitted to the Board in Attachment 1 and to authorize the University's Vice President for Finance and Administration to execute the Sublease and any related transactional documents.

Moved by	/ :	Seconded by	/	Carried `	Yes	No
		1				

SUBLEASE

THIS SUBLEASE, dated as of December ______, 2018 (this "Sublease"), is by and between the Board of Regents of the University of Idaho, a state educational institution and body politic and corporate organized and existing under the Constitution and laws of the State of Idaho ("Sublessor"), and United HealthCare Services, Inc., a Minnesota corporation ("Sublessee").

1 BASIC PROVISIONS.

The following basic provisions are a part of this Sublease:

1.1 Sublessor. The Board of Regents of the University of Idaho, whose current mailing address is Vice President for Finance and Administration, 875 Perimeter Dr MS 3168, Moscow ID 83844-3168.

1.2 Sublessee. United HealthCare Services, Inc., whose current mailing address is set forth in Section 11.1 below.

1.3 Underlying Lease. This Sublease is subordinate to and subject to the terms and conditions of the Facilities Lease (Idaho Water Center) (the "Lease") dated December 17, 2002, said Lease being entered into by and between the Idaho State Building Authority ("Landlord") and the State of Idaho, as shown on attached <u>Exhibit A</u>; provided, however, in no event is Sublessee required to perform any Sublessor's obligations under the Lease except to the extent expressly identified in this Sublease as Sublessee's obligation. Sublessor shall seek any and all consents required to sublease as required by said Lease. Sublease shall not become effective unless and until written consent is provided by the Idaho State Building Authority as indicated by signature included herein.

1.4 **Premises.** The "**Premises**" are located within the Idaho Water Center, 322 E Front Street, Boise ID and are comprised of 12,386 rentable square feet as shown on the attached <u>Exhibit</u> <u>B</u>.

1.5 Permitted Use. The use of the Premises permitted under this Sublease shall be limited to all legal administrative office uses for Sublessee, except as may otherwise be authorized in writing by Sublessor ("**Permitted Use**").

1.6 Term and Commencement Date. Sublease is effective on the date hereof, and Sublessee's right to enter and occupy the Premises commences on July 1, 2019 (the "Commencement Date") and shall end on January 31, 2025 (as the same may be extended under Section 3.2 below, the "Term").

1.7 Base Rent. Effective September 1, 2019, Sublessee shall pay base rent ("Base Rent") pursuant to the following table. The Base Rent for the Term is inclusive of Sublessee's share of Operating Costs as listed in Exhibit C but subject to adjustment as described in Section 5.10 of this Sublease.

Period	RSF	Base Rent/RSF	Annual Base Rent	Monthly Base Rent
July 1, 2019 to August 31, 2019	12,386	\$0.00	\$0.00	\$0.00
September 1, 2019 to August 31, 2020	12,386	\$22.50	\$278,685.00	\$23,223.75
September 1, 2020 to August 31, 2021	12,386	\$23.06	\$285,652.13	\$23,804.34
September 1, 2021 to August 31, 2022	12,386	\$23.64	\$292,793.43	\$24,399.45
September 1, 2022 to August 31, 2023	12,386	\$24.23	\$300,113.26	\$25,009.44
September 1, 2023 to August 31, 2024	12,386	\$24.84	\$307,616.10	\$25,634.67
September 1, 2024 to January 31, 2025	12,386	\$25.46	\$315,347.56	\$26,278.96

Parking. Sublessee is responsible for acquiring any parking passes it desires in the 1.8 surrounding public parking facilities. Sublessor agrees to notify the public parking system manager that Sublessee is a tenant of the Idaho Water Center, and that Sublessor is requesting 32 passes located within the Civic Plaza/Ada County Courthouse Corridor parking system be made available to Sublessee. These passes shall be secured by Sublessee or its employees, and at no cost or expense to Sublessor. The passes are for unassigned spaces, some of which may be tandem spaces, and the monthly rate to be paid by Sublessee and/or its employees with the prevailing monthly parking rate charged for commercial tenants by the parking system manager. Sublessor does not manage or control the availability of parking passes for commercial tenants and if Sublessee or its employees fail to enter into monthly passes within fifteen (15) days after commencement of the lease, or if Sublessee or its employees relinquish in any manner the parking passes requested by Sublessor from the parking system manager, Sublessor shall be under no obligation to make further requests on behalf of Sublessee. Sublessee and its employees are subject to the rules and policies of the public parking system manager as the parking system is not owned or managed by Sublessor. Sublessor is not liable to Sublessee or its employees for any damage, injury, loss or claim resulting in Sublessee's dissatisfaction with the services or facilities of the public parking system to which they may have been granted passes as described herein.

1.9 Initial Sublessee Improvements. Sublessee's initial improvements to the Premises (the "Sublessee Improvements") are subject to the provisions of this Section 1.9.

- 1.9.1 In addition to the provisions in this Section 1.9, Sublessor and Sublessee shall perform as required by the schedule attached hereto as **Exhibit E**. Sublessor acknowledges that issuance of a final certificate of occupancy by the applicable unit of government having jurisdiction over the Sublessee Improvements is a condition precedent to same being deemed substantially complete.
- 1.9.2 The "**Plans**" are, collectively, those plans, drawings and specifications prepared by Sublessee's architect, submitted to Sublessor by Sublessee, and approved by

Sublessor, which approval Sublessor shall not unreasonably withhold. Sublessor hereby consents to Sublessee's retention of RSP Architects to prepare the Plans. Sublessee shall submit the Plans to Sublessor, and Sublessor shall review and approve the same, by the dates identified therefor on attached **Exhibit E**.

- 1.9.3 Sublessor shall obtain a least three bids from general contractor bidders to perform the work required to complete the Sublessee Improvements on a stipulated sum basis. Sublessor and Sublessee shall review together all general contractor bids received by Sublessor, and Sublessor shall award the general contract to the lowest qualified responsible bidder pursuant to a general contract that is reasonably acceptable to Sublessee. Sublessor and the lowest qualified responsible general contractor bidder shall enter into a commercially reasonable general construction contract that must, in addition to other customary terms and provisions, (i) have a contract sum that is a stipulated sum; (ii) require the general contractor to coordinate its work with the work of the following Sublessee consultants and employees and also to be cooperative with the same to facilitate the completion of their work: Flooring, Audio Visual, Security, Soundmasking, Signage, Furniture, Artwork and IT/Data/Cabling; and (iii) require the general contractor to substantially complete the Sublessee Improvements by the date identified therefor on attached Exhibit E. The form of the general contract is subject to Sublessee's prior written consent (which consent Sublessee will not unreasonably withhold), and Sublessor shall not increase the stipulated sum contract sum thereunder without Sublessee's prior written consent. The stipulated contract sum of the general contract must include all costs for the Sublessee Improvements, including, without limitation, permit fees.
- 1.9.4 The Sublessor is solely responsible for amounts owed to the general contractor under the general contract; provided, however, if the stipulated sum thereunder exceeds \$185,790.00 (based on \$15 per rentable square foot for 12,386 rentable square feet) for reasons caused by Sublessee, then Sublessee shall reimburse Sublessor for such excess amounts provided that Sublessor has disclosed the same to Sublessee before Sublessor incurs the same under the general contract. Sublessor is solely responsible for all change order costs except to the extent that Sublessee has first consented to the same in writing. In addition, Sublessee shall pay Sublessor a project management fee equal to the three percent (3%) of the excess amounts discussed in this Section 1.9.4.
- 1.9.5 Throughout the construction process, Sublessor shall deliver to Sublessee weekly schedule updates and progress photos, and shall make its construction representatives available at the project site and for meetings and inspections.
- 1.9.6 Sublessor shall inform Sublessee in writing when the Sublessee Improvements are substantially complete. Sublessor and Sublessee shall jointly inspect the Sublessee Improvements, and Sublessor shall prepare, with Sublessee's assistance, a punchlist of incomplete, minor and insubstantial details of construction, necessary mechanical adjustments, and needed finishing touches. Sublessor shall complete

the punchlist items, if any, within thirty (30) days after the date of the punchlist. Sublessor will promptly correct any latent defects as they become known to Sublessor or, if Sublessee notifies Sublessor of a latent defect, within thirty (30) days after Sublessee's notice. Sublessor shall enforce for Sublessee's benefit all warranties and correction of work rights available to Sublessor under the general contract.

- 1.9.7 Sublessor shall, within thirty (30) days following substantial completion of the Sublessee Improvements, submit to Sublessee a statement, prepared and certified by Sublessor or an authorized agent thereof ("Sublessor's Statement of Costs"), setting forth the total amounts paid by Sublessor for the Sublessee Improvements under the general contract. Sublessee may, upon reasonable prior written notice, audit Sublessor's books and records with respect to those amounts.
- 1.9.8 Sublessor and Sublessee shall at all times make every reasonable effort to ensure completion of Sublessee Improvements in a timely manner. Sublessor is solely responsible for all alterations that may be required to be made by applicable laws because of, or related to, the Sublessee Improvements. The Commencement Date shall not be extended if Sublessor fails to substantially complete the Sublessee Improvements by July 1, 2019 to the extent that such failure was not caused by Sublessee. If, for causes other than those attributable to Sublessee or force majeure, Sublessor fails to substantially complete the Sublessee Improvements by July 1, 2019, Sublessor shall deduct \$100 for each day after July 1 that Sublessor fails to deliver Premises. That total amount shall be deducted from the September 2019 rent. For the purposes of this paragraph, force majeure is defined as circumstances beyond the parties' control, including strikes, embargoes, governmental regulations, lack of available materials, inclement weather and other acts of God, war, or other strife and no such delay in performance shall constitute an actual or constructive evection or entitle Sublessee to any abatement of Rent.

2 GRANT OF PREMISES AND POSSESSION.

2.1 Grant of Premises. Sublessor subleases to Sublessee and Sublessee subleases from Sublessor the Premises subject to the terms and conditions of this Sublease.

2.2 Possession. Sublessor shall deliver possession of the Premises (including the rights, privileges, benefits, rights-of-way and easements now or in the future appurtenant to the Premises) to Sublessee on the Commencement Date. During the Term, Sublessor covenants on behalf of itself and its respective successors and assigns to provide quiet and peaceable possession of the Premises to Sublessee subject to the provisions of this Sublease and the Lease referenced in Section 1.3. Sublessor warrants, to the best of its knowledge that the project is in compliance with the Americans with Disabilities Act as it existed at the effective date of this Sublease, and that Sublessee shall not be responsible for costs to bring the common areas of the building into compliance with the Americans with Disabilities Act.

2.3 Access. Sublessee shall have access to Premises and operating elevators twentyfour hours per day, 365 days per year. Sublessee shall have non-exclusive use of any common areas convenient to access or support the use of Premises (including but not limited to bathrooms, service areas, building lobby, hallways, stairways).

3 TERM.

3.1 Term. The Term of this Sublease is as set forth in Section 1.6 above.

3.1.1 Renewal. Unless this Sublease is terminated early as provided herein, Sublessee, with written notice provided to Sublessor prior to May 1, 2024, shall be entitled to extend the terms of this Sublease from February 1, 2025 through January 31, 2028 ("First Renewal Term"). For the First Renewal Term, Sublessee shall pay \$26.22 per rentable square foot per year for the first year of the First Renewal Term as Base Rent. Base Rent shall escalate 3% for each subsequent year of the First Renewal Term is not exercised, Sublessee, with written notice provided to Sublessor prior to May 1, 2027, shall be entitled to extend the terms of this Sublease from February 1, 2028 through January 31, 2031 ("Second Renewal Term"). For the Second Renewal Term, Sublessee shall pay \$28.65 per rentable square foot per year for the first year of the square foot per year for the first year of the second Renewal Term, Sublessee shall pay \$28.65 per rentable square foot per year for the first year of the Second Renewal Term as Base Rent. Base Rent shall escalate 3% for each subsequent year for the first year of the Second Renewal Term.

3.2 Cancellation of Term. Sublessee, with written notice provided to Sublessor by no later than December 1, 2021, may terminate this Sublease on June 30, 2022. In the event Sublessee exercises this cancellation right in 2022, Sublessee shall pay Sublessor a fee of \$177,132 at the time of such notice.

4 RENT.

4.1 **Definition of Rent.** The word "**Rent**" includes the amount identified in Section 1.7 and other costs, if any, expressly stated in this Sublease to be paid by Sublessee to Sublessor. Other than the Rent expressly identified in this Sublease to be paid by Sublessee to Sublessor and any other costs assigned to Sublessee as provided under the terms of this Sublease, Sublessee is not required to pay any other amounts that Sublessor may be required to pay under the Lease.

4.2 Payment of Rent. Sublessee agrees to pay Sublessor, without offset or deduction for any reason, the Rent for the Premises as and when provided herein.

4.3 Date and Form of Rent Payments. Rent shall be paid on or before the first day of each month for the duration of the Term and any renewal terms, commencing with payment for August 2019. Payment to Sublessor shall be made payable to "Bursar, University of Idaho" by electronic funds transfer pursuant to the instructions attached hereto as <u>Exhibit F</u>.

4.4 Partial Payments. Acceptance by Sublessor of any partial payment of Rent shall not constitute a waiver of the obligation of Sublessee to pay the full amount of the Rent payment then due.

SUBLEASE - 5 Regents University of Idaho/United HealthCare Services, Inc.

5 OPERATION OF PREMISES.

5.1 Sublessee's Use of Premises. Premises shall be occupied and used by Sublessee only for the Permitted Use and for no other purpose. Sublessee will not commit waste on the Premises, nor will it disfigure or deface any part of the building, grounds, or any other part or portion of the Premises, including fixtures. Sublessee further covenants that it will return the Premises at the termination of this Sublease to Sublessor in the same condition as originally received, reasonable wear and tear excepted.

5.2 Sublessor's and Sublessee's Obligations. Sublessor shall provide custodial, maintenance, and other building-wide services such as building alarm and security systems. Any other services are the responsibility of Sublessee, but shall be approved by Sublessor prior to initiation on Premises. Sublessor or Sublessor's contractor will perform all maintenance and repairs to Premises. Any repairs or other work necessitated by the intentional conduct or omission of either party by its employees, agents, guests and invitees shall be paid exclusively by the party causing such repair or other work. Sublessee shall comply with all building rules and regulations as shown on **Exhibit D**. Sublessor shall notify Sublessee of any changes to these building rules and regulations made during the Term.

5.3 Utilities. Sublessor shall be responsible for and shall promptly pay all charges, when due, for water, natural gas, electricity, and any other utility or other service (excluding phone, cable television, and internet services used by Sublessee) used upon or furnished to the Premises. except New Year's Day, Memorial Day, Independence Day, Labor Day, Thanksgiving Day, and Christmas Day. Sublessor shall provide HVAC on Monday through Friday from 7 am to 6 pm and Saturdays from 8 am to 1 pm. Should Sublessee require HVAC service outside the hours listed above, Sublessee shall pay at a rate consistent with the cost of providing the extra HVAC service which is \$40/hr. Unless failure or interruption of services is caused by the intentional act or omission of Sublessor, Sublessor shall not be liable in damages or otherwise for any failure or interruption of (i) any utility service being furnished to the Premises, or (ii) the heating, ventilating and air conditioning system. No such failure or interruption, whether resulting from a casualty or otherwise, shall entitle Sublessee to terminate this Sublease or to abate the payments Sublessee is required to make under this Sublease, unless such failure or interruption is caused by the intentional act or omission of Sublessor. For the purposes of this section "intentional act" shall not include events of failure or interruption required due to emergency or repair needs as reasonably determined by Sublessor or proper building management authority. To the extent any interruption can be scheduled or otherwise anticipated, Sublessor shall provide Sublessee with no less than twenty-four hour notice prior to such interruption.

5.4 Signs. Sublessee has the right to install suite identification signage in locations reasonably acceptable to Sublessor. All of Sublessee's signage is subject to Sublessor's prior written consent, which consent may not be unreasonably withheld, delayed or conditioned. All such installation, replacement, improvement or maintenance of signs shall be at Sublessee's sole expense. All signs placed or maintained on the Premises are subject to and shall comply with all rules, applicable ordinances and public regulations (including standards and requirements established by the Civic Plaza Condominium Declaration). Sublessee's signage may identify

entity affiliated with UnitedHealth Group, Incorporated as the same may be constituted from time to time.

5.5 Modification to Premises by Sublessee. Sublessee shall neither make nor undertake any modification or improvement to the Premises unless and except Sublessor has given its prior written consent, which consent may not be unreasonably withheld, delayed or conditioned. In all events, such modification of the Premises shall comply with all of the following requirements:

(a) Sublessee shall supply Sublessor with a complete set of construction drawings for Sublessor's review and approval at least thirty (30) days prior to Sublessee's proposed commencement of any construction work; and

(b) Sublessee may perform construction as provided by Section 5.5 or Sublessee shall retain a licensed and bonded contractor, approved in writing by Sublessor, to perform any construction work (for alterations, repair of fire or casualty, or other construction). The contractor shall carry public liability and property damage insurance, standard fire and extended coverage insurance, with vandalism and malicious mischief endorsements, during the period of construction.

5.6 Hazardous Material Use. Sublessee and Sublessor shall not cause or permit any Hazardous Material to be brought upon, kept, used, disposed, or discharged, in, on, from or about the Premises by their agents, employees, contractors, customers, clients, guests or invitees except as incidental to Sublessee's permitted use of the Premises, and only in quantities that are less than the quantities that are required to be reported to governmental or other authorities under applicable law or regulations. Sublessor shall comply with all applicable laws and regulations regulating the use, reporting, storage, discharge and disposal of Hazardous Material. As used in the Sublease, the term "Hazardous Material" means any hazardous or toxic substance, material or waste that is or becomes regulated by any federal, state or local governmental authority or political subdivision. The term "Hazardous Material" includes, without limitation, any material or substance that is (i) defined as a "hazardous substance" under applicable law, (ii) petroleum, (iii) asbestos, (iv) polychlorinated biphenyl ("PCB"), (v) designated as a "hazardous substance" pursuant to Section 311 of the Federal Water Pollution Control Act (33 U.S.C. §1321), (vi) defined as a "hazardous waste" pursuant to Section 1004 of the Solid Waste Disposal Act (42 U.S.C. §6903), (vii) defined as a "hazardous substance" pursuant to Section 101 of the Comprehensive Environmental Response, Compensation and Liability Act (42 U.S.C. §9601), (viii) defined as a "regulated substance" pursuant to Section 9001 of the Solid Waste Disposal Act (Regulation of Underground Storage Tanks), 42 U.S.C. §6991, (ix) considered a "hazardous chemical substance and mixture" pursuant to Section 6 of the Toxic Substance Control Act (15 U.S.C. § 2605), or (x) defined as a "pesticide" pursuant to Section 2 of the Federal Insecticide, Fungicide and Rodenticide Act (7 U.S.C. § 136).

5.7 Real and Personal Property Taxes.

5.7.1 Payment of Taxes. Sublessee shall be responsible for payment of any personal property taxes levied against Sublessee's or its sub-tenant's personal property.

5.7.2 Tax on Rent. Should any government impose a tax, assessment, gross receipts tax, transaction tax, privilege tax, sales tax or similar tax (other than an income or franchise tax) on the Rent, including taxes on any utility services, such taxes and assessments shall be paid by Sublessee.

5.8 Covenant Against Liens. Sublessee will not directly or indirectly create or cause to be created or to remain, and will promptly discharge, at Sublessee's sole expense, any mechanics' lien or similar lien against the Premises which is created or caused to be created by Sublessee's work on the Premises. Sublessee has no authority or power to cause or permit any mechanics' lien or similar lien created by act of Sublessee, operation of laws, or otherwise to attach to or be placed upon Sublessor's title or interest in the Premises. Any lien against Sublessee shall attach only to Sublessee's leasehold interest in the Premises. Sublessee may contest, at Sublessee's sole expense, any lien, and the lien may remain pending resolution of the challenge. Sublessee shall indemnify and hold Sublessor harmless from any and all loss, damage or expense occasioned by the lien and shall provide such security as Sublessor may reasonably demand. If the lien is adjudged to be valid, Sublessee shall promptly pay and discharge the lien.

5.9 Sublessor's Right of Entry. Sublessor shall be entitled to enter the Premises in a manner that does not unreasonably interfere with Sublessee's permitted use of the Premises.

Operating Cost Adjustment During Term. Operating Costs for the Premises are 5.10 included in the Base Rent up to the amount of 2019 estimated Operating Costs ("Base Year Operating Expense"). The components and amounts of Base Year Operating Costs are shown in Exhibit C as "recoverable expenses" and shall at no time include capital costs. Total building Operating Costs (based on full building occupancy) shall be calculated by Sublessor at the end of 2019 and each calendar year of the Term (or any renewal terms) thereafter (or partial calendar year if permitted sublease termination or cancellation occurs before the end of any calendar year). Sublessee's share of building Operating Costs is 7.5%. If during any calendar year the actual Operating Costs for that year are greater than the Base Year Operating Expense, Sublessee shall pay its pro-rata share of the increase in actual Operating Costs of the building for that year in which such actual Operating Costs exceed Base Year Operating Expense. If the Operating Costs of any year are less than the Base Year Operating Expense, Sublessee shall be credited with its pro-rata share of such decrease in actual Operating Costs. The increase or decrease shall be referred to as the "Adjustment Amount". The Adjustment Amount shall be considered Rent and included as a single additional payment (or credit) within thirty (30) days of billing (or payment) notification by Sublessor or Sublessor's billing agent. In the last year of the Sublease Term or Renewal Term, the Adjustment Amount shall be paid or credited upon notification of billing (or payment) for the Adjustment Amount which may be calculated and noticed after the Term and Sublease have expired. Expense information to support the determination of actual building Operating Costs for each year shall be provided by Sublessor within a reasonable time upon request by Sublessee. Sublessee shall have the right to audit such Operating Costs, and if such audit should prove an error of more than \$1000 for any year, such error shall be adjusted between the parties and, if the error causes an increase in Operating Costs, Sublessee shall pay its pro-rata share of such increase to Sublessor. If the error causes a decrease in Operating Costs, Sublessor shall credit Sublessee its pro rata share of such decrease.

6 CHANGES IN THE PARTIES.

6.1 Relationship of Parties. Nothing contained in this Sublease shall be construed as creating the relationship of principal or agent, partnership or joint venture. Neither the method of computation of Rent nor any other provision of this Sublease, nor any act of the parties, shall be deemed to create any relationship other than that of sublessor and sublessee.

6.2 Successors and Assigns. This Sublease shall benefit and bind the successors and permitted assigns of the parties.

6.3 Sublessee Assignment and Sub-Sublease of Premises. Any assignment or subsublease shall be subject to the provisions of the Sublease and other legally recorded covenants of restrictions, placed on the Premises. Subject to these limitations, Sublessee may, upon notice to but without written approval from Sublessor assign its interests under this Sublease, as amended, to (a) any entity resulting from a merger or consolidation with Sublessee, (b) any entity succeeding to the business and assets of Sublessee, or (c) any affiliated subsidiary or related company of Sublessee. Aside from these listed exceptions, Sublessee may NOT assign or sublet all or a part of its interests in this Sublease as amended unless Sublessee first obtains the written consent of Sublessor, which consent shall be based upon Sublessor's determination that the new party's business and activities and intended use of the Premises are in Sublessor's reasonable judgment consistent with the current occupancy of the remaining building. Sublessor's consent based upon this judgment shall not be unreasonably withheld or delayed. Any losses or profits sustained from such sub-sublease shall accrue to Sublessee.

6.4 Sublessor's Transfer. Sublessor may sell, assign or otherwise transfer the Premises. If Sublessor should sell, transfer, or terminate Sublessor's interest in the Premises, then effective with the date of the sale, transfer, or termination, Sublessor shall be released and discharged from any and all further obligations and responsibilities under this Sublease (except those already accrued) upon written assumption by the buyer or transferee of Sublessor's liabilities under this Sublease.

6.5 Attornment. Sublessee shall attorn to, and recognize as successor Sublessor under this Sublease, any person that purchases or obtains title to the Premises or to Sublessor's leasehold pursuant to a conveyance by Sublessor.

6.6 Subordination. Sublessee agrees that this Sublease is and shall remain subordinate to the Lease and any subsequent mortgage or deed of trust encumbering the Premises, together with any renewals, modifications or extensions of subsequent mortgages or deeds of trust. This subordination is self-operative without the need for any further document or instrument. Upon Sublessor's request, Sublessee shall execute reasonable instruments that are reasonably required to subordinate this Sublease to mortgages or deeds of trust made by Sublessor or the Idaho State Building Authority.

6.7 Estoppel Certificate. From time to time upon not less than ten (10) business days prior written request by a party, the other party will deliver to the requesting party a certificate in writing stating, if accurate (i) that this Sublease is unmodified and in full force and effect (or that

the Sublease as modified is in full force and effect, describing the modifications), (ii) that the rents and other charges have been paid to date, and (iii) that the requesting party is not in default under any provision under this Sublease (or, if in default, the nature of the default). If the party shall fail to respond within thirty (30) business days of receipt the written request for the estoppel certificate, the party shall be deemed to have given the certificate without modification.

7 LOSS AND DAMAGE TO PREMISES.

7.1 Sublessee's Possession at Own Risk. Sublessee covenants and agrees that neither Sublessor nor its agents shall be liable in any way for personal injuries or property damages sustained by Sublessee, its employees, visitors, or by any occupant of the subleased Premises, or by any other persons or organizations claiming through Sublessee, resulting from the condition, state of repair, or use of the subleased Premises, or any part thereof, or of any equipment therein or appurtenances thereto, or resulting from any act or negligence of Sublessee or of any other person or persons excepting Sublessor or its agent. Neither Sublessor nor its agents shall be liable for damage to Sublessee's personal property or for any loss suffered by Sublessee caused in any manner whatsoever, except when Sublessor or its agents willfully or negligently causes such damage or loss.

7.2 Insurance. As provided by the underlying Lease, the State of Idaho maintains an insurance policy (or policies) insuring the Premises. Sublessee shall obtain the following types and amounts of insurance: i) Commercial General and Umbrella Liability Insurance, maintaining commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than \$1,000,000 each occurrence and in the aggregate, ii) CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, productscompleted operations, personal injury and advertising injury, and liability assumed under an insured contract including the tort liability of another assumed in a business contract, iii) Sublessee shall maintain Automobile Liability in the amount of \$1,000,000 Combined Single Limit, such coverage shall include Non-Owned and Hired Car coverage, and iv) Sublessee shall maintain all statutorily required Workers Compensation coverages, including Employer's Liability, at minimum limits of \$100,000 / \$500,000 / \$100,000. Sublessee's insurer's shall have a Best's rating (or equivalent) of AV or better and be licensed and admitted in Idaho. Sublessee shall furnish Sublessor with a certificate of insurance executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Sublessor may choose to maintain. The certificate of insurance shall list Sublessor as "State of Idaho and the Board of Regents of the University of Idaho, Attn: Risk Management, 875 Perimeter Dr MS 2433, Moscow ID 83844-2433" as the Certificate Holder. All certificates shall provide for thirty (30) days' written notice to Certificate Holder prior to cancellation or material change of any insurance referred to in the certificate. All policies shall name Certificate Holder as an additional insured. Failure of Certificate Holder to demand a certificate or other evidence of full compliance with these insurance requirements or failure of Certificate Holder to identify a deficiency from evidence that is provided shall not be construed as a waiver of Sublessee's obligation to maintain such insurance. Failure to maintain the required insurance may result in default as provided herein. By requiring this insurance, Sublessor does not represent that coverage and limits will necessarily

be adequate to protect Sublessee, and such coverage and limits shall not be deemed as a limitation on Sublessee's liability under the terms of this Sublease as amended.

7.3 Sublessee's Personal Property Insurance. No insurance is provided by Sublessor for Sublessee's personal property. Sublessee shall insure and be solely responsible for insurance coverage on personal property, of every kind or nature, which is not part of the Premises or owned by Sublessor. Sublessee shall, at Sublessee's sole cost and expense, either obtain the insurance Sublessee deems advisable, or shall be deemed to be self-insured. Sublessee waives all rights on insurance purchased by Sublessor (if any).

7.4 Waiver of Subrogation. To the extent permitted by their respective insurers, Sublessor and Sublessee (and each person claiming an interest in the Premises through Sublessor or Sublessee) release and waive their entire right of recovery against the other for direct, incidental or consequential or other loss or damage arising out of, or incident to, the perils covered by property insurance carried by Lessee under this Sublease, or by either or both Sublessor or Landlord under the Lease, whether due to the negligence of Sublessor, Sublessee or Landlord. If necessary, all insurance policies may be endorsed to evidence this waiver.

7.5 Effect of One Party's Actions on Other Party's Insurance. Neither party shall do or permit to be done anything that shall invalidate any insurance carried by the other party.

7.6 Condemnation. Subject to the provisions of Section 10.1 of the Lease (as defined in Section 1.3 of this Sublease), if any material portion of the Premises is permanently condemned or taken under any governmental law, ordinance or regulation, by right of eminent domain, or by deed in lieu, then either party may, at its sole option and upon written notice to the other given within fourteen (14) days following the date the condemning authority takes title or possession, whichever comes first ("date of taking"), terminate this Sublease effective on the date of taking. For purposes of this Section 7.6, a "material" portion of the building means such portion of the building as would render the remaining portion of the building insufficient for Sublessee's continuing needs. Upon receipt of notice of any proposed condemnation, the receiving party shall promptly notify the other party. Sublessor may reserve all rights to damages to the Premises for any taking or condemnation of all or any portion of the Premises.

7.7 Damage or Destruction of Premises. In the event of damage to or destruction of the improvements to the Premises by fire or other casualty, except for damage caused by the negligence or willful act or omission of Sublessee, and subject to the terms of the underlying Lease, Sublessor may at its option either (a) promptly repair such damage or cause such damage to be repaired, in which event the Sublease shall continue in full force and effect, or (b) terminate the Sublease as of the date of such damage, by giving Sublessee written notice thereof within thirty (30) days of the damage. In the event the damage is caused by the negligence or willful act or omission of Sublessee shall be obligated to provide insurance proceeds to the extent such proceeds are available to repair, restore or rebuild and Sublessee shall deliver all insurance proceeds and/or assign any causes of action it may possess against any person or entity to Sublessor. If Sublessor elects to proceed under subsection (a) above, during the period of damage, distribution, repair, restoration or rebuilding, this Sublease shall remain in effect; and there shall

be no abatement of rent provided, however, Sublessee shall be entitled to recoup any loss of use over the twelve (12) months following restoration of the Premises.

8 DEFAULT BY SUBLESSEE OR SUBLESSOR.

8.1 Default by Sublessee. Sublessee shall be in default under this Sublease if any of the following occur: (i) Sublessee fails to pay any Rent within five (5) business days after Sublessee's receipt of Sublessor's written notice that such payment is past due; (ii) Sublessee fails to perform or observe any other covenant, agreement or condition which Sublessee is required to perform or observe and the failure shall not be cured within thirty (30) days after delivery of written notice to Sublessee of the failure (or, if the cure cannot be effected within the thirty day period, then within the additional period of time as may be required to cure the default provided Sublessee is diligently and continuously pursuing the cure to completion); (iii) Sublessee is named as a debtor in any voluntary or involuntary bankruptcy proceeding; (iv) substantially all of Sublessee's assets are placed in receivership or are subjected to attachment or other judiciary seizure; (v) Sublessee makes or suffers a general assignment for the benefit of creditors; or (vi) Sublessee vacates all or a substantial portion of the Premises and also ceases payment of rent for any portion of the Premises.

8.2 Remedies of Sublessor. In the event of Sublessee's default as set forth in Section 8.1, Sublessor shall have the remedies set forth in this Sublease by the giving of prior written notice to Sublessee at any time during the continuance of the event of default. Sublessor's remedies are cumulative and not alternative remedies.

8.2.1 Legal and Equitable Remedies. Sublessor and Sublessee shall have all remedies available at law or in equity.

8.2.2 Termination of Sublease. In the event of a Sublessee default, in addition to all other rights and remedies available to Sublessor in law and equity, Sublessor may (i) change the locks and lock the doors to the Premises and exclude Sublessee from the Premises, (ii) enter the Premises and remove all persons and personal property therefrom without being liable for prosecution or any claim for damages for the removal, (iii) declare the Sublease terminated, (iv) commence litigation for the Rent due and to become due under the Sublease, and for any damages sustained by Sublessor, (v) continue the Sublease in effect and re-let the Premises on such terms and conditions as Sublessor may deem advisable, and (vi) hold Sublessee liable for the Rent, the reasonable cost of obtaining possession of the Premises, the reasonable cost of releting the Premises (including attorney's fees, broker's commissions and tenant improvements), less the Rents actually received from the reletting, if any.

8.2.3 Advance. In the event of Sublessee's default, Sublessor may remedy the default for the account and at the expense of Sublessee. If Sublessor at any time, by reason of the default, is compelled to pay, or elects to pay, any money or do any act which will require the payment of any money, or is compelled to incur any expense, including reasonable attorneys' fees, in instituting or prosecuting any action or proceeding to enforce Sublessor's rights under this Sublease, the money paid by Sublessor, with interest from the date of payment, shall be additional rent and shall be due from Sublessee to Sublessor as Rent.

8.2.4 Interest on Delinquent Sums. Whenever any sum due under this Sublease is not paid when due, it shall bear interest thereafter at five percent (5%) per annum.

8.3 Default by Sublessor. Sublessor shall be in default under this Sublease if Sublessor fails to supply agreed to services or otherwise perform or observe any covenant, agreement or condition which Sublessor is required to perform or observe and the failure shall not be cured within thirty (30) days after delivery of written notice to Sublessor by Sublessee of the failure (or, if the cure cannot be effected within the thirty-day period, then within the additional period of time as may be required to cure the default provided Sublessor is diligently and continuously pursuing the cure to completion).

8.4 Remedies of Sublessee. In the event of Sublessor's default as set forth in Section 8.3, Sublessee shall have all rights provided at law or in equity. Sublessee's obligation to pay Rent is independent of all other rights, and Sublessee may not withhold Rent from Sublessor or pay Rent to other parties or into any escrow or holding account because of the default or alleged default of Sublessor.

9 TERMINATION OF SUBLEASE.

9.1 Events of Termination. This Sublease shall terminate upon the occurrence of one or more of the following events: (i) by mutual written agreement of Sublessor and Sublessee; (ii) by Sublessor pursuant to the express provisions of this Sublease; (iii) by Sublessee pursuant to the express provisions of this Sublease; (iv) upon expiration of the Term (or exercised renewal terms) of this Sublease; (v) by reason of Section 7.6 or 7.7 relating to condemnation or destruction of the Premises.

9.2 Surrender of Possession. Upon termination of this Sublease, Sublessee will immediately surrender possession of the Premises to Sublessor. If possession is not immediately surrendered, Sublessor may, in compliance with the laws of the State of Idaho, re-enter and repossess the Premises and remove all persons or property.

9.3 Holding Over. If Sublessee fails to deliver actual possession of the Premises to Sublessor upon termination of this Sublease, Sublessor shall have all remedies available at law or in equity to a lessor or sublessor of real property in the State of Idaho, plus the following remedies: (i) Sublessor may recover damages from Sublessee in an amount equal to (a) the Rent applicable immediately prior to termination for each full or partial month that Sublessee fails to deliver actual possession of the Premises to Sublessor, and (b) all damages sustained by Sublessor by reason of Sublessee's failure to deliver actual possession of the Premises to Sublessor may accept Sublessee's failure to deliver actual possession of the Premises to Sublessor as an irrevocable offer by Sublessee to renew this Sublease for a month to month period and shall entitle Sublessor to 125% of the prepaid Base Rent for the period that Sublessee fails to deliver actual possession of the Premises to Sublessor.

9.4 Condition of Premises Upon Termination. Sublessee, upon termination or abandonment of this Sublease or termination of Sublessee's right of possession, agrees as follows:

SUBLEASE - 13 Regents University of Idaho/United HealthCare Services, Inc.

9.4.1 Removal of Property. Except as permitted by this Sublease, Sublessee shall not remove any alterations, improvements or additions made to the Premises by Sublessee or others, without the prior written consent of Sublessor, which consent may be withheld for any reason or for no reason. Upon termination, or within seven (7) days thereafter, Sublessee shall remove, in a good and workmanlike manner, all personal property (including system furniture which may be attached to Premises) of Sublessee. Sublessee shall promptly repair all damage occasioned by such removal in a good and workmanlike manner. If Sublessee fails to remove any property, Sublessor may (i) accept the title to the property without credit or compensation to Sublessee, or (ii) remove and store the property, at Sublessee's expense, in any reasonable manner that Sublessor may choose.

9.4.2 Restoration of Premises. Sublessee shall restore the Premises to a broom clean condition and in the condition existing on the Commencement Date, with the exception of (i) ordinary wear and tear, and (ii) alterations, improvements and additions which Sublessor approved in writing prior to installation and which Sublessor has not directed Sublessee in writing to remove. If Sublessee fails to properly restore the Premises, Sublessor, at Sublessee's expense, may restore the Premises in any reasonable manner that Sublessor may choose.

10 CLAIMS AND DISPUTES.

10.1 Rights and Remedies Cumulative. Except where expressly provided otherwise in this Sublease, each party's rights and remedies described in this Sublease are cumulative and not alternative remedies.

10.2 Non-waiver of Remedies. A waiver of any condition stated in this Sublease shall not be implied by any neglect of a party to enforce any remedy available by reason of the failure to observe or perform the condition. A waiver by a party shall not affect any condition other than the one specified in the waiver and a waiver shall waive a specified condition only for the time and in the manner specifically stated in the waiver. The acceptance by Sublessor of rent or other money from Sublessee after termination of the Sublease, after termination of Sublessee's right of possession, after the occurrence of a default, or after institution of any remedy by Sublessor shall not alter, diminish, affect or waive the Sublease termination, termination of possession, default or remedy.

10.3 Indemnification.

10.3.1 By Sublessor. Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the *Idaho Tort Claims Act*, Sublessor agrees to indemnify and hold harmless Sublessee, its agents and assigns, from and against any and all claims, losses, damages, injuries, liabilities, and costs, including reasonable attorneys' fees, court costs and expenses and liabilities incurred in or from any such claim, arising as a direct result of Sublessor's possession, operations or performance under this Sublease and which are caused by the sole negligence of Sublessor, its agents and assigns. Sublessor shall promptly notify Sublessee of any such claims of which it has knowledge and shall cooperate fully with Sublessee or its representatives in the

defense of the same. This indemnification does not apply when such claims, damages, costs, liabilities, and expenses are the result of negligence on the part of Sublessee, its agents or assigns.

10.3.2 By Sublessee. Sublessee agrees to indemnify and hold harmless Sublessor, its agents and assigns, from and against any and all claims, losses, damages, injuries, liabilities, and costs, including attorneys' fees, court costs and expenses and liabilities incurred in or from any such claim, arising as a direct result of Sublessee's possession, operations or performance under this Sublease and which are caused by the sole negligence of Sublessee, its agents or assigns. Sublessee shall promptly notify Sublessor of any such claims of which it has knowledge and shall cooperate fully with Sublessor or its representatives in the defense of the same. This indemnification does not apply when such claims, damages, costs, liabilities, and expenses are the result of negligence on the part of Sublessor, its agents or assigns.

10.4 Hazardous Material Indemnification

10.4.1 By Sublessor. During and after the Term of this Sublease, and subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, Sublessor shall indemnify and hold Sublessee harmless from any and all costs (including costs of remediation or clean-up and any proceedings related thereto), claims, judgments, damages, penalties, fines, liabilities or losses (including, without limitation, diminution in value of the Premises, damages for the loss or restriction on use of rentable or useable space or any amenity of the Premises, damages arising from any adverse impact on marketing of space, and sums paid in settlement of claims, attorneys' fees, consultant fees and expert fees) which arise during or after the Term as a result of Sublessor's breach of the obligations stated in Section 5.6 regarding Hazardous Material. This indemnification of Sublessee by Sublessor includes, without limitation, costs incurred in connection with any investigation of site conditions or any cleanup, remedial, removal, or restoration work required by any federal, state, or local governmental agency or political subdivision because of Hazardous Material present in the soil or ground water on or under the Premises. Without limiting the preceding, if the presence of any Hazardous Material on the Premises caused or permitted by Sublessor results in any contamination of the Premises, Sublessor shall promptly take all actions at Sublessor's sole expense as are necessary to return the Premises to the condition existing prior to the introduction of any Hazardous Material to the Premises.

10.4.2 By Sublessee. During and after the Term of this Sublease, Sublessee shall indemnify and hold Sublessor harmless from any and all costs (including costs of remediation or clean-up and any proceedings related thereto), claims, judgments, damages, penalties, fines, liabilities or losses (including, without limitation, diminution in value of the Premises, damages for the loss or restriction on use of rentable or useable space or any amenity of the Premises, damages arising from any adverse impact on marketing of space, and sums paid in settlement of claims, attorneys' fees, consultant fees and expert fees) which arise during or after the Term as a result of Sublessee's breach of the obligations stated in Section 5.6 regarding Hazardous Material. This indemnification of Sublessor by Sublessee includes, without limitation, costs incurred in connection with any investigation of site conditions or any cleanup, remedial, removal, or restoration work required by any federal, state, or local governmental agency or political subdivision because of Hazardous Material present in the soil or ground water on or under the Premises. Without limiting the preceding, if the presence of any Hazardous Material on the

Premises caused or permitted by Sublessee results in any contamination of the Premises, Sublessee shall promptly take all actions at Sublessee's sole expense as are necessary to return the Premises to the condition existing prior to the introduction of any Hazardous Material to the Premises.

10.5 Effect of Sublessor's Insurance on Sublessee's Obligation. From time to time and without obligation to do so, Sublessor may purchase insurance against damage or liability arising out of or related to the Premises. The purchase or failure to purchase insurance shall not release or waive the obligations of Sublessee set forth in this Sublease. Sublessee waives all claims on insurance purchased by Sublessor. Sublessee's insurance shall be the primary insurance for claims which are the responsibility of Sublessee as provided by this Sublease, notwithstanding Sublessor's purchase of any additional or supplemental insurance coverage.

10.6 Dispute Resolution. If the parties disagree regarding the performance of this Sublease, then the parties agree to engage in direct discussions to settle the dispute. If the disagreement cannot be settled by direct discussions, then the parties may agree to attempt to settle the disagreement in an amicable manner by mediation. Thereafter, any unresolved disagreement arising from or relating to this Sublease or a breach of this Sublease shall be resolved as provided by law. The provisions of this Section 10.6 shall not apply to disputes arising from Sublessee's default in the performance of any obligation to pay Rent.

10.7 Attorney Fees and Costs. If a party is in default under this Sublease, then the defaulting party shall pay to the other party reasonable attorney fees and costs (i) incurred by the other party after default and referral to an attorney and (ii) incurred by the prevailing party in any litigation (including any reasonable attorney fees on appeal).

10.8 Interpretation. The law of the State of Idaho shall govern this Sublease. The courts in the State of Idaho shall have exclusive jurisdiction. The invalidity of any portion of this Sublease shall not affect the validity of any other portion of this Sublease. This Sublease constitutes the entire, completely integrated agreement among the parties and supersedes all prior memoranda, correspondence, conversations and negotiations. Whenever the consent of either party is required to an action under this Sublease, consent shall not be unreasonably withheld or delayed, unless otherwise expressly provided.

11 GENERAL PROVISIONS.

11.1 Notices. All notices of any kind and for any purpose under this Sublease shall be in writing and must be delivered only by reputable overnight courier. Notices are deemed delivered one (1) business day after deposit with such overnight courier. Proof of delivery shall be by affidavit of personal delivery, machine generated confirmation of fax transmission, or return receipt issued by U.S. Postal Service or express courier. Notices shall be addressed to the address set forth below:

Sublessee:

United HealthCare Services, Inc. Lease Administration - MN008-W310

SUBLEASE - 16 Regents University of Idaho/United HealthCare Services, Inc.

ATTACHMENT 1

9900 Bren Road East Minnetonka, MN 55343

Sublessor:

Regents of the University of Idaho Vice President for Finance and Administration 875 Perimeter Dr MS 3162 Moscow ID 83844-3162

11.2 Brokers. Each party hereto represents and warrants to the other party that the representing party has no arrangement with any realtor, broker or agent in connection with the negotiations of this Sublease other than Sublessor's use of Collier's International as its exclusive representative for such brokerage services and Sublessee's use of Jones Lang LaSalle Brokerage, Inc as its exclusive representative for such brokerage services. Sublessor shall be required to pay 6% of the total Base Rent for the Term to Collier's International. Payment by Sublessor shall be made upon billing from Collier's International.

11.3 Non-recording. This Sublease shall not be recorded. A Memorandum of Sublease executed by both parties hereto may be recorded.

11.4 Time is of the Essence. Time is of the essence with respect to the obligations to be performed under this Sublease.

11.5 Equal Opportunity. Each party agrees not to discriminate against any employee or applicant for employment in the performance of this Sublease, with respect to tenure, terms, conditions, or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. Breach of this covenant may be regarded as a material breach of this Sublease.

11.6 Non-use of Names and Trademarks. No party to this Sublease shall, without express written consent in each case, use any name, trade name, trademark, or other designation of any other party hereto (including contraction, abbreviation, or simulation) in advertising, publicity, promotional, or similar activities or context.

11.7 Execution in Counterparts. This Sublease may be executed in any number of counterparts, all of which are considered one and the same Sublease notwithstanding that all parties hereto have not signed the same counterpart. Signatures of this Sublease which are transmitted by either or both electronic or telephonic means (including, without limitation, facsimile and email) are valid for all purposes. Any party shall, however, deliver an original signature of this Sublease to the other party upon request.

11.8 No Publication. Neither party hereto shall publicize in a medium of general circulation available to the general public (e.g., trade journals, newspapers, radio, television, internet, etc.) the transaction evidenced by this Sublease. The foregoing prohibition is not applicable to disclosures required by applicable laws.

11.9 Expansion Premises. So long as the following space is available for commercial leasing, Subtenant has the option to expand the Premises by up to 10,000 rentable square feet (the "<u>Expansion Premises</u>") during the first 24 months immediately following the Commencement Date. An expansion under this section will be subject to the terms and conditions set forth in this Sublease except that the amount payable by Sublessor under Section 1.9.4 above will equal \$12 per rentable square foot of expansion space during the first twelve months of the Term, and for the second twelve months of the Term the amount payable by Sublessor will equal \$9/rsf

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IN WITNESS WHEREOF, the parties hereto have executed this Sublease as of the date first set forth above.

Sublessor:

Board of Regents of the University of Idaho

Title [.]	Brian Foisy, Vice President Finance and Administratio
Date:	
Subless	see:
United	HealthCare Services, Inc.
By:	
Name:	
Title:	
Date:	
Date:	
	1.0

By:	
Name: Wayne Mueleman	
Title: Executive Director	
Date:	

EXHIBIT "A"

Lease dated December 17, 2002, said Lease being entered into by and between the Idaho State Building Authority and the State of Idaho

[See Attached]

Exhibit A

FACILITIES LEASE (Idaho Water Center)

THIS FACILITIES LEASE is entered into and is effective as of the 17th day of December, 2002, between the IDAHO STATE BUILDING AUTHORITY (the "Authority"), as lessor, the STATE OF IDAHO (the "State") acting through the DEPARTMENT OF WATER RESOURCES ("IDWR"), the IDAHO WATER RESOURCE BOARD (the "Water Board"), the DEPARTMENT OF ADMINISTRATION ("DOA"), and THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO (the "University"), each of which are state bodies as defined in the Idaho State Building Authority Act, as lessee.

RECITALS

A. The Authority was created by the Idaho State Building Authority Act, Title 67, chapter 64, Idaho Code (the "Act"), to finance, construct, and operate facilities for the purposes set forth in the Act; and

B. The Authority is empowered by the Act, among other powers, to acquire property; to enter into agreements with any agency, board, department or commission of the State of Idaho in furtherance of the purposes of the Act, including the acquisition, development, maintenance, operation, and financing of any facility; to provide for the construction, reconstruction, improvement, alteration, or repair of any facility or part thereof; and to lease such facilities to a state body as defined in the Act; and

C. In accordance with the provisions of Idaho Code, Section 67-6410(a), the Idaho Legislature, pursuant to House Concurrent Resolution No. 60, Second Regular Session of the Fifty-Sixth Legislature has authorized the University and IDWR as state bodies under the Act to enter into agreements with the Authority as may be reasonable and necessary for the purpose of providing financing and development of office, research and educational facilities for their use; and

D. The Water Board is a party to this Facilities Lease because of its power to contract on behalf of IDWR; and

E. The DOA is a party to this Facilities Lease pursuant to Section 67-5708, Idaho Code.

F. The Authority will enter into an agreement with Ada County, Idaho (the "County") providing for the Authority to acquire from the County that certain Civic Plaza Condominium Unit No. 101 ("Unit No. 101") under that certain Declaration of Covenants and Restrictions Establishing a Plan of Ownership For Civic Plaza Condominium Srecorded on October 9, 2002 as Instrument No. 102116495 (the "Civic Plaza Condominium Declaration"), such Unit No. 101 constituting the site upon which the Authority will undertake the construction of a building known as the "Idaho Water Center;" and

G. The University will enter into a Parking Access Agreement (the "Parking Access Agreement"), with the Urban Renewal Agency of the City of Boise, also known as Capital City

FACILITIES LEASE - 1 CONSENT - BAHR - SECTION II Development Corporation ("CCDC") providing for parking access for the use of the State in certain public parking facilities operated and to be operated by CCDC.

H. The Authority will enter into a sublease agreement (the "Fleet Space Sublease") with CCDC providing for the lease of those certain Civic Plaza Condominium Unit Nos. 302A and 302B ("Unit Nos. 302A and 302B") under the Civic Plaza Condominium Declaration, such Units Nos. 302A and 302B constituting the site of secure fleet parking and related facilities.

I. The Authority intends to finance the cost of acquisition of the Facilities (as defined herein) and related costs by the issuance of bonds or other evidences of indebtedness as authorized by the Act; and

J. The State will lease the Facilities from the Authority to be used and occupied upon the terms and conditions set forth in this Facilities Lease.

NOW, THEREFORE, in consideration of the mutual promises, conditions, and covenants set forth herein, the parties agree:

ARTICLE 1 FINDINGS AND DECLARATION

Section 1.1 Findings. The Authority has found and declared, in accordance with Section 67-6410(c), Idaho Code, that the Facilities will be of public use and will provide a public benefit to the people of the State of Idaho.

Section 1.2 Declaration. The parties agree and acknowledge that the Recitals contained in this Facilities Lease are true and are incorporated into this Facilities Lease as if set forth in full. This Facilities Lease shall constitute the agreement of the Authority to provide the Facilities as required by Section 67-6410(b), Idaho Code.

ARTICLE 2 DEFINITIONS

The terms used herein shall have the following meanings:

A. "Act" shall mean Chapter 64, Title 67, Idaho Code, as it now exists and as it may hereafter be amended and supplemented.

B. "Annual Rent" shall mean, with respect to the initial term of this Facilities Lease and each renewal term thereof, the Basic Rent and Additional Rent determined in accordance with Article 6 hereof due and payable by the State to the Authority with respect to the Facilities for such lease term.

C. "Authority" shall mean the Idaho State Building Authority, an independent public body corporate and politic of the State of Idaho, created by and existing under the Act.

D. **"Bonds"** shall mean the portion of any bond or bonds, note or notes, or other evidences of indebtedness, including the State Building Revenue Bonds, Series 2003A (the "Series 2003A Bonds") and the State Building Revenue Bonds (Taxable) Series 2003B (the "Series 2003B Bonds") issued by the Authority for the purpose of financing the Cost of Acquisition and

Construction and bonds or notes issued to refinance all or any part thereof and any bonds or notes issued to finance any additions, modifications or replacements of the Facilities from time to time hereafter.

E. **"Bond Resolution"** shall mean the resolution or resolutions of the Authority, as amended and supplemented, authorizing the issuance of Bonds.

F. "Civic Plaza Condominium Declaration" shall mean the Declaration of Covenants and Restrictions Establishing a Plan of Ownership for Civic Plaza Condominiums recorded on October 9, 2002, as Instrument No. 102116495, records of Ada County, Idaho.

G. "Code" means the Internal Revenue Code of 1986, as amended, regulations thereunder and rulings and judicial decisions interpreting or construing the Code.

Η. "Cost of Acquisition and Construction" shall mean any proper and reasonable cost, whether or not specifically mentioned herein, of acquisition, development and design and construction of the Facilities, including fixtures and machinery, apparatus and equipment; of engineering and architectural services, designs, plans, specifications and surveys; planning, analysis, project management, administration, inspection and similar services in connection with the Facilities; acquisition or lease of any land or interest therein for use in connection therewith; preparation of the sites thereof and of any land to be used in connection therewith; any indemnity and surety bonds and insurance premiums; allocable administrative and general expenses of the Authority; allocable portions of legal fees, audits, fees and expenses of any trustees, depositories and paying agents, financial advisors, underwriters and others for the Bonds; issuance of the Bonds, interest on and other financing charges, and fees and expenses of other advisors and consultants necessary or appropriate in connection therewith; the payment of any Bonds of the Authority (including any interest and redemption premiums) issued to temporarily finance the payment of any item or items of cost of the Facilities; expenses necessary or incidental to determining the feasibility or practicability of the Facilities; and all other reasonable expenses not specified herein as may be necessary or incidental to the development, design, construction and acquisition of the Facilities, the financing thereof, and the placing of the same in use and operation.

I. "Facilities" shall mean Unit No. 101, Unit Nos. 302A and 302B, and any limited common area related to such units further described in Exhibit A hereto and the building and facilities to be built on Unit No. 101 which Facilities shall be commonly known as the "Idaho Water Center," together with the parking and related facilities to be constructed on Unit Nos. 302A and 302B and all equipment, fixtures, improvements, appurtenances, and other facilities to be designed and constructed thereon or installed therein. This definition of Facilities is intended to refer at all times to the real and personal property interests leased by the Authority to the State hereunder. Accordingly, if at any time Option Space is acquired through the exercise of an option to purchase granted hereunder, such portion of the Facilities comprising the Option Space will thereupon cease to be included in the definition of Facilities.

J. "Facilities Lease" shall mean this Facilities Lease, including any amendments or supplements thereto.

K. "Fiscal Year" shall mean the twelve-month period of each year beginning July 1 and ending on the following June 30.

L. "IDWR Rent" shall mean the portion of the Annual Rental IDWR is obligated to pay as provided in the Operating Agreement.

M. **"Insurer"** shall mean XL Capital Assurance Inc., a New York stock insurance company, as insurer of the Bonds.

N. "Operating Agreement" shall mean the operating agreement, dated as of December 17, 2002, between the IDWR, the Water Board and the University, which shall provide for the division between the IDWR and the University of all rights and obligations of the State as the lessee under this Facilities Lease.

O. "Operating Costs" shall mean the Authority's expenses (including reasonable reserves for such expenses) for condominium assessments, allocable administration and general expenses of the Authority, expenses for maintenance and repairs, insurance premiums, utility charges, legal, financial, architectural and engineering expenses, fees and expenses of fiduciaries under the Bond Resolution, bond insurance, guaranty and/or letter of credit fees, interest and finance charges, and any other expenses or contingencies to be paid or provided for by the Authority, all to the extent properly attributable to the Facilities and payable by the Authority. Operating Costs shall not include any Cost of Acquisition and Construction or any provision for depreciation, amortization or similar charges or any expenses for maintenance and repairs, utility services or insurance paid for or provided by the State pursuant to this Facilities Lease.

P. **"Option Space**" shall mean a portion of the Facilities not to exceed twelve percent (12%) of the "Net Rentable Square Footage" (as determined under standards established by the Building Owner Managers Association) of the Facilities to be conveyed to the State upon exercise of an option under Article 11 hereof.

Q. **"Unit No. 101**" shall mean Civic Plaza Condominium Unit No. 101 under the Civic Plaza Condominium Declaration on which the Facilities shall be constructed, as further described in Exhibit A hereof.

R. **"Unit Nos. 302A and 302B"** shall mean Civic Plaza Condominium Unit No. 302A and Unit No. 302B under the Civic Plaza Condominium Declaration on which secure fleet parking and related facilities shall be built, as further described in Exhibit A hereof.

S. **"University**" shall mean the Regents of the University of Idaho, a body politic and corporate organized under the Constitution and laws of the State of Idaho.

T. "University's Rent" shall mean the portion of the Annual Rent the University is obligated to pay as provided in the Operating Agreement.

ARTICLE 3 LEASE OF PROJECT; TERM OF LEASE

Section 3.1 Lease of Facilities.

(1) The Authority hereby leases the Facilities to the State for its use in furtherance of the public benefit, and the State hereby leases the Facilities from the Authority on the terms and conditions set forth herein. Through the Operating Agreement, IDWR and the University

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have allocated between each other the rights and obligations of the State as the lessee under this Facilities Lease. The State shall provide notice of such allocation to the Authority consistent with the Operating Agreement, and the Authority agrees to abide by such allocation for all purposes hereunder, except that in the absence of such notification, the Authority may treat the University as the primary contact for all issues relating to this Facilities Lease.

(2) The DOA is a party to and approves this Facilities Lease solely pursuant to Section 67-5708, Idaho Code. Nothing in this Facilities Lease, nor the DOA's being a party to it, shall obligate nor shall be deemed to obligate the DOA to make any payment of Annual Rent or any other payment related to the Facilities resulting from or related to this Facilities Lease. Annual Rent is to be paid solely in the manner described in Section 6.2 hereof.

Section 3.2 Term of Lease. This Facilities Lease shall be in full force and effect from the effective date hereof. The initial term of this Facilities Lease shall extend from the effective date hereof through June 30, 2004. The State shall have the option to renew this Facilities Lease in accordance with the provisions hereof for successive Fiscal Years thereafter and each such renewal of this Facilities Lease shall be deemed to be exercised, automatically and without further action by the State, unless the State shall notify the Authority in writing of its intent not to renew this Facilities Lease not later than ten (10) months prior to the expiration of any lease term.

Section 3.3 Compliance with the Fleet Space Sublease. The State hereby agrees that it will comply with the Fleet Space Sublease.

ARTICLE 4

ACQUISITION, DEVELOPMENT AND FINANCING

Section 4.1 Acquisition and Development of Facilities. The Authority agrees to acquire real property by purchase or lease for use as the site of the Facilities and to diligently undertake development of the Facilities and to enter into agreements for project management, design, construction, and installation of improvements, fixtures and equipment of the Facilities.

Section 4.2 Idaho Water Center Condominium. The Authority agrees to use its best efforts to cause Unit No. 101 to be subdivided as a condominium into separate condominium units. Within a reasonable time following substantial completion of the construction of the Facilities, the Authority will create a condominium of Unit No. 101, including the platting thereof and the preparation of a condominium declaration to be approved by the Authority, the State and the Insurer, which will, upon the proper recording thereof, create the Idaho Water Center Condominiums (the "IWC Condominiums") and the separate units therein.

Section 4.3 Financing of Facilities by the Authority. The Authority agrees to finance the Cost of Acquisition and Construction of the Facilities by the issuance of Bonds as authorized by the Act. The Authority may from time to time refinance or refund such Bonds as the Authority may deem appropriate; provided the Authority shall not refinance or refund such Bonds without the written consent of the State if to do so would increase the Basic Rent due hereunder. The Authority shall give written notice to the State of its intent to refinance or refund such Bonds.

Section 4.4 Bond Anticipation Notes. The Authority may issue bond anticipation notes payable from proceeds of Bonds.

ARTICLE 5 USE OF FACILITIES

Section 5.1 Use of Facilities

With the written consent of the Authority and the Insurer, which shall not be unreasonably withheld, the State may enter into agreements with other entities including private entities and federal and local government entities ("Other Entities") for the operation and/or maintenance of the Facilities or for the sublease, use or occupancy of portions of the Facilities by Other Entities upon the following conditions:

 the nature and extent of the proposed agreements with Other Entities shall not, either collectively or individually, adversely affect the tax-exempt status of the Series 2003A Bonds;

(b) such proposed agreements, subleases, users or uses, both collectively and individually, shall be compatible with, and complementary to, the interests in, and uses of, the Facilities by the State; and

(c) such proposed agreements, subleases, users or uses do not violate or contravene any term or provision of this Facilities Lease and are subject to the terms of this Facilities Lease, including without limitation, the provision that the term of any sublease shall expire at the end of the term of this Facilities Lease.

In the event the State desires to enter into agreements with Other Entities relating to the Facilities, the State shall request the Authority's and the Insurer's consent thereto by written notice to the Authority and the Insurer setting forth a complete description of (a) the Other Entity, (b) the proposed services or uses to be provided by or made available to the Other Entity, (c) the proposed agreements or subleases, and (d) the proposed compensation or benefit to be provided to the Other Entity. The Authority and the Insurer shall approve such requests in accordance with the provisions of Section 5.1(a) through (c) above, and subject to such additional terms as shall be agreeable by the Authority, the State and the Other Entity.

ARTICLE 6 RENT

Section 6.1 Payment of Annual Rent. In consideration of the lease of the Facilities, the State shall pay to the Authority, in advance and without any set off or deduction whatsoever, the following Annual Rent:

(1) For the period of the initial term of this Facilities Lease in the Fiscal Year ending June 30, 2004, the State shall pay no Annual Rent.

(2) For the renewal term of this Facilities Lease commencing July 1, 2004 and for each annual renewal term thereafter, the State shall, within 30 calendar days following the commencement of such renewal terms, pay in advance:

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(a) As and for Basic Rent, an amount for such term which shall equal the principal installments, including sinking fund deposits, and interest payable in the corresponding Fiscal Year in accordance with the Bond Resolution with respect to the Bonds; and

(b) As and for Additional Rent as follows:

(i) the amount estimated by the Authority to be sufficient to provide the Authority with adequate monies to pay all Operating Costs attributable to the Facilities for the applicable term of this Facilities Lease, plus

(ii) the amount, if any, of deposits to any debt service reserve account, any operating fund, and any other reserve or expense accounts required to meet all terms and conditions of the Bond Resolution.

The Authority will provide to the State an estimate of Operating Costs attributable to the Facilities, which estimate shall accompany its statement for Additional Rent.

(3) Annual Rent payable for any renewal term shall not be deferred or abated because of delays in completion of the construction of the Facilities or delays in completion of any repair or replacement of damage to the Facilities.

(4) Any installment of Annual Rent which is not paid by the State on or before the due date thereof shall, from and after said due date, bear interest until paid at the highest rate per annum borne by any of the Bonds then outstanding; time being of the absolute essence of this obligation.

(5) The Authority and the State hereby agree that the Basic Rent in any lease term shall be reduced by any amounts on deposit with the Authority legally available for and allocated by the Authority to the payment of principal and interest on the Bonds including, without limitation, capitalized interest deposited from the proceeds of the Bonds and funds on deposit in the debt service fund for the Bonds established under the Bond Resolution.

(6) Basic Rent shall be increased or decreased as appropriate to reflect the issuance by the Authority of Bonds bearing interest at a variable rate and issuance of any additional Bonds issued to refinance the Facilities, in whole or in part, or any additional Bonds issued for the purposes set forth in Section 9.1 hereof or issued to finance additions, modification or replacement of the Facilities or any part thereof.

(7) Annual Rents shall be payable in lawful money of the United States of America, which shall be legal tender for public and private debts under the laws of the United States at the time of payment, provided that, upon prior written approval of the Authority, the State may transfer funds through electronic funds transfer. Payment shall be made at the office of the Authority or such other place or places as may be designated in writing by the Authority.

(8) The State and the Authority have agreed and determined that such Annual Rent represents the fair market rental value of the Facilities. In making such determination, consideration has been given to the Cost of Acquisition and Construction, and the costs of financing

of the Facilities and the Operating Costs thereof, and the uses and purposes of the Facilities which will accrue to the State and the Authority and the general public by reason of the use and occupancy thereof by the State and ownership by the Authority.

Section 6.2 Sources of Payment of Rentals.

(1) The University may apply any general account appropriated funds of the State of Idaho or any non-appropriated funds under the supervision of the University, including but not limited to funds derived by the University from subleases or portions of the Facilities discussed under Section 5.1 hereof, to the payment of Basic Rent and Additional Rent hereunder. The parties hereto acknowledge that the Board of Regents of the University of Idaho and State Board of Education (the "Board") allocates a lump sum appropriation of general account funds of the State of Idaho to the University of Idaho separately from other lump sum appropriations that the Board allocates to other institutions under its supervision, and that the President of the University (the "University President") includes such appropriated funds in the operating budget of the University. In order to effectuate payment of the University's Rent hereunder from appropriated funds, the University's Rent to be paid from the general account appropriated funds allocated as a lump sum to the University, provided that the operating budget may also indicate the replacement of such funds from other University sources.

(2) IDWR will apply general account appropriated funds from its departmental operating budget to the payment of the IDWR Rent. Nothing hereunder shall obligate the Water Board to use any funds other than funds in IDWR's departmental operating budget from general account appropriated funds to pay IDWR Rent.

Section 6.3 Application of Rent. The Authority covenants to use and apply Annual Rent to payment of debt service of the Bonds, Operating Costs, deposits to required reserve accounts and other appropriate purposes pertaining to the Facilities and/or the Bonds all as provided in the Bond Resolution.

ARTICLE 7

OPERATION AND MAINTENANCE OF THE FACILITIES

Section 7.1 Operation, Repairs, and Maintenance. The State shall, throughout the term of this Facilities Lease and each renewal term thereof, at the cost and expense of the State, keep and maintain or cause to be kept and maintained, the Facilities and all equipment, fixtures, additions and improvements thereof, in good order and condition, and shall, at the cost and expense of the State, make or cause to be made all necessary repairs, renewals, and replacements with respect to the Facilities. To the extent repairs or replacements are insured under policies maintained by the Authority and insurance proceeds are paid to the Authority, the State shall be entitled to such insurance proceeds to the extent of the actual costs incurred by the State and except to the extent the insurance proceeds are required to be otherwise applied in accordance with the terms of the Bonds. Subject to Section 10.1, in the event the Facilities or any part thereof are damaged or destroyed by uninsured or partially uninsured casualty of any kind, the State shall either replace or rebuild the Facilities in equal value, or pay such sums to the Authority as may be required to fully pay and discharge the Bonds.

Section 7.2 Utilities. The State shall pay or cause to be paid all costs, expenses and charges for water, electricity, lights, heat, power, sewage, telephone, and other utility services, rendered or supplied upon or in connection with the Facilities during the term of this Facilities Lease and each renewal term.

Section 7.3 Insurance

(1) The State shall maintain or cause to be maintained with responsible insurers or under an established program of self-insurance (as considered to be adequate by an Insurance Consultant as defined in and pursuant to the Bond Resolution) the following kinds and amounts of insurance acceptable to the Authority with respect to all existing buildings, improvements, equipment and other property comprising any part of the Facilities and/or the use of the Facilities at all times throughout the initial term and each renewal term of this Facilities Lease:

(a) Commercial general liability insurance (CGL) and, if necessary, commercial umbrella insurance and property damage liability, and errors and omissions liability as shall afford protection to the Authority in an amount of not less than \$1,000,000 per claim, and \$2,000,000 per occurrence. The commercial general liability insurance shall cover liability arising from premises, operations, independent contractors, product-completed operations, personal injury and advertising injury, and liability assumed under an insured contract. Such insurance shall protect the Authority to the same extent as the State is protected from claims, demands, causes of actions, penalties, including costs and attorney fees, arising out of the use or occupancy of the Facilities. From time to time during the term of this Facilities Lease and each renewal term, if, in the opinion of the Authority and based on local standards, the amount of CGL insurance to the amount determined adequate by the Authority.

(b) Commercial property insurance in the amount of the full replacement value of the completed Facilities or any portion thereof, including fixtures, equipment, lessee improvements and betterments. Commercial property insurance shall, at a minimum, cover the perils insured under the ISO special causes of loss form CP 1030 and, if reasonably available, earthquake and flood insurance, debris removal, operation of building laws, extra expense, consequential loss, loss of rents and/or business interruption. Such loss of rents or business interruption insurance shall be in an amount equal to Annual Rent payable to the Authority by the State with respect to the Facilities during such time or times as the use of the Facilities may be totally or partially interrupted or the construction thereof delayed as a result of damage or destruction resulting from perils insured against pursuant to subsection (b) of this Section 7.3.

(c) All insurance required by this Section shall be carried for the benefit of the Authority and each policy therefor, or contract thereof, shall contain a loss payable clause providing for the proceeds thereof to be payable to the Authority and to the trustee of the Bonds to the extent of their interest therein, and the Annual Rent otherwise payable by the State with respect to the Facilities shall be reduced by the amount of business interruption or loss of rents insurance payments, if any, made to the Authority and/or the trustee of the Bonds.

(d) Workmen's Compensation Insurance in the amount and in the form which the State is required by law to maintain.

(e) Any other insurance agreed to in writing by the State and the

Authority.

(f) 1 Any other insurance required by the terms and conditions of the

Bonds.

(2) All insurance procured and any self-insurance plan maintained by the State shall comply with the following requirements:

(a) Each policy or policies of insurance shall be written by insurance companies authorized to do business in the State of Idaho and furnished through an insurance carrier or carriers satisfactory to the Authority or through a self-insurance plan satisfactory to the Authority and an Insurance Consultant pursuant to the Bond Resolution.

(b) True, correct and complete copies of all insurance policies or selfinsurance plan and all endorsements, changes, amendments and supplemental provisions thereto shall be continually maintained by the State and shall be available for inspection and copying by the Authority at all times during the regular office hours of the State.

(c) All such insurance shall provide that coverage shall not be canceled or amended except upon sixty (60) calendar days prior written notice to the Authority. The Authority shall be furnished current certificates upon the commencement of the initial term and each renewal term of this Facilities Lease showing that all such insurance fully complies with the terms of this Facilities Lease, and current certificates shall be furnished at any other time or times as may be reasonably requested.

(d) All policies of insurance obtained by and any self-insurance plan maintained by the State shall include provisions that coverage shall not be affected, reduced or waived by any inaccurate or misleading statement or information furnished by the State in obtaining such insurance nor shall insurance under such policies furnished to the Authority be reduced by any actual or alleged breach of warranties made by the State in obtaining such insurance. All liability insurance furnished by the State shall include insurance covering the obligations of the State under Article 8 of this Facilities Lease.

(3) The Authority and the State hereby release each other from any and all liability or responsibility to the other as to any person claiming through or under either by way of subrogation or otherwise for any loss or damage to property caused by any casualty insured by the above-described coverages, even if the loss is caused by the fault or negligence of the other party or by any party for whom the other party is responsible.

(4) All insurance provided to the Authority by the State pursuant to this Facilities Lease shall name the Authority as additional insured and contain a loss payable clause providing for payment of proceeds to the Authority and the trustee of the Bonds.

(5) In the event the Authority is able to procure any or all of the insurance coverages herein required at a cost less than the cost incurred by the State thereof, the Authority agrees to do so and the cost thereof shall be included as Operating Costs of the Authority. In such event the obligation of the State to provide any such insurance shall continue until the insurance coverage procured by the Authority is actually in effect. Upon the expiration or termination of any

FACILITIES LEASE - 10 CONSENT - BARR - SECTION II insurance procured by the Authority hereunder, the State shall immediately, without any interruption in insurance coverage, procure and maintain such coverage.

ARTICLE 8 INDEMNITY

Section 8.1 Indemnification of State. The State hereby agrees to defend, protect, hold harmless and indemnify the Authority and its agents, employees, representatives, successors, and assigns, against all demands, claims, liabilities, causes of action or judgments, and all loss, expense and damage of any and every sort and kind, including, but not limited to, costs of investigations and attorneys' fees and other costs of defense, for:

(1) injury to person or property occurring in, upon or about the Facilities or any adjacent or related real property or improvements owned, occupied or controlled by the State or any agencies, departments, bureaus or subgovernmental entities of the State of Idaho;

(2) injury to person or property arising out of the use or occupancy of the Facilities or relating in any manner to operations conducted thereon;

- (3) any other premises liability relating to the Facilities;
- (4) any loss to person or property to the extent of its self-insurance, if any; and

(5) all liability whatsoever arising out of any public or governmental activities of the State of Idaho of any kind or nature whatsoever relating to the Facilities.

Nothing in this Article 8 shall be construed as the agreement of the State to indemnify the Authority from liability for damages arising out of personal injury or damage to property caused solely and exclusively by the negligence of the Authority.

Section 8.2 Authority's Indemnification. The Authority hereby agrees to defend, indemnify and save the State harmless from and against any and all liability, loss, damage, cost and expense, including court costs and attorney fees of whatever nature or type, whether or not litigation is commenced, that the State may incur, by reason of any act or omission of the Authority, its employees or agents or any breach or default of the Authority in the performance of its obligations under this Facilities Lease. The foregoing indemnity shall not apply to any injury, damage or other claim resulting solely from the act or omission of the State.

ARTICLE 9

ALTERATIONS, ADDITIONS, AND IMPROVEMENTS

Section 9.1 Alterations, Additions, and Improvements. The State shall have the right, with the consent of the Authority, which shall not be unreasonably withheld, at any time and from time to time during the term of this Facilities Lease, at the costs and expense of the State, to make such repairs, replacements, alterations, additions, expansions and improvements, structural or otherwise, to the Facilities, as the State shall deem necessary or desirable in connection with its use of the Facilities. Once commenced, all repairs, replacements, alterations, additions, expansions and improvements shall be diligently pursued to completion. All such repairs, replacements, alterations, additions and improvements shall be of such character as to not reduce or otherwise

adversely affect the value of the Facilities or the rental value thereof and all the costs thereof shall be promptly paid or discharged so that the Facilities shall at all times be free of liens or claims for labor and materials supplied thereto. All repairs, replacements, alterations, additions, fixtures and permanent improvements to the Facilities shall be and become a part of the Facilities and shall become the property of the Authority.

Section 9.2 Fixtures and Equipment. The State shall maintain an inventory of all fixtures, equipment and other tangible personal property provided by the Authority with the Facilities and shall have the right to replace, at its expense, such tangible personal property as the State shall deem necessary or desirable in connection with its use of the Facilities.

ARTICLE 10 DAMAGE, DESTRUCTION, AND CONDEMNATION

Section 10.1 Damage, Destruction, and Condemnation. Subject to the provisions of the Civic Plaza Condominium Declaration and the Bond Resolution, in the event of damage, destruction, or condemnation of the Facilities, or any part thereof, the net proceeds of any insurance or condemnation awards with respect to the Facilities and, to the extent necessary, the proceeds of any additional Bonds which may be issued by the Authority for such purpose pursuant to the terms and conditions of the Bonds, shall be used and applied by the Authority in accordance with the terms of the Bonds to repair, restore, rebuild, or replace the Facilities; provided, however, that, the Authority shall not be required to rebuild, replace, restore or repair the Facilities if (1) the Authority shall reasonably determine, as evidenced by a certificate of an independent consulting engineer, that not to do so would not materially adversely affect the operation of the Facilities, or (2)(a) the Authority shall reasonably determine, as evidenced by a certificate of an independent certified public accountant that the proceeds of any insurance or condemnation awards received by the Authority, together with other legally available money of the Authority, will be sufficient to pay the principal of, and premium and interest on the Bonds due up to and including such time as the Bonds may be called for optional redemption, and (b) the Authority irrevocably deposits such insurance proceeds or condemnation awards and other money into an escrow fund to redeem the Bonds on the first date such Bonds may be redeemed. In that event, excess insurance proceeds, if any, remaining after redemption of the Bonds shall be released from the escrow fund back to the Authority. Provided further, however, that notwithstanding the foregoing, the Authority must rebuild, replace, restore and repair the Facilities to the extent necessary to fulfill any duty of lateral and subjacent support imposed on the Facilities or any portion thereof pursuant to the Civic Plaza Condominium Declaration. Any repair, restoration, rebuilding, or replacement of the Facilities may be in accordance with such different design, plans, and specifications approved by the State as will or may provide facilities of the same or different nature or use, so long as any such change therein or thereof shall not reduce or otherwise adversely affect the value of the Facilities or the rental value thereof (except a repair, restoration, rebuilding or replacement performed solely to provide lateral and subjacent support). Notwithstanding any damage, destruction or condemnation of the Facilities, or any part thereof, the State shall continue to pay the Annual Rent due under this Facilities Lease, except to the extent the Authority actually receives proceeds of business interruption or loss of rents insurance described in Section 7.3 hereof.

Section 10.2 Exercising Powers of an Owner. The Authority and the State covenant and agree that in exercising any of the powers of an Owner pursuant to the Civic Plaza Condominium Declaration or any other condominium declaration which may be recorded affecting any part of the Facilities, they will cast their vote to build or rebuild, or not, following casualty, damage or
destruction subject to the terms of, and consistent with, this Facilities Lease and the Bond Resolution. The parties further agree that all insurance proceeds and condemnation awards shall be dealt with and applied as provided in this Facilities Lease and the Bond Resolution. If any party to this Facilities Lease receives or is credited with any such proceeds or awards from any condominium declaration affecting any part of the Facilities, it shall receive all such funds and credits subject to its obligations under this Facilities Lease and the Bond Resolution.

ARTICLE 11 OPTIONS TO PURCHASE

Section 11.1 Grants of Option to Purchase. The Authority hereby grants to the State the rights to purchase the Option Space for the purchase price and upon the terms hereafter set forth (the "Options"). The State may exercise the Options at any time after the execution of this Facilities Lease in such increments as the State shall determine.

Section 11.2 Exercise of Options. Any Option may be exercised only by written notice from the State to the Authority and trustee of the Bonds specifying the desire to purchase all or a portion of the Option Space and such notice shall reasonably describe the portion of the Option Space to be purchased.

Section 11.3 Purchase Price.

A. The applicable purchase price under any Option shall be an amount reasonably acceptable to the Authority as a "fair price." The Authority shall be permitted to deem acceptable as a "fair price" for any Option Space an amount not less than either (i) the Cost of Acquisition and Construction of such Option Space, or (ii) the fair market value of such Option Space as established by an MAI appraisal rendered by an appraiser acceptable to the Authority.

B. Proceeds from the sale pursuant to exercise of any Option shall be applied in the following order: (1) first, to pay all costs and expenses to be reasonably incurred by the Authority in the sale pursuant to exercise of the Option; (2) second, to pay all costs and expenses in the redemption and/or defeasance, if any, of the Bonds, including costs of conveyance, closing, attorney fees, bond counsel fees, trustee fees and similar expenses; and (3) third, for deposit into the Bond Fund established by the Bond Resolution for payment of principal and interest on the Bonds at maturity, call for redemption or otherwise, in the amount equal to the remaining proceeds from the sale pursuant to exercise of the Option.

C. The applicable Closing of the purchases under any Option shall occur within a reasonable time after the receipt of a notice of exercise of option to purchase by the Authority. Upon closing, the Authority shall convey title to the portion of the Option Space purchased under the Option by Special Warranty Deed to the State, or another entity if so directed by the State, warranting only that the Authority has not encumbered the property except as specifically disclosed in such deed and subject to any encumbrances created by the State. The State shall be responsible for any title insurance relating to such purchases.

ARTICLE 12 PARTICULAR COVENANTS

Section 12.1 Compliance with Laws and Regulations. The State shall, at its own cost and expense, promptly comply with, or cause to be complied with, all laws and ordinances, rules, regulations and other governmental requirements, whether or not the same require structural repairs or alterations, which may be applicable to the State, the Facilities or the use or manner of use of the Facilities. The State shall also observe and comply with the requirements of all policies and arrangements of insurance at any time in force with respect to the Facilities.

Section 12.2 Covenant Against Waste. The State hereby covenants not to do or suffer or permit to exist any hazardous materials, contamination, waste, damage, disfigurement or injury to, or public or private nuisance, in or upon the Facilities in violation of any State of Idaho or federal laws or regulations and agree to pay all costs, charges, penalties or any other expense reasonably incurred or to be incurred to remove, restore or reclaim the Facilities by reason thereof.

Section 12.3 Right of Inspection. The State hereby covenants and agrees to permit the Authority and the authorized agents and representatives of the Authority to enter the Facilities at reasonable times during usual business hours for the purpose of inspecting the same, subject to reasonable security requirements and procedures of the State.

Section 12.4 Condition of Facilities. The Authority makes no representation regarding the condition of the interest in real property represented by Unit No. 101 underlying or adjacent thereto and the Authority shall not be liable for any latent or patent defects therein. The Authority agrees to construct the Facilities in accordance with the plans and specifications approved by the State.

Section 12.5 Assignment and Subletting. The State shall not assign or mortgage this Facilities Lease or any right hereunder or interest herein and shall not sublease the Facilities or any portion thereof pursuant to Section 5.1, without prior written consent of the Authority and the Insurer (which consent shall not unreasonably be withheld); provided, that in no event shall the State assign this Facilities Lease or any right hereunder or interest herein or sublease the Facilities or any portion thereof unless the State shall continue to remain liable for the performance of all the terms, covenants, and conditions contained in this Facilities Lease and unless the proposed assignee or sublessee shall agree, in writing, to be bound by all of the terms, covenants, and agreements contained in this Facilities Lease and all other agreements related thereto.

Section 12.6 Covenant of Quiet Enjoyment. The Authority covenants that it has full right and lawful authority to enter into this Facilities Lease and that, so long as the State shall pay the Annual Rent and shall duly observe all of their covenants and agreements in this Facilities Lease, the State shall have, hold, and enjoy, during the initial term of this Facilities Lease and each renewal term thereof, peaceful, quiet, and undisputed possession of the Facilities.

Section 12.7 Tax Covenant. The State hereby covenants for the benefit of the holders of the Series 2003A Bonds and the Authority that during the term of this Facilities Lease, the State will not take any action or omit to take any action with respect to the Series 2003A Bonds, the proceeds thereof, any other funds of the State or any Facilities financed or refinanced with the proceeds of the Series 2003A Bonds if such action or omission (i) would cause the interest on the Series 2003A Bonds to lose its exclusion from gross income for federal income tax purposes under Section 103 of

the Code, (ii) would cause the Series 2003A Bonds to become "specified private activity bonds" with the meaning of Section 57(a)(5)(C) of the Code, or (iii) would cause interest of the Series 2003A Bonds to lose its exclusion from Idaho taxable income under present Idaho law. The foregoing covenant shall remain in full force and effect notwithstanding the payment in full or defeasance of the Series 2003A Bonds until the date on which all obligations of the State and the Authority in fulfilling the above covenant under the Code have been met.

ARTICLE 13 DEFAULT

Section 13.1 Events of Default. The following shall be events of default under this Facilities Lease:

(1) Failure by the State to pay the Annual Rent as the same shall become due, or

(2) Failure by the State or anyone contracting with the State to observe and perform any other covenant, condition, or agreement to be observed or performed under this Facilities Lease for a period of 30 calendar days after written notice, specifying such failure and requesting that it be remedied, given to the State by the Authority or trustee of the Bonds, unless the Authority or trustee shall agree in writing to an extension of such time prior to its expiration.

Section 13.2 Remedies. Whenever any event of default referred to in Section 13.1 hereof shall occur, the Authority may take any one or more of the following remedial steps:

(1) Declare all Annual Rent payable for the applicable lease term then in effect to be immediately due and payable, together with applicable interest thereon.

(2) Re-enter and take possession of the Facilities, exclude the State and their subtenants from possession thereof, and terminate this Facilities Lease.

(3) Take such action at law or in equity as may appear necessary or desirable to collect all sums due and thereafter to become due, or to enforce performance and observation of any obligation, agreement, or covenant of the State under this Facilities Lease.

Section 13.3 Remedies Not Exclusive. No remedy herein conferred upon or reserved to the Authority is intended to be exclusive of any other available remedy or remedies, but each and every such remedy shall be cumulative and shall be in addition to every other remedy given under this Facilities Lease, or now or hereafter existing at law or in equity. No delay or omission to exercise any right or power accruing upon any default shall impair any such right or power or shall be construed to be a waiver thereof, but any such right and power may be exercised from time to time and as often as may be deemed expedient. In the exercise of any remedy reserved to the Authority in this Article 13, it shall not be necessary to give any notice, other than such notice as may be herein expressly required.

ARTICLE 14 SURRENDER OF FACILITIES

Section 14.1 Surrender of Facilities. In the event that the State elects not to renew or extend the term of this Facilities Lease or this Facilities Lease is otherwise terminated, the State

CONSENT - BAHR 1-SECTION II

shall immediately quit and surrender the Facilities to the Authority in the same condition in which it existed at the date the construction of all Facilities was completed by the Authority, ordinary wear and tear excepted.

ARTICLE 15 LIMITATION ON OBLIGATIONS

Section 15.1 Obligations of Authority and State Limited to Certain Resources. Notwithstanding any other provisions of this Facilities Lease, no obligation assumed by or imposed upon the Authority by this Facilities Lease shall require the performance of any act by the Authority except to the extent, if any, that the cost and expense of such performance may be paid from the proceeds of the Bonds issued by the Authority or from other funds legally available to the Authority to meet the cost and expense of such performance, and no obligation assumed by or imposed upon the State by this Facilities Lease shall require the performance of any act by the State, including, but not limited to, the payment of Annual Rent, except to the extent that funds may be available for such performance or payment from state general appropriations or, solely in the case of the University, from other funds legally available therefor. This Facilities Lease shall not be construed as obligating the Legislature of the State of Idaho to make future appropriations for the payment of Annual Rent or the performance of any other obligations under this Facilities Lease beyond the initial rental term or for any renewal term hereof. In the event that appropriated funds or, solely in the case of the University, other funds are not legally available for payment of Annual Rent or other obligations hereunder for any term, then this Facilities Lease shall be terminated. The liability of the State for payment of Annual Rent as it becomes due shall be in consideration of the right of the State, whether or not exercised, to occupy and/or use the Facilities for the then-current lease term.

ARTICLE 16 MISCELLANEOUS

Section 16.1 Pledge of Rent, Proceeds, and Lease. It is expressly understood and agreed by the parties hereto that the Authority has the right to pledge and assign the Annual Rent, all proceeds receivable by the Authority from any sale of the Facilities, and its rights and interest under this Facilities Lease to secure: (i) the payment of the principal of and the interest on and redemption premium, if any, on the Bonds; and (ii) other obligations of the Authority under the terms and conditions of the Bonds.

Section 16.2 Notices. All notices or other communications hereunder shall be sufficiently given and shall be deemed given on the second business day following the day on which the same are mailed by certified mail, postage prepaid, addressed as follows:

If to the State, a copy of such notice shall be provided to:

(a) the University of Idaho, Vice President for Finance and Administration, Administration Building, Room 211, Moscow, Idaho 83844-3168: and

(b) the Idaho Department of Water Resources and the Idaho Water Resource Board, Attention Director, P.O. Box 83720-0098, Boise, Idaho, with a copy to Department of Administration, 650 West State Street, P.O. Box 83720-0098, Boise, Idaho 83720-0098.

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(c) the Department of Administration, to the attention of Deputy Attorney General, Department of Administration, Post Office Box 83720, Boise, Idaho 83720-0003.

(2) If to the Authority, to the attention of Executive Director, Idaho State Building Authority, Post Office Box 2802, Boise, Idaho 83701.

The State or the Authority may, by notice given hereunder, designate any further or different addresses to which subsequent notices or other communications shall be sent. Notice may be also given by personal delivery of a written notice.

Section 16.3 Severability. In case any one or more of the provisions of this Facilities Lease shall for any reason be held to be illegal or invalid, such illegality or invalidity shall not affect any other provisions of this Facilities Lease, but this Facilities Lease shall be construed and enforced as if such illegal or invalid provision had not been contained herein.

Section 16.4 Attorney Fees. In the event either party to this Agreement is required to initiate or defend litigation with respect to the terms hereof or to enforce any of its rights hereunder, the prevailing party in such litigation shall be entitled to reasonable attorney's fees incurred in such litigation, including all discovery costs and costs of expert witnesses, together with all reasonable litigation expenses.

Section 16.5 Headings. The article and section headings contained herein are for convenience and reference and are not intended to define or limit the scope of any provision of this Facilities Lease.

Section 16.6 Counterparts. This Facilities Lease may be simultaneously executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

Section 16.7 Amendments. The Authority and the State shall not, without the written consent of the trustee of the Bonds or other legally-authorized representative of the interests of the owners of the Bonds, consent or agree to or permit any rescission of or amendment to or otherwise take any action under or in connection with this Facilities Lease which will reduce the payments required to be made by the State hereunder during the initial term or any renewal term hereof, or which will in any manner materially impair or adversely affect the rights of the Authority hereunder, and any action by the Authority or the State in violation of this covenant shall be null and void as to the Authority and the State. Furthermore, any voluntary amendment, modification or termination of this Facilities Lease shall require the written consent of all parties to this Facilities Lease.

Section 16.8 Effective Date. This Facilities Lease shall be effective as of the date stated above upon its execution.

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IN WITNESS WHEREOF, the parties hereunto have caused this Facilities Lease to be executed as of the day and year first hereinabove set forth.

AUTHORITY:

IDAHO STATE BUILDING AUTHORITY

By: Bud Tracy, Chairman TES Wayne V Meuleman, Secretary STATE OF IDAHO Acting Through: **IDAHO WATER RESOURCE BOARD** By: Joseph L. Jordan, Chairman THE IDAHO DEPARTMENT OF WATER RESOURCES By: Karl J. Dreher, Director DEPARTMENT OF ADMINISTRATION By: Pamela Ahrens, Director

BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO

By: Blake Hall, President

UNIVERSITY OF IDAHO

By:

Robert A. Hoover, President, University of Idaho

EXHIBIT A (to Facilities Lease)

Unit 101:

Unit 101, as shown on the Plat for Civic Plaza Condominiums appearing in the Records of Ada County, Idaho, in Book 85 of Plats, Pages 9420 to 9432 as Instrument No. 102116493 and defined and described in the Declaration of Covenants and Restrictions Establishing a Plan of Condominium Ownership for Civic Plaza Condominiums ("Declaration"), recorded in the Records of Ada County, Idaho as Instrument No. 102116495.

TOGETHER WITH the percentage of the common areas appurtenant to each such Unit as set forth in the Declaration, as supplemented from time to time, which percentage shall automatically change in accordance with supplemental declarations as the same are filed of record pursuant to the Declaration, and together with additional common areas in the percentages set forth in such supplemental declarations, which percentages shall automatically be deemed to be conveyed effective as of the date of each such supplemental declaration as though conveyed hereby.

Unit 302A

Unit 302A, as shown on the Plat for Civic Plaza Condominiums appearing in the Records of Ada County, Idaho, in Book 85 of Plats, Pages 9420 to 9432 as Instrument No. 102116493 and defined and described in the Declaration of Covenants and Restrictions Establishing a Plan of Condominium Ownership for Civic Plaza Condominiums ("Declaration"), recorded in the Records of Ada County, Idaho as Instrument No. 102116495.

TOGETHER WITH the percentage of the common areas appurtenant to each such Unit as set forth in the Declaration, as supplemented from time to time, which percentage shall automatically change in accordance with supplemental declarations as the same are filed of record pursuant to the Declaration, and together with additional common areas in the percentages set forth in such supplemental declarations, which percentages shall automatically be deemed to be conveyed effective as of the date of each such supplemental declaration as though conveyed hereby.

Unit 302B

Unit 302B, as shown on the Plat for Civic Plaza Condominiums appearing in the Records of Ada County, Idaho, in Book 85 of Plats, Pages 9420 to 9432 as Instrument No. 102116493 and defined and described in the Declaration of Covenants and Restrictions Establishing a Plan of Condominium Ownership for

Exhibit A

Civic Plaza Condominiums ("Declaration"), recorded in the Records of Ada County, Idaho as Instrument No. 102116495.

TOGETHER WITH the percentage of the common areas appurtenant to each such Unit as set forth in the Declaration, as supplemented from time to time, which percentage shall automatically change in accordance with supplemental declarations as the same are filed of record pursuant to the Declaration, and together with additional common areas in the percentages set forth in such supplemental declarations, which percentages shall automatically be deemed to be conveyed effective as of the date of each such supplemental declaration as though conveyed hereby.

Exhibit A

Exhibit B to Sublease



AREA OF WORK

ARCHITECTURAL FLOOR PLAN

CONSENT

BAHR - SECTION II

A101

F



TAB 2

EXHIBIT "C"

Estimated 2019 Recoverable Operating Costs

Recoverable Expenses for 12,295 usf:	Total/usf/vr
Alarm & Security/Building Security	\$0.28
Professional Services/G&A	\$1.10
Grounds Maintenance/Landscape Services	\$0
Utilities	\$1.60
Repairs & Maintenance/Repairs & Supplies	\$1.88
Janitorial & Cleaning/Janitorial	\$1.42
Insurance/Insurance	\$0.24
Real Estate Taxes	-
Total Recoverable Expenses	\$6.51

EXHIBIT "D"

Rules and Regulations

1. Sublessee shall not obstruct or permit its agents, clerks or servants to obstruct, in any way, the sidewalks, entry passages, corridors, halls, stairways or elevators of the Building, or use the same in any other way than as a means of passage to and from the offices of Sublessee; bring in, store, test or use any materials in the Building which could cause a fire or an explosion or produce any fumes or vapor; make or permit any improper noises in the Building, smoke in the elevators; throw substances of any kind out of the windows or doors, or in the halls and passageways of the Building; sit on or place anything upon the window sills; or clean the exterior of the windows.

2. Sublessee shall not attach or hang any artwork, plants or any other items to the walls or ceilings without written permission from Sublessor.

3. Building hours shall be 7:30 AM through 10:00 PM Monday through Saturday. During that time, security guard, HVAC and lighting services will be provided. For services required outside of the building hours, said services may be provided for an additional fee.

4. Sublessee shall conduct all equipment and furniture moving pursuant to the Move-in / Move-out procedures contained within the Tenant Handbook and Emergency Procedures.

5. Water closets and urinals shall not be used for any purpose other than those for which they are constructed; and no sweepings, rubbish, ashes, newspaper or any other substances of any kind shall be thrown into them. Waste and excessive or unusual use of electricity or water is prohibited.

6. Sublessee shall not (i) obstruct the windows, doors, partitions and lights that reflect or admit light into the halls, or other places in the Building, or (ii) inscribe, paint, affix, or otherwise display signs, advertisements or notices in, on, upon or behind any windows or on any door, partition or other part of the interior or exterior of the Building without the prior written consent of Sublessor. If such consent be given by Sublessor, any such sign, advertisement, or notice shall be inscribed, painted or affixed by Sublessor, or a company approved by Sublessor, but the cost of the same shall be charged to and be paid by Sublessee, and Sublessee agrees to pay the same promptly, on demand.

7. No contract of any kind with any supplier of towels, water, ice, toilet articles, waxing, rug shampooing, Venetian blind washing, furniture polishing, lamp servicing, cleaning of electrical fixtures, removal of waste paper, rubbish or garbage, or other like service shall be entered into by Sublessee, nor shall any vending machine of any kind be installed in the Building, without the prior written consent of Sublessor.

8. When electric wiring of any kind is introduced, it must be connected as directed by Sublessor, and no stringing or cutting of wires will be allowed, except with the prior written consent of Sublessor (such consent not to be unreasonably withheld), and shall be done only by contractors approved by Sublessor. The number and location of telephones, telegraph instruments, electric appliances, call boxes, etc., shall be subject to Sublessor's approval. No Sublessee shall lay linoleum

or other similar floor covering so that the same shall be in direct contact with the floor of the Leased Premises; and if linoleum or other similar floor covering is desired to be used, an interlining of builder's deadening felt shall be first affixed to the floor by a paste or other material, the use of cement or similar adhesive material being expressly prohibited.

9. No additional lock or locks shall be placed by Sublessee on any door in the Building, without prior written consent of Sublessor. Two keys will be furnished Sublessee by Sublessor; two additional keys will be supplied to Sublessee by Sublessor, upon request, without charge; any additional keys requested by Sublessee shall be paid for by Sublessee. Sublessee, its agents and employees, shall not have any duplicate key made and shall not change any locks. All keys to doors and washrooms shall be returned to Sublessor at the termination of the tenancy, and, in the event of loss of any keys furnished, Sublessee shall pay Sublessor the cost of replacing the lock or locks to which such keys were fitted and the keys so lost.

10. Sublessee shall not employ any person or persons other than Sublessor's janitors for cleaning the Leased Premises, without prior written consent of Sublessor. Sublessor shall not be responsible to Sublessee for any loss of property from the Leased Premises however occurring, or for any damage done to the effects of Sublessee by such janitors or any of its employees, or by any other person or any other cause.

11. No bicycles, vehicles or animals (except for seeing eye dogs) of any kind shall be brought into or kept in or about the Leased Premises.

12. Sublessee shall not conduct, or permit any other person to conduct, any auction upon the Leased Premises; manufacture or store goods, wares or merchandise upon the Leased Premises, without the prior written approval of Sublessor, except the storage of usual supplies and inventory to be used by Sublessee in the conduct of its business; permit the Leased Premises to be used for gambling; make any unusual noises in the Building; permit to be played any musical instruments in the Leased Premises; permit to be played any radio, television, recorded or wired music in such a loud manner as to disturb or annoy other Sublessees; or permit any unusual odors to be produced upon the Leased Premises.

13. No awnings or other projections shall be attached to the outside walls of the Building. No curtains, blinds, shades or screens shall be attached to or hung in, or used in connection with, any window or door of the Leased Premises, without the prior written consent of Sublessor (such consent not to be unreasonably withheld). Such curtains, blinds and shades must be of a quality, type, design, and color, and attach in a manner approved by Sublessor.

14. Canvassing soliciting and peddling in the Building are prohibited, and Sublessee shall cooperate to prevent the same. Retail sales will be limited to the ground level and lower level retail store area.

15. There shall not be used in the Leased Premises or in the Building, either by Sublessee or by others in the delivery or receipt of merchandise, any hand trucks except those equipped with rubber tires and side guards, and no hand trucks will be allowed in passenger elevators.

16. Sublessee before closing and leaving the Leased Premises, shall ensure that all entrance doors are locked.

17. Sublessor shall have the right to prohibit any advertising by Sublessee which in Sublessor's opinion tends to impair the reputation of the Building or its desirability as a building for offices, and upon written notice from Sublessor, Sublessee shall refrain from or discontinue such advertising.

18. Sublessor hereby reserves to itself any and all rights not granted to Sublessee hereunder, including, but not limited to, the following rights which are reserved to Sublessor for its purpose in operating the Building:

(a) The exclusive right to the use of the name of the Building for all purposes, except that Sublessee may use the name as its business address and for no other purpose;

(b) The right to change the name or address of the Building, without incurring any liability to Sublessee for so doing;

(c) The right to install and maintain a sign or signs on the exterior of the Building;

(d) The exclusive right to use or dispose of the use of the roof of the Building;

(e) The right to limit the space on the directory of the Building to be allotted to Sublessee; and

(f) The right to grant to anyone the right to conduct any particular business or undertaking in the Building.

19. Sublessee and Sublessee's employees shall park their automobiles only in such number of spaces, if any, as Sublessor may fix, taking into consideration the need for customer parking and other factors. The spaces, if any, assigned to Sublessee and Sublessee's employees shall be limited to any parking area designated by Sublessor for use of office Sublessees, and the right to use spaces so assigned to Sublessee and its employees shall be subject to such regulations as Sublessor may reasonably promulgate from time to time to prevent parking by unauthorized parties or parking in prohibited areas.

20. All safes shall stand on a base of such size as shall be designated by Sublessor. Sublessor reserves the right to inspect all freight to be brought into the Building and to exclude from the Building all freight which violates any of these Rules and Regulations or the Lease of which these Rules and Regulations are a part. No machinery of any kind or articles of unusual weight or size will be allowed in the Building, without the prior written consent of Sublessor. Business machines and mechanical equipment, if so consented to by Sublessor, shall be placed and maintained by Sublessee, at Sublessee's expense, in settings sufficient to absorb and prevent all vibration, noise and annoyance.

21. The Leased Premises shall not be used for lodging or sleeping purposes, and cooking therein is prohibited (except with respect to the customary office use of microwave ovens).

22. During times of heightened security, all persons entering or leaving the Building may be required to identify themselves to a watchman by registration or otherwise and to establish their rights to enter or leave the Building. Sublessor or its agents may exclude from the Building during such periods all persons who do not present satisfactory identification. Each Sublessee shall be responsible for all persons for whom he requests admission and shall be liable to Sublessor for all acts of such persons.

23. In addition to all other liabilities for breach of any provision of these Rules and Regulations, Sublessee shall pay to Sublessor all damages caused by such breach. The violation of any such provision may also be restrained by injunction.

24. Sublessor reserves the right to rescind, alter, waive or add, any Rule or Regulation at any time prescribed for the Building when, in the judgment of Sublessor, Sublessor deems it necessary or desirable for the reputation, safety, character, security, care, appearance or interests of the Building, or the preservation of good order therein, or the operation or maintenance of the Building, or the equipment thereof, or the comfort of Sublessees or others in the Building. No rescission, alteration, waiver or addition of any Rule or Regulation in respect of one Sublessee shall operate as a rescission, alteration or waiver in respect of any other Sublessee.

EXHIBIT "E"

Sublessee Improvements Schedule

The actions identified below are to be completed on or before the dates identified therefor except to the extent that parties mutually agree in writing to change one or more of the dates.

Action	Applicable Date
Deadline for Sublessor to deliver to Sublessee proposed revisions to the Plans	December 22, 2018
Sublessor's approval of the Plans	December 31, 2018
Sublessor's acquisition of necessary permits to commence construction of the Sublessee Improvements	January 16, 2019
Complete execution of the general contract for the Sublessee Improvements	February 5, 2019
Commencement of on-site construction work	February 18, 2019
Substantial completion of Sublessee Improvements	June 21, 2019

EXHIBIT "F"

UNITEDHEALTH GROUP

Authorization for Electronic Funds Transfer (ACH)

Please Print or Type Please allow 2-3 weeks for direct deposit to take effect

Payee Name	Address		Telephone #	-
Email Address			Tax ID #	0
Action (Check one):	Enroll	Change	Cancel	

1. I hereby authorize UnitedHealth Group, 9900 Bren Road East, Minneapolis MN, hereinafter called COMPANY, to initiate credit entries to my account indicated below and the depository name below, hereinafter called DEPOSITORY, to credit the same account.

2. Deposit to the following account: Checking Account

Depository Account (ACH ABA number required)

3. To ensure my account is properly credited, I have attached a <u>voided check (deposit ticket is not acceptable) or a verification letter</u> on Bank letterhead containing the Depository Transit/ABA routing number and my account number.

Depository Bank Name	Depository Address	
Bank Transit Number	Account Number	

4. I agree to allow the COMPANY to stop payment or posting of, reverse or adjust any entry erroneously credited to my account.

5. This authorization is to remain in full force and effect until the COMPANY has received written notification from me of its termination in such time and manner as to afford the COMPANY a reasonable opportunity to act on it.

Print Name	Title (if applicable)	Date	
Signature			
			_

Mail completed form with voided check to: United HealthGroup Deb Wisner, MN008-W235 9900 Bren Rd E Minnetonka, MN 55343

OR

Email completed form with voided check to: vendor_maint_ap@uhc.com

Please contact Deb Wisner with questions regarding this form at: (952) 936-6328

UNIVERSITY OF IDAHO

SUBJECT

Request for approval to construct West Campus Utilities Improvements.

REFERENCE:

- August 2017Idaho State Board of Education (Board) approved
Capital Budget Request in the University of Idaho (UI)
six-year plan.
 - October 2017 The Board authorized Planning and Design Phases for the proposed West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.

ALIGNMENT WITH STRATEGIC PLAN

This item aligns with the goals and objectives of the State Board of Education FY2019-2024 Strategic Plan as it provides for asset of infrastructure improvements aimed at providing the necessary utility systems in place to support multiple future building sites. The exact nature, use and scope of those future structures is yet to be determined, although current thought includes planning and load assumptions for a variety of general education, academic and research facilities.

BACKGROUND/DISCUSSION

This agenda item is an authorization request to allow UI to proceed with the bid, award and construction phases a capital project to construct West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion.

Planning Background

The October 2017 request for planning and design authorization for the proposed West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion detailed the history of the university's Long Range Campus Development Plan (LRCDP) and related utilities systems planning efforts. The proposed project is the result of these planning efforts and seeks to provide the necessary infrastructure systems in place to support future facility initiatives as they may be developed in alignment with both the LRCDP and the university's Strategic Plan.

Proposed Project Description

The scope of the proposed West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion project is to design and implement utility distribution system improvements in the west campus core neighborhood.

This is an area generally bounded by Rayburn Street on the east and south, Stadium drive on the west and Sixth Street on the north. The LRCDP identifies multiple potential building sites in this neighborhood. The intent of this proposed effort is to ensure utilities distribution systems such as steam distribution, chilled water distribution, electrical distribution, domestic water distribution, reclaimed water distribution, sanitary sewer collection, storm water collection, and data/fiber distribution are in place with sufficient capacity to serve these sites.

The site immediately adjacent to the ASUI Kibbie Activity Center has been long identified in the LRCDP for an event arena, and the proposed Idaho Central Credit Union Arena is currently being planned for this site. The remainder of the sites are identified in the LRCDP as potential future building sites, with no current determination made as to the exact building program to be assigned to each site. In general, however, these sites are in a neighborhood envisioned to support academic education and research facilities. The project will assume loads and capacities based upon this general assumption and seek to ensure utility distribution systems and infrastructure in the areas are sized for the future successful integration of facilities on these sites.

Parametrix Engineering, in partnership with MW Engineers, was selected by the UI to via a qualifications based RFQ process to perform the design phase services for this project. Parametrix, MW and University of Idaho Engineering and Planning staff have worked over the course of the past year to plan and design this set of infrastructure improvements. The initial deliverable is a planning document which looks at the neighborhood as a whole. Systems studied and planned include:

- Central Steam Service and Distribution and Condensate Return;
- Central Chilled Water Service and Distribution and Return;
- Domestic Water Service and Distribution;
- Reclaimed Water Service and Distribution;
- Sanitary Sewer Collection and Trunk Mains;
- Storm Water Collection and Trunk Mains;
- 13.2 Kv Electrical Service and Distribution;
- Data and Information Systems Infrastructure.

Subsequently, an initial set of improvements was identified for implementation and to serve as Phase One. This Initial Phase will serve the proposed Idaho Central Credit Union Arena, and provide for capacity for future connection of the ASUI Kibbie Activity Center and the Hartung Theater to the Steam and Chilled Water utilities. The Steam and Chilled water distribution and return mains will be sized in anticipation of a future west camps loop of these systems, as well as the possible location of a future west campus steam generation facility. The Phase One project also provides for the Sanitary Sewer and Storm Water Collection utilities to serve the Idaho Central Credit Union Arena as well as multiple identified future building sites fronting on Stadium Drive between the ASUI Kibbie Activity Center and 6th Street. Last, the project provides for the relocation of Domestic Water, Reclaimed Water, Electrical Distribution and Data and Information Systems Infrastructure

necessary to make available the site for the Idaho Central Credit Union Arena as well as a future building site located to the east of the Arena for a facility yet to be identified.

The project will be funded with proceeds remaining from the Series 2014 General Revenue Bonds.

Parametrix has now designed the West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion, Phase One project, and construction documents are currently in production in support of bid phase activities. It is anticipated that the project will be bid concurrently with the Idaho Central Credit Union Arena project. The intent is to bid this effort in January and February of 2019. This will allow for award in February and March with ground breaking to occur in the spring of 2019. Completion is anticipated in 2020.

Authorization Request

This request is for the requisite capital project bidding and construction phase authorization necessary to bid, award and construct the proposed West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion, Phase One effort on the main campus of the University of Idaho, Moscow, Idaho.

The project is consistent with the strategic goals and objectives of UI. The project is fully consistent with the University of Idaho Strategic Plan, specifically the project seeks to develop a robust and capable infrastructure with capacity to support facilities which may be demanded by the UI's strategic goals.

In addition, the project is fully consistent with the principles, goals, and objectives of the UI's Long Range Campus Development Plan (LRCDP), specifically those goals and objectives related to the development of the campus infrastructure and utility distribution systems.

IMPACT

The fiscal impact of this effort will be overall project expenditures of \$3,500,000.

Overall Pro	ject				
Funding	-			Estimate Budget	
State		\$		Administrative Support	\$ 3,800
Federal (Gra	ant)			A/E & Professional Fees	353,000
Other (UI)				Construction, Contractor	2,500,000
Gifted Fur	nds &			Construction, Other	110,000
Gifts in I	Kind			Const. Contingency	250,000
Student Fo	ee			Owner Costs & FFE	117,100
Series 2014	Gene	eral Revenue			
Bond Proce	eds _	3,500,000		Project Cont.	166,100
Total	\$	3,500,000	Total		\$ 3,500,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

STAFF COMMENTS AND RECOMMENDATIONS

The excess bond proceeds remain from the Integrated Research and Innovation Center Building project, which was completed under budget. The bond proceeds must be used within a certain amount of time, and must be used for a qualified project (one that does not create private use considerations). After consulting with bond counsel, UI determined that the utility project would be an appropriate use of the funds.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the bid, award and construction phases of a Capital Project to construct a proposed West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion, Phase One, on the main campus of the University of Idaho, Moscow, Idaho for a total cost of \$3,500,000, as described in the materials submitted to the Board. Authorization includes the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the bid award and construction 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 December, 2018

History Narrative

¹ Institution/Agency:	University of Idaho	Project:	Capital Project Authorization Request, Bid, Award, and Construction Phases, for the West Campus Utilities Distribution Systems and Infrastructure Improvements and Expansion, Phase One, on the main campus of the University of Idaho, Moscow, Idaho.
² Project Description:	A Capital Project to provid Distribution Systems and I Idaho.	e for the planning, a nfrastructure Improv	and design of project to design and construct a proposed West Campus Utilities vements and Expansion, on the main campus of the University of Idaho, Moscow,
³ Project Use:	Design and implement ut multiple potential building such as steam distribution sanitary sewer collection,	ility distribution sys sites in this neight , chilled water distri storm water collection	tem improvements in the west campus core neighborhood. The LRCDP identifies borhood. The intent of this proposed effort is to ensure utilities distribution systems bution, electrical distribution, domestic water distribution, reclaimed water distribution, on, and data/fiber distribution are in place with sufficient capacity to serve these sites.

⁴ Project Size: The west campus core neighborhood is an area generally bounded by Rayburn Street on the east and south, Stadium drive on the west and Sixth Street on the north.

5						Sou		of F	unds						Lise of	Fu	nds		
7	Project Cost History:		PBF			ISBA	003		Other		Total Sources	Р	Planning*	Us	se of Funds Const.**	I UI	Other***		Total Uses
9	Initial Cost of Project. Planning, and Design Phase Authorization request. October 2017	\$		1	\$		1	\$	3,500,000	\$	3,500,000	\$	350,000	\$	2,750,000	\$	400,000	\$	3,500,000
10																			
11	History of Revisions:																		
12	Revised Cost of Project. Bid, Award and Construction Phase Authorization Request. December 2018. (Minor Redistribution of Project Contingency to Planning and Construction)	\$		-	\$		-	\$	-	\$	-	\$	6,803	\$	110,000	\$	(116,803)	\$	-
13																			
14																			
15	Total Brainat Conto	¢			¢			¢	2 500 000	¢	2 500 000	¢	256 902	¢	2 960 000	¢	202 107	¢	2 500 000

* Includes: Administrative Support Costs @ \$3,800 + A/E and Professional Fees for Design and Construction Phases @ \$353,003.

** Includes: Direct Construction Costs @ \$2,500,000 + Other Construction Costs @ \$110,000 + Construction Contingency @ \$250,000.

*** Includes: Owner Costs, Technology and FF&E @ \$ 117,104+ Overall Project Contingency @ \$166,093.



²⁶ **** Series 2014 General Revenue Bond Remaining Proceeds

SUBJECT

Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

ALIGNMENT WITH STRATEGIC PLAN

Governance/Oversight required through Board policy to assure a safe environment for students conducive to the institution's mission of educating students.

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 Regular August 2018 Board meeting. Since that meeting, Board staff has received seventeen (17) permits from Boise State University, thirteen (13) permits from Idaho State University, fourteen (14) permits from the University of Idaho and two (2) permits from Lewis-Clark State College.

Attachment 1 lists the alcohol permits that have been approved by the President's since the last Board meeting.

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

BOARD ACTION

I move to accept the report on institution president approved alcohol permits.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

ATTACHMENT 1

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY November 2018 – January 2019

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
EMBA Informational Sessions	College of Business and Economics		Х	11/15/2018
Epilepsy Gala	Stueckle Sky Center		х	11/17/2018
A Magical Cirque Christmas	Morrison Center		Х	11/19/2018
Tour of the Center for the Fine Arts	College of Business and Economics		Х	11/20/2018
Under the Streetlamp	Morrison Center		х	11/28/2018
Mountain West Championship Reception	Stueckle Sky Center	x		11/30/2018
Neurolink Christmas Party	Student Union Building		Х	11/30/2018
Finding Neverland	Morrison Center		х	12/1/2018
Oak Ridge Boys Christmas	Morrison Center		Х	12/3/2018
Deal Forum with Venture College	Student Union Building		Х	12/4/2018
Physicians Task Force Meeting	Alumni and Friends Center		Х	12/7/2018
LCA Architect Christmas Party	Alumni and Friends Center		Х	12/8/2018
The Nutcracker	Morrison Center		х	12/13/2018
Osher Winter Celebration	Simplot Ballroom		Х	12/13/2018
Idaho Regional Ballet alumni Reception	Student Union Building		Х	12/15/2018
Darci Lynne	Morrison Center		Х	12/21/2018
Idaho Water Quality Workshop	Student Union Building		Х	1/29/2019

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY November 2018 – December 2018								
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)				
Idaho State Civic Symphony Concert	Stephens Performing Arts Center		х	11/2/2018				
CW HOG Ski Party	Student Union Building		х	11/3/2018				
Idaho State Civic Symphony Concert	Stephens Performing Arts Center		х	11/7/2018				
Jonathan Lawson Memorial Service	Stephens Performing Arts Center		х	11/10/2018				
Festival of Trees	Stephens Performing Arts Center		Х	11/27- 12/1/2018				
ISU Credit Union Employee Dinner	Stephens Performing Arts Center		х	12/1/2018				
Idaho State Civic Symphony Concert	Stephens Performing Arts Center		Х	12/7/2018				
Another Geeky X-Mas	Museum Natural History		Х	12/7/2018				
NFR Viewing Party	Student Union Building		х	12/8/2018				
Idaho State Civic Symphony Concert	Stephens Performing Arts Center		х	11/8/2018				
President's Holiday Open House	Student Union Building	X		12/11/2018				
New Year's Eve Gala	Stephens Performing Arts Center		х	12/31/2018				

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO September 2018 – February 2019								
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)				
Crosstoberfest 7	Sandpoint Campus		Х	9/30/2018				
Law Advisory Council Reception	Menard Law Building	х		10/18/2018				
Wildfire Symposium Reception	Idaho Law and Justice Center – Boise	х		10/19/2018				
Navy and Marine Corps Birthday Ball	Bruce Pitman Center		Х	11/3/2018				
CNR Open House	Idaho Water Center	x		11/8/2018				
President's Faculty, Staff & Retiree Holiday Reception	Bruce Pitman Center	х		11/30/2018				
College of Science Holiday Party	Bruce Pitman Center	х		12/3/2018				
SAS Talks-Short and Sweet Research Speaker Series	Integrated Research and Innovation Center	х		12/4/2018				
Advancement Campaign Priorities Social	Bruce Pitman Center	х		12/6/2018				
President/Provost Holiday Reception	Presidents House	х		12/12/2018				
American Institute of Architects/Department Social	Idaho Water Center	х		12/13/2018				
TVEP Holiday Reception	Idaho Water Center	Х		12/18/2018				
Chinese New Celebration	Integrated Research and Innovation Center	х		2/1/2019				

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE December 2018				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Winter Revels – Employee Gathering	Center for Arts and History	х		12/7/2018
It's a Wonderful Life	Center for Arts and History		х	12/7-8/2018

LEWIS-CLARK STATE COLLEGE

SUBJECT

Facilities Naming – Career Technical Education Center - "Schweitzer Career & Technical Education Center"

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section: I.K. Naming/Memorializing Building and Facilities

ALIGNMENT WITH STRATEGIC PLAN

This request aligns with the State Board of Education's Goal 3: Workforce Readiness which states, "The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness."

BACKGROUND/DISCUSSION

Lewis-Clark State College (LCSC) requests approval to name the future career technical education facility in honor of the Schweitzers, in recognition for the generosity illustrated by Schweitzer Engineering Laboratories (SEL) and SEL Founder and President Ed and Beatriz Schweitzer. Schweitzer Engineering Laboratories will give \$2 million to fund Lewis-Clark State College's new career technical education (CTE) Center to be built in the Lewiston Orchards. Additionally, the Schweitzers will personally donate \$1 million to the project, bringing the total to \$3 million. As part of the donation agreement, SEL and LCSC are collaborating in a variety of ways, including curriculum concept development for electrical technician training, identifying and hiring of qualified instructors for the program, and promoting the CTE center and its programs throughout the region. The education opportunities made possible by the CTE Center will benefit students, businesses and the Lewis-Clark Valley and community for generations to come.

IMPACT

LCSC believes that the naming of the CTE facility in honor of the Schweitzers will assist in generating revenue to support continued fundraising efforts for the project. The partnership will also further strengthen LCSC's ability to collaborate with industry, directly influencing curriculum concept development, and bolstering the employment pipeline. No substantive costs related to the renaming will be required other than signage.

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.K.1.b, outlines the requirements by which a building, facility, or administrative unit may be named for someone other than a former employee of the system of higher education. These include consideration of the nature of the individuals gift and its significance to the institution; the eminence of the individual whose name is proposed; and the individual's relationship to the institution.

Based on the information provided by Boise State University the request complies with Board policy.

Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to name the future career technical education facility the "Schweitzer Career & Technical Education Center."

Moved by _____ Seconded by _____ Carried Yes _____ No ____

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates

REFERENCE

October 2017	Board approved four (4) provisional certificates for the 2017-18 school year.	
December 2017	Board approved seventeen (17) provisional certificates for the 2017-18 school year.	
February 2018	Board approved seven (7) provisional certificates for the 2017-18 school year.	
April 2018	Board approved three (3) provisional certificates for the 2017-18 school year.	
June 2018	Board approved six (6) provisional certificates for the 2017-18 school year.	
October 2018	Board approved one (1) provisional certificate for the 2018-19 school year.	

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective A: Access

BACKGROUND/DISCUSSION

Twenty-two (22) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/ credential, 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.

Boise Independent District #001

Applicant Name: Chung, Michelle

Content & Grade Range: Family and Consumer Sciences 6-12 **Educational Level:** BA, Liberal Arts 4/2004

Declared Emergency: July 9, 2018, Boise Independent School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were no applicants for this position, but there were four interviews of current subs. Ms. Chung was the most qualified candidate due to long term substituting in Family Consumer Science (FCS)

classroom in the past. No other candidates had any FCS experience. Ms. Chung did not meet the qualifying score on the Uniform Standard for Evaluating Content Competency (USECC) rubric and therefore did not qualify for an Alternative Authorization – Content Specialist, but she is enrolled in a teacher prep program through the University of Idaho.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Boise Independent School District's request for Michelle Chung without reservation.

Cassia County Joint School District #151

Applicant Name: Brackenbury, Carie

Content & Grade Range: All Subjects K-8

Educational Level: BS, Family and Human Development 6/1998

Declared Emergency: June 21, 2018, Cassia County Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were four applicants and three interviews. Ms. Brackenbury was selected because of her experience, compatibility with staff and knowledge of the schools and the educational culture. Ms. Brackenbury did not meet the qualifying score on the USECC rubric and therefore did not qualify for an Alternative Authorization – Content Specialist.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Cassia County Joint School District's request for Carie Brackenbury without reservation.

Cassia County Joint School District #151

Applicant Name: Campos, Grace

Content & Grade Range: English as a Second Language (ESL) K-12

Educational Level: AA, Liberal Arts 5/2014

Declared Emergency: August 16, 2018, Cassia County Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were six applicants and two interviews. Ms. Campos is enrolled in Western Governors University's BA teacher prep program but has not reached her student teaching year. She has 13 years experience in migrant/ESL.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Cassia County Joint School District's request for Grace Campos without reservation.

Cassia County Joint School District #151

Applicant Name: Ramirez, Erin Content & Grade Range: All Subjects K-8 Educational Level: AA, Elementary Education 5/2012

Declared Emergency: August 16, 2018, Cassia County Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were eight applicants and four interviews. The interview panel felt that she was the best candidate for the position. Ms. Ramirez is enrolled in Western Governors University's teacher prep program. **PSC Review**: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Cassia County Joint School District's request for Erin Ramirez without reservation.

Heritage Academy, Inc. #479

Applicant Name: Carpenter, Ana

Content & Grade Range: All Subjects K-8

Educational Level: AA, Bilingual Education 5/2002

Declared Emergency: August 16, 2018, Heritage Academy, Inc. Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were four applicants and three interviews with two open positions. Mrs. Carpenter has significant experience working as a Head Start teacher, in bilingual classrooms and as a paraprofessional in elementary classrooms. She has worked as a teaching intern at Heritage for three years and is currently enrolled in Western Governors University teacher preparation program and is scheduled to student teach in Fall 2019.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Heritage Academy, Inc.'s request for Ana Carpenter without reservation.

Holy Rosary Catholic School #556

Applicant Name: Martens, Kayla

Content & Grade Range: All Subjects K-8

Educational Level: BS, General Studies 12/2016

Declared Emergency: May 14, 2018, Holy Rosary Catholic School's Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were nine applicants and six interviews (three out of state - took other positions or were not interested in moving to Idaho). None of the applicants had Idaho certificates. Ms. Martens had the most teaching experience and lived in Idaho Falls.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Holy Rosary Catholic School's request for Kayla Martens without reservation.

Kendrick Joint School District #283

Applicant Name: Parkins-Hansen, Kodette Content & Grade Range: All Subjects K-8 Educational Level: BS, Elementary Education 5/2001

Declared Emergency: August 15, 2018, Kendrick Joint School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: This position was not posted as the candidate was already employed by the district in this role while on an interim certificate with conditions. Ms. Parkins-Hansen was unable to complete the conditions within three years. The district would like Ms. Parkins-Hansen to have more time to complete the Praxis II exam.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Kendrick Joint School District's request for Kodette Parkins-Hansen without reservation.

Minidoka School District #331

Applicant Name: Perrigot, Chris

Content & Grade Range: All Subjects K-8

Educational Level: BA, Recreation 2/1996

Declared Emergency: April 16, 2018, Minidoka School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were two applicants and two interviews. Mr. Perrigot had the most experience and is enrolled in ABCTE, but did not qualify on the USECC rubric.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Minidoka School District's request for Chris Perrigot without reservation.

Minidoka School District #331

Applicant Name: Pratt, Cami

Content & Grade Range: Mathematics 6-12 and Mathematics 5-9 **Educational Level:** BS, Radiographic Science 8/2018

Declared Emergency: June 4, 2018, Minidoka School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and two interviews. One applicant took other employment. Another applicant did not qualify for an Emergency Provisional. Ms. Pratt was the most qualified candidate and has enrolled in ABCTE, but did not qualify on the USECC.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Minidoka School District's request for Cami Pratt without reservation.

Minidoka School District #331

Applicant Name: Bair, Linsey

Content & Grade Range: Health K-12 and Physical Education (PE) K-12 **Educational Level:** BS, Exercise Physiology 4/2017

Declared Emergency: July 16, 2018, Minidoka School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were two applicants and two interviews. One applicant took other employment. Ms. Bair was the most qualified candidate and has enrolled in CSI, but did not qualify on the USECC.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Minidoka School District's request for Linsey Bair without reservation.

Minidoka School District #331

Applicant Name: Bishop, Amanda

Content & Grade Range: All Subjects K-8

Educational Level: BS, Child Development 4/2018

Declared Emergency: June 4, 2018, Minidoka School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. Ms. Bishop was the only candidate and has enrolled in College of Southern Idaho, but did not qualify on the USECC.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Minidoka School District's request for Amanda Bishop without reservation.

Nampa School District #131

Applicant Name: Cayler, Diana

Content & Grade Range: Music K-12

Educational Level: 148 credits – no apparent degree

Declared Emergency: September 11, 2018, Nampa School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. Ms. Cayler is currently enrolled in a music progam at NNU and is willing to teach for one year only while the district continues to find a qulified music teacher for the next school year.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Nampa School District's request for Diana Cayler without reservation.

Nampa School District #131

Applicant Name: Sene, Jared

Content & Grade Range: Music K-12

Educational Level: BA, Music 2018

Declared Emergency: September 11, 2018, Nampa School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were five applicants and three interviews. Mr. Sene is familiar with the students and staff, as he had finished the 2017-18 school year as a long term sub. He is enrolled in a teacher prep program with Northwest Nazarene University. He was the most qualified candidate.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Nampa School District's request for Jared Sene without reservation.

St. Maries Joint School District #41

Applicant Name: Amos, Mikalynn

Content & Grade Range: Biological Science 6-12 and Chemistry 6-12

Educational Level: 122 credits

Declared Emergency: August 13, 2018, St. Maries School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were seven applicants and five interviews for two positions. Ms. Amos is enrolled in University of Idaho and has passed the General Science and Biology Praxis assessments. She has not completed all of the requirements for her bachelor's degree and will not be doing her student teaching this school year.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends St. Maries School District's request for Mikalynn Amos without reservation.

Twin Falls School District #411

Applicant Name: Nelson, Mari

Content & Grade Range: School Counselor K-12

Educational Level: MSc, Professional Counseling 11/2012

Declared Emergency: September 10, 2018, Twin Falls School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were five applicants and four interviews. Two of the four interviewed declined the position. Ms. Nelson is enrolled in Grand Canyon University.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Twin Falls School District's request for Mari Nelson without reservation.

Twin Falls School District #411

Applicant Name: Sauer, Alyson

Content & Grade Range: Physical Education (PE) 6-12 and Health 6-12 **Educational Level:** BS, Exercise Science 5/2018

Declared Emergency: September 10, 2018, Twin Falls School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were 10 applicants and two interviews. Ms. Sauer was the most qualified candidate and had the desire to coach volleyball for the district.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Twin Falls School District's request for Alyson Sauer without reservation.

Twin Falls School District #411

Applicant Name: Ziegler, Hannah Content & Grade Range: Mathematics 6-12

Educational Level: BA, Liberal Arts 8/2017

Declared Emergency: September 10, 2018, Twin Falls School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were 13 applicants and six interviews. Ms. Ziegler was the only candidate willing to work half-time. She is in enrolled in ABCTE for Science, but is not interested in taking Math.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Twin Falls School District's request for Hannah Ziegler without reservation.

Wendell School District #232

Applicant Name: Henderson, Paul

Content & Grade Range: All Subjects K-8

Educational Level: BS, Business Management 12/2016

Declared Emergency: May 15, 2018, Wendell School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. Mr. Henderson has a passion to work with kids. His interview was great - instructional strategies, classroom management, etc. He also speaks Spanish. The candidate has enrolled in ABCTE, but was unable to meet the minimum requirement on the USECC.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Wendell School District's request for Paul Henderson without reservation.

Wendell School District #232

Applicant Name: Meyerhoeffer, Hannah

Content & Grade Range: All Subjects K-8

Educational Level: BS, Psychology 12/2016

Declared Emergency: July 17, 2018, Wendell School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. Ms. Meyerhoeffer was the most adaptive and best fit for the job. The team chose her due to growth potential and her family background in education. She is in enrolled in ABCTE, but did not meet the minimum requirement on the USECC rubric.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Wendell School District's request for Hannah Meyerhoeffer without reservation.

Wendell School District #232

Applicant Name: Clough, Marika Content & Grade Range: English 6-12 and Health 6-12 Educational Level: BS. Education 5/2014

Certified: ESL K-12, History 6-12

Declared Emergency: July 17, 2018, Wendell School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were seven applicants and four interviews. Ms. Clough's husband was hired in the district. She was willing to go through the ABCTE program for English and agreed to help out for Health only for this school year.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Wendell School District's request for Marika Clough without reservation.

Wendell School District #232

Applicant Name: Funkhouser, Lonnie Content & Grade Range: Natural Science 6-12

Educational Level: BS, Physical Education 5/1995

Certified: P.E. K/12 and Health K/12

Declared Emergency: August 21, 2018, Wendell School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were three candidates and two interviews. Only one candidate had a certificate, but she accepted a position at a nearby district.

PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Wendell School District's request for Lonnie Funkhouser without reservation.

Wendell School District #232

Applicant Name: Wert, Kirstin

Content & Grade Range: Mathematics 5-9

Educational Level: 146 credits

Declared Emergency: May 15, 2018, Wendell School District Board of Trustees declared an emergency area of need exists for the 2018-2019 school year.

Summary of Recruitment Efforts: There were two positions posted with four applicants and three interviews. Ms. Wert has a strong backgound in education. Her mother and father are educators in the same building and she is enrolled in WGU and will do her student teaching in Fall 2019.
PSC Review: The Professional Standards Commission Authorizations Committee met October 10, 2018. The committee recommends Wendell School District's request for Kirstin Wert without reservation.

IMPACT

If the emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education...." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in occupational fields or emergency situations. When an emergency is declared, the Board is authorized to grant one-year provisional certificates based on not less than two (2) years of college training. The two year college training minimum requirement could be interpreted to mean the individual has attended a postsecondary institution without regard to the number of credits taken each year, or the individual attended full time for two or more years. Historically, the later interpretation has been applied by the Board office. The Board defines a full time student as a student taking 12 or credits (or equivalent) per semester pursuant to Board policy III.P.7. Full-Time Students. An individual with 48 or more credits would then be considered as receiving two years of college training.

Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator..." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts may use an individual as a long-term substitute prior to requesting provisional certification for the individual.

The Department receives applications from the school districts for requests for provisional certifications, Department staff then work with the school districts to ensure the applications are complete. The Professional Standards Commission then reviews requests for the one-year provisional certificates, and those that are complete and meet the minimum requirements are then brought forward by the Department to the Board for consideration with a recommendation from the Professional Standards Commission.

BOARD ACTION

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificates for Michelle Chung, Carie Brackenbury, Grace Campos, Erin Ramirez, Ana Carpenter, Kayla Martens, Kodette Parkins-Hansen, Chris Perrigot, Cami Pratt, Linsey Bair, Amanda Bishop,

Diana Cayler, Jared Sene, Mikalynn Amos, Mari Nelson, Alyson Sauer, Hannah Ziegler, Paul Henderson, Hannah Meyerhoeffer, Marika Clough, Lonnie Funkhouser and Kirstin Wert to teach the content area and grade ranges at the specified school districts as provided herein for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

OR

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Michelle Chung to teach Family and Consumer Sciences grades six (6) through twelve (12) in the Boise Independent School District #001 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Carie Brackenbury to teach All Subjects grades kindergarten through eight (8) in the Cassia County Joint School District #151 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Grace Campos to teach English as a Second Language (ESL) grades kindergarten through twelve (12) in the Cassia County Joint School District #151 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Erin Ramirez to teach All Subjects grades kindergarten through eight (8) in the Cassia County Joint School District #151 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Ana Carpenter to teach All Subjects grades kindergarten through eight (8) in the Heritage Academy, Inc. #479 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Kayla Martens to teach All Subjects grades kindergarten through eight (8) in the Holy Rosary Catholic School #556 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Kodette Parkins-Hansen to teach All Subjects grades kindergarten through eight (8) in the Kendrick Joint School District #283 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Chris Perrigot to teach All Subjects grades kindergarten through eight (8) in the Minidoka County Joint School District #331 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Cami Pratt to teach Mathematics grades six (6) through twelve (12) and five (5) through nine (9) in the Minidoka County Joint School District #331 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Linsey Bair to teach Health and Physical Education (PE) grades kindergarten through twelve (12) in the Minidoka County Joint School District #331 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Amanda Bishop to teach All Subjects grades kindergarten through eight (8) in the Minidoka County Joint School District #331 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Diana Cayler to teach Music grades kindergarten through twelve (12) in the Nampa School District #131 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Jared Sene to teach Music grades kindergarten through twelve (12) in the Nampa School District #131 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Mikalynn Amos to teach Biological Science and Chemistry grades six (6) through twelve (12) in the St. Maries School District #041 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Mari Nelson to work as a School Counselor grades kindergarten through twelve (12) in the Twin Falls School District #411 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Alyson Sauer to teach Health and Physical Education (PE) grades six (6) through twelve (12) in the Twin Falls School District #411 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Hannah Ziegler to teach Mathematics grades six (6) through twelve (12) in the Twin Falls School District #411 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Paul Henderson to teach All Subjects grades kindergarten through eight (8) in the Wendell School District #232 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Hannah Meyerhoeffer to teach All Subjects grades kindergarten through eight (8) in the Wendell School District #232 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Marika Clough to teach English and Health grades six (6) through twelve (12) in the Wendell School District #232 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Lonnie Funkhouser to teach Natural Science grades six (6) through twelve (12) in the Wendell School District #232 for the 2018-2019 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by the Professional Standards Commission for the one-year emergency provisional certificate for Kirstin Wert to teach Mathematics grades five (5) through nine (9) in the Wendell School District #232 for the 2018-19 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

AUDIT DECEMBER 20, 2018

TAB	DESCRIPTION	ACTION
1	FY 2018 FINANCIAL STATEMENT AUDITS	Motion to approve
2	FY 2018 FINANCIAL RATIOS	Information item
3	FY 2018 NET POSITION BALANCES	Information item

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AUDIT DECEMBER 20, 2018

SUBJECT

College/university FY2018 audit findings reported by the Idaho State Board of Education's external auditor

REFERENCE

December 2017

Board reviewed FY 2017 audit findings

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.H.4.f.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1; Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION

The Idaho State Board of Education (Board) has contracted with Moss Adams LLP, an independent certified public accounting firm, to conduct the annual financial audits of Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and Eastern Idaho Technical College.

The financial audits for FY2018 were conducted in accordance with Generally Accepted Government Auditing Standards and include an auditor's opinion on the basic financial statements prepared by each of the five institutions.

IMPACT

There was one significant deficiency for Eastern Idaho Technical College related to federal Student Financial Assistance. For University of Idaho there was one material weakness identified for lack of adequate accounting controls over library materials and a significant deficiency in internal controls over major federal programs.

ATTACHMENTS

Attachment 1 - Moss Adams Audit Results Report

STAFF COMMENTS AND RECOMMENDATIONS

On November 14, 2018, Moss Adams reviewed their audit findings with members of the Audit Committee and Board staff. This was followed by presentations by senior managers from the audited colleges and universities on their financial statements. Board members were provided with copies of the audit reports and financial statements. The institutions which received significant findings have identified actions to correct and prevent recurrence of the noted problems. Staff recommends acceptance of the financial audit reports submitted by Moss Adams.

Eastern Idaho Technical College became the College of Eastern Idaho as of July 1, 2018, and as such, will be removed from the contract for the next audit year ending June 30, 2019.

AUDIT DECEMBER 20, 2018

BOARD ACTION

I move to accept from the Audit Committee the Fiscal Year 2018 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.

Moved by_____ Seconded by_____ Carried Yes____ No____

Idaho State Board of Education

Audit Committee

Presentation of Audit Results

November 14, 2018

Boise State University Idaho State University University of Idaho Lewis-Clark State College Eastern Idaho Technical College

> Scott Simpson Tammy Erickson Pam Cleaver



Idaho State Board of Education

November 14, 2018

Moss Adams Leadership Team

Overall

Scott	Simpson,	Partner

541-686-1040 scott.simpson@mossadams.com

Institution Specific

Pam Cleaver, Partner	509-248-7750	pam.cleaver@mossadams.com
Tammy Erickson, Partner	509-747-2600	tammy.erickson@mossadams.com

Contract Deliverables

For each institution

- Auditor's Report on Financial Statements GAAS
- Auditor's Report on Financial Statements GAGAS
- Auditor's Report on Compliance in Accordance with OMB Uniform Guidance
- Required Communication AU 260
- AU 265 Letters & Management Letters

Additional items for individual institutions

- NCAA Agreed-Upon Procedures for UI, BSU, ISU Presidents
- o Auditor's Report on Financial Statements for Boise State Radio



Idaho State Board of Education

Audit Committee Debrief – cont.

November 14, 2018

1	Financial Statement	Internal Control		U	Uniform Guidance		
	Opinion	Material Weaknes	Material Weakness Significant Deficiency		Fir	Findings	
Eastern Idaho Technical College	Unmodified	None	None	Unmodifie	ed (One	
Idaho State University	Unmodified	None	None	Unmodifie	ed N	lone	
Boise State University	Unmodified	None	None	Unmodifie	ed N	lone	
Lewis-Clark State College	Unmodified	None	None	Unmodifie	ed N	lone	
University of Idaho	Unmodified	One	None	Unmodifie	ed (One	
Required Communications To Those Charged With Governance Formal Letters in each Section	Eastern IdahoTechnical College	Idaho State Unviersity	Boise State University	Lewis-Clark State College	University of Idah-	000	
Auditor's Responsibility Under Generally Accepted Auditing Standards	As Planned	As Planned	As Planned	As Planned	As Planned		
Planned Scope and Timing of the Audit	As Planned	As Planned	As Planned	As Planned	Delayed		
Significant Accounting Policies	FN 1	FN 1	FN 1	FN 1	FN 1		
Significant Accounting Estimates	As Discussed	As Discussed	As Discussed	As Discussed	As Discussed	ł	
Financial Statement Disclosures	8, 9, 10	8, 10, 12, 16	6, 10, 11, 12, 14	8, 10, 13	12, 13, 17, 19)	
Significant Difficulties Encountered During the Audit	None	None	None	None	None		
Corrected and Uncorrected Misstatemen	ts None	None	Yes	None	Yes		
Disagreements with Management	None	None	None	None	None		
Management Representations	Available	Available	Available	Available	Available		
Management Consultations with Other Accountants	None	None	None	None	None		
Other Signficant Findings or Issues	None	None	None	None	None		
Internal Control Matters to be Reported	None	None	None	None	Yes		
Fraud Uncovered During the Audit	None	None	None	None	None		



Idaho Colleges and Universities Presentation of Audit Results – cont.

November 14, 2018





Eastern Idaho Technical College Presentation of Audit Results

November 14, 2018

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for EITC

Scott Simpson, Partner Jacqueline Stensland, Senior Manager

4 auditors at EITC from Moss Adams

Fieldwork Dates

Interim Fieldwork	May 21 - 24
F/S Fieldwork	August 21 - 25

Audit Reporting and Timing

Audit Report Dated	October 8, 2018
Audit Report Issued	October 8, 2018
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	None Reported
Audit findings related to Compliance Audit	One Reported



ATTACHMENT 1

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:	Unmodified		
Internal control over financial reporting:			
Material weakness(es) identified?	🗌 Yes 🖾 No		
• Significant deficiency(ies) identified?	🗌 Yes 🖾 None repo	rted	
Noncompliance material to financial statements noted?	🗌 Yes 🖾 No		
Federal Awards			
Internal control over major federal programs:			
Material weakness(es) identified?	🗌 Yes 🖾 No		
• Significant deficiency(ies) identified?	🛛 Yes 🗌 None repo	rted	
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?	🖂 Yes 🗌 No		

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

CFDA Number(s)	Name of Federal Program or Clus	Type of Auditor's Report Issued on Compliance for Ster Major Federal Programs			
Various	Student Financial Assistance Cluster	Unmodified			
Dollar threshold used to distinguish between type A and type B programs: <u>\$750,000</u>					
Auditee qualified as	low-risk auditee?	🗌 Yes 🖾 No			

Section II - Financial Statement Findings

None reported

Section III - Federal Award Findings and Questioned Costs

FINDING 2018-001 Special Tests & Provisions Significant Deficiency in Internal Controls over Compliance, Non-compliance

Federal Programs: Student Financial Assistance Cluster (Various CFDA #s)

Criteria:

The Institution is required to report all loan disbursements and submit required records to the Direct Loan Servicing System via the COD within 15 days of disbursement. Each month, the COD provides institutions with a School Account Statement data file. Eastern Idaho Technical College (the College) is required to reconcile these files to the College's financial records.

Condition:

The College is not in compliance with the federal requirement. During testing of this compliance requirement we found three months out of the year where reconciliations of these files were not performed.

Questioned costs:

None.

Context:

Of the three sampled months, one reconciliation was not performed. Upon further analysis it was found that two other months did not have reconciliations performed. A total of three months during the year were not reconciled.

Effect:

Reconciliations were not performed as per the requirements.

Cause:

Lack of reconciliations being performed was caused by turnover in the Financial Aid Director position as well as an ineffective control environment.

Repeat finding:

No.

Recommendation:

The College should establish a control environment which ensures reconciliations are performed monthly.

Views of responsible officials and planned corrective actions:

The College had turnover in the Financial Aid Director position, which caused reconciliations to not be performed for 3 months. The reconciliations have been performed since January of 2018. The process involves a three-way reconciliation to ensure accuracy.

Eastern Idaho Technical College

Presentation of Audit Results – cont.

November 14, 2018





ATTACHMENT 1



COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE

EASTERN IDAHO TECHNICAL COLLEGE

June 30, 2018



) moss<u>a</u>dams

Communications with Those Charged with Governance

Idaho State Board of Education Eastern Idaho Technical College

We have audited the financial statements of Eastern Idaho Technical College (the "College") and its discretely presented component unit; College of Eastern Idaho Foundation, Inc. as of and for the year ended June 30, 2018, and have issued our report thereon dated October 8, 2018. We did not audit the financial statements of College of Eastern Idaho Foundation, Inc., a discretely presented component unit, as described in Note 10. Those financial statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, is based solely on the report of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Auditing Standards Generally Accepted in the United States of America

As stated in a meeting with the Audit Committee on March 14, 2018, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we considered College's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the College's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on the College's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the College's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

Other Information in Documents Containing Audited Financial Statements

Our responsibility for other information in the management's discussion and analysis as listed in the table of contents and certain information in Note 8, Pension Plan, and Note 9, Postemployment Benefits Other Than Pensions, labeled as "required supplementary information", and the schedule of expenditures and federal awards, includes applying certain limited procedures to the required supplementary information and other supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting March 14, 2018.

Significant Audit Findings and issues

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the College are described in Note 1 to the financial statements. No new accounting policies were adopted and there were no changes in the application of existing policies during 2018. During the current year the University adopted Governmental Accounting Standards Board (GASB) No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, which included restatement of the current year financial statements. We noted no transactions entered into by the College during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were the allowance for uncollectible accounts receivable, the useful lives of capital assets, and the actuarially determined liability related to other post-employment benefit obligations and pension liability. We evaluated the key factors and assumptions used to develop management's estimates in determining they are reasonable in relation to the financial statements taken as a whole.

Financial Statement Disclosures

The disclosures in the financial statements are consistent, clear and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. We believe the most sensitive disclosures affecting the financial statements were Notes 8 and 9 related to retirement plans, and Note 10 related to the component unit.

Significant Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Uncorrected Misstatements

Professional standards require us to accumulate all factual and judgmental misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no material misstatements detected as a result of our audit procedures which required correction by management, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 8, 2018.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the College's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the College's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of Idaho State Board of Education Audit Committee and management of Eastern Idaho Technical College and is not intended to be and should not be used by anyone other than these specified parties.

Moss Adams LLP

Portland, Oregon October 8, 2018

Idaho State University Presentation of Audit Results

November 14, 2018

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for ISU

Scott Simpson, Partner Jacqueline Stensland, Senior Manager

5 auditors at ISU from Moss Adams 2 IT specialists

Fieldwork Dates

Interim Fieldwork	June 4 - 8
F/S Fieldwork	August 27 - 31

Audit Reporting and Timing

Audit Report Dated	September 28, 2018
Audit Report Issued	September 28, 2018
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	None Reported
Audit findings related to Compliance Audit	None Reported



IDAHO STATE UNIVERSITY SCHEDULE OF FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:	Unmodified		
Internal control over financial reporting:			
• Material weakness(es) identified?	Yes	\boxtimes	No
• Significant deficiency(ies) identified?	Yes	\square	None reported
Noncompliance material to financial statements noted?	🗌 Yes	\bowtie	No
Federal Awards			
Internal control over major federal programs:			
Material weakness(es) identified?	🗌 Yes	\boxtimes	No
Significant deficiency(ies) identified?	Yes	\boxtimes	None reported
Any audit findings disclosed that are required to be reported in accordance with section 2 CFR Section 200.516(a)?	🗌 Yes	\boxtimes	No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

CFDA Numbers	Name of Federal Program or Cl	luster	Type of Auditor's Report Issued on Compliance for Major Federal Programs
Various	Student Financial Assistance Cluster		Unmodified
• Dollar threshold u type B programs: Auditee qualified as lo	No		
	Section II - Financial Statement I	Findings	
None.			

Section III - Federal Award Findings and Questioned Costs

None.

Idaho State University

Presentation of Audit Results - cont.

November 14, 2018





AUDIT

ATTACHMENT 1



COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE

IDAHO STATE UNIVERSITY

June 30, 2018



MOSS<u>A</u>DAMS

Communications with Those Charged with Governance

Idaho State Board of Education Idaho State University

We have audited the financial statements of Idaho State University (the "University") as of and for the year ended June 30, 2018, and have issued our report thereon dated September 28, 2018. We did not audit the financial statements of Idaho State University Foundation, Inc., a discretely presented component unit, as described in Note 16. Those financial statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, is based solely on the report of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Auditing Standards Generally Accepted in the United States of America

As stated in a meeting with the Audit Committee on March 14, 2018, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we considered the University's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

Other Information in Documents Containing Audited Financial Statements

Our responsibility for other information in the management's discussion and analysis as listed in the table of contents and certain information in Note 11, Pension Plan, and Note 12, Postemployment Benefits Other Than Pensions, labeled as "required supplementary information", and the schedule of expenditures and federal awards, includes applying certain limited procedures to the required supplementary information and other supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 14, 2018.

Significant Audit Findings and issues

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. There were no changes in the application of existing policies during 2018. During the current year the University adopted Governmental Accounting Standards Board (GASB) No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, which included restatement of the current year financial statements. We noted no transactions entered into by the University during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were the allowance for uncollectible accounts receivable, the useful lives of capital assets, the valuation of investments, and the actuarially determined liability related to other post-employment benefit obligations and pension liability. We evaluated the key factors and assumptions used to develop management's estimates in determining they are reasonable in relation to the financial statements taken as a whole.

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. We believe the most sensitive disclosures affecting the financial statements were Note 8 related to noncurrent liabilities, Notes 11 and 12 related to retirement plans, and Note 16 related to the component unit.

Significant Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all factual and judgmental misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no material misstatements detected as a result of our audit procedures which required correction by management, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated September 28, 2018.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Company's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Company's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Idaho State Board of Education Audit Committee and management of Idaho State University and is not intended to be and should not be used by anyone other than these specified parties.

Moss Adams LLP

Portland, Oregon September 28, 2018

ATTACHMENT 1



Boise State University

Presentation of Audit Results

November 14, 2018

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for BSU

Pam Cleaver, Partner Brandon Flory, Senior Manager

6 auditors at BSU from Moss Adams 1 IT specialists

Fieldwork Dates

Interim Fieldwork	June 11 - 15			
F/S Fieldwork	August 27 - 31			

Audit Reporting and Timing

Audit Report Dated	October 11, 2018
Audit Report Issued	October 11, 2018
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	None Reported
Audit findings related to Compliance Audit	None Reported



ATTACHMENT 1

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:	Unm	nodifie	ed	
Internal control over financial reporting:				
• Material weakness(es) identified?		Yes	\boxtimes	No
• Significant deficiency(ies) identified?		Yes	\boxtimes	None reported
Noncompliance material to financial statements noted?		Yes	\boxtimes	No
Federal Awards				
Internal control over major federal programs:				
• Material weakness(es) identified?		Yes	\square	No
• Significant deficiency(ies) identified?		Yes	\boxtimes	None reported
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?		Yes	\boxtimes	No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

Name of Federal Program or Clus	Type of Auditor's Report Issued on Compliance for ster Major Federal Programs
Student Financial Assistance Cluster	Unmodified
ed to distinguish between type A and	\$ <u>1,081,482</u>
low-risk auditee?	🗌 Yes 🖾 No
	Name of Federal Program or Clus Student Financial Assistance Cluster ed to distinguish between type A and low-risk auditee?

Section II - Financial Statement Findings

None reported.

Section III - Federal Award Findings and Questioned Costs

None reported.

Boise State University

Presentation of Audit Results - cont.

November 14, 2018





ATTACHMENT 1



COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE

BOISE STATE UNIVERSITY

June 30, 2018



MOSSADAMS

Communications with Those Charged with Governance

To the Audit Committee of the Idaho State Board of Education

We have audited the financial statements of Boise State University (University) and its discretely presented component unit, Boise State University Foundation, Inc. (Foundation) as of and for the years ended June 30, 2018 and 2017, and have issued our report thereon dated October 11, 2018. We did not audit the financial statements of Boise State University Foundation, Inc., a discretely presented component unit. Those financial statements were audited by other auditors whose report thereon has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, is based solely on the report of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Auditing Standards Generally Accepted in the United States of America and *Government Auditing Standards,* Issued by the Comptroller General of the United States of America.

As stated in the meeting with the Audit Committee on March 14, 2018, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America (U.S. GAAP) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we considered the University's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.
As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR)* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Compliance Supplement* applicable to its major federal program for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with Uniform Guidance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in in our meeting on March 14, 2018.

Qualitative Aspects of Accounting Practices

Significant Accounting Policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. There were no changes in the application of existing policies during 2018 except for the implementation of GASB Statement No. 75 – *OPEB for Employers,* GASB Statement No. 81 – *Irrevocable Split Interest Agreements,* GASB Statement No. 85 – *Omnibus 2017* and GASB Statement No. 86 – *Certain Debt Extinguishments,* as described in Note 1 to the financial statements. We noted no transactions entered into by the University during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Management Judgments and Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements were:

- Allowance for uncollectible accounts receivable at June 30, 2018
- Useful lives of capital assets
- Valuation of investments
- Actuarial determined liability related to pensions and other post-employment benefit obligations

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were:

- Note 1 Significant Accounting Policies
- Note 6 Deferred Outflows and Inflows of Resources
- Note 8 Bonds and Notes Payable
- Note 10 Optional Retirement Plans and Post Retirement Use of Unused Sick Leave
- Note 11 Pension Plans
- Note 12 Postemployment Benefits Other Than Pensions
- Note 14 Component Unit Boise State University Foundation

Significant Difficulties Encountered in Performing the Audit

The Audit Committee should be informed of any significant difficulties encountered in dealing with management related to the performance of the audit.

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Below are the corrected and uncorrected misstatements:

SUMMARY OF CORRECTED FINANCIAL STATEMENT MISSTATEMENTS

Account #	Account Description	Debit	Credit			
217902	Deferred Inflow EdR		2,109,663			
108003	Buildings	2,109,663				
To record change orders not captured in original service concession arrangement						
journal entry calculating the related deferred inflow.						

SUMMARY OF UNCORRECTED FINANCIAL STATEMENT MISSTATEMENTS

Account #	Account Description	Debit	Credit
104139	Deferred Outflow	2,044,625	
998990	Net Position		2,044,625
Prior year effe			
104139	Deferred Outflow		97,945
596200	Interest Expense	97,945	
Current year e			

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 11, 2018.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the University's financial statements, or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

This information is intended solely for the use of the Audit Committee of the Idaho State Board of Education and management of Boise State University and is not intended to be, and should not be, used by anyone other than these specified parties.

Moss adams LLP

Portland, Oregon October 11, 2018





Lewis-Clark State College Presentation of Audit Results

November 14, 2018

Scott Simpson, Partner

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Primary Contacts at Moss Adams for LCSC

Tammy Erickson, Partner Sasha Correnti, Manager

5 auditors at LCSC from Moss Adams 1 IT specialists

Fieldwork Dates

Interim Fieldwork	May 4 - 8
F/S Fieldwork	August 27 – 31

Audit Reporting and Timing

Audit Report Dated	September 28, 2018
Audit Report Issued	September 28, 2018
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	None Reported
Audit findings related to Compliance Audit	None Reported



ATTACHMENT 1 LEWIS-CLARK STATE COLLEGE SCHEDULE OF FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I - Summary of Auditor's Results

Financial Statements

Type of report the audi statements audited we	tor issued on whether the financial re prepared in accordance with GAAP:	Unn	nodifie	d	
Internal control over fi	nancial reporting:				
Material weakness	(es) identified?		Yes	\square	No
• Significant deficien	cy(ies) identified?		Yes	\boxtimes	None reported
Noncompliance materia	al to financial statements noted?		Yes	\bowtie	No
Federal Awards					
Internal control over m	ajor federal programs:				
Material weakness(es) identified?			Yes	\boxtimes	No
• Significant deficiency(ies) identified?			Yes	\boxtimes	None reported
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?			Yes	\boxtimes	No
Identification of major federal programs:	federal programs and type of auditor's	repoi	rt issu	ed oi	n compliance for major
CFDA Number(s)	Name of Federal Program or Clu	uster			Type of Auditor's Report Issued on Compliance for Major Federal Programs
Various	Student Financial Assistance Cluster				Unmodified
Dollar threshold used t B programs:	o distinguish between type A and type	\$	750,	<u>000</u>	
Auditee qualified as low-risk auditee?			Yes		No

Section II - Financial Statement Findings

None reported

ATTACHMENT 1 LEWIS-CLARK STATE COLLEGE SCHEDULE OF FINDINGS AND QUESTIONED COSTS FOR THE YEAR ENDED JUNE 30, 2018

Section III - Federal Award Findings and Questioned Costs

None reported

Lewis-Clark State College

Presentation of Audit Results - cont.

November 14, 2018







COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE

IDAHO STATE BOARD OF EDUCATION LEWIS – CLARK STATE COLLEGE

June 30, 2018



MOSSADAMS

Communications with Those Charged with Governance

Idaho State Board of Education Lewis-Clark State College

We have audited the financial statements of Lewis-Clark State College and its discretely presented component unit, the Lewis-Clark State College Foundation, Inc. (collectively, College) as of and for the year ended June 30, 2018, and have issued our report thereon dated September 28, 2018. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under Auditing Standards Generally Accepted in the United States of America and Government Auditing Standards, Issued by the Comptroller General of the United States of America

As stated in a meeting with the Audit Committee on March 14, 2018, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we considered the College's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR)* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the College's compliance with the types of compliance requirement applicable to each of its major federal programs for the purpose of expressing an opinion on the College's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the College's compliance with those requirements.

We also considered the internal control over compliance with requirements that could have a direct and material effect on the major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with Uniform Guidance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 14, 2018.

Significant Audit Findings and Issues

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the College are described in Note 1 to the financial statements. During the current year the Governmental Accounting Standards Board (GASB) No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions*, which included restatement of the current year financial statements. Additionally, GASB No.81, *Irrevocable Split-Interest Agreements*, was implemented retrospectively, as described by the guidance. We noted no transactions entered into by the College during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements were:

- Allowance for uncollectible accounts receivable
- Useful lives of capital assets
- Valuation of investments
- Actuarial determined liability related to pensions and other post-employment benefit obligations

Financial Statement Disclosures

The disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were disclosure of retirement plans in Note 8 to the financial statements, disclosure of related party transactions in Note 10 to the financial statements, and disclosure of component unit in Note 13 to the financial statements.

Significant Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all factual and judgmental misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. We detected no corrected or uncorrected misstatements of the financial statements as part of our audit, other than the implementation of GASB 81 and a reclassification entry related to pledges.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated September 28, 2018.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" in certain situations. If a consultation involves application of an accounting principle to the College's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the College's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We do not express an opinion or provide any assurance on the management discussion and analysis or the required supplementary information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

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This information is intended solely for the use of the Idaho State Board of Education and management of Lewis-Clark State College and is not intended to be, and should not be, used by anyone other than these specified parties.

Moss adams UP

Portland, Oregon September 28, 2018





University of Idaho Presentation of Audit Results

November 14, 2018

Scott Simpson, Partner

541-686-1040 scott.simpson@mossadams.com

Primary Contacts at Moss Adams for UI

Tammy Erickson, Partner

6 auditors at UI from Moss Adams 1 exempt tax specialist 1 IT specialists

Fieldwork Dates

Interim Fieldwork	June 4 - 8		
F/S Fieldwork	August 20 – 24		

Audit Reporting and Timing

Audit Report Dated	November 7, 2018
Audit Report Issued	November 7, 2018
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	One Reported
Audit findings related to Compliance Audit	One Reported



SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I - Summary of Auditor's Results

Financial Statements

Typ sta GA	be of report the auditor issued on whether the financial tements audited were prepared in accordance with AP:	Unmodified			
Inte	ernal control over financial reporting:				
•	Material weakness(es) identified?	\boxtimes	Yes		No
•	Significant deficiency(ies) identified?		Yes	\boxtimes	None reported
No	ncompliance material to financial statements noted?		Yes	\boxtimes	No
Fe	deral Awards				
Inte	ernal control over major federal programs:				
•	Material weakness(es) identified?		Yes	\boxtimes	No
•	Significant deficiency(ies) identified?	\boxtimes	Yes		None reported
Ang in a	y audit findings disclosed that are required to be reported accordance with 2 CFR 200.516(a)?	\boxtimes	Yes		No
lde fed	ntification of major federal programs and type of auditor's eral programs:	repo	ort issu	ued (on compliance for major

CFDA Number(s)	Name of Federal Program or	Cluste	Type Issue r Majo	of Auditor's Report d on Compliance for r Federal Programs
Various	Student Financial Assistance	Cluste	r	Unmodified
10.500	Cooperative Extension Ser	vice		Unmodified
Dollar threshold used to type B programs:	o distinguish between type A and	\$	3,000,000	
Auditee qualified as low	<i>r</i> -risk auditee?	\boxtimes	Yes 🗌 No	

Section II - Financial Statement Findings

FINDING 2018-001 – Lack of Adequate Controls over Library Materials, Material Weakness in Internal Controls

Criteria: Generally accepted accounting principles requires capital items to be expensed if they do not have a life beyond one year.

Condition: The University was capitalizing certain library subscriptions that expired in one year and therefore did not have value beyond a year.

Context: Through testing procedures, erroneous capitalization of certain annual subscriptions for both the school and law libraries were identified, which previously had been depreciated over a 10-year period. The cumulative effect to the financial statements was material, creating a prior period restatement.

Effect: A prior period adjustment was posted and the fiscal year 2017 financial statements were restated.

Cause: Over the past 10 years, as digital media has become more prevalent, several subscriptions have become an annual subscription and no longer have a useful life over a year as the subscriptions expire from year to year and are no longer accessible after expiration. The content of library materials was not reviewed to ensure that capitalization was appropriate.

Repeat Finding: No

Recommendation: We recommend the University implement controls to ensure items are capitalized according to policy and consider providing additional training to those who are reviewing expenses for possible capitalization under generally accepted accounting procedures.

Views of responsible officials and planned corrective actions: The University agrees with the recommendation. Management has plans in place to provide training this year for Library, Law Library, and Accounting staff responsible for reviewing expenses for possible capitalization.

Section III - Federal Award Findings and Questioned Costs

FINDING 2018-002 – Activities Allowed or Unallowed, Significant Deficiency in Internal Control Over Compliance, Non-Compliance

CFDA	Program	Federal Agency/	Federal Award	Award
Number(s)	Name/Title	Pass-through Entity	Number	Year
10.500	Cooperative Extension Service	National Institute of Food and Agriculture (NIFA)	2016-41510-01200	2018

Criteria: Per 2 CFR 200.439 (1) - Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with prior written approval of the federal awarding agency or pass-through entity.

Condition: The University did not receive prior approval from the federal awarding agency, National Institute of Food and Agriculture (NIFA), for a capital improvement expenditure for the remodel of a suite in Boise, Idaho.

Questioned costs: \$69,528 – single expenditure obtained from the population of expenditures.

Context: During our review of the population of expenditures, we noted one item which was specifically coded as a capital outlay. This item was tested as well as an additional sample of 26.

Effect: The lack of controls in place to obtain prior written approval for capital expenditures caused unallowed expenditures to go undetected.

Cause: Program employees were not aware of the compliance requirement as NIFA did not require prior written approval until 2018.

Repeat finding: No

Recommendation: We recommend the University implement controls to ensure pre-approval for capital expenditures is obtained. In addition, controls should be strengthened to ensure there is a strong understanding of allowable and unallowable expenditures.

Views of responsible officials and planned corrective actions: The University agrees with the recommendation. Staff responsible for managing the NIFA grant in the College of Agriculture and Life Sciences have already implemented a process for submitting requests to NIFA for pre-approval of capital expenditures. College financial management will also provide training for staff to ensure understanding of allowable and unallowable expenditures for federal awards.

University of Idaho

Presentation of Audit Results - cont.

November 14, 2018







COMMUNICATIONS WITH THOSE CHARGED WITH GOVERNANCE

UNIVERSITY OF IDAHO

June 30, 2018



M) MOSSADAMS

Communications with Those Charged with Governance

To the Audit Committee Idaho State Board of Education

We have audited the financial statements of the University of Idaho (University) and the discretely presented component unit, the University of Idaho Foundation (Foundation), as of and for the years ended June 30, 2018 and 2017, and the aggregate remaining fund information of the University (the University of Idaho Health Benefits Trust and the University of Idaho Retiree Benefits Trust), as of and for the years ended December 31, 2017 and 2016, and have issued our report thereon dated November 7, 2018. The financial statements of the Foundation and University of Idaho Health Benefits Trust were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation and the University of Idaho Health Benefits Trust, are based solely on the reports of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under Auditing Standards Generally Accepted in the United States of America; *Government Auditing Standards,* Issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the Audit Provisions of the OMB Uniform Guidance

As stated in our presentation to the Audit Committee on March 14, 2018, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in accordance with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting.

Accordingly, we considered the University's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on March 14, 2018, other than the audit was issued later than anticipated due to a correction of an error that resulted in a prior period adjustment. The timing was also impacted due to multiple versions of the financial statements that did not appear to have adequate management review.

Qualitative Aspects of Accounting Practices

Significant Accounting Policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. During the current year the University adopted Governmental Accounting Standards Board (GASB) No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, which included restatement of the current year financial statements. GASB 74, Financial Reporting for Postemployment Benefit Plans Other Than Pension Plans, was adopted by the Health Benefits Trust. Additionally, GASB No.81, Irrevocable Split-Interest Agreements, was implemented retrospectively by the Foundation, as described by the guidance. We noted no transactions entered into by the University during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Management Judgments and Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements are as follows:

- Fair value of investments
- The collectability of student loans receivable and accounts receivable
- The useful lives of capital assets
- The compensated absence accrual amount
- The classification of net position by type: net investment in capital assets, restricted for expendable, and unrestricted
- The actuarially determined liabilities related to pensions and other post-employment benefit obligations

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were Note 12 related to retirement plans, Note 13 related to postemployment benefits (other than pensions) and retiree benefits trust, Note 17 related to the component unit (Foundation), and Note 19 related to the prior period restatement.

Significant Difficulties Encountered During the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

In conducting our audit, our procedures identified a material correction of an error to the 2017 financial statements, which we reported as a material weakness in internal controls. This resulted in a decrease to depreciable capital assets of approximately \$16.5 million as of June 30, 2017, a corresponding decrease to net position and a decrease in change in net assets for the year ending June 30, 2017, of \$192,686. The 2018 net capital assets were decreased by approximately \$3.9 million and expenses were increased by this same amount. In addition, there was an entry related to accrued salaries and benefits in the current year, which increased the liability by \$4.2 million and a corresponding increase to benefits expense.

We identified an uncorrected misstatement of the financial statements related to approximately \$647,000 of debit balances in accounts payable that should have be reclassified to accounts receivable. Management has determined that the effect is immaterial to the financial statements as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain written representations from management that are included in the management representation letter dated November 7, 2018.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" in certain situations. If a consultation involves application of an accounting principle to the University's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

As noted previously, we identifed an error related to the capitalization of certain library subscriptions that should have been capitalized. The error had been occurring for a number of years and resulted in a material misstatement to the financial statements and was therefore identified as a material weakness.

Other Matters

With respect to the schedule of expenditures of federal awards (supplementary information) accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Our responsibility for other information in the management's discussion and analysis on pages 4 through 21, the schedules of the University's proportionate share of net pension liability – PERSI base plan, University contributions – PERSI base plan on page 82, the Schedule of Changes in Net OPEB Liability on page 83, and the Schedule of OPEB Contributions on page 84, which is labeled as "required supplementary information," includes applying certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

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This information is intended solely for the use of Idaho State Board of Education Audit Committee and management of the University and is not intended to be, and should not be, used by anyone other than these specified parties.

Moss adams UP

Portland, Oregon November 7, 2018





Idaho State Board of Education Presentation of Audit Results – cont.

November 14, 2018

We are proud to be the auditor for Idaho Colleges and Universities and would like to extend our thanks to the Board Members, the Office of the State Board, and the Institutions.

Questions & Comments?



Certified Public Accountants and Business Consulta TAB 1 Page 54

SUBJECT

FY 2018 College and Universities' Financial Ratios

ALIGNMENT WITH STRATEGIC PLAN

Goal 1; Objective D: Quality Education.

BACKGROUND/DISCUSSION

The ratios presented measure the financial health of each institution and include a "Composite Financial Index" based on four key ratios. The ratios are designed as management tools to measure financial activity and key trends within an institution over time. They typically do not lend **h**emselves to comparative analysis between institutions because of the varying missions and structures of the institutions and current strategic initiatives underway at a given institution at a given time.

Institution foundations ar e reported as component units in the college and universities' financial stat ements. The nationally-developed ratio benchmarks model is built around this combined picture.¹ An institution's foundation holds assets for the purpose of supporting the institution. Foundation assets are nearly all restricted for institution purposes and are an important part of an institution's financial strategy and financial health.

Ratio	Measure	Benchmark
Primary reserve	Sufficiency of resources and their	.40
	flexibility; good measure for net assets	
Viability	Capacity to repay total debt through	1.25
	reserves	
Return on net position	Whether the institution is better off	6.00%
	financially this year than last	
Net operating	Whether institution is living within	2.00%
revenues	available resources	
Composite Financial	Combines four ratios using weighting	3.0
Index		
Debt Burden	Institution's dependence on bor rowed	<= 8%
	funds	
Age of Capital Assets	Recent vs deferred investments	10 - 14

Three other ratios provided are the D ebt Burden, Debt Coverage and Life of Capital Assets. The Debt Burden ratio is calculated as debt service divided by adjusted expenditure. The benchmark for this ratio is set by the institution for no more than 8% per Board policy. The DebtCoverage ratio is calculated as adjusted revenues divided by debt service. The bench mark for this ratio is set at 2. The Age of Capital Assets ratio is calculated as accumulated depreciation divided by y

¹ See Strategic Financial Analysis for Higher Education: Identifying, Measuring & Reporting Financial Risks (7th ed.). New York, NY: Prager, Sealy & Co., LLC; KPMG, LLP; Attain, LLC. The models well vetted analysis developed by industry experts has been around and evolving since 1980. It is widely used and accepted in the higher education finance community.

AUDIT DECEMBER 20, 2018

depreciation expense. The benchmark for this ratio is 10 for research institutions and 14 for undergraduate liberal arts institutions.

IMPACT

These financial ratios and analyses are provided in order for the Board to revie w the financial health and year-to-year trends at the institutions. The ratios reflect a financial snapshot as of fiscal year end. The Audit Committee reviews key financial performance factors on a quarterly basis.

ATTACHMENTS

Attachment 1 - Boise State University Attachment 2 - Idaho State University Attachment 3 - University of Idaho Attachment 4 - Lewis-Clark State College

STAFF COMMENTS AND RECOMMENDATIONS

Institution representatives will be ready to provide a brief analysis of their financial ratios and answer Board members' questions.

BOARD ACTION

This item is for informational purposes only.

Boise State University

	2012	2013	2014	2015	2016	2017	2018 B	enchmark
Primary Reserve	0.56	0.49	0.51	0.45	0.53	0.54	0.46	0.40
	0.36	0.35	0.33	0.31	0.33	0.33	0.28	0.40
Net Operating Revenues	3.60%	4.30%	-0.10%	-0.50%	2.70%	1.30%	1.60%	2.00%
	3.90%	4.20%	-0.60%	0.80%	1.50%	1.00%	1.50%	2.00%
Return on Net Assets	6.10%	6.60%	2.20%	2.20%	5.60%	4.20%	7.20%	6.00%
	8.30%	12.00%	0.50%	2.70%	2.00%	2.50%	9.20%	6.00%
Viability	0.78	0.77	0.81	0.77	0.97	0.98	0.90	1.25
	0.47	0.49	0.50	0.49	0.58	0.57	0.50	1.25
CFI	3.25	3.20	2.21	1.99	3.15	2.83	2.91	3.00
	2.72	3.13	1.25	1.61	1.77	1.74	2.30	3.00



.40 indicates 5 months of operations can be covered by expendable reserves. Trend indicates whether institution has increased net worth in proportion to rate of growth in its operating size.



Measures total economic return: higher is better. Lower is okay if it reflects the strategy and mission in setting up for future returns.



Indicates overall financial health.

Ratio range of 3-5 is ideal time to direct resources toward transformation.



Indicates whether institution is adding or subtracting from net assets. A pattern of deficits is a warning signal that management should focus on restructuring income and expense streams to return to an acceptable level.



Measures ability to meet entire debt obligation with expendable net assets as of a balance sheet date.





Boise State University

	2012	2013	2014	2015	2016	2017	2018 B	enchmark
Debt Burden	5.63%	5.84%	5.70%	5.60%	5.53%	4.78%	4.65%	8.00%
Debt Coverage	2.71	3.11	1.82	2.11	2.24	2.05	2.43	2.00
Life of Capital Assets	10.55	10.30	10.16	10.79	9.15	11.78	12.12	10.00



Reflects reliance on borrowed funds as a source of funds.



Reflects ability of excess income over adjusted expenses to cover annual debt service payments



Higher ratio indicates more deferred reinvestment in plant facilities in the future

Idaho State University

	2012	2012	2014	2015	2016	2017	2010 B	on chan orle
	2012	2015	2014	2015	2010	2017	2010 D	enchmark
Primary Reserve	0.37	0.43	0.55	0.55	0.51	0.52	0.48	0.40
	0.34	0.39	0.49	0.50	0.47	0.48	0.39	0.40
Net Operating Revenues	4.05%	5.47%	7.86%	9.03%	1.55%	1.84%	-0.21%	2.00%
	4.38%	5.25%	7.62%	9.68%	1.70%	1.76%	-1.33%	2.00%
Return on Net Assets	5.01%	5.64%	10.41%	9.77%	1.11%	2.50%	3.67%	6.00%
	5.81%	5.57%	8.55%	11.26%	1.71%	1.82%	-0.24%	6.00%
Viability	1.20	1.49	2.02	2.29	2.56	2.91	3.02	1.25
	1.15	1.43	1.92	2.23	2.54	2.87	2.67	1.25
CFI	3.07	3.74	5.19	5.35	3.83	4.32	4.13	3.00
	3.06	3.54	4.75	5.31	3.79	4.09	3.05	3.00



.40 indicates 5 months of operations can be covered by expendable reserves. Trend indicates whether institution has increased net worth in proportion to rate of growth in its operating size.



Measures total economic return: higher is better. Lower is okay if it reflects the strategy and mission in setting up for future returns.



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Indicates whether institution is adding or subtracting from net assets. A pattern of deficits is a warning signal that management should focus on restructuring income and expense streams to return to an acceptable level.



Measures ability to meet entire debt obligation with expendable net assets as of a balance sheet date.



Idaho State University

	2012	2013	2014	2015	2016	2017	2018 B	enchmark
Debt Burden	3.60%	3.40%	3.50%	3.20%	3.00%	2.70%	2.50%	7.00%
Debt Coverage	3.28	3.52	4.48	5.39	2.58	2.80	1.66	2.00
Life of Capital Assets	13.00	13.10	14.20	15.20	15.80	17.40	18.20	10.00



Reflects reliance on borrowed funds as a source of funds.



Reflects ability of excess income over adjusted expenses to cover annual debt service payments.



Higher ratio indicates more deferred reinvestment in plant facilities in the future.

University of Idaho

	2012	2013	2014	2015	2016	2017	2018 B	enchmark
Primary Reserve	0.33	0.36	0.45	0.40	0.40	0.43	0.29	0.40
	0.25	0.23	0.26	0.25	0.27	0.27	0.12	0.40
Net Operating Revenues	-0.90%	-0.30%	4.90%	5.20%	3.00%	-1.40%	-6.50%	2.00%
	-0.90%	-0.20%	4.60%	5.20%	2.80%	-1.40%	-6.50%	2.00%
Return on Net Assets	-0.25%	3.80%	10.10%	-1.60%	3.00%	5.10%	-5.80%	6.00%
	0.30%	1.60%	5.50%	-1.40%	6.10%	1.80%	-15.90%	6.00%
Viability	0.79	0.84	1.12	0.79	0.83	0.96	0.70	1.25
	0.56	0.51	0.61	0.46	0.53	0.58	0.28	1.25
CFI	1.39	1.98	3.84	2.31	2.48	2.24	(0.16)	3.00
	1.03	1.16	2.42	1.63	2.16	1.17	(1.96)	3.00



.40 indicates 5 months of operations can be covered by expendable reserves. Trend indicates whether institution has increased net worth in proportion to rate of growth in its operating size.



Measures total economic return: higher is better. Lower is okay if it reflects the strategy and mission in setting up for future returns.



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Ratio range of 3-5 is ideal time to direct resources toward transformation.



Indicates whether institution is adding or subtracting from net assets. A pattern of deficits is a warning signal that management should focus on restructuring income and expense streams to return to an acceptable level.



Measures ability to meet entire debt obligation with expendable net assets as of a balance sheet date.



University of Idaho

	2012	2013	2014	2015	2016	2017	2018 B	enchmark
Debt Burden	3.65%	3.88%	3.87%	3.96%	3.80%	3.62%	3.41%	8.00%
Debt Coverage	-1.90%	2.17	3.18	3.78	3.16	1.67	0.39	2.00
Life of Capital Assets	16.60	15.70	15.30	16.60	16.90	16.60	18.90	10.00



Reflects reliance on borrowed funds as a source of funds.



Reflects ability of excess income over adjusted expenses to cover annual debt service payments



Higher ratio indicates more deferred reinvestment in plant facilities in the future

Lewis-Clark State College

	2012	2013	2014	2015	2016	2017	2018 B	enchmark
Primary Reserve	0.53	0.60	0.69	0.63	0.57	0.56	0.50	0.40
	0.49	0.56	0.62	0.56	0.52	0.49	0.38	0.40
Net Operating Revenues	6.90%	4.71%	4.20%	1.50%	-1.10%	2.00%	-2.62%	2.00%
	7.00%	4.70%	4.00%	1.50%	-1.00%	2.00%	-2.69%	2.00%
Return on Net Assets	8.20%	6.76%	8.13%	2.00%	5.19%	3.60%	-0.12%	6.00%
	8.80%	6.10%	6.90%	1.90%	5.70%	2.70%	-4.93%	6.00%
Viability	4.09	5.54	8.41	10.21	17.00	10.00	10.00	1.25
	3.77	5.09	7.53	9.04	15.17	10.00	10.00	1.25
CFI	6.60	7.57	10.29	10.64	16.14	5.61	4.42	3.00
	6.30	7.03	9.22	9.48	14.53	5.36	3.61	3.00



.40 indicates 5 months of operations can be covered by expendable reserves. Trend indicates whether institution has increased net worth in proportion to rate of growth in its operating size.



Measures total economic return: higher is better. Lower is okay if it reflects the strategy and mission in setting up for future returns.



Indicates overall financial health.

Ratio range of 3-5 is ideal time to direct resources toward transformation.



Indicates whether institution is adding or subtracting from net assets. A pattern of deficits is a warning signal that management should focus on restructuring income and expense streams to return to an acceptable level.



Measures ability to meet entire debt obligation with expendable net assets as of a balance sheet date.


ATTACHMENT 4

Lewis-Clark State College

	2012	2013	2014	2015	2016	2017	2018 B	enchmark
Debt Burden	9.80%	2.06%	3.22%	2.10%	2.75%	3.54%	0.00%	3.00%
Debt Coverage	1.32	5.73	3.43	3.78	1.56	2.10	-	2.00
Life of Capital Assets	11.87	10.75	11.35	12.46	14.22	14.31	15.00	10.00



Reflects reliance on borrowed funds as a source of funds.



Reflects ability of excess income over adjusted expenses to cover annual debt service payments



Higher ratio indicates more deferred reinvestment in plant facilities in the future

AUDIT DECEMBER 20, 2018

SUBJECT

FY 2018 College and Universities' Unrestricted Net Position Balances

REFERENCE

December 2012-2018

Annual Audit reports submitted to the Board

ALIGNMENT WITH STRATEGIC PLAN

Goal 1; Objective D: Quality Education.

BACKGROUND/DISCUSSION

Net position balances provide a tool to gauge the amount and types of assets held by an institution. An analysis of unrestricted expendable assets provides insights into some of the "reserves" which might be available in order for an institution to meet emergency needs. The net position balances as of June 30, 2018 for Boise State University, Idaho State University, the University of Idaho, and Lewis-Clark State College are attached. T he net position reports for t he four institutions are broken out by the following categories:

Invested in capital assets, net of related debt: This represents an institution's total investment in capital assets, netof accumulated depreciation and outstanding debt obligations related to those capita I assets. To the extent debt has been incurred but not yet expended for capital assets, such amounts are not included.

Restricted, expendable: This represents resources which an institution is legally or contractually obligated to spend in ac cordance with restrictions imposed by external third parties.

Restricted, nonexpendable: This represents endowment and similar type funds in which donors or other outside sources have stipulated, as a condition of the gift instrument, that the principal is to be maintained inviolate and in perpetuity, and invested for the purpose of producing present and future income, which may either be expended or added to principal.

Unrestricted: This represents resources derived from student tuition and fees, and sales and services of educational departments and auxiliary enterprises. These resources also include auxiliary enterprises, which are substantially self-supporting activities that provide services for students, faculty and staff. Not all sources of revenue noted abo ve are necessarily present in the unrestricted position.

Within the category of **Unrestricted Position**, the institutions reserve funds for the following:

Obligated: Contractual oblig ations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations inc lude contracts for goods and ser vices, including

AUDIT DECEMBER 20, 2018

construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts als o consist of inventories and other balances for which contractual commitments exist.

Designated: Designated net posit ion represents balanc es not yet legally contracted but have been dedica ted to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative cost recovery returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.

Note: Designated reserves are not yet legally contracted, so technically they are still subject to management decision or reprioritization. However, it's critical to understand that these net position balances are a snapshot in time as of June 30, 2018, so reserves shown as "designated" on this report could be "obligated" at any point in the current fiscal year.

Unrestricted Funds Available: Balance represents reserves available to bridge uneven cash flows as well as future potential funding shortfalls such as:

- Budget reductions or holdbacks
- Enrollment fluctuations
- Unfunded enrollment workload adjustment (EWA)
- Unfunded occupancy costs
- Critical infrastructure failures

IMPACT

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. As such, Board Policy V.B. sets a minimum target reserve of 5%, as measured by "Unrestricted Available" funds divided by annual operating expenses. The institutions' unrestricted funds available as a percent of operating expenses over the past five fiscal years are as follows:

	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
BSU:	6.1%	5.1%	5.3%	5.5%	3.8%
ISU:	16.2%	15.6%	11.8%	7.8%	5.7%
UI:	4.2%	5.1%	5.4%	5.0%	(1.6%)
LCSC:	6.5%	6.3%	6.0%	5.2%	`5.1%´

ATTACHMENTS

Attachment 1 - BSU Net Position Balances Attachment 2 - ISU Net Position Balances Attachment 3 - UI Net Position Balances Attachment 4 - LCSC Net Position Balances

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University and Lewis-Clark State College met the Board's 5% reserve target in FY2018. Boise State Univ ersity's (BSU) commitments against unrestricted net position indi cates that net position av ailable for emergencies is 3.75%, which is below the Board's mi nimum of 5%. BSU implemented a new governmental accounting standard resulting in a cumulative non-cash reduction to unrestricted net assets of \$13.8 millio n. BSU has st ated it will work to build reserves to restore the 5% level.

In its FY18 Board-defined net position report, the University of Idaho (UI) has reported a negative \$6.6 million for its "Unrestricted – Available" net position, which results in a negative ratio of 1.6% unrestricted available net position to FY18 operating expenses. The majority of the University's decline in unrestricted net position in FY18 was due to the required recording of a \$34.7 million (non-cash) reduction in net position by adopting G ASB standards 74/75 for the University's OPEB (other post-employment benefits) liability for i ts retiree health and life insurance benefits. This reduction represents a long-term liability of the University. As with its bond debt, the University funds the annual obligations related to these long-term liabilities through its annual operating income.

The University's aggregate financial performance for FY18, excluding the OPEB reduction in net position, was negative \$21.1 million. The University is planning for strategic budget reductions in FY19 and FY20to address tuition and other revenue shortfalls, with the expectation that such r eductions will result in positive overall increases in net position.

Representatives from the institutions are ready to provide a brief analys is of their financial net position balances and year-to-year trends.

BOARD ACTION

This item is for informational purposes only.

BOISE STATE UNIVERSITY

Net Asset Balances As of June 30, 2018

	Net Assets:	6/30/2018
	Invested in capital assets, net of related debt	304,127,522
	Restricted, expendable	14,716,087
	Restricted, nonexpendable	-
ļ	Unrestricted	100,907,926
	Total Net Assets	419,751,535
	Unrestricted Net Assets:	100,907,926
	Obligated (Note A)	
,	Debt Reserves	21,286,679
	Capital Projects	
	Facilities	9,730,603
;	Equipment	2,363,250
	Program Commitments	
)	Academic	7,349,973
)	Research	1,614,314
	Other (Auxilliary and Student Affairs)	2,504,975
	Administrative Initiatives	7,500,321
	Total Obligated	52,350,115
	Designated (Note B)	
	Capital Projects	
Ļ	Facilities	11,857,958
	FFE	3,211,150
;	Program Commitments	
,	Academic	7,595,832
	Research	6,770,149
)	Other (includes Auxiliiary)	1,746,134
)	Administrative Initiatives	2,399,973
	Other	-
	Total Designated	33,581,196
	Unrestricted Funds Available (Note C)	14,976,615
Ļ	FY18 Operating Expenses	399,674,724
;	Ratio of Unrestricted Funds Available to operating expenses	3.75%
5	5% of operating expenses (minimum reserve target)	19,983,736
,	Two months of operating expenses	66,612,454
;	Ratio of Unrestricted Funds Available to two months of operating expenses	22%
)	Number of days expenses covered by Unrestricted Funds Available	19

ATTACHMENT 1

- Note A: Obligated Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service and staffing commitments for outstanding debt and personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.
- Note B:Designated Designated net assets represent balances that are not yet legally contracted,
but have been dedicated to initiatives that have been deemed to be strategic or mission
critical. Balances include capital or maintenance projects that are in active planning phases.
Facility and administrative returns from sponsored projects (grants and contracts) are
reinvested in infrastructure or on efforts to obtain additional grant funding. Documented
central commitments to initiatives that have been approved at an executive level are
designated.
- Note C: Unrestricted Funds Available Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Unfunded Enrollment Workload Adjustment (EWA) Budget reductions or holdbacks Enrollment fluctuations

Idaho College and Universities Net Asset Balances

As of June 30, 2018

Information Taken from Workpapers Relating to Audited Financial Statements

ATTACHMENT 2

1 Invested in capital assets, net of related debt \$141,343,196 Restricted, expendable \$3108,950 Restricted, nonexpendable \$34,059,301 Jurrestricted \$238,511,447 Unrestricted Net Assets \$238,511,447 Unrestricted Net Assets \$4,059,301 Obligated (Note A) \$4,059,301 Obligated (Note A) \$4,059,301 Object Reserves \$11,324,116 Table Reserves \$11,324,116 Capital Projects \$11,324,116 Academic \$9,160,128 6 Research 7 Other 18 Administrative Initiatives 21 Total Obligated 23 Designated (Note B) 24 Capital Projects 25 Facilities 26 Equipment 27 Program Commitments 28 Academic 29 Research 29 Research 29 Research 29 Research 29 Research 20 Facilities	1	Net Assets:	IDAHO STATE UNIVERSITY FY18
3 Restricted, expendable \$3,108,950 4 Restricted, nonexpendable \$94,059,301 6 Total Net Assets \$238,511,447 7 7 7 9 Obligated (Note A) 94,059,301 10 Debt Reserves 11,380,035 11 Capital Projects 11,324,116 12 Facilities 11,324,116 13 Equipment 7,040,205 14 Program Commitments 7 15 Academic 9,160,128 16 Research - 17 Other - 18 Administrative Initiatives - 19 Other - 21 Total Obligated 39,504,484 22 Designated (Note B) 2 24 Capital Projects 11,329,651 25 Facilities 11,329,651 26 Equipment 2,908,037 29 Academic 17,260,463 29 Academic	2	Invested in capital assets, net of related debt	\$141,343,196
4 Restricted, nonexpendable \$94,059,301 5 Unrestricted \$238,511,447 7 \$94,059,301 \$238,511,447 8 Unrestricted Net Assets: \$94,059,301 0 Debt Reserves \$11,980,035 11 Capital Projects \$11,324,116 13 Equipment 7,040,205 14 Program Commitments \$9,160,128 15 Academic \$9,160,128 16 Research - 17 Other - 19 Other - 20 - - 21 Total Obligated 39,504,484 22 Designated (Note B) - 23 Designated (Note B) 11,329,651 24 Capital Projects 11,329,651 25 Facilities 11,329,651 26 Equipment 2,908,037 29 Academic 17,260,463 29 Research 2,908,037 31 Aca	3	Restricted, expendable	\$3,108,950
5 Unrestricted \$\$4,059,301 6 Total Net Assets \$238,511,447 7 Obligated (Note A) 94,059,301 9 Obligated (Note A) 94,059,301 10 Debt Reserves 11,980,035 11 Capital Projects 11,324,116 12 Facilities 11,324,116 13 Equipment 7,040,205 14 Program Commitments 9,160,128 15 Academic 9,160,128 16 Research - 17 Other - 18 Administrative Initiatives - 19 Other - 20 - - 21 Total Obligated 39,504,484 22 Facilities 11,329,651 23 Designated (Note B) 11,329,651 24 Capital Projects 11,329,651 25 Facilities 11,329,651 26 Equipment 2,908,037 27 Progr	4	Restricted, nonexpendable	
6 Total Net Assets \$238,511,447 7 94,059,301 9 Obligated (Note A) 10 Debt Reserves 11,980,035 11 Capital Projects 11,324,116 13 Equipment 7,040,205 14 Program Commitments 7,040,205 15 Academic 9,160,128 16 Research - 17 Other - 18 Administrative Initiatives - 19 Other - 21 Total Obligated 39,504,484 22 Pesignated (Note B) - 23 Designated (Note B) - 24 Capital Projects - 25 Facilities 11,329,651 26 Equipment - 27 Program Commitments 2,908,037 28 Academic 17,260,463 29 Research 2,298,037 30 Other 3,843,499 31	5	Unrestricted	\$94,059,301
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40 5% of operating expenses (minimum available reserve target) 12 461 523	40	5% of operating expenses (minimum available reserve target)	12 461 523
41	41		12,101,020
42 Two months operating expenses 41.538.411	42	Two months operating expenses	41.538.411
43 Ratio of Unrestricted Funds Available to two months of operating expenses 34%	43	Ratio of Unrestricted Funds Available to two months of operating expenses	34%
44 Ratio of Designated and Unrestricted Funds Available to operating expenses 22%	44	Ratio of Designated and Unrestricted Funds Available to operating expenses	22%
45 Ratio of Obligated, Designated and Unrestricted Funds Available to operating expenses 38%	45	Ratio of Obligated, Designated and Unrestricted Funds Available to operating expenses	38%
46 Number of days expenses covered by Unrestricted Funds Available 20.96	46	Number of days expenses covered by Unrestricted Funds Available	20.96

- Note A: Obligated Contractual obligations represent a variety of agreements which support initiat **ATACHMENT 2** or operations that have moved beyond management plannning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.
- Note B: Designated Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and adminstrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.
- **Note C:** Unrestricted Funds Available Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are: enrollment fluctuations, budget reductions or holdbacks.

University of Idaho

University of Idaho

Net Position Balances

As of June 30, 2018

Information Taken from Workpapers Relating to Audited Financial Statements

1	Net Position:	
2	Invested in capital assets, net of related debt	\$ 243,910,315
3	Restricted, expendable	35,790,253
4	Unrestricted	16,017,834
5	Total Net Position	\$ 295,718,402
6	Unrestricted Net Position:	\$ 16,017,834
7	Obligated (Note A)	
	- Debt Service Obligations	\$ 13,870,091
	- Capital Project and Equipment Fund Obligations	8,759,595
	Total Obligated Funds	\$ 22,629,686
9	Unrestricted Available Excluding OPEB Net Position (Note C)	<u>\$ (6,611,852)</u>
10	Operating expenses	\$418,389,338
11	Ratio of Unrestricted Funds Available to operating expenses	-1.6%
12	5% of operating expenses (minimum available reserve target)	\$20,919,467
13	Two months operating expenses	\$69,731,556
14	Ratio of Unrestricted Funds Available to two months of operating expenses	-9%
15	Number of days expenses covered by Unrestricted Funds Available	(6)

NOTES

- Note A: Obligated Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which contractual commitments exist.
- Note B: Designated Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and adminstrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.
- Note C: Unrestricted Funds Available Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Budget reductions or holdbacks Enrollment fluctuations Unfunded Enrollment Workload Adjustment (EWA)

Lewis-Clark State College Net Position Balances

As of June 30, 2018

Information Taken from Workpapers Relating to Audited Financial Statements

1	Net Position:	LCSC
2	Invested in capital assets, net of related debt	\$52,980,093
3	Restricted, expendable	756,594
4	Restricted, nonexpendable	0
5	Unrestricted	19,532,694
6	Total Net Position	\$73,269,381
7		
8	Unrestricted Net Position:	\$19,532,694
9	Obligated (Note A)	
10	Debt Service	\$0
11	Program Commitments	770,109
12	Capital Projects	9,847,889
13	Total Obligated	\$10,617,998
14		
15	Designated (Note B)	
16	Capital Projects	
17	Facilities	\$15,000
18	Equipment	0
19	Program Commitments	
20	Academic	2,487,184
21	Other	1,991,004
22	Other	1,646,055
23	Total Designated	\$6,139,241
24		
25	Unrestricted Available (Note C)	\$2,775,455
26		
27	Operating expenses	\$54,119,017
28	Ratio of Unrestricted Funds Available to operating expenses	5.1%
29	Ratio of Designated and Unrestricted Funds Available to operating expenses	16.5%
30	Ratio of Obligated, Designated and Unrestricted Funds Available to operating expenses	36.1%
31	5% of operating expenses (minimum available reserve target)	\$2,705,951
32		
33	Two months operating expenses	\$9,019,836
34	Ratio of Unrestricted Funds Available to two months of operating expenses	31%
35	Number of days expenses covered by Unrestricted Funds Available	19

- **Note A: Obligated** Contractual obligations represent a variety of agreements which support initiatives or operations that have moved beyond management planning into execution. Obligations include contracts for goods and services, including construction projects. Obligations contain debt service commitments for outstanding debt and staffing commitments for personnel. These amounts also consist of inventories and other balances for which a contractual commitments exist.
- **Note B: Designated** Designated net assets represent balances that are not yet legally contracted, but have been dedicated to initiatives that have been deemed to be strategic or mission critical. Balances include capital or maintenance projects that are in active planning phases. Facility and administrative returns from sponsored projects (grants and contracts) are reinvested in infrastructure or on efforts to obtain additional grant funding. Documented central commitments to initiatives that have been approved at an executive level are designated.
- **Note C:** Unrestricted Funds Available Balance represents reserves available to bridge uneven cash flows as well as future potential reduced funding. Current examples of potential future reductions are:

Enrollment fluctuations Budget reductions or holdbacks

BUSINESS AFFAIRS AND HUMAN RESOURCES DECEMBER 20, 2018

TAB	DESCRIPTION	ACTION
1	AMENDMENT TO BOARD POLICY II.H. Coaches and Athletic Directors – First Reading	Motion to approve
2	BOISE STATE UNIVERSITY Amendment to Multi-Year Employment Agreement for Gordon Presnell – Head Women's Basketball Coach	Motion to approve

SUBJECT

Board Policy II.H. – Coaches and Athletic Directors - first reading

REFERENCE

June 2016

Idaho State Board of Education (Board) approved second reading of amendments to policy II.H. updating the incorporated by reference updates to the model contract and contract terms.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

ALIGNMENT WITH STRATEGIC PLAN

This agenda item is a non-strategic Board governance agenda item.

BACKGROUND/DISCUSSION

Board Policy II.H. incorporates by reference two model coach contracts the institutions may use. The model contracts are being proposed to be updated and thus requires a change in policy to reference the updated model contract. Changes to the model contract include:

- Consistency between language in single and multi-year contracts
- Disclosure of allegations of serious misconduct against the coach
- Updated template to minimize institution-specific changes to the contract

IMPACT

The proposed policy change updates the Board approved model contract for coaches.

ATTACHMENTS

Attachment 1 – First reading Board Policy Section II.H Attachment 2 – Single-year model contract for coaches Attachment 3 – Multi-year model contract for coaches

STAFF COMMENTS AND RECOMMENDATIONS

Changes to the model contract for coaches have been vetted by the institutions and all are in agreement with the proposed changes. This will eliminate the need for the institutions to make significant changes in the future to the model contract as agreements with coaches are made.

Staff recommends approval.

BOARD ACTION

I move to approve the amendments to the single-year and multi-year model contracts for coaches as presented in Attachments 2 and 3.

Moved by_____ Seconded by_____ Carried Yes____ No____

AND

I move to approve the first reading of Board Governing Policy and Procedures II.H., Coaches and Athletic Directors, as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

1. Agreements Longer Than Three (3) Years

The chief executive officer of an institution is authorized to enter into a contract for the services of a coach or athletic director with that institution for a term of up to three (3) years. A contract with a term (whether fixed or rolling) of more than three (3) years, or with a total annual compensation amount of \$200,000 or higher, is subject to approval by the Board as to the terms, conditions, and compensation there under, and subject further to the condition that the contract of employment carries terms and conditions of future obligations of the coach or athletic director to the institution for the performance of such contracts. Contracts shall define the entire employment relationship between the Board and a coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law.

- a. Each contract for the services shall follow the general form approved by the Board as a model contract. The <u>April 2016December 20, 2018</u> Board revised and approved multiyear model contract is adopted by reference into this policy. The model contracts for employment agreements may be found on the Board's website at <u>http://boardofed.idaho.gov/</u>.
- b. All such contracts must contain a liquidated damages clause provision in favor of the institution, applicable in the event that a coach or athletic director terminates the contract for convenience, in an amount which is a reasonable approximation of damages which might be sustained if the contract is terminated.
 - i. If a head coach resigns or is terminated and there is one or more assistant coach for the same sport on a multi-year contract, the liquidated damages clause for the assistant coach(es) may be waived.
- c. Contracts submitted for Board approval shall include the following supporting documentation (either in the agenda cover page or as an attachment; and shall be accompanied by the completed "Athletics Contracts Checklist" found on the Board's website at http://boardofed.idaho.gov/:
 - i. A summary of all supplemental compensation incentives;
 - ii. Quantification of maximum potential annual compensation (i.e. base salary plus maximum incentive pay);
 - iii. Employment agreement (clean version), employment agreement (redline to Board-approved model contract), and for current coaches a redline of proposed employment agreement to current employment agreement;
 - iv. In the case of National Collegiate Athletic Association (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;

- v. A schedule of base salaries and incentive payments of all other same sport coaches in the institution's conference; and
- vi. Documentation on how the institution arrived at the proposed liquidated damages amount(s), and a summary of publically-available liquidated damages and buyout provisions for coaches of the same sport at all other public institutions in the conference.
- d. All contracts must be submitted for Board approval prior to the contract effective date.
- 2. Agreements For Three (3) Years Or Less

The chief executive officer of an institution is authorized to enter into a contract for the services of a coach or athletic director with that institution for a term of three (3) years or less and a total annual compensation amount less than \$200,000 without Board approval. Each contract shall follow the general form approved by the Board as a model contract. Such contract shall define the entire employment relationship between the Board and the coach or athletic director and may incorporate by reference applicable Board and institutional policies and rules, and applicable law. The <u>April 14, 2016December 20, 2018</u> Board revised and approved model contract is adopted by reference into this policy. The model contracts for employment agreements may be found on the Board's website at http://boardofed.idaho.gov/.

3. Academic Incentives

Each contract for a coach or athletic director shall include incentives in the form of supplemental compensation, separate from any other incentives, based upon the academic performance of the student athletes whom the coach or athletic director supervises. Each year a coach or athletic director may be eligible to receive supplemental compensation based on achievement of the incentive. Awarding supplemental compensation shall be contingent upon achievement of one or more measures including, but not limited to, (in the case of the National Collegiate Athletic Association (NCAA) institutions), the NCAA Academic Progress Rate (APR). The Board shall approve the APR against which achievement of the incentive shall be based (in whole or in part) and the basis for computing the incentive. Information provided to the Board in determining the raw score to be used should include a 4-year history of the institution's APR raw scores and national average APR scores for that sport. Any such supplemental compensation paid to coach or athletic director shall be separately reported to the Board.

4. Part-time Coaches Excepted

The chief executive officer of an institution is authorized to hire part-time coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

5. Assistant Coaches

The chief executive officer of the institution is authorized to hire assistant coaches as provided in the policies of the institution. Applicable Board policies shall be followed.

- 6. Annual Leave
 - a. All existing contracts and accrued leave held by coaches at the institutions on the <u>effective date of this policyApril 17, 2014</u> shall be grandfathered under policy Section II.F. for purposes of accruing annual leave until the coach's contract renewal.
 - b. Following the effective date of this policy<u>April 17, 2014</u>, the institutions shall have the authority to negotiate annual leave for all coach contract renewals and new hires using one of the two options below:
 - i. Annual leave may be earned and accrued consistent with non-classified employees as set forth in policy II.F.; or
 - ii. Pursuant to section 59-1606(3), Idaho Code, coaches do not accrue leave, but <u>Coaches</u> may take leave with prior written approval from the athletic director, <u>subject to the terms of the contract</u>. Under this option, any accrued annual <u>Any</u> <u>such</u> leave balance at the time of the coach's contract renewal shall be forfeited or paid off, and the new contract shall document the forfeiture or compensation of that leave.

ATTACHMENT 2

(MODEL ATHLETICS SINGLE-YEAR CONTRACT) (template adopted by Idaho State Board of Education, _____, 2018)

EMPLOYMENT AGREEMENT

 This Employment Agreement (Agreement) is entered into by and between

 ______(University (College), and ______(Coach).

ARTICLE 1

1.1. <u>Employment</u>. Subject to the terms and conditions of this Agreement, the <u>University</u> (<u>College</u>) shall employ Coach as the head coach of its intercollegiate (<u>Sport</u>) team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. <u>Reporting Relationship</u>. Coach shall report and be responsible directly to the <u>University (College)</u>'s Director of Athletics (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 <u>University (College)</u>'s <u>President-Chief Executive Officer(President)</u>.

1.3. <u>Duties</u>. Coach shall manage and supervise the Team and shall perform such other duties in the <u>University (College)</u>'s athletic program as the Director may assign and as may be described elsewhere in this Agreement. The <u>University (College)</u> shall have the right, at any time, to reassign Coach to duties at the <u>University (College)</u> 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 <u>sections</u>. <u>Sections</u> 3.2.1 through <u>(Depending depending on supplemental pay provisions used)</u> shall cease.

ARTICLE 2

2.1. <u>Term.</u> This Agreement is for a fixed-_term appointment of _____(__) months, commencing on ______ and terminating, without further notice to Coach, on ______ unless sooner terminated in accordance with other provisions of this Agreement______

2.2. <u>Extension or Renewal.</u> This Agreement is renewable solely upon an offer from the <u>University (College)</u> 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 <u>the Idaho State Board of Education</u> <u>University (College)'s Board of _(Regents or Trustees)(Board)</u>. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this <u>agreement Agreement</u> count in any way toward tenure at the <u>University (College)</u>.

ARTICLE 3

3.1 <u>Regular Compensation</u>.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the <u>University (College)</u> shall provide to Coach:

- a) An annual salary of \$_____ per year, payable in biweekly installments in accordance with normal <u>University (College)</u> procedures, and such salary increases as may be determined appropriate by the Director and <u>President-Chief Executive Officer</u> and approved by the <u>BoardUniversity (College)</u>'s <u>Board of</u> <u>(Regents or Trustees)</u>;
- b) The opportunity to receive such employee benefits as the <u>University</u> (<u>College</u>) provides generally to non-faculty exempt employees, provided that <u>the</u>-Coach qualifies for such benefits by meeting all applicable eligibility requirements (, provided, however, in accordance with Board of (Regents' or <u>Trustees'</u>) pPolicy II.H.6.b.ii, University (College) and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director[RK(1]); and
- c)The opportunity to receive such employee benefits as the
University (College)'s Department of Athletics (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.

Coach understands RK(2) and agrees that financial conditions may require the Chief Executive OfficerPresident, in the Chief Executive OfficerPresident's discretion, to institute furloughs or to take such other actions consistent with Board of (Regents' or Trustees') policy as the Chief Executive OfficerPresident may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Paragraph_Section 3.1.1(a) above.

3.2 <u>Supplemental Compensation</u>. Each year Coach shall be eligible to receive supplemental compensation in an amount up to <u>(amount or computation)</u> 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 <u>Chief Executive</u> <u>OfficerPresident</u> in consultation with the Director and approved by the <u>University</u> <u>(College)'s Board of (Regents or Trustees)</u> Board. The determination shall be based on the following factors: 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 <u>University (College)</u> as academically at-_risk students; the conduct of Team members on the <u>University (College)</u> campus, at authorized <u>University (College)</u> activities, in the community, and elsewhere. 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 to the Board <u>of _(Regents or Trustees)</u> as a document available to the public under the Idaho Public Records Act.

Footwear; Apparel; Equipment. Coach agrees that the University (College) has the 3.3 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 <u>(Company Name)</u> to supply the <u>University</u> (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 <u>(Sport)</u> 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) 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.

3.4 <u>General Conditions of Compensation</u>. All compensation provided by the <u>University (College)</u> 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 <u>University (College)</u> to Coach, such fringe benefit shall be based only on the compensation provided pursuant to <u>section</u> <u>Section</u> 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. <u>Coach's Specific Duties and Responsibilities</u>. 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 <u>University (College)</u> 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 with the policies, rules and regulations of the University (College), the University (College)'s governing boardBoard, 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 Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University (College)'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 CA. The applicable laws, policies, rules, and regulations include: (a) Board policiesState Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manual; (b) University (College)'s (Faculty-Staff) Handbook; (c) University (College)'s Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA (or NAIA) rules and regulations; and (f) the rules and regulations of the -(Sport)- conference of which the University (College) is a member.

4.2 <u>Outside Activities</u>. 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 <u>University (College)</u>, would reflect adversely upon the <u>University (College)</u> 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 <u>Chief Executive OfficerPresident</u>, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the <u>University (College</u>)'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the <u>Chief Executive OfficerPresident</u>.

4.3 <u>NCAA (or NAIA) Rules</u>. In accordance with NCAA <u>(or NAIA)</u> rules, Coach shall obtain prior written approval from the <u>University (College</u>)'s <u>Chief Executive OfficerPresident</u> for

all athletically related income and benefits from sources outside the <u>University (College)</u> and shall report the source and amount of all such income and benefits to the <u>University (College)</u>'s <u>Chief Executive OfficerPresident</u> 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 <u>University (College)</u> work day preceding June 30th. The report shall be in a format reasonably satisfactory to <u>University (College)</u>. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, <u>University (College)</u> booster club, <u>University (College)</u> alumni association, <u>University (College)</u> 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 <u>University (College)</u>, the <u>University (College)</u>'s governing boardBoard, the conference, or the NCAA (or NAIA).

4.4 <u>Hiring Authority</u>. 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 <u>Chief Executive OfficerPresident</u> and the <u>University (College)'s Board of _(Trustees or Regents)Board_</u>.

4.5 <u>Scheduling</u>. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 <u>Other Coaching Opportunities</u>. 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 prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct RK(3]. Coach Wwarrants that prior to the signing of this contractAgreement, Coach-he has disclosed and will continue to disclose if heif Coach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official University (College)-institution or athletic athletic dDdepartment disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media Obligations **RK(4)**. Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring the Coach to participate in Programs related to hisCoach's duties as an employee of 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 hisCoach's services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches 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 designated media outlets.

ARTICLE 5

5.1 <u>Termination of Coach for Cause</u>. The <u>University (College)</u> 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.

5.1.1 RK(5] In addition to the definitions contained in applicable rules and regulations, 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 a 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 <u>a</u>Agreement within 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 Board, the 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 member institution;
- <u>d)</u> Ten (10) working days' absence of Coach from duty without the University (College)'s consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the University (College)'s judgment, reflect adversely on the University (College) or its athletic programs;
- <u>f)</u> 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 boardBoard, the 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 bBoard, the 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 bBoard, the 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 of the violation and could have prevented it by ordinary supervision.
- j) The failure of Coach to disclose Serious Misconduct as required in sSection 4.7 of this contractAgreement.[RK(6]

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the <u>University (College)</u> as follows: before the effective date of the suspension, reassignment, or termination, the Director or <u>his-the Director's</u> 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, <u>University (College)</u> 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 <u>University</u> (<u>College</u>)'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 <u>University</u> (<u>College</u>) 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 (<u>NAIA</u>) 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 (<u>NAIA</u>) enforcement procedures. This <u>section</u> applies to violations occurring at the <u>University (College)</u> or at previous institutions at which the Coach was employed.

5.2 <u>Termination due to Disability or Death of Coach</u>.

5.2.1 Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the <u>University (College)</u>'s disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.2.2 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 the 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 <u>University (College)</u> and due to the Coach's estate or beneficiaries thereunder.

5.2.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the <u>University (College)</u>'s disability insurance carrier, or becomes unable to perform the essential functions of the position of 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 is entitled by virtue of employment with the <u>University (College)</u>.

5.3 <u>Interference by Coach</u>. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the <u>University (College)</u>'s student-_athletes or otherwise obstruct the <u>University (College)</u>'s ability to transact business or operate its intercollegiate athletics program.

5.4 <u>No Liability</u>. The <u>University (College)</u> 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.

5.5 <u>Waiver of Rights</u>. Because the Coach is receiving the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to <u>University (College)</u> employees, if the <u>University (College)</u> suspends or reassigns Coach, or terminates this Agreement for good or adequate cause or [JM7] for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the <u>University (College)</u> from compliance with the notice, appeal, and similar employment-related rights provided for in the State Board of Education and Board or Regents of the University of Idaho Governing Policies and ProceduresBoard policy, IDAPA 08.01.01.et seq., - and the <u>University (College)</u> (Faculty-Staff) Handbook.

ARTICLE 6

6.1 <u>Approval</u>. This Agreement shall not be effective until and unless 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 <u>University (College)'s Board of _Regents or Trustees)</u>, if required, the <u>Chief Executive OfficerPresident</u>, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the <u>Board policies and Board of _(Regents or Trustees)</u>_ and <u>University (College)'s</u> rules regarding financial exigency.

6.2 <u>University (College) Property</u>. 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 <u>University (College)</u> or developed by Coach on behalf of the <u>University (College)</u> or at the <u>University (College)</u>'s direction or for the <u>University (College)</u>'s use or otherwise in connection

with Coach's employment hereunder are and shall remain the sole property of the <u>University</u> (<u>College</u>). Within twenty-four (24) hours of the expiration of the term of this <u>agreement</u> 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 <u>Assignment</u>. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 <u>Waiver</u>. 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 <u>Severability</u>. 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 <u>Governing Law</u>. 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 Idaho.

6.7 <u>Oral Promises</u>. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the <u>University (College)</u>.

6.8 <u>Force Majeure</u>. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, 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 <u>Confidentiality</u>. The This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University (College). 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 is required to produce under this Agreement may be released and made available to the public after it of produce under this Agreement may be released and made available to the public after it of produce under this Agreement may be released and made available to the public at the University (College)'s sole discretion.

6.10 <u>Notices</u>. 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 <u>University (College)</u> :	Director of Athletics
with a copy to:	Chief Executive OfficerPresident
the-Coach:	

Last known address on file with <u>University (College)</u>'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 <u>Headings</u>. 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 <u>Binding Effect.</u> 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 <u>Non-Use of Names and Trademarks</u>. The Coach shall not, without the <u>University</u> (<u>College</u>)'s prior written consent in each case, use any name, trade name, trademark, or other designation of the <u>University (College)</u> (including contraction, abbreviation or simulation), except in the course and scope of his official <u>University (College)</u> duties.

6.14 <u>No Third Party Beneficiaries</u>. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 <u>Entire Agreement; -Amendments</u>. This Agreement constitutes the entire agreement of 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 <u>University (College)'sthe</u> Board of (Regents or <u>Trustees)</u> if required under <u>Section-Board Policy</u> II.H. of Board Policy.

6.16 <u>Opportunity to Consult with Attorney</u>. The Coach acknowledges that he <u>Coach</u> 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.

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University (College)

Coach

Signature:
Printed Name:
Chief Executive Officer
Date:

 Signature:
 Printed Name:

Date:_____

*Approved by the <u>Idaho State Board of Education Board of _(Regents or Trustees)</u> on the _____ day of _____.

[*Note: One (1) year employment agreements which requiring Board approval are defined in Board Policy Section II.H.-of Board Policy]

(MODEL ATHLETICS MULTI-YEAR CONTRACT)

(template adopted by Idaho State Board of Education, _____, 2018)

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between __(University (College)), and _____ (Coach).

ARTICLE 1

1.1. <u>Employment</u>. Subject to the terms and conditions of this Agreement, the <u>University (College)</u> shall employ Coach as the head coach of its intercollegiate <u>(Sport)</u> team (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. <u>Reporting Relationship</u>. Coach shall report and be responsible directly to the <u>University (College)</u>'s <u>Athletic Director (Director</u>) 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 <u>University (College)</u>'s <u>Chief eExecutive eOfficer</u>.

1.3. <u>Duties</u>. Coach shall manage and supervise the Team and shall perform such other duties in the <u>University (College)</u>'s athletic program as the Director may assign and as may be described elsewhere in this Agreement. The <u>University (College)</u> shall have the right, at any time, to reassign Coach to duties at the <u>University (College)</u> 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 <u>sections</u> <u>Sections</u> <u>3.2.1</u> through <u>-(dDepending on supplemental pay provisions used)</u> shall cease.

ARTICLE 2

2.1. <u>Term.</u> This Agreement is for a fixed-term appointment of _____(__) years, commencing on ______ and terminating, without further notice to Coach, on _____ unless sooner terminated in accordance with other provisions of this Agreement.

2.2. <u>Extension or Renewal.</u> This Agreement is renewable solely upon an offer from the <u>University (College)</u> 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 <u>Idaho</u> <u>State</u> Board of Education (Board). This Agreement in no way grants to Coach a claim to

tenure in employment, nor shall Coach's service pursuant to this agreement <u>Agreement</u> count in any way toward tenure at the <u>University (College)</u>.

ARTICLE 3

3.1 <u>Regular Compensation</u>.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the <u>University (College)</u> shall provide to Coach:

- a) An annual salary of \$_____ per year, payable in biweekly installments in accordance with normal <u>University (College)</u> procedures, and such salary increases as may be determined appropriate by the Director and Chief <u>executive Executive</u> <u>eOfficer and approved by the <u>University (College)</u>'s Board of <u>(Regents or Trustees)</u>___Board;</u>
- b) The opportunity to receive such employee benefits as the <u>University (College)</u> provides generally to non-faculty exempt employees, provided that the Coach qualifies for such benefits by meeting all applicable eligibility requirements <u>RK(1)</u> (, (except that in accordance with Board of (Regents' or <u>Trustees')</u> pPolicy II.H.6.b.ii, University (College) and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director)[RK(2]; and
- c) The opportunity to receive such employee benefits as the <u>University (College)</u>'s Department of Athletics (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.

<u>Coach understands</u> <u>RK(3)</u>and agrees that financial conditions may require the <u>PresidentChief</u> Executive Officer, in the <u>PresidentChief</u> Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board of (Regents' or Trustees') policy as the <u>PresidentChief</u> Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in <u>ParagraphSection</u> <u>3.1.1(a) above.</u>

3.2 Supplemental Compensation

3.2.1. Each year the Team is the conference champion or co-champion and also becomes eligible for a <u>(bowl game pursuant to NCAA Division I guidelines or post-season tournament or post-season playoffs)</u>, and if Coach continues to be employed as <u>University (College)</u>'s head <u>(Sport)</u> coach as of the ensuing July 1st, the <u>University (College)</u> shall pay to Coach supplemental compensation in an amount equal to <u>(amount or computation)</u> of Coach's Annual Salary during the fiscal year in which the championship and <u>(bowl or other post-season)</u> eligibility are achieved. The <u>University (College)</u> 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 <u>-(national rankings</u> <u>of sport's division)</u>, and if Coach continues to be employed as <u>University (College)</u>'s head <u>-(Sport)</u> coach as of the ensuing July 1st, the <u>University (College)</u> shall pay Coach supplemental compensation in an amount equal to <u>-(amount or computation)</u> of Coach's Annual Salary in effect on the date of the final poll. The <u>University (College)</u> 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 Executive Officer in consultation with the Director. The determination shall be based on the following factors: the 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. 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 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 <u>(amount or computation)</u> based on the overall development of the intercollegiate (men's/women's) <u>(Sport)</u> program; ticket sales; fundraising; outreach by Coach to various constituency groups, including <u>University</u> (<u>College</u>) students, staff, faculty, alumni and boosters; and any other factors the Chief <u>executive officerExecutive Officer</u> 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 <u>eExecutive eOfficer</u> in consultation with the Director.

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 (Programs). Coach's right to receive such a payment shall vest on the date of the Team's last regular season or postseason competition, whichever occurs later. This sum shall be paid (terms or conditions to his duties as an employee of 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 services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches 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 designated media OUTICTS. [RK(4]

3.2.6 (SUMMER CAMP-OPERATED BY UNIVERSITY (COLLEGE))

Coach agrees that the <u>University (College)</u> has the exclusive right to operate youth (<u>Sport</u>) camps on its campus using <u>University (College</u>) facilities. The <u>University</u> (<u>College</u>) shall allow Coach the opportunity to earn supplemental compensation by assisting with the <u>University (College</u>)'s camps in Coach's capacity as a <u>University</u> (<u>College</u>) employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the <u>University (College</u>)'s <u>football-(Sport)</u> camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the <u>University (College</u>)'s summer <u>football-(Sport</u>) camps, the <u>University (College</u>) shall pay Coach <u>(amount)</u> per year as supplemental compensation during each year of <u>his</u> employment as head <u>(Sport) coach coach</u> at the <u>University (College</u>). This amount shall be paid <u>(terms of payment)</u>.

(SUMMER CAMP—OPERATED BY COACH) Coach may operate a summer youth <u>–(Sport)</u> camp at the <u>University (College)</u> under the following conditions:

- a) The summer youth camp operation reflects positively on the <u>University (College)</u> 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 <u>University (College)</u> personnel, equipment, or facilities without the prior written approval of the Director;

- Assistant coaches at the <u>University (College)</u> are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The-Coach complies with all NCAA (NAIA), Conference, and <u>University (College)</u> 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 <u>University (College)</u> and <u>(campus</u> <u>concessionaire</u>) for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of <u>University</u> (<u>College</u>) 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 eExhibit <u>A</u>.
- 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 <u>State of Idaho, the</u> <u>University (College)</u> and the Board 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 <u>University (College)</u> while engaged in camp activities. The Coach and all other <u>University (College)</u> 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, <u>University (College)</u> shall not be under any obligation to permit a summer youth camp to be held by <u>the</u> Coach after the effective date of such termination, suspension, or reassignment, and the <u>University (College)</u> shall be released from all obligations relating thereto.

3.2.7 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-Coach's 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) 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.

3.3 <u>General Conditions of Compensation</u>. All compensation provided by the <u>University (College)</u> 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 <u>University (College)</u> to Coach, such fringe benefit shall be based only on the compensation provided pursuant to <u>section_Section</u> 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. <u>Coach's Specific Duties and Responsibilities</u>. 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 <u>University (College)</u> 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 with the policies, rules and regulations of the University (College), the University (College)'s governing bBoard, 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 Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University (College)'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 <u>CB</u>. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho Governing Policies and Procedures and Rule Manualpolicies; (b) University (College)'s (Faculty-Staff) Handbook; (c) University (College)'s Administrative Procedures Manual; (d) the policies of the Department; (e) NCAA (or NAIA) rules and regulations; and (f) the rules and regulations of the -(Sport)- conference of which the University (College) is a member.

4.2 <u>Outside Activities</u>. 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 <u>University (College)</u>, would reflect adversely upon the <u>University (College)</u> 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 e xecutive e officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the <u>University (College</u>)'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the Chief e xecutive officer.

4.3 <u>NCAA (or NAIA) Rules</u>. In accordance with NCAA <u>(or NAIA)</u> rules, Coach shall obtain prior written approval from the <u>University (College)</u>'s Chief <u>E</u>executive <u>O</u>efficer for all athletically related income and benefits from sources outside the <u>University</u> (<u>College</u>) and shall report the source and amount of all such income and benefits to the

<u>University (College)</u>'s Chief <u>Executive</u> <u>O</u>fficer 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 <u>University (College)</u> work day preceding June 30th. The report shall be in a format reasonably satisfactory to <u>University (College)</u>. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, <u>University (College)</u> booster club, <u>University (College)</u> alumni association, <u>University (College)</u> 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 <u>University (College)</u>, the <u>University (College)'s governing</u> <u>bB</u>oard, the conference, or the NCAA (or NAIA).

4.4 <u>Hiring Authority</u>. 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 <u>eExecutive eOfficer and the University (College)'s Board of (Trustees or Regents)</u>.

4.5 <u>Scheduling</u>. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 <u>Other Coaching Opportunities</u>. 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 prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Miscon RK(5) duct. Coach Wwarrants that prior to the signing of this contractAgreement, heCoach has disclosed and will continue to disclose if heCoach has been accused, investigated, convicted of or pled guilty or no contest to a felony or misdemeanor involving serious misconduct, or has been subject to official University institution or athletic athletic dD department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

<u>4.8</u><u>Media Obligations. RK(6)</u><u>Coach must fully participate in media programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring the Coach to participate in Programs related to hisCoach's duties as an employee of 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 hisCoach's services to and perform on the Programs and to cooperate in their production, the programs and to cooperate in their production.</u>

broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches 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 designated media outlets.

ARTICLE 5

5.1 <u>Termination of Coach for Cause</u>. The <u>University (College)</u> 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.

5.1.1 In addition to the definitions contained in applicable rules and regulations, <u>University (College)</u> 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 <u>Agreement</u> 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 <u>agreement Agreement</u> within 30 days after written notice from the <u>University (College)</u>;
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the <u>University (College)</u>, the <u>University (College)'s governing bB</u>oard, the conference or the NCAA (<u>NAIA</u>), including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;
- d) Ten (10) working days' absence of Coach from duty without the <u>University (College)</u>'s consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the <u>University (College)</u>'s judgment, reflect adversely on the <u>University (College)</u> or its athletic programs;
- f) The failure of Coach to represent the <u>University (College)</u> 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 <u>University (College)</u> in any investigation of possible violations of any applicable law or the policies, rules or regulations of the <u>University (College)</u>, the <u>University (College)'s governing bB</u>oard, the 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 <u>University (College)</u>, the <u>University (College)'s governing bB</u>oard, the conference, or the NCAA (<u>NAIA</u>), 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 <u>University (College)</u>, the <u>University (College)'s governing</u> **b**Board, the 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 of the violation and could have prevented it by ordinary supervision.
- j) The failure of Coach to disclose Serious Misconduct as required in sSection 4.7 of this contractAgreement.[RK(7]

5.1.2 Suspension, reassignment, or termination for good or adequate cause shall be effectuated by the <u>University (College)</u> as follows: before the effective date of the suspension, reassignment, or termination, the Director or <u>his-the Director's</u> 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, <u>University (College)</u> 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 <u>University (College)</u>'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 <u>University (College)</u> 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 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, <u>University</u> <u>(College)</u>, 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 University (College) terminates this Agreement for its own convenience, University (College) shall be obligated to pay Coach, as liquidated damages and not a penalty, the salary set forth in section Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University (College) until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. I, 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 payperiod by reducing the gross salary set forth in section 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 with the University (College) 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 University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end. Coach agrees not to accept employment for compensation at less than the fair value of Coach's services, as determined by all circumstances existing at the time of employment. [RK(8] Coach further agrees to repay to University all compensation paid to himreceived from by the University (College) after the date he obtains other employment is obtained. to which he 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 employment with University (College), which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by 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 <u>University (College)</u>. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 <u>Termination by Coach for Convenience</u>.

5.3.1 <u>The</u> Coach recognizes that <u>his</u> <u>Coach's</u> promise to work for <u>University (College)</u> for the entire term of this Agreement is of the essence of this Agreement. <u>The</u> Coach also recognizes that the <u>University (College)</u> is making a highly valuable investment in <u>his</u> <u>Coach's</u> employment by entering into this Agreement and that its investment would be lost were <u>he</u> <u>Coach</u> to resign or otherwise terminate <u>his</u> employment with the <u>University (College)</u> before the end of the <u>contract Agreement</u> term.

5.3.2 <u>The Coach, for his own convenience,</u> may terminate this Agreement <u>for convenience</u> during its term by giving prior written notice to the <u>University (College)</u>. Termination shall be effective ten (10) days after notice is given to the <u>University</u> (<u>College</u>).

5.3.3 If the Coach terminates this Agreement for convenience at any time, all obligations of the <u>University (College)</u> shall cease as of the effective date of the termination. If the Coach terminates this Agreement for his convenience, <u>Coach he</u> shall pay to the <u>University (College)</u>, as liquidated damages and not a penalty, the following 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 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 <u>University (College)</u> 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 <u>University (College)</u> shall constitute adequate and reasonable compensation to <u>University (College)</u> for the damages are not, and shall not be construed to be, a penalty. This <u>Section 5.3.4</u> shall not apply if Coach terminates this Agreement because of a material breach by the <u>University (College)</u>.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, <u>he-Coach</u> shall forfeit to the extent permitted by law <u>the his-</u>right to receive all supplemental compensation and other payments.

5.4 <u>Termination due to Disability or Death of Coach</u>.

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 <u>University (College)</u>'s disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, 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 the 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 <u>University (College)</u> and due to the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the <u>University (College)</u>'s disability insurance carrier, or becomes unable to perform the essential functions of the position of 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 <u>Coach</u> is entitled by virtue of employment with the <u>University (College)</u>.

5.5 <u>Interference by Coach</u>. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the <u>University (College)</u>'s student-athletes or otherwise obstruct the <u>University (College)</u>'s ability to transact business or operate its intercollegiate athletics program.

5.6 <u>No Liability</u>. The <u>University (College)</u> 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 <u>Waiver of Rights</u>. 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 <u>University (College)</u> employees, if the <u>University (College)</u> 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 <u>University (College)</u> from compliance with the notice, appeal, and similar employment-related rights provided for in the <u>State</u> Board of <u>Education Governing Policies and Procedurespolicy</u>, IDAPA 08.01.01 et seq., and the <u>University (College)</u> (Faculty-Staff) Handbook.

ARTICLE 6

6.1 <u>Board Approval</u> (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 <u>University (College)'sby the</u> Board of <u>(Regents or Trustees)</u> and executed by both parties as set forth below. In addition,

the payment of any compensation pursuant to this <u>agreement Agreement</u> shall be subject to the approval of the <u>University (College)'s</u> Board of <u>(Regents or Trustees)</u>, the Chief <u>e</u>Executive <u>o</u>Officer, 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 <u>policies of (Regents or Trustees)</u> and <u>University (College)</u>'s rules regarding financial exigency.

6.2 <u>University (College) Property</u>. 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 <u>University (College)</u> or developed by Coach on behalf of the <u>University (College)</u> or at the <u>University (College)</u>'s direction or for the <u>University (College)</u>'s use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the <u>University (College)</u>. Within twenty-four (24) hours of the expiration of the term of this <u>agreement_Agreement</u> 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 <u>Assignment</u>. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 <u>Waiver</u>. 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 <u>Severability</u>. 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 <u>Governing Law</u>. 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 Idaho.

6.7 <u>Oral Promises</u>. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the <u>University (College)</u>.

6.8 <u>Force Majeure</u>. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, 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 <u>Confidentiality</u>. <u>This Agreement and all documents and reports Coach is</u> required to produce under this Agreement may be released and made available to the <u>public by the University (College)</u>. <u>The Coach hereby consents and agrees that this</u> 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 is required to produce under this Agreement may be released and made available to the public after it by the University (College).

6.10 <u>Notices</u>. 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 <u>University (College)</u>: Director of Athletics

with a copy to:

Chief e<u>E</u>xecutive eOfficer

the Coach:

Last known address on file with <u>University (College)</u>'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 <u>Headings</u>. 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 <u>Binding Effect.</u> 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 <u>Non-Use of Names and Trademarks</u>. <u>The</u> Coach shall not, without the <u>University (College)</u>'s prior written consent in each case, use any name, trade name, trademark, or other designation of the <u>University (College)</u> (including contraction,

abbreviation or simulation), except in the course and scope of his official <u>University</u> (<u>College</u>) duties.

6.14 <u>No Third Party Beneficiaries</u>. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 <u>Entire Agreement; Amendments</u>. This Agreement constitutes the entire agreement of 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 <u>University</u> <u>(College)'sthe</u> Board of <u>(Regents or Trustees)</u>, if required under <u>Section II.H. of</u> Board Policy <u>II.H</u>.

6.16 <u>Opportunity to Consult with Attorney</u>. The Coach acknowledges that <u>Coachhe</u> 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.

University (College)	Coach	
Signature:	Signature:	
Printed Name:	Printed Name:	_
Chief Executive Officer		
Date:	Date:	

*Approved by the <u>Idaho State</u> Board <u>of Education of (Regents or Trustees)</u> on the _____ day of ______, 201020__.

[*Note: Multiyear employment agreements which requireing Board approval are defined in <u>Board Policy</u> Section II.H. of Board Policy]

BOISE STATE UNIVERSITY

SUBJECT

Amendment to multi-year contract for Gordon Presnell, Head Women's Basketball Coach

REFERENCE

February 2011	The Idaho State Board of Education (Board) approved a two-year employment agreement with Head Women's Basketball Coach Gordon Presnell
December 2014	The Board approved a five-year employment agreement with Coach Presnell
August 2016	The Board approved a new three-year employment agreement with Coach Presnell
August 2017	The Board approved a new five-year rolling employment agreement with Coach Presnell

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.H.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

In August 2017, the Board approved a four (4) year and seven (7) month employment extension contract with Gordon Presnell as the Head Women's Basketball Coach through March 31, 2022. The contract included an automatic extension clause extending one year after each season the team reached 18 wins. During the 2017-18 season, the employment agreement was extended to March 31, 2023 when the team had its 18th win. After winning the Mountain West Conference Championship, playing in the first round of the NCAA tournament for the second time in three years, and a record setting season of 25-8 overall, a contract amendment has been negotiated with Coach Presnell. The proposed amendment increases his incentive pay to reward his success with the program and adds post-season incentives, as well as increases liquidated damages.

IMPACT

The salary is unchanged from the current contract but the incentive structure has changed. Incentives are paid only from program revenues, media rights fees, donations and other non-state funds. Terms for the proposed amendment are as follows:

BUSINESS AFFAIRS AND HUMAN RESOURCES DECEMBER 20, 2018

Current Amount	Proposed Amount		Date Refere March 21, 2010
\$20,000 \$10,000	\$40,000 \$20,000		Before March 16, 2020
\$ 10,000	<i>\</i> 20,000		201010 March 10, 2020
Pay for Perform	nance - Academic	s	
S12 500	Proposed Amount \$5,000 \$7,500 \$10,000 \$20,000		Incentive APR between 975-890 APR between 81-985 APR between 986-990 APR between 991 or above
φ12,000	¢20,000		
Pay for Perform	nance - Athletics		In constitue
Current Amount	Proposed Amount	a)	The greatest of the following:
	\$2 500	u)	10 conference wins
\$2.000	\$3.500		11 conference wins
\$3.000	\$5,000		12 conference wins
\$4,000	\$6,000		13 conference wins
\$7,500	\$9,000		14 conference wins
	\$10,000		15 conference wins
\$12,500	\$20,000		Conference Season Champions
		b)	The greater of the following two:
\$3,000	\$5,000	,	Conference Tournament Finalist
\$12,500	\$20,000		Conference Tournament Champions
	¢5,000	\mathbf{c}	At large selection for the NCAA Tournament*
\$35,000	\$3,000 \$35,000	d)	NCAA Tournament Appearance (may total)
φ33,000	\$52,500	e)	NCAA Tournament Win (max total) or
\$18,000	\$18,000	f)	WNIT Appearance (max total)
\$6,000	\$6,000	g)	18 wins
	\$3,000	h)	Conference Coach of the Year
	\$10,000	i)	National Coach of the Year
	\$3,000	j)	Conference Player of the Year
	\$3,000	k)	Conference Freshman of the Year
	\$6,000	I)	Top RFI (at end of season)
	\$3,000		Top 100 RPI (at end of season)
\$78,500	\$178,500		Maximum Total Incentive Compensation

*Not eligible if Conference Tournament Champions.

ATTACHMENTS

- Attachment 1 Proposed Contract Amendment
- Attachment 2 Redline of Contract to Model Agreement
- Attachment 3 Redline to Current Contract with Proposed Amendment

Attachment 4 – 2013-2017 APR Summary

- Attachment 5 Maximum Compensation Calculation
- Attachment 6 Base Salary and Incentive Comparison
- Attachment 7 Liquidated Damages Comparison

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the change in compensation incentives, the proposed changes include a tiered buyout provision. The proposed contract calls for a buyout provision that would currently be valued at \$40,000, equal to the amount that was included in Coach Presnell's original contract. If Coach Presnell cancels the contract between April 1, 2019 and March 16, 2020, the buyout provision is \$20,000, equal to the current value of the buyout provision. If Coach Presnell cancels the cancels the contract after March 16, 2020 no liquidated damages payment is required. BSU proposes doubling the current liquidated damages amount for the revised contract.

In comparison to other Mountain West Conference Women's Basketball Coaches, three coaches do not have buyout provisions in their contract and eight coaches (including Coach Presnell) have buyout provisions in their contract. In comparison to other coaches in the Mountain West Conference where a buyout provision is in place, the liquidated damages are well below the amounts of other coaches. Buyout provisions for other Mountain West Conference head women's basketball coaches are as much as \$1,075,000 for a new contract or may be as little as \$0 if the coach leaves during the last year of the contract.

As illustrated above, the proposed contract increases the maximum incentive compensation from \$78,500 to \$178,500.

BOARD ACTION

I move to approve the request by Boise State University to amend the multi-year agreement with Gordon Presnell, Head Women's Basketball Coach with a term from August 13, 2017 and terminating March 31, 2022, as proposed in Attachment 1.

Moved by	Seconded by	Carried Y	es N	0

AMENDMENT TO EMPLOYMENT AGREEMENT

This Amendment (the "Amendment") amends the Employment Agreement (the "Agreement") entered into on August 31, 2017 by and between Boise State University ("the University"), and Gordon H. Presnell ("Coach").

1. Section 3.2 shall be amended as follows:

3.2 <u>Supplemental Compensation</u>. Coach may earn supplemental compensation as follows:

3.2.1 <u>Athletic Achievement</u>

a)	The greatest of the following:	
	10 conference wins	\$2,500
	11 conference wins	\$ <u>23,05</u> 00
	12 conference wins	\$ <u>35</u> ,000
	13 conference wins	\$4 <u>6</u> ,000
	14+ conference wins	\$7 <u>9</u> , <u>50</u> 00
	15 conference wins	\$10,000
	Conference Regular Season Champions	\$ <u>120</u> , <u>50</u> 00
b)	The greater of the following two:	
	Conference Tournament Finalist	\$ <u>35</u> ,000
	Conference Tournament Champions	\$ <u>120</u> , <u>50</u> 00
c)	At-large selection for the NCAA Tournament	\$5,000
<u>d)</u>	NCAA Tournament Appearance (per game) game	\$5,000 per
<u>e)</u>	NCAA Tournament Win (per game)	\$7,500
<u>df</u>)	WNIT Appearance (per game) per game	\$3,000
eg)	18 Wins	\$6,000
<u>h)</u>	Conference Coach of the Year	\$3,000
<u>i)</u>	National Coach of the Year	\$10,000
<u>j)</u>	Conference Player of the Year	\$3,000
<u>k)</u>	Conference Freshman of the Year	\$3,000
1)	Top 50 RPI (at end of season)	\$6,000 or
	Top 100 RPI (at end of season)	\$3,000

3.2.2 Academic Achievement

Academic Incentive Pay may be earned if annual team APR ranks nationally within women's basketball as follows:

National Rank	Within S	<u>port</u>
975-980	=	\$5,000
981-985	=	\$7,500
986-990	=	\$10,000
991 or above	=	\$ <u>12</u> <u>0</u> , <u>50</u> 00

2. Section 5.3.3 shall be amended as follows:

5.3.3. If the 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 the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before March 31, 20189, the sum of \$40,000; (b) if the Agreement is terminated between April 1, 2018 and March 31, 2019 inclusive, the sum of \$20,000; (c) if the Agreement is terminated between April 1, 2019 and March 16, 2020 inclusive, the sum of \$42,000. 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. Liquidated damages shall not be due and payable if:

- a) Coach terminates this Agreement for convenience for family reasons, unless after such termination Coach becomes employed in a coaching position at another college or university prior to March 16, 2020, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph; or
- b) Coach terminates this Agreement for convenience in order for Coach to take a non-coaching position, unless after such termination Coach becomes employed in a coaching position at another college or university prior to March 16, 2020, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph.

Except as provided in this Amendment, the terms and conditions of the Agreement remain in full force and effect in accordance with its terms.

IN WITNESS WHEREOF, the parties agree to the terms and conditions of this Amendment and have executed this Amendment freely and agree to be bound hereby as of the date approved by the Board.

UNIVERSITY

COACH

Curt Apsey, Director of Athletics

Gordon H. Presnell

University President

Approved by the Board of Trustees on the _____ day of December, 2018.

(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 (the "University")College)), and Gordon H. Presnell

 ("(Coach").).

ARTICLE 1

1.1. <u>Employment</u>. Subject to the terms and conditions of this Agreement, the University (<u>College</u>) shall employ Coach as the head coach (<u>the "Position"</u>) of its intercollegiate <u>Women's Basketball (Sport)</u> team (<u>the "Team"</u>).) (or <u>Director of Athletics</u>). Coach (<u>Director</u>) represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. <u>Reporting Relationship</u>. Coach shall report and be responsible directly to the <u>University'sUniversity (College)'s</u> Director <u>of Athletics (the "Director")</u> or the Director's designee. Coach shall abide by the reasonable instructions of <u>the</u> 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 <u>University's President (the "President").University (College)'s Chief executive officer</u> (Chief executive officer).

1.3. <u>Duties</u>. Coach shall manage and supervise the Team and shall perform such other duties in the <u>University'sUniversity (College)</u>'s athletic program as the Director may assign and as may be described elsewhere in this Agreement. <u>Coach shall</u>, to the best of <u>Coach's ability</u>, and consistent with University policies and procedures, perform all duties and responsibilities customarily associated with the Position. <u>The University (College)</u> shall have the right, at any time, to reassign Coach to duties at the <u>University (College)</u> 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 <u>(Depending on supplemental pay provisions used)</u> shall cease.

ARTICLE 2

2.1. <u>Term.</u> This Agreement is for a fixed-term appointment of <u>four (4</u>______(_____) years_<u>seven (7) months</u>, commencing on <u>August 13, 2017</u>______ and terminating, without further notice to Coach₅ on <u>March 31, 2022 (the "Term")</u>_____ unless sooner terminated in accordance with other provisions of this Agreement. 2.2. <u>Extension or Renewal.</u> 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 <u>University'sthe</u> Board of <u>TrusteesEducation</u>. This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this <u>A</u> greement 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 April 1 and concluding on March 31 for each season in which the team has at least eighteen (18) wins. For the purpose of calculation of wins, such wins must occur during the regular season, the conference tournament, the Women's National Invitation Tournament ("WNIT"), or the National Collegiate Athletic Association ("NCAA") Tournament, to the exclusion of all other preseason exhibition games or post-season tournaments.

ARTICLE 3

3.1 <u>Regular Compensation</u>.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University (<u>College</u>) shall provide to Coach:

- a) A basea) An annual salary of \$230,000 for the first year, \$240,000 for the second year, \$250,000 for the third and subsequent extension years pursuant to section 2.3 <u>herein:</u> per year, payable in biweekly installments in accordance with normal University (College) procedures, and such salary increases as may be determined appropriate by the Director and <u>PresidentChief executive</u> officer and approved by the <u>University'sUniversity</u> (College)'s Board of <u>(Regents or Trustees)</u>;
- b) The opportunity to receive such employee benefits calculated on the "base salary" set forth in set forth in section 3.1.1(a) as the University (College) provides generally to non-faculty exempt employees; and
- c) The opportunity to receive such employee benefits as the <u>University'sUniversity (College)'s</u> Department of Athletics (<u>the "Department")</u> 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.

<u>3.2</u> <u>Supplemental Compensation</u>.

<u>3.2</u> Each year the Team is the conference champion or co-champion and also becomes eligible for a <u>(bowl game pursuant to NCAA Division I guidelines or post-season</u> tournament or post-season playoffs), and if Coach <u>may earn</u> continues to be employed as

ATTACHMENT 2

<u>University (College)'s head (Sport)</u> coach as of the ensuing July 1st, the <u>University</u> (<u>College</u>) shall pay to Coach supplemental compensation <u>as follows:</u>in an amount equal to <u>(amount or computation)</u> of Coach's Annual Salary during the fiscal year in which the championship and (bowl or other post-season) eligibility are achieved. The <u>University (College)</u> shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.1 Athletic Achievement

The greatest of

<u>a) 3.2</u>	.2 Each year the following:	
11	conference wins	\$2,000
12	conference wins	\$3,000
13	conference wins	\$4,000
14-	- conference wins	\$7,500
Co	nference Regular Season Champions	\$12,500

<u>b)</u>	<u>The greater Team is ranked in the top 2</u>	25 in the <u>(national</u>
	rankings of sport's division), and if Co	bach continues to be
	employed as University (College)'s head	d <u>(Sport)</u> coach
	as of the following two:	
	Conference Tournament Finalist	\$3,000
	Conference Tournament Champions	\$12,500
c)	NCAA Tournament Appearance	\$5,000 per game
<u>d)</u>	WNIT Appearance	\$3,000 per game
e)	18 Wins	\$6,000

3.2.2 Academic Achievement

Academic Incentive Pay may be earned if annual team APR ranks nationally within women's basketball as follows:

National Rank	Within S	port
<u>975-980</u>	=	\$5,000
981-985	=	\$7,500
986-990	=	\$10,000
991 or above	=	\$12,500

3.2.3 Conditions for payment of Academic and Athletic ensuing July 1st, the <u>University (College)</u> shall pay Coach supplemental compensation:

> a) If Coach qualifies for Athletic Achievement Supplemental Compensation pursuant to section 3.2.1, University will pay Coach -in an amount equal to _(amount or computation) _____ of Coach's Annual Salary in effect on the first regular pay date in July, following the year of the final

poll. The <u>University (College)</u> shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation is calculated but only if Coach is still employed by the University on that date. Ranking shall be determined based on NCAA National End of Season Ranking.

If Coach qualifies for Academic Achievement Supplemental Compensation pursuant to section 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 the following factors: the 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. 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 to the Board of (Regents or Trustees) as a document available to the public under the Idaho Public Records Act.

- b) 3.2.2, it will be paid as soon as reasonably practical following APR rating determination and verification by the NCAA, if Coach is still employed by the University on that date.
 4 Each
- c) In order to receive any of the 3.2.1 supplemental compensation, the Team's retention rate must be at least 50% for the academic year in which the supplemental pay is earned. The retention rate will be calculated anew each year and will not be cumulative.

<u>3.2.4 Each year Coach mayshall</u> be eligible to receive supplemental compensation in an amount up to <u>(amount or computation)</u> based on the overall development of the intercollegiate <u>women's basketball(men's/women's) (Sport)</u> program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University (<u>College</u>) students, staff, faculty, alumni and boosters; and any other factors the <u>PresidentChief executive officer</u> wishes to consider._ The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the <u>sole</u> discretion of the <u>PresidentChief executive officer</u> in consultation with the Director and approved by the University's Board of Trustees.

3.2.5_—The Coach <u>mayshall</u> receive <u>compensation hereunder</u>the <u>sum of</u> <u>(amount or computation)</u> from the <u>University'sUniversity (College)</u> or the <u>University</u>

BAHR - SECTION I

(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). 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 duties as an employee of 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 services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches 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's University (College)'s designated media outlets.

3.2.6 (SUMMER CAMP OPERATED BY UNIVERSITY (COLLEGE)) Coach agrees that the University (College) has the exclusive right to operate athleticyouth (Sport) 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'sUniversity (College)'s camps in Coach's capacity as a University (College) employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the Camps.University (College)'s football 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,University (College)'s summer football 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).

<u>3.2.7(SUMMER_CAMP_OPERATED_BY_COACH)</u> Coach may operate a summer youth <u>(Sport)</u> camp at the <u>University (College)</u> under the following conditions:

- a) The summer youth camp operation reflects positively on the <u>University (College)</u> 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 <u>University (College)</u> personnel, equipment, or facilities without the prior written approval of the Director;

- c) Assistant coaches at the <u>University (College)</u> are given priority when the Coach or the private enterprise selects coaches to participate;
- d) The Coach complies with all NCAA (NAIA), Conference, and <u>University (College)</u> 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 <u>University (College)</u> and <u>(campus</u> concessionaire) for all campus goods and services required by the camp.
- f) The Coach or private enterprise pays for use of <u>University</u> (<u>College</u>) 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 <u>University</u> (<u>College</u>) 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 <u>University (College)</u> while engaged in camp activities. The Coach and all other <u>University (College)</u> 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, <u>University (College)</u> 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 <u>University (College)</u> shall be released from all obligations relating thereto.

3.2.7 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 the University's designated company-(Company Name), Coach shall submit all outside consulting agreements to the University (College) for review and approval prior to execution. Coach shall also report such outside intrestsincome to the University (College) in accordance with Section 4.3 of this Agreement. 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.

<u>3.2.8 Away Game Guarantee.</u> In the event the University schedules an away contest with a non-conference opponent for which a game guarantee is paid to the University by the host institution, the payment shall be distributed as follows: any amount of the game guarantee, will be split between (a) the Department and (b) the Coach and assistant coaches at the recommendation of Coach, subject to the Director's final approval.

3.3 <u>General Conditions of Compensation</u>. 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, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. <u>Coach's Specific Duties and Responsibilities</u>. –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 <u>(College)</u> 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'sUniversity (College)'s governing board, the conference of which the University 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 University's Department'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 University (College)'s athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having any off-campus contact with prospects. Coach shall cooperate fully with the University (College) and Department at all times. The names or titles of employees whom Coach supervises will be provided periodically to Coach by the University.are attached as Exhibit C. The applicable laws, policies, rules, and regulations include: (a) State Board of Education and Board of Regents of the University of Idaho-Governing Policies and Procedures and Rule Manual; (b) the University's PolicyUniversity (College)'s Handbook; (c) University (College)'s Administrative Procedures Manual; (cd) the policies of the Department; (de) NCAA (or NAIA) rules and regulations; and regulations; and (e(f) the rules and regulations of the Conference (Sport) conference of which the University (College) is a member.

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 <u>unreasonablyotherwise</u> detract from those duties in any manner, or that, in the opinion of the University. (College), would reflect adversely upon the University, the Department, (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 <u>PresidentChief executive officer</u>, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. <u>Coach shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement</u>. Coach may not use <u>nor may Coach authorize third parties to use, the University'sthe University (College)</u>'s name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the <u>President (such approval not to be unreasonably withheld).Chief executive officer</u>.

4.3 Outside Income.NCAA (or NAIA) Rules. In accordance with NCAA (or NAIA) rules. Coach shall obtain prior written approval from the University's President and the Director (such approval not to be unreasonably withheld)University (College)'s Chief executive officer for all athletically-related and other business--related income and benefits from sources outside the University (College) and shall report the source and amount of all such income and benefits in accordance with to the University (College)'s Chief executive officer whenever reasonably requested, but in no event less than annually before the Department's Outside Income Reporting Form. 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 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, the University's governing board, 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 (i.e., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers. (College), the University (College)'s governing board, the conference, or the NCAA (or NAIA).

4.4 <u>Hiring Authority</u>. 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 <u>PresidentChief executive</u> officer and the <u>University'sUniversity (College)'s</u> Board of <u>-(Trustees-or Regents)</u>.

4.5 <u>Scheduling</u>. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of <u>the Team'sTeam</u> competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 <u>Other Coaching Opportunities</u>. 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 prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld. <u>Without first giving ten (10) days prior</u> 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.

4.7 Attendance at Specific Gatherings. The Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:

a) The annual BAA barbecue

- b) The weekly BAA function during the relevant season;
- c) The annual BAA Endowment dinner;
- d) The Boise State Athletic Hall of Fame dinner;
- e) The BAA Bronze Bronco Award banquet;
- <u>f) The BAA/Alumni Auction dinner;</u>
- g) All Department staff meetings called by the Director;
- h) Athletic Department Graduation Reception;
- i) Bronco Golf Series Tournaments.

ARTICLE 5

5.1 <u>Termination of Coach for Cause</u>. The University<u>(College)</u> 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<u>and</u> regulations, and policies.

5.1.1 In addition to the definitions contained in applicable rules and regulations, and policies, 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 <u>Aagreement</u> 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 <u>A</u>agreement within <u>thirty (30)</u> days after written notice from the University:-(<u>College</u>);
- c) A deliberate or major violation by Coach of any applicable law or the policies, rules, or regulations, or policies, of the University, (College), the University'sUniversity (College)'s governing board, the Ceonference 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 <u>National Association of</u> <u>Intercollegiate Athletics ("NAIA")NAIA</u> member institution;
- d) Ten (10) working days¹ absence of Coach from duty without the <u>University'sUniversity (College)'s</u> consent;
- e) Any conduct of Coach that constitutes moral turpitude or that would, in the <u>University'sUniversity (College)'s</u> judgment, reflect adversely on the University (College) or its athletic programs;
- f) The failure of Coach to represent the University <u>(College)</u> and its athletic programs positively in public and private forums;

- g) _____g) The failure of Coach to fully and promptly cooperate with the NCAA (<u>NAIA</u>) or the University (<u>College</u>) in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, (<u>College</u>), the <u>University'sUniversity</u> (<u>College</u>)'s governing board, the <u>C</u>eonference, or the NCAA; (<u>NAIA</u>);
- h) ____h) ___The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, <u>(College)</u>, the <u>University'sUniversity (College)'s</u> governing board, the <u>Ceonference</u>, or the NCAA<u>a</u> <u>(NAIA)</u>, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or
- i) ____i)_A violation of any applicable law or the policies, rules or regulations of the University, <u>(College)</u>, the <u>University'sUniversity</u> <u>(College)'s</u> governing board, the <u>Ceonference</u>, or the NCAA, <u>(NAIA)</u>, 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 <u>by ordinary supervision</u> of the violation and could have prevented it by <u>such</u> 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 <u>Director'shis</u> 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, 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 <u>University'sUniversity (College)'s</u> 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 <u>(College)</u>-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 <u>5.2</u>—Termination of Coach for Convenience of University. (College).

<u>5.2.1</u> <u>5.2.1</u> At any time after commencement of this Agreement, University, <u>(College)</u>, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 5.2.2 In the event that University (College) terminates this Agreement for its own convenience, University (College) shall be obligated to pay Coach, as liquidated damages and not a penalty, the "base salary amount set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University (College) until the Tterm 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 health insurance plan and group life insurance as if he 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 University within ten business days of obtaining other employment, and to advise 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 University shall constitute a material breach of this Agreement and 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 University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

<u>5.2.3</u> <u>5.2.3</u> The parties have both been represented by, or had the opportunity to <u>be represented byconsult with</u>, 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 employment with University. (College), which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by 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 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 <u>5.3</u> <u>Termination by Coach for Convenience</u>.

<u>5.3.1</u> <u>5.3.1</u> The Coach recognizes that his promise to work for 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 his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University (College) before the end of the contract <u>T</u>term.

<u>5.3.2</u>—<u>5.3.2</u>—The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. <u>(College)</u>. Termination shall be effective ten (10) days after notice is given to the University. <u>Such</u> 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.<u>(College)</u>.

<u>5.3.3</u> <u>5.3.3</u> If the Coach terminates this Agreement for convenience at any time, all obligations of the University (College)</u> shall cease as of the effective date of the termination. _If the Coach terminates this Agreement for his convenience he shall pay to the University, (College), as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before March 31, 2019, the sum of \$40,000; (b) if the Agreement is terminated between April 1, 2019 and March 16, 2020 inclusive, the sum of \$20,000. _______. 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. Liquidated damages shall not be due and payable if:

- a) Coach terminates this Agreement for convenience for family reasons, unless after such termination Coach becomes employed in a coaching position at another college or university prior to March 16, 2020, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph; or
- b) Coach terminates this Agreement for convenience in order for Coach to take a non-coaching position, unless after such termination Coach becomes employed in a coaching position at another college or university prior to March 16, 2020, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph.

<u>5.3.4</u> The parties have both <u>had opportunity to bebeen</u> represented by 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 <u>(College)</u> 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 University <u>(College)</u> shall constitute adequate and reasonable compensation to University <u>(College)</u> 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 terminateds this Agreement because of a material breach by the University. <u>(College)</u>.

<u>5.3.5</u> <u>5.3.5</u> Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments <u>and all</u> <u>accumulated leave</u>.

<u>5.4</u> <u>5.4</u> <u>Termination Ddue to Disability or Death of Coach.</u>

<u>5.4.1</u> <u>5.4.1</u> Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the <u>University'sUniversity (College)'s</u> disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

<u>5.4.2</u> <u>5.4.2</u> 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 the 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 estate or beneficiaries thereunder.

<u>5.4.3</u> <u>5.4.3</u> If this Agreement is terminated because the Coach becomes totally or permanently disabled as defined by the <u>University'sUniversity (College)'s</u> disability insurance carrier, or becomes unable to perform the essential functions of the position of 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 is entitled by virtue of employment with the University. (College).

5.5 <u>Interference by Coach</u>. In the event of termination, suspension, or reassignment, Coach agrees that Coach will not interfere with the <u>University'sUniversity</u> (<u>College</u>)'s student-athletes or otherwise obstruct the <u>University'sUniversity</u> (<u>College</u>)'s ability to transact business or operate its intercollegiate athletics program.

5.6 <u>No Liability</u>. The University<u>(College)</u> 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 <u>Waiver of Rights</u>. 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 <u>(College)</u> employees, if the University <u>(College)</u> 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 provided for in the State Board of Education and Board Rules (ID ADMIN. CODE 08.01.01 et seq) and Governing Policies and Procedures, and IDAPA 08.01.01 et seq., and the University Policies(College) Faculty-Staff Handbook.

ARTICLE 6

6.1 <u>Board Approval</u>. (if required <u>multiyear employment agreements which</u> require Board approval are defined in Section II.H. of Board Policy). This Agreement shall not be effective until and unless approved of the <u>University'sUniversity (College)'s</u> Board of <u>(Regents or Trustees)</u> and executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this <u>Aagreement shall</u> be subject to the approval of the <u>University'sUniversity (College)'s</u> Board of <u>(Regents or Trustees,)</u>, the <u>PresidentChief executive officer</u>, 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 <u>(Regents or Trustees)</u> and <u>University'sUniversity (College)'s</u> rules regarding financial exigency.

6.2 <u>University (College) Property</u>. All personal property, <u>(excluding vehicle(s)</u> 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 (<u>College</u>) or developed by Coach on behalf of the University (<u>College</u>) or developed by Coach on behalf of the University (<u>College</u>) or at the <u>University'sUniversity (College</u>)'s direction or for the <u>University'sUniversity (College</u>)'s use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. (<u>College</u>). Within twenty-four (24) hours of the expiration of the <u>T</u>term of this <u>Ang</u>reement 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 <u>Assignment</u>. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 <u>Waiver</u>. 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 <u>Severability</u>. 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 <u>Governing Law</u>. This Agreement shall be subject to and construed in accordance with the laws of the <u>S</u>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 district court in Ada County, Boise, of Idaho.

6.7 <u>Oral Promises</u>. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.<u>-(College)</u>.

6.8 <u>Force Majeure</u>. 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 <u>Non-Confidentiality</u>. 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 is required to produce under this Agreement may be released and made available to the public at the <u>University'sUniversity (College)'s</u> sole discretion.

6.10 <u>Notices</u>. 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:	<u>(College)</u> : Director of Athletics	
	Boise State University	
	1910 University Drive	
	Boise, Idaho 83725-1020	
with a copy to:	Office of the PresidentChief executive officer	
	Boise State University	
	1910 University Drive	
	Boise, Idaho 83725-1000	
the Coach:	Gordon H. Presnell	
	Last known address on file with	
	University's University (College)'s Human	Resource
a .		

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 <u>Headings</u>. 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 <u>Binding Effect.</u> 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 <u>Non-Use of Names and Trademarks</u>. The Coach shall not, without the <u>University'sUniversity (College)'s</u> prior written consent in each case, use any name, trade name, trademark, or other designation of the University (<u>College</u>) (including contraction, abbreviation or simulation), except in the course and scope of his official University (<u>College</u>) duties.

6.14. <u>No Third Party Beneficiaries</u>. There are no intended or unintended third party beneficiaries to this Agreement.

6.15- Entire Agreement; Amendments. This Agreement constitutes the entire agreement <u>betweenof</u> 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 <u>University'sUniversity (College)'s</u> Board of <u>(Regents or Trustees,)</u>; if required under Section II.H. of Board Policy.

6.16 <u>Opportunity to Consult with Attorney</u>. The Coach acknowledges that he 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.

COACH

Curt Apsey, Director of Athletics Gordon H. Presnell

Dr. Robert Kustra, President

Chief executive officer Date Date

ATTACHMENT 2

*Approved by the Board of <u>(Regents or Trustees)</u> on the _____ day of _____ day of

[*Note: Multiyear employment agreements which require Board approval are defined in Section II.H. of Board Policy]

EMPLOYMENT AGREEMENT

This Employment Agreement (the "Agreement") is entered into this _____ day of _____, 2017-2018 ("Effective Date") by and between Boise State University (the "University") and Gordon H. Presnell ("Coach").

ARTICLE 1

1.1. <u>Employment</u>. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach (the "Position") of its intercollegiate Women's Basketball team (the "Team"). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. <u>Reporting Relationship</u>. 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 the 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. <u>Duties</u>. 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. <u>Term.</u> This Agreement is for a fixed-term appointment of four (4) years seven six (76) months, commencing on August 13, 2017 October 21, 2018 and terminating without further notice to Coach on March 31, 2022-2023 (the "Term") unless sooner terminated in accordance with other provisions of this Agreement.

2.2 <u>Renewal.</u> 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 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 April 1 and concluding on March 31 for each season in which the team has at least eighteen (18) wins. For the purpose of calculation of wins, such wins must occur during the regular season, the conference tournament, the Women's National Invitation Tournament ("WNIT"), or the National

Collegiate Athletic Association ("NCAA") Tournament, to the exclusion of all other preseason exhibition games or post-season tournaments.

ARTICLE 3

3.1 <u>Regular Compensation</u>.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

- a) A base salary of \$230,000 for the first year, \$240,000 for the second first year, \$250,000 for the third second and 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" set forth in set forth in section 3.1.1(a) as the University provides generally to non-faculty exempt employees; and
- c) 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 <u>Supplemental Compensation</u>. Coach may earn supplemental compensation as follows:

3.2.1 <u>Athletic Achievement</u>

a)	The greatest of the following:	
	10 conference wins	\$2,500
	11 conference wins	\$ 2,000 3,500
	12 conference wins	\$ <u>35</u> ,000
	13 conference wins	\$46,000
	$14 \pm$ conference wins	\$ 7,500 9,000
	15 conference wins	\$10,000
	Conference Regular Season Champions	\$ 12,500 20,000

b) The greater of the following two: Conference Tournament Finalist ____\$35,000 or

Conference Tournament Champions \$12,50020,000

At-large selection for the NCAA Tournament	\$5,000
NCAA Tournament Appearance (per game)-	
_\$5, <u>000</u> 000 per game	
NCAA Tournament Win (per game)	\$7,500
	<u>At-large selection for the NCAA Tournament</u> NCAA Tournament Appearance (per game)- _\$5,000000 per game NCAA Tournament Win (per game)

df) WNIT Appearance (per game)—

\$3,000 per game

eg)	18 Wins	\$6,000
h)	Conference Coach of the Year	\$3,000
i)	National Coach of the Year	\$10,000
i)	Conference Player of the Year	\$3,000
k)	Conference Freshman of the Year	\$3,000
1)	Top 50 RPI (at end of season)	\$6,000 or
	Top 100 RPI (at end of season)	\$3,000

3.2.2 Academic Achievement

Academic Incentive Pay may be earned if annual team APR ranks nationally within women's basketball as follows:

National Rank	Within S	Sport .
975-980	=	\$5,000
981-985	=	\$7,500
986-990	=	\$10,000
991 or above	=	\$ 12,500 20,000

3.2.3 Conditions for payment of Academic and Athletic supplemental compensation:

a) If Coach qualifies for Athletic Achievement Supplemental Compensation pursuant to section 3.2.1, University will pay Coach on the first regular pay date in July, following the year in which such supplemental compensation is calculated but only if Coach is still employed by the University on that date. Ranking shall be determined based on NCAA National End of Season Ranking.

b) If Coach qualifies for Academic Achievement Supplemental Compensation pursuant to section 3.2.2, it will be paid as soon as reasonably practical following APR rating determination and verification by the NCAA, if Coach is still employed by the University on that date. c) In order to receive any of the 3.2.1 supplemental compensation, the Team's retention rate must be at least 50% for the academic year in which the supplemental pay is earned. The retention rate will be calculated anew each year and will not be cumulative.

3.2.4 Each year Coach may be eligible to receive supplemental compensation based on the overall development of the intercollegiate women's basketball program; ticket sales; fundraising; outreach by Coach to various constituency groups, including University students, staff, faculty, alumni and boosters; and any other factors the President wishes to consider. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the sole discretion of the President in consultation with the Director and approved by the University's Board of Trustees.

3.2.5 The Coach may receive compensation hereunder from 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 the Coach to participate in Programs related to his duties as an employee of 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 the Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide his services to and perform on the Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches 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, callin 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.

3.2.6 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 University's 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.

3.2.7 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 University. In order to avoid entering into an agreement with a competitor of the University's designated company, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside interests to the University in accordance with Section 4.3 of this Agreement. 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.

3.2.8 Away Game Guarantee. In the event the University schedules an away contest with a non-conference opponent for which a game guarantee is paid to the University by the host institution, the payment shall be distributed as follows: any amount of the game guarantee, will be split between (a) the Department and (b) the Coach and assistant coaches at the recommendation of Coach, subject to the Director's final approval.

3.3 <u>General Conditions of Compensation</u>. 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, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. <u>Coach's Specific Duties and Responsibilities</u>. 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 governing board, 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 promote an atmosphere of compliance with the rules and regulations. In accordance with NCAA rules and regulations, Coach must annually pass the NCAA Coaches Certification Test before having
any off-campus contact with prospects. Coach shall cooperate fully with the University and Department at all times. The names or titles of employees whom Coach supervises will be provided periodically to Coach by the University. The applicable laws, policies, rules, and regulations include: (a) State Board of Education Governing Policies and Procedures and Rule Manual; (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 <u>Outside Activities</u>. 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 unreasonably detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University, the Department, 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 shall report such outside income and business interests to the University in accordance with Section 4.3 of this Agreement. Coach may not use nor may Coach authorize third parties to use, the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the President (such approval not to be unreasonably withheld).

4.3 Outside Income. Coach shall obtain prior written approval from the University's President and the Director (such approval not to be unreasonably withheld) for all athletically-related and other business-related income and benefits from sources outside the University and shall report the source and amount of all such income and benefits in accordance with the Department's Outside Income Reporting Form. The report shall be in a format reasonably satisfactory to 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 governing board, 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 (i.e., tickets to a Stampede game); (f) television and radio programs; (g) endorsement or consultation contracts with athletic shoe, apparel, or equipment manufacturers.

4.4 <u>Hiring Authority</u>. 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 <u>Scheduling</u>. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of the Team's competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 <u>Other Coaching Opportunities</u>. 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 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.

4.7 Attendance at <u>Specific Gatherings</u>. The Coach will attend all staff meetings, public relation functions, dinners, awards banquet and make appearances as directed by the Director unless excused by the Director. Such functions shall include, but are not limited to, the following:

- a) The annual BAA barbecue
- b) The weekly BAA function during the relevant season;
- c) The annual BAA Endowment dinner;
- d) The Boise State Athletic Hall of Fame dinner;
- e) The BAA Bronze Bronco Award banquet;
- f) The BAA/Alumni Auction dinner;
- g) All Department staff meetings called by the Director;
- h) Athletic Department Graduation Reception;
- i) Bronco Golf Series Tournaments.

ARTICLE 5

5.1 <u>Termination of Coach for Cause</u>. 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 regulations, and policies, 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 rules, regulations, or policies, of the University, the University's governing board, 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 governing board, 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 governing board, 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
- A violation of any applicable law or the policies, rules or regulations of the University, the University's governing board, 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, 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 the Coach was employed.

5.2 <u>Termination of Coach for Convenience of University</u>.

5.2.1 At any time after commencement of this Agreement, 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 University terminates this Agreement for its own convenience, University shall be obligated to pay Coach, as liquidated damages and not a penalty, the "base salary amount set forth in section 3.1.1(a), excluding all deductions required by law, on the regular paydays of 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 deduction according to law. In addition, Coach will be entitled to continue his health insurance plan and group life insurance as if he 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 University within ten business days of obtaining other employment, and to advise 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 University shall constitute a material breach of this Agreement and 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 University all compensation paid to him by University after the date he obtains other employment, to which he is not entitled under this provision.

5.2.3 The parties have both been represented by, or had the opportunity to be represented by 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 employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by 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 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 <u>Termination by Coach for Convenience</u>.

5.3.1 The Coach recognizes that his promise to work for University for the entire term of this Agreement is of the essence of this Agreement. The Coach also recognizes that the University is making a highly valuable investment in his employment by entering into this Agreement and that its investment would be lost were he to resign or otherwise terminate his employment with the University before the end of the contract Term.

5.3.2 The Coach, for his own convenience, may terminate this Agreement during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after 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 the 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 the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated on or before March 31, 2018, the sum of \$40,000; (b) if the Agreement is terminated between April 1, 2018 and March 31, 2019 inclusive, the sum of \$20,00040,000; (cb) if the Agreement is terminated between April 1, 2018 and March 31, 2019 and March 16, 2020 inclusive, the sum of \$1020,000. 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. Liquidated damages shall not be due and payable if:

a) Coach terminates this Agreement for convenience for family reasons, unless after such termination Coach becomes employed in a coaching position at another college or university prior to March 16, 2020, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph; or

b) Coach terminates this Agreement for convenience in order for Coach to take a non-coaching position, unless after such termination Coach becomes employed in a coaching position at another college or university prior to March 16, 2020, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph.

5.3.4 The parties have both had opportunity to be represented by 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 University shall constitute adequate and reasonable compensation to 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 terminated this Agreement because of a material breach by the University.

5.3.5 Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, he shall forfeit to the extent permitted by law his right to receive all supplemental compensation and other payments and all accumulated leave.

5.4 <u>Termination Due to Disability or Death of Coach</u>.

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 of head coach, 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 the 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 the Coach's estate or beneficiaries thereunder.

5.4.3 If this Agreement is terminated because the 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 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 is entitled by virtue of employment with the University.

5.5 <u>Interference by Coach</u>. In the event of termination, suspension, or reassignment, 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 <u>No Liability</u>. 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 <u>Waiver of Rights</u>. 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 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 and Board Rules (ID ADMIN. CODE 08.01.01 et seq) and Governing Policies and Procedures, and University Policies.

ARTICLE 6

6.1 <u>Board Approval</u>. 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 regarding financial exigency.

6.2 <u>University Property</u>. 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 <u>Assignment</u>. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 <u>Waiver</u>. 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 <u>Severability</u>. 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 <u>Governing Law</u>. 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 state district court in Ada County, Boise, Idaho.

6.7 <u>Oral Promises</u>. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 <u>Force Majeure</u>. 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 <u>Non-Confidentiality</u>. 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 is required to produce under this Agreement may be released and made available to the public at the University's sole discretion.

6.10 <u>Notices</u>. 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:

Director of Athletics Boise State University 1910 University Drive Boise, Idaho 83725-1020
Office of the President Boise State University 1910 University Drive Boise, Idaho 83725-1000
Gordon H. Presnell 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 <u>Headings</u>. 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 <u>Binding Effect.</u> 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 <u>Non-Use of Names and Trademarks</u>. The 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 his official University duties.

6.14 <u>No Third Party Beneficiaries</u>. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 <u>Entire Agreement; Amendments</u>. 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 University's Board of Trustees, if required under Section II.H. of Board Policy.

6.16 <u>Opportunity to Consult with Attorney</u>. The Coach acknowledges that he 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

Gordon H. Presnell

Dr. Robert Kustra, University President

Approved by the Board on the _____ day of _____ , $\frac{201}{-2018}$.

BOISE STATE UNIVERSITY

Women's Basketball APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES

	2013-14	2014-15	2015-16	2016-17
Women's Basketball	966	983	1000	1000
National % Rank by Sport	20-30	70-80	90-100	90-100

REPORT YEAR	
Raw Score for Single Year	
Percentile Rank for Sport	

MULTI-YEAR APR (4-Year Rolling Average)									
Women's Basketball	974	970	969	987					

2016-17 data released by NCAA in May 2018

ATTACHMENT 5

Coach Gordy Presnell Maximum Compensation Calculation - 2017-2023

		 :	2017-2018	2018-2019	2019-2020	2020-2021	 2021-2022	2022-2023
3.1.1a	Annual Base Salary	\$	230,000.00	\$ 240,000.00	\$ 250,000.00	\$ 250,000.00	\$ 250,000.00	\$ 250,000.00
3.2.1	Additional Pay based on Performance	\$	66,000.00	\$ 158,500.00	\$ 158,500.00	\$ 158,500.00	\$ 158,500.00	\$ 158,500.00
3.2.2	Additional Pay based on Academic Achievement	\$	12,500.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00	\$ 20,000.00
	Total Maximum potential annual compensation under							
	Employment Agreement	\$	308,500.00	\$ 418,500.00	\$ 428,500.00	\$ 428,500.00	\$ 428,500.00	\$ 428,500.00

3.2.8 Away Game Guarantee

Indeterminant Indeterminant Indeterminant Indeterminant Indeterminant

Salary and Incentive Comparisions Head Women's Basketball Coaches in Mountain West Conference

ATTACHMENT 6

		Base		
Coach	School	Salary	Incentives	
Mike Bradbury	New Mexico	\$ 250,000	1. Winning MWC regular season \$ 5,000.00 2. MWC Coach of the Year \$ 5,000.00 3. Winning MWC tournament \$ 10,000.00 4. NCAA post-season, if not MWC Tournament champion \$ 5,000.00 5. Winning each additional game in the NCAA tournament \$ 5,000.00 per 6. For participating in the Women's National Invitation Tournament (WNIT) \$ 3,000.00 7. If annual gross ticket revenue exceeds: \$ \$10,000.00* \$ \$500,000 \$ \$25,000.00 \$ \$700,000** \$ \$50,000.00 *Ticket revenue bonuses are not cumulative. **If the University reaches 700,000 in two successive years, the University reserves the right to adjust the bonus.	e
Jaime White	Fresno State	\$ 250,008	 Achievement of Annual NCAA APR a. Above 935 provides \$5,000 b. Above 940 provides \$7,500 c. Above 950 provides \$10,000 Only one may be awarded. Annual Team GPA (Fall/Spring Semesters) a. 2.8 to 2.899 provides \$5,000 b. 2.9 to 2.999 provides \$10,000 c. 3.0 to 3.099 provides \$15,000 d. 3.1 and above provides \$20,000 Only one may be awarded. Annual Federal Graduation Rate a. At or above 57% provides \$5,000 b. At or above 58% provides \$12,500 c. At or above 69% provides \$12,500 e. At or above 60% provides \$12,500 f. At or above 62% provides \$17,500 d. At or above 62% provides \$17,500 f. At or above 64% provides \$15,000 f. At or above 64% provides \$15,000 f. At or above 64% provides \$15,000 f. At or above 64% provides \$16,000 f. At or above 64% provides \$17,500 f. At or above 64% provides \$17,500 f. At or above 64% provides any exhibition and/or non-NCAA Division 1 games. a. At or above 64% provides \$5,000 	

Salary and Incentive Comparisions

Head Women's Basketball Coaches in Mountain West Conference

	b. At or above 68% provides \$7,500
	c. At or above 71% provides \$10,000
	 At or above 75% provides \$12,500
	e. At or above 78% provides \$15,000
	f. At or above 82% provides \$17,500
	 At or above 85% provides \$20,000
	h. At or above 89% provides \$22,500
	i At or above 92% provides \$25,000
	i At or above 02% provides \$27,500
	k At 100% provides \$20,000
	Only one may be ewarded Accumen officiation with the Mauricia Mart
	Athletic Conference Any change in conference officiation as in conference
	membership may require adjustment to reflect the second state level of
	membership may require adjustment to renect the appropriate level of
5)	Mountain West Conference Achievement
	 Regular-season co-champion provides \$10,000
	 Regular-season champion provides \$15,000
	Only one may be awarded. Assumes affiliation with the Mountain West
	Athletic Conference. Any change in conference affiliation or conference
	membership may require adjustment to reflect the appropriate level of
	competition.
	B-111-11-1
6)	Participation and Advancement in NCAA Tournament
	 Participation in First Round provides \$15,000
	b. Participation in Second Round provides \$20,000
	c. Advancement to "Sweet Sixteen" provides \$25,000
	 Advancement to "Elite Eight" provides \$30,000
	 Advancement to "Final Four" provides \$40,000
	 Advancement to National Championship provides \$50,000
	g. National Championship provides \$75,000
	Only one may be awarded
7	Post-season WNIT Participation
	a. Participation provides \$3 000
	e Advancement to "Final Four" provides \$40.000
	f Advancement to Visional Championship resultes \$50,000
	 Auvancement to National Championship provides \$50,000 National Championship provides \$75,000
	Only one may be awarded
7)	Post-season WNIT Participation
	a. Participation provides \$3,000
	b. Advancement to "Final Four" provides \$7,500
	Only one may be awarded.
8)	Final National Pankings
3)	a. Top 25 provides \$5 000.
	b. Top 10 provides \$10,000
	USA Today's Coaches' Polt. Only one may be swanted
	e an i cour o courros roin. Only one may be awarded.
9)	Individual Honors
	 Affiliated Conference Coach of the Year provides \$5,000
	h WBCA Regional Coach of the Year Award provides 640 000

- b. WBCA Regional Coach of the Year Award provides \$10,000
 c. WBCA National Coach of the Year Award provides \$20,000
 Only one WBCA Coach of the Year bonus may be awarded.

Salary and Incentive Comparisions Head Women's Basketball Coaches in Mountain West Conference

			Courtesy car, country club membership,
Ryun Williams	Colorado State	\$ 244,494	Additional CompensationWin either the Mountain West Conference regular season championship or the Mountain West Conference Tournament championship (Note: If Williams wins both the regular season and tournament championship in the same season, a maximum of \$25,000 will be paid for this achievement.)Additional \$25,000Qualify for the NCAA Championship Tournament Advance to the Sweet 16 of the NCAA Championship TournamentAdditional \$30,000Advance to the Final 4 of the NCAA Championship TournamentAdditional \$30,000Win the NCAA National Championship TournamentAdditional \$30,000
Gordon Presnell	Boise State	\$ 240,000	See Agreement
Stacie Terrry	San Diego State	\$ 227,724	 4. Bonus structure- a. MWC Regular Season or Tournament Championship-\$17,000 b. NCAA Tournament-highest of below i. Appearance-\$25,000 ii. Final Four appearance-\$35,000 iii. Championship-\$50,000 c. WNIT Post-Season Appearance-\$17,000 d. MWC Coach of Year-\$5,000 e. National Coach of Year-\$15,000 f. Team cumulative GPA above 2.80-\$10,000 g. APR (4 year average) above 950-\$10,000 h. Win 20 or more games-\$10,000 5. Use of Car-car stipend, \$341.67 per month

ATTACHMENT 6

Salary and Incentive Comparisions Head Women's Basketball Coaches in Mountain West Conference

Jamie Craighead	San Jose State	\$ 206,004	 b) Employee will receive \$500 per month as a vehicle allowance. a) Conference Championship - Regular season - \$15,000 - Conference tournament - \$15,000 b) NCAA at-large bid - \$15,000 Every win in post-season game of NCAA tournament - \$5,000 c) WNIT post season bid - \$5,000 WNIT championship - \$10,000 d) Conference coach-of-the-year - \$10,000 e) If the team's most recent single year APR score is 970 or higher - \$5,000 The APR number will be set annually by October 1st during the remaining years of the contract. f) If the team wins 15 regular season games or more - \$7,500 (does not include the Mountain West Conference Tournament). g) If the team has a winning regular season, more wins than losses, the term of this agreement will be extended one year.
Amanda Levens	Nevada	\$ 200,000	 Athletic Performance: a. For a Conference Regular Season Top 3 (including ties) Finish: \$5,000.00. b. For winning or tying the Conference Regular Season Championship: \$10,000.00. c. For winning the Conference Tournament Championship: \$10,000.00. d. For receiving the Conference Coach of the Year Award or Co-Coach of the Year Award: \$5,000.00. e. In the NCAA Tournament: i. For the team advancing in each round before the Final Four: \$5,000. ii. For the team playing in the Final Four: \$25,000.00. f. In the WNIT Post Season Tournament: i. For the team playing in the tournament: i. For the team playing in the tournament: i. For the team playing in the tournament: ii. For the team playing in the tournament: ii. For the team playing in the tournament: j. For the team playing in the tournament: j. For the team playing in the tournament: j. For the team playing in the Final Four: \$10,000.00. g. Not more than \$5,000, as determined by the Athletic Director with the approval of the President for participation in other post season tournaments.

Salary and Incentive Comparisions

Head Women's Basketball Coaches in Mountain West Conference

Kathy Oliver	UNLV	\$ 190,000	 Athletic Performance: a. For winning or lying the Conference Regular Season Championship: \$5,000. b. For winning the Conference Tournament Championship: \$5,000. c. For receiving the Conference Coach of the Year Award or Co-Coach of the Year Award: \$2,500. d. In the NCAA Tournament: i. For the team advancing in each round: \$5,000. ii. For the team advancing the Final Four: \$10,000. iii. For the team winning the NCAA Championship: \$25,000. e. In the NIT Post Season Tournament: i. For the team advancing in each round: \$2,500. iii. For the team advancing in each round: \$2,500. e. In the team advancing in each round: \$2,500. iii. For the team advancing in each round: \$2,500. iii. For the team advancing in each round: \$2,500. iii. For the team advancing in each round: \$2,500. iii. For the team advancing in each round: \$2,500. iii. For the team advancing in each round: \$2,500. iii. For the team advancing in each round: \$2,500. iii. For the team winning the NIT Championship: \$10,000. iiii. For APR multi-year score of 960 or higher: \$2,500. f. For winning 22 games or more; or for an end of the year team RPI of 50 or better: \$2,500.
Joe Legerski	Wyoming	\$ 194,004	Housing allowance (\$2,500)
Jerry Finkbeiner	Utah State	\$ 185,000	 a. The equivalent of one month of salary for any post season play (NCAA or NIT) and/or conference tournament championship (payment for one event only-not cumulative), b. \$6,000 for reaching each of the final three rounds of the NCAA Championship Tournament starting with the final16, final 8, and final 4. (The intent of this provision is cumulative so that if Coach reaches the Final4, he will be entitled to \$18,000.) b. \$3,000 for reaching the final 4 of the National Invitational Tournament c. \$3,000 for maintaining an annualized APR score 961 or above. d. \$5,000 for conference Coach of the Year honors. f. \$5,000 for conference regular season championship. g. \$3,000 bonus for winning 18 regular season games
Chris Gobrecht	Air Force	NA	NA

Liquidated Damages Head Women's Basketball Coaches in Mountain West Conference

ATTACHMENT 7

Coach	School	Length of Contract	Salary (total comp)	Liquidated Damages Clause?	Type of L.D. Clause	Amount(s) over time
Chris Gobrecht	Air Force	NA	NA	NA	NA	NA
Gordon Presnell	Boise State	4/1/18 - 3/31/23	\$ 240,000	Yes	Sliding Scale	 5.3.3 If the 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 the Coach terminates this Agreement for his convenience he shall pay to the University, as liquidated damages and not a penalty, for the breach of this Agreement the following sum: (a) if the Agreement is terminated between April 1, 2018 and March 31, 2019 inclusive, the sum of \$40,000; (b) if the Agreement is terminated between April 1, 2019 and March 16, 2020 inclusive, the sum of \$20,000. 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. Liquidated damages shall not be due and payable if: a) Coach terminates this Agreement for convenience for family reasons, unless after such termination Coach becomes employed in a coaching position at another college or university prior to March 16, 2020, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph; or b) Coach terminates this Agreement for convenience in order for Coach to take a non-coaching position, unless after such termination Coach becomes employed in a coaching position.
						at another college or university prior to March 16, 2020, in which case the liquidated damages shall be due in accordance with the terms contained in the above paragraph.
Ryun Williams	Colorado State	7/1/16 - 6/30/21	\$ 244,494	Yes	Tied to base salary and number of years remaining on contract	 (i) If such termination occurs on or before July 1, 2019, the Liquidated Damages shall be the greater of: (1) \$1,075,000 or (2) an amount equal to Williams' total remaining Base Salary (as set forth in Section 4.a herein and as of the date of termination) for all years and months remaining from the termination date until the Contract Ending Date (as defined in section 1 herein); or (ii) \$250,000 if such termination occurs after July 1, 2019.
Jaime White	Fresno State	4/16/14 - 4/15/19	\$ 250,008	Yes	Sliding Scale	 (a) Should Employee resign as Fresno State's Head Women's Basketball Coach on or after the date Fresno State concludes its 2016-17 women's basketball season, she shall pay the University a fee of \$400,000. (b) Should Employee resign as Fresno State's Head Women's Basketball Coach on or after the date Fresno State concludes its 2017-18 women's basketball season, she shall pay the University a fee of \$200,000. (c) Should Employee resign as Fresno State's Head Women's Basketball Coach on or after the date Fresno State concludes its 2018-19 women's basketball Season, she shall by the Athletic Corporation a fee of \$100,000.

Liquidated Damages Head Women's Basketball Coaches in Mountain West Conference

Mike Bradbury	New Mexico	5/1/17 - 4/30/21	\$ 250,000	Yes	Sliding Scale	(the "Liquidated Damages") and not as penalty, a sum of Five Hundred Thousand Dollars (\$500,000.00) in the event that Coach Bradbury terminates this Agreement before the completion of Contract Employment Year 1 (April 2016 – April 2017), Four Hundred and Seven Thousand Dollars (\$407,000.00) before the completion of Contract Employment Year 2 (May 2017 - April 2018), Three Hundred and Five Thousand Dollars (\$305,000.00) before the completion of Contract Employment Year 3 (May 2018 – April 2019), One Hundred Thousand Dollars (\$100,000.00) before the completion of Contract Employment Year 4 (May 2019 – May 2020), and no Liquidated Damages in the event that Coach Bradbury terminates this Agreement in the final (Year 5) Contract Employment Year. Pursuant to this paragraph, any Liquidated Damages sum shall be paid in full to
Amanda Levins	Nevada	4/5/17 - 4/15/20	\$ 200,000	Yes	Tied to Current Base Salary	 6.2.a.2. Liquidated Damages If the Employee terminates this Agreement for convenience, all obligations of the University shall cease as of the effective date of the termination, and the Employee or Employee's designee shall pay to the University, as liquidated damages and not a penalty, the following sums calculated as of the effective date of termination: Employee shall pay to the University an amount equal to Employee's then current Contract Year Base Salary as defined in Article 5.1 of this Agreement for the period remaining in the Term (partial months shall be prorated).
Stacie Terry	San Diego State	10/10/16 - 4/30/20	\$ 227,724	Yes	Sliding Scale	 Section 7.04 of the Appointment Letter is amended to indicate that Coach shall have the following buyout obligations payable to the University upon separation: Before completion of year one: \$225,000 Before completion of year two: \$125,000 Before completion of year three: \$75,000 Before completion of year four: \$0
Jamie Craighead	San Jose State	7/1/16 - 9/16/21	\$ 206,004	No	NA	NA
Kathy Oliver	UNLV	4/24/17 - 6/30/21	\$ 190,000	Yes	Sliding Scale	 a. If the Employee terminates this Agreement for convenience between the Effective Date and the 2 year anniversary of the Effective Date, an amount equal to two times the amount of Employee's Base Salary as defined in Article 5.1; b. If the Employee terminates this Agreement for convenience between the 2 year anniversary of the Effective Date and the 3 year anniversary of the Effective Date, an amount equal to one and one-half times the amount of Employee's Base Salary as defined in Article 5.1; and c. If the Employee terminates this Agreement for convenience after the 3 year anniversary of the Effective Date, an amount equal to the Effective Date, an amount equal to the Effective Date, an anniversary of the Effective Date, an amount equal to the entire remaining Base Salary due to Employee as set forth in Article 5.1 (partial months prorated).

Liquidated Damages Head Women's Basketball Coaches in Mountain West Conference

ATTACHMENT 7

Jerry Finkbeiner	Utah State	6/1/17 - 5/31/20	Ş	185,000	Yes	Sliding Scale	Should Coach elect to terminate his employment to accept another Division 1 head coaching position prior to April 15, 2018, Coach agrees to pay USU liquidated damages in the amount of \$150,000. Should Coach elect to terminate his employment to accept another Division 1 head coaching position after April 15, 2018 and prior to April 15, 2019, Coach will pay USU liquidated damages in the amount of \$75,000. If Coach elects to terminate his employment after April 15, 2019, Coach will not be required to pay any liquidated damages. Additionally, if Coach terminates for any reason other than stated in this paragraph 16, no payment of liquidated damages will be required.
Joe Legerski	Wyoming	5/1/14 - 4/30/19	\$	194,004	NA	NA	NA

BUSINESS AFFAIRS AND HUMAN RESOURCES DECEMBER 20, 2018

TAB	DESCRIPTION	ACTION
1	AMENDMENT TO BOARD POLICY V.R. Indian Education Fee Proposal – Second Reading	Motion to approve
2	PROGRAM PRIORITIZATION UPDATE	Information item
3	DUAL CREDIT COST STUDY REPORT	Information item
4	PERMANENT BUILDING FUND ADVISORY COUNCIL FY 2020 Recommendations	Information item
5	IDAHO STATE UNIVERSITY Funding and Construction of Phase I of EAMES Building Remodel Project	Motion to approve
6	IDAHO STATE UNIVERSITY Interim Master Plan	Motion to approve
7	HURON CONSULTING REPORT	Information item

SUBJECT

Board Policy V.R. - Establishment of Fees - Second Reading

REFERENCE

December 2014	Idaho State Board of Education (Board) approved second reading of amendments to Policy V.R. authorizing summer bridge program and online program fee.
December 2015	Board approved second reading of amendment to Policy V.R. authorizing in-service teacher educator fees, online program fees and established independent study fee.
February 2016	Board approved first reading of amendment to Policy V.R. which removed professional licensure as a mandatory criterion for an academic professional program to be eligible for consideration for a professional fee.
April 2016	Board approved second reading of amendment to Policy V.R., removing professional licensure as a mandatory criterion for establishing a professional fee.
June 2018	Board approved first reading of amendment to Policy V.R.3.a establishing a new fee effective for the 2019-2020 academic year
August 2018	Board approved line item requests including \$600,000 for Indian Education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R. Section 33-3717A, Idaho Code, Fees at State Colleges and Universities

ALIGNMENT WITH STRATEGIC PLAN

Goal 2; Objective C: Access.

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee (Committee) has identified cost as a barrier to Idaho American Indian students' access to postsecondary education. With the goal of increasing access to postsecondary education for tribal members who meet specific eligibility requirements, the committee has requested the Board establish a fee in lieu of tuition, similar to other fees established by the Board in policy V.R. Establishment of Fees.

Committee members have emphasized that the median incomes of American Indian families in Idaho are below the averages for Idaho's population at large. According to the US Census Bureau, the median income for American Indian households is \$10,000 less than the median income for total Idaho households.

American Indian Households	Total Idaho Households
Median Income	Median Income
\$35,000 to \$39,999	\$45,000 to \$49,999
Source: US Census Bureau	

Since 2011, American Indian students attending an Idaho public institution has decreased 17 percent.



Source: Integrated Postsecondary Education Data System

The Committee proposes the fee as a means to reverse the trend of American Indian students being "priced out" of postsecondary education. The proposal for undergraduate and graduate students to pay \$60 per credit is an effort to make postsecondary education more affordable for this population. In order to receive the benefit, the Committee recommends students:

- Be an enrolled member of one of Idaho's five federally recognized American Indian tribes that maintains a reservation in Idaho: Coeur d'Alene Tribe, Kootenai Tribe, Nez Perce Tribe, Shoshone-Bannock Tribes, and Shoshone-Paiute Tribes.
- Provide verification of tribal enrollment, such as a Tribal Enrollment Card, from the appropriate tribe.
- Apply for the Free Application for Federal Student Aid (FAFSA) by March 1 for each academic year the proposed fee is requested.
- Maintain satisfactory academic progress according to institutional requirements.
- Be degree-seeking.

The recommended American Indian Student Fee was incorporated into Board Policy V.R. Establishment of Fees and was approved by the Board as a first reading contingent on appropriation by the legislature of funds to offset the fiscal impact.

IMPACT

Approval of the second reading of Board Policy V.R. would allow the policy amendment to go take effect once funding was appropriated.

ATTACHMENTS

Attachment 1 – Section V.R. – Second Reading

Attachment 2 – Letters of Support from Idaho's Tribes

Attachment 3 – Analysis from Dylan R. Hedden-Nicely, University of Idaho, College of Law

STAFF COMMENTS AND RECOMMENDATIONS

At the June 21, 2018 Board meeting, the Board approved the first reading of Board Policy V.R.3.a. establishing a \$60 per credit hour fee, instead of tuition, for Idaho American Indian students from five tribes contingent on appropriation by the legislature to offset the fiscal impact due to lost tuition revenue. Board staff was directed by the Board to develop a FY 2020 line item request for funds to offset the fee. At the June 21st meeting, the Board also authorized Idaho State University to pilot the new fee during the 2018-2019 school year.

Pursuant to Idaho Code, Section 33-3717B(1)(j), a student who "is a member of an Idaho Native American Indian tribe, whose traditional and customary tribal boundaries included portions of the state of Idaho, or whose Indian tribe was granted reserved lands within the state of Idaho" qualifies for resident tuition, regardless of whether the student lives in Idaho. Other states which include similar resident tuition benefits, include California, Iowa, Utah, Washington and Oklahoma.

A concern was raised regarding the proposed policy that the proposed fee might be challenged on constitutional grounds. Whether such a challenge would be successful is unclear. As discussed at the June 21st meeting, there is a United States Supreme Court decision in which a preference for Indians (phrased used in opinion) for employment at the Bureau of Indian Affairs was upheld and found to be related to the sovereignty of the federally recognized tribes. The preference was not considered in that context to be a racial preference. <u>Morton v. Mancari</u>, 417 U.S. 535 (1974). The 9th Circuit has questioned whether the same analysis would apply to preferences not tied to "uniquely Indian interests" such as protection for land, tribal status, self-government or culture. <u>Williams v. Babbit</u>, 115 F.3d 657, 664-665 (1997).

Eight states have been identified which provide tuition waivers for Native American Indians. The basis for the waivers in those states varies, but in several instances is tied to a federal treaty obligation, to a state constitutional obligation, to a mandate included with the transfer of land to a state by the federal government, and/or to a state statute.

The following list summarizes the authority identified in other states with similar benefits for American Indian students:

- Michigan's program is authorized by statute;
- Massachusetts' program has a "legal and historical basis" related to treaties and legal document from the colonial era;

- University of Minnesota: tuition waiver mandated in the transfer by the federal government to the state of land previously occupied by a reservation boarding school to Minnesota;
- Montana waiver adopted by the regents and tied to financial need;
- Colorado Fort Lewis College at Durango: benefit is funded through federal legislation;
- Kansas Haskell Indian Nations University funded by the Bureau of Indian Education as a U.S. trust responsibility to American Indian tribes;
- North Dakota offers a benefit but it is not limited to members of tribes but rather is designed to "promote enrollment of a culturally diverse student body, including members of tribes..."

Idaho does not have similar agreements or statutory authority currently in place.

BOARD ACTION

I move to approve the second reading of proposed amendment to Board policy Section V.R., Establishment of Fees, as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

1. Board Policy on Student Tuition and Fees

Consistent with the Statewide Plan for Higher Education in Idaho, the institutions shall maintain tuition and fees that provide for quality education and maintain access to educational programs for Idaho citizens. In setting fees, the Board will consider recommended fees as compared to fees at peer institutions, percent fee increases compared to inflationary factors, fees as a percent of per capita income and/or household income, and the share students pay of their education costs. Other criteria may be considered as is deemed appropriate at the time of a fee change. An institution cannot request more than a ten percent (10%) increase in the total full-time student fee unless otherwise authorized by the Board.

- 2. Tuition and Fee Setting Process Board Approved Tuition and Fees
 - a. Initial Notice

A proposal to alter student tuition and fees covered by Subsection V.R.3. shall be formalized by initial notice of the chief executive officer of the institution at least six (6) weeks prior to the Board meeting at which a final decision is to be made.

Notice will consist of transmittal, in writing, to the student body president and to the recognized student newspaper during the months of publication of the proposal contained in the initial notice. The proposal will describe the amount of change, statement of purpose, and the amount of revenues to be collected.

The initial notice must include an invitation to the students to present oral or written testimony at the public hearing held by the institution to discuss the fee proposal. A record of the public hearing as well as a copy of the initial notice shall be made available to the Board.

b. Board Approval

Board approval for fees will be considered when appropriate or necessary. This approval will be timed to provide the institutions with sufficient time to prepare the subsequent fiscal year operating budget.

c. Effective Date

Any change in the rate of tuition and fees becomes effective on the date approved by the Board unless otherwise specified.

3. Definitions and Types of Tuition and Fees

The following definitions are applicable to tuition and fees charged to students at all of the state colleges and universities under the governance of the Board (the community colleges are included only as specified).

a. General and Career Technical Education Tuition and Fees

Tuition and fees approved by the State Board of Education. Revenues from these fees are deposited in the unrestricted fund.

i. Tuition – University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College

Tuition is the amount charged for any and all educational costs at University of Idaho, Boise State University, Idaho State University, and Lewis-Clark State College. Tuition includes, but is not limited to, costs associated with academic services; instruction; the construction, maintenance, and operation of buildings and facilities; student services; or institutional support.

ii. Career Technical Education Fee

Career Technical Education fee is defined as the fee charged for educational costs for students enrolled in Career Technical Education pre-employment, preparatory programs.

iii. Part-time Credit Hour Fee

Part-time credit hour fee is defined as the fee per credit hour charged for educational costs for part-time students enrolled in any degree program.

iv. Graduate Fee

Graduate fee is defined as the additional fee charged for educational costs for full-time and part-time students enrolled in any post- baccalaureate degreegranting program.

v. Western Undergraduate Exchange (WUE) Fee

Western Undergraduate Exchange fee is defined as the additional fee for fulltime students participating in this program and shall be equal to fifty percent (50%) of the total of tuition, facility fee, technology fee and activity fee.

vi. Employee/Spouse/Dependent Fee

The fee for eligible participants shall be set by each institution, subject to Board approval. Eligibility shall be determined by each institution. Employees, spouses and dependents at institutions and agencies under the jurisdiction of the Board may be eligible for this fee. Employees of the Office of the State Board of Education and the Division of Career Technical Education shall be treated as institution employees for purposes of eligibility. Special course fees may also be charged.

vii. Senior Citizen Fee

The fee for eligible participants shall be set by each institution, subject to Board approval. Eligibility shall be determined by each institution.

viii. In-Service Teacher Education Fee

This fee shall be applicable only to teacher education courses offered as teacher professional development. This fee is not intended for courses which count toward an institution's degree programs. Courses must be approved by the appropriate academic unit(s) at the institution. For purposes of this special fee only, "teacher" means any certificated staff (i.e. pupil services, instructional and administrative).

- a) The fee shall not exceed one-third of the part-time undergraduate credit hour fee or one-third of the graduate credit hour fee for Idaho teachers employed at an Idaho elementary or secondary school; and
- b) The credit-granting institution may set a course fee up to the regular undergraduate or graduate credit hour fee for non-Idaho teachers, for teachers who are not employed at an Idaho elementary or secondary school, or in cases where the credit-granting institution bears all or part of the costs of delivering the course.
- ix. Transcription Fee

A fee may be charged for processing and transcripting credits. The fee shall be \$10.00 per credit for academic year 2014-15 only, and set annually by the Board thereafter. This fee may be charged to students enrolled in a qualified Workforce Training course where the student elects to receive credit. The cost of delivering Workforce Training courses, which typically are for noncredit, is an additional fee since Workforce Training courses are self-supporting. The fees for delivering the courses are retained by the technical colleges. This fee may also be charged for transcripting demonstrable technical competencies.

- x. Online Program Fee
 - a) An online program fee may be charged for any fully online undergraduate, graduate, and certificate program. An online program fee shall be in lieu of resident or non-resident tuition (as defined in Idaho Code §33-3717B) and all other Board-approved fees. An online program is one in which all courses are offered and delivered via distance learning modalities (e.g. campus-supported learning management system, videoconferencing, etc.); provided however, that limited on-campus meetings may be allowed if necessary for accreditation purposes or to ensure the program is pedagogically sound.
 - b) Nothing in this policy shall preclude pricing online programs at a market competitive rate which may be less or more than the current resident or non-resident per credit hour rates.

xi. American Indian Student Fee

Enrolled members of the following five Idaho tribes, which maintain reservations in Idaho, are eligible for a fee of \$60 per credit hour, in lieu of tuition: Coeur d'Alene Tribe, Kootenai Tribe, Nez Perce Tribe, Shoshone-Bannock Tribes, and Shoshone-Paiute Tribes. The \$60 per credit hour fee will be applicable to degree-seeking students for any academic or technical undergraduate or graduate program. Special course fees and institutional local fees may also be charged. Eligible students must provide proof of enrollment in an eligible tribe, and must apply for the Free Application for Federal Student Aid (FAFSA) by March 1 for each academic year in which the fee is requested. Institutions may set the criteria for satisfactory academic progress to maintain eligibility for the fee.

b. Institutional Local Fees – Approved by the Board

Institutional local fees are student fees that are approved by the State Board of Education and deposited into local institutional accounts. Local fees shall be expended for the purposes for which they were collected.

The facilities, activity and technology fees shall be displayed with the institution's tuition and fees when the Board approves tuition and fees.

i. Facilities Fee

Facilities fee is defined as the fee charged for capital improvement and building projects and for debt service required by these projects. Revenues collected from this fee may not be expended on the operating costs of the general education facilities.

ii. Activity Fee

Activity fee is defined as the fee charged for such activities as intercollegiate athletics, student health center, student union operations, the associated student body, financial aid, intramural and recreation, and other activities which directly benefit and involve students. The activity fee shall not be charged for educational costs or major capital improvement or building projects. Each institution shall develop a detailed definition and allocation proposal for each activity for internal management purposes.

iii. Technology Fee

Technology fee is defined as the fee charged for campus technology enhancements and operations directly related to services for student use and benefit (e.g., internet and web access, general computer facilities, electronic or online testing, and online media).

iv. Professional Fees

To designate a professional fee for a Board approved academic program, *all* of the following criteria must be met:

- a) Credential or Licensure Requirement:
 - A professional fee may be charged for an academic professional program if graduates of the program obtain a specialized higher education degree that qualifies them to practice a professional service involving expert and specialized knowledge for which credentialing or licensing may be required. For purposes of this fee, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for a baccalaureate, master's, specialist or doctoral degree as defined in policy III.E.1.;
 - 2) The program leads to a degree which provides at least the minimum capabilities required for entry to the practice of a profession.
- b) Accreditation Requirement: The program:
 - 1) is accredited,
 - 2) is actively seeking accreditation if a new program, or
 - 3) will be actively seeking accreditation after the first full year of existence if a new program by a regional or specialized accrediting agency.

- c) Extraordinary Program Costs: Institutions will propose professional fees for Board approval based on the costs to deliver the program. An institution must provide clear and convincing documentation that the cost of the professional program significantly exceeds the cost to deliver nonprofessional programs at the institution. A reduction in appropriated funding in support of an existing program is not a sufficient basis alone upon which to make a claim of extraordinary program costs.
- d) The program may include support from appropriated funds.
- e) The program is consistent with traditional academic offerings of the institution serving a population that accesses the same activities, services, and features as regular full-time, tuition-paying students.
- f) Upon the approval and establishment of a professional fee, course fees associated with the same program shall be prohibited.
- g) Once a professional fee is initially approved by the Board, any subsequent increase in a professional fee shall require prior approval by the Board at the same meeting institutions submit proposals for tuition and fees.
- v. Self-Support Academic Program Fees
 - a) Self-support programs are academic degrees or certificates for which students are charged program fees, in lieu of tuition. For purposes of this fee, "academic" means a systematic, usually sequential, grouping of courses that provide the student with the knowledge and competencies required for an academic certificate, baccalaureate, master's, specialist or doctoral degree. To bring a Self-support program fee to the Board for approval, the following criteria must be met:
 - 1) An institution shall follow the program approval guidelines set forth in policy III.G.
 - 2) The Self-support program shall be a defined set of specific courses that once successfully completed result in the awarding of an academic certificate or degree.
 - 3) The Self-support program shall be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online.
 - 4) No appropriated funds may be used in support of Self-support programs. Self-support program fee revenue shall cover all direct costs of the

program. In addition, Self-support program fee revenue shall cover all indirect costs of the program within two years of program start-up.

- 5) Self-support program fees shall be segregated, tracked and accounted for separately from all other programs of the institution.
- b) If a Self-support program fee is requested for a new program, an institution may fund program start-up costs with appropriated or local funds, but all such funding shall be repaid to the institution from program revenue within a period not to exceed three years from program start-up.
- c) Once a Self-support program fee is initially approved by the Board, any subsequent increase in a Self-support program fee shall require prior approval by the Board.
- d) Institutions shall review Self-support academic programs every three (3) years to ensure that program revenue is paying for all program costs, direct and indirect, and that no appropriated funds are supporting the program.
- e) Students enrolled in self-support programs may take courses outside of the program so long as they pay the required tuition and fees for those courses.
- vi. Contracts and Grants

Special fee arrangements are authorized by the Board for instructional programs provided by an institution pursuant to a grant or contract approved by the Board.

vii. Student Health Insurance Premiums or Room and Board Rates

Fees for student health insurance premiums paid either as part of the uniform student fee or separately by individual students, or charges for room and board at the dormitories or family housing units of the institutions. Changes in insurance premiums or room and board rates or family housing charges shall be approved by the Board no later than three (3) months prior to the semester the change is to become effective. The Board may delegate the approval of these premiums and rates to the chief executive officer.

viii. New Student Orientation Fee

This fee is defined as a mandatory fee charged to all first-time, full-time students who are registered and enrolled at an institution. The fee may only be used for costs of on-campus orientation programs such as materials, housing, food and student leader stipends, not otherwise covered in Board-approved tuition and fees.

ix. Dual Credit Fee

BAHR – SECTION II

High school students who enroll in one or more dual credit courses delivered by high schools (including Idaho Digital Learning Academy), either face-to-face or online, are eligible to pay a reduced cost per credit which is approved at the Board's annual tuition and fee setting meeting. The term "dual credit" as used in this section is defined in Board Policy III.Y.

x. Summer Bridge Program Fee

This fee is defined as a fee charged to students recently graduated from high school, who are admitted into a summer bridge program at an institution the summer immediately following graduation from high school, and who will be enrolling in pre-determined college-level courses at the same institution the fall semester of the same year for the express purpose of acquiring knowledge and skills necessary to be successful in college. The bridge program fee shall be \$65 per credit for academic year 2014-15 only, and set annually by the Board thereafter.

xi. Independent Study in Idaho

A fee may be charged for courses offered through the Independent Study in Idaho (ISI) cooperative program. Complete degree programs shall not be offered through the ISI. Credits earned upon course completion shall transfer to any Idaho public college or university. The ISI program shall receive no appropriated or institutional funding, and shall operate alone on revenue generated through ISI student registration fees.

c. Institutional Local Fees and Charges Approved by Chief Executive Officer

The following local fees and charges are charged to support specific activities and are only charged to students that engage in these particular activities. Local fees and charges are deposited into local institutional accounts or the unrestricted fund and shall only be expended for the purposes for which they were collected. All local fees or changes to such local fees are established and become effective in the amount and at the time specified by the chief executive officer or provost of the institution. The chief executive officer is responsible for reporting these local fees to the Board upon request.

i. Continuing Education

Continuing education fee is defined as the additional fee to continuing education students which is charged on a per credit hour basis to support the costs of continuing education.

ii. Course Overload Fee

This fee may be charged to full-time students with excessive course loads as determined by each institution. Revenue from this fee is deposited in the unrestricted fund.

iii. Special Course Fees

A special course fee is an additive fee on top of the standard per credit hour fee which may be charged to students enrolled in a specific course for materials and/or activities required for that course. Special course fees, or changes to such fees, are established and become effective in the amount and at the time specified by the chief executive officer or provost, and must be prominently posted so as to be readily accessible and transparent to students, along with other required course cost information. These fees shall be reported to the Board upon request.

- a) Special course fees shall be directly related to academic programming. Likewise, special course fees for career technical courses shall be directly related to the skill or trade being taught.
- b) Special course fees may only be charged to cover the direct costs of the additional and necessary expenses that are unique to the course. This includes the costs for lab materials and supplies, specialized software, cost for distance and/or online delivery, and personnel costs for a lab manager. A special course fee shall not subsidize other courses, programs or institution operations.
- c) A special course fee shall not be used to pay a cost for which the institution would ordinarily budget including faculty, administrative support and supplies.
- d) Special course fees shall be separately accounted for and shall not be commingled with other funds; provided however, multiple course fees supporting a common special cost (e.g. language lab, science lab equipment, computer equipment/software, etc.) may be combined. The institution is responsible for managing these fees to ensure appropriate use (i.e. directly attributable to the associated courses) and that reserve balances are justified to ensure that fees charged are not excessive.
- e) The institution shall maintain a system of procedures and controls providing reasonable assurance that special course fees are properly approved and used in accordance with this policy, including an annual rolling review of one-third of the fees over a 3-year cycle.
- iv. Processing Fees, Permits and Fines
 - a) Processing fees may be charged for the provision of academic products or services to students (e.g. undergraduate application fee, graduate

application fee, program application fee, graduation/diploma fee, and transcripts). Fees for permits (e.g. parking permit) may also be charged.

b) Fines may be charged for the infraction of an institution policy (e.g., late fee, late drop, library fine, parking fine, lost card, returned check, or stop payment).

All processing fees, permit fees and fines are established and become effective in the amount and at the time specified by the chief executive officer, and shall be reported to the Board upon request.

ATTACHMENT 2

OSHONE-BANNOCK TBI

FORT HALL INDIAN RESERVATION PHONE (208) 478-3700

(208) 237-0797

FAX #

15/2015/2015/2016/2017

FORT HALL BUSINESS COUNCIL P.O. BOX 306 FORT HALL, IDAHO 83203

September 14, 2018

Matt Freeman, Executive Director, Office of the State Board of Education P.O. Box 83720 Boise, ID 83720-0037

Re: Legal Opinion Regarding Reduced College Tuition For Tribal Members

The Shoshone-Bannock Tribes (Tribes) appreciates the support of the Idaho State Board of Education in approving the fee reduction for tribal students at Idaho State University. We have an optimistic outlook for the future of tribal education and empowering our Tribal members in their individual careers and contributing to a stronger tribal and regional economy. The Tribes have received the August 7, 2018 letter from Matt Freeman, Executive Director of the Office of State Board of Education and Yolanda Bisbee, Chair of the Idaho Indian Education Committee, requesting input from the Shoshone-Bannock Tribes on the legality of the American Indian Student Fee. On behalf of the Tribes, I offer the following legal opinion by our Special Counsel, Jeanette Wolfley, Attorney at Law.

It appears there is a concern that the proposed action is a civil rights accommodation and may be challenged as a violation of the equal protection clause of the Fourteenth Amendment of the U.S. Constitution and Idaho's Constitution, and the Civil Rights Act. A potential equal protection challenge would argue that the state action amounts to an affirmative action measure or one based on the race of a student. Such argument is incorrect because as discussed in this opinion tribal members are treated under the law as members of political entities (Indian tribes) not racial groups, and therefore the equal protection clause and Civil Rights Act do not apply. This opinion primarily focuses on the federal government's different treatment of Indians and Indian tribes and the case decisions that have held special treatment. However, courts have made clear that state action implementing federal law aimed at furthering the federal government's trust responsibility is subject to the same rational basis equal protection test. *See, e.g., Washington v. Confederated Bands and Tribes of the Yakima Indian Nation,* 439 U.S. 463 (1979); Articoke Joe v. California.

There is ample legal authority for the Idaho State Board of Education to single out enrolled tribal members for special treatment in administering the statutes or policies under its jurisdiction if doing so is rationally related to the students being members of sovereign Indian tribes. Thirteen states have chosen to do so by providing fee waivers, or reduced fees to members
of Indian tribes.¹ Under principles of federal Indian law, such actions are political in nature, and as a result do not constitute prohibited race-based classifications prohibited under the Constitution. This principle has been recognized and repeatedly reaffirmed by the United States Supreme Court and every federal Circuit Court of Appeals that has considered it.

I. Indian Tribes are Political, Sovereign Entities

Indian tribes are political, sovereign entities whose status stems from the inherent sovereignty they possess as self-governing people predating the founding of the United States. *See Worcester v. Georgia.*, 31 U.S. 515 (1832). And, since its founding the United States has recognized tribes as such. *See Morton v. Mancari*, 417 U.S. 535 (1974). As the Supreme Court explained in 1876, "from the commencement of its existence, the United States has negotiated with the Indians in their tribal condition as nations." *United States v. Forty-Three Gallons of Whiskey*, 93 U.S. 188, 196 (1876).² Although treaty making with Indian tribes formally ended in 1871, the federal government has continued to interact with Indian tribes as political entities through statutes and administrative actions. Early Supreme Court decisions also confirmed the status of Tribes as political entities operating within the confines of the United States. *Worcester v. Georgia*, 31 U.S. 515 (1832); *Cherokee Nation v. Georgia*, 30 U.S. 1 (1831); *Johnson v. McIntosh*, 21 U.S. 543 (1823).

Through treaty making and its general course of dealings, the United States took on a special and unique trust responsibility for Indians and Indian tribes. *See Morton v. Mancari*, 417 U.S. at 552; *United States v. Kagama*, 118 U.S. 375, 384 (1886); *Cherokee Nation v. Georgia*, 30 U.S. 1. In entering into those treaties, Indian tribes as political entities had exercised their sovereignty by bargaining for what they could in exchange for portions of their land or other concessions—all with the goal of providing for their people. In turn, treaty promises made by the federal government helped to shape the country's view of its responsibilities to Indians and Indian tribes. As the Supreme Court recently noted, although the federal trust responsibility to Indian tribes is not the same as a private trust enforceable under common law, "[t]he Government, following a humane and self imposed policy . . . has charged itself with moral obligations of the highest responsibility and trust." *United States v. Jicarilla Apache Nation*, 564 U.S. 162, 176 (2011) (omitting internal quotations) (*quoting Seminole Nation v. United States*, 316 U.S. 286, 296–97 (1942)).

¹ California, Colorado, Iowa, Kansas, Maine, Massachusetts, Michigan, Minnesota, Montana, North Dakota, Oklahoma, Utah, and Washington.

² The United States entered into the first treaty with an Indian tribe in 1778. Once the Constitution was ratified, President George Washington worked with the Senate to ratify treaties in the late 1780s, thereby establishing that treaties with Indian tribes would utilize the same political process that treaties with foreign nations must go through. COHEN'S HANDBOOK OF FEDERAL INDIAN LAW 31–32 (Nell Jessup Newton et al. eds., 2012 ed.); *see also Marks v. United States*, 161 U.S. 297, 302 (1896).

II. The Federal Government and States May Lawfully Single Out Indians and Indian Tribes for Special Treatment

The United States Constitution recognizes that Indian tribes have a unique political status within the federal system. The federal government is said to have broad "plenary" power over Indian affairs drawn explicitly and implicitly from the Constitution, including the Indian commerce clause, U.S. CONST., art. I, § 8, cl. 3. 11 U.S. CONST., art. II, § 2, cl. 2, the treaty clause, U.S. CONST., art. II, § 2, cl. 2., and other provisions, as well as "the Constitution's adoption of pre-constitutional powers necessarily inherent in any Federal Government" and the general relationship between the United States and Indian tribes. *United States v. Lara*, 541 U.S. 193, 200–01 (2004); *see also Morton v. Mancari*, 417 U.S. at 551–52; *McClanahan v. State Tax Comm 'n of Arizona*, 411 U.S. 164, 172 n.7 (1973); *United States v. Holliday*, 70 U.S. 407, 418 (1865); H.R. CON. RES. 331, 100th Cong. (1988) (reaffirming government-to-government relationship with Indian tribes recognized in Constitution).

In 1974, the Supreme Court in the landmark case of Morton v. Mancari, held that the federal government could lawfully treat Indians and Indian tribes differently from other groups in carrying out the trust responsibility without violating the United States Constitution's equal protection clause. 417 U.S. 535 (1974). The Court explained that such treatment is not directed at a suspect racial classification but rather at a unique and non-suspect class that is based on a political relationship with tribal entities recognized as separate sovereigns in the Constitution. Id. at 553-55. The Court noted that "there is no other group of people favored in this manner." Id. at 554. Thus, while the Supreme Court's civil rights jurisprudence has generally applied strict scrutiny when reviewing classifications based on race, color, or national origin,³ the Court in Mancari held that the strict scrutiny test was not appropriate when reviewing the Indian employment preference law at issue in that case. 417 U.S. at 553-55. The Court explained that the analysis instead "turns on the unique legal status of Indian tribes under federal law and upon the plenary power of Congress [drawn from the Constitution], based on a history of treaties and the assumption of a 'guardian-ward' status, to legislate on behalf of federally recognized Indian tribes." Id. at 551. The Court went on to mandate that, "[a]s long as the special treatment [for Indians] can be tied rationally to the fulfillment of Congress' unique obligation toward the Indians, such legislative judgments will not be disturbed." Id. at 555.

The Supreme Court's conclusion that the federal government can treat Indians and Indian tribes differently from other citizens based on a political rather than racial status acknowledges

³ The Supreme Court has interpreted Title VI of the Civil Rights Act, 42 U.S.C. §§2000d et seq., to allow racial and ethnic classifications only if those classifications are permissible under the equal protection clause. *Regents of Univ. of Cal. v. Bakke*, 438 U.S. 265, 287 (1978). The Court has stated that "all racial classifications, imposed by whatever federal, state, or local governmental actor, must be analyzed by a reviewing court under strict scrutiny. In other words, such classifications are constitutional only if they are narrowly tailored measures that further compelling governmental interests." *Adarand Constructors, Inc. v. Pena*, 515 U.S. 200, 227 (1995).

that Indian tribes are political sovereigns (and Indians are members of those political sovereigns). Following *Morton v. Mancari*, the Supreme Court has explained that the federal government is not acting on behalf of a "racial group consisting of Indians," but instead the different treatment is "rooted in the unique status of Indians as a separate people with their own political institutions" and in Indian tribes' status as "quasi-sovereign tribal entities." *United States v. Antelope*, 430 U.S. 641, 645–46 (1977) (omitting internal quotations).

As former Supreme Court Justice Antonin Scalia acknowledged in an opinion he authored for the United States Court of Appeals for the D.C. Circuit, Indians and Indian tribes do not qualify as a suspect classification for purposes of an equal protection analysis because the "Constitution itself establishes the rationality of the present classification" through its "provi[sion of] a separate federal power which reaches only the present group." *United States v. Cohen*, 733 F.2d 128, 139 (D.C. Cir. 1984) (*citing United States v. Antelope*, 430 U.S. 641, 649 n.11 (1977)). In its decision in *United States v. Antelope*, the Supreme Court explained:

The decisions of this Court leave no doubt that federal legislation with respect to Indian tribes, although relating to Indians as such, is not based upon impermissible racial classifications. Quite the contrary, classifications singling out Indian tribes as subjects of legislation are expressly provided for in the Constitution and supported by the ensuing history of the Federal Government's relations with Indians.

430 U.S. at 645.

Since Mancari, the Supreme Court has continuously upheld the principle that federal actions that single Indians and Indian tribes out do not unconstitutionally target a racial classification, including actions other than the Indian hiring preference at issue in Mancari. The Supreme Court has done so many times, See, e.g., Washington v. Washington State Commercial Passenger Fishing Vessel Ass'n, 443 U.S. 658, 673 n.20 (1979); Washington v. Confederated Bands & Tribes of Yakima Indian Nation, 439 U.S. 463, 500–01 (1979); Delaware Tribal Bus. Comm. v. Weeks, 430 U.S. 73, 84–85 (1977); United States v. Antelope, 430 U.S. at 645–46; Moe v. Confederated Salish & Kootenai Tribes of Flathead Reservation, 425 U.S. 463, 479–80 (1976); Fisher v. Dist. Court of Sixteenth Judicial Dist. of Montana. in & for Rosebud Cty., 424 U.S. 382, 390–91 (1976).

Moreover, every United States Circuit Court of Appeals that has discussed the issue has affirmed the principles of *Mancari*, *See*, *e.g.*, *KG Urban Enterprises*, *LLC v. Patrick*, 693 F.3d 1, 17–20 (1st Cir. 2012); *United States v. Wilgus*, 638 F.3d 1274, 1286–87 (10th Cir. 2011); *Means v. Navajo Nation*, 432 F.3d 924, 932–35 (9th Cir. 2005), *cert. denied*, 549 U.S. 952 (2006); *Am. Fed'n of Gov't Employees*, *AFL-CIO v. United States*, 330 F.3d 513, 520–23 (D.C. Cir. 2003); *Peyote Way Church of God*, *Inc. v. Thornburgh*, 922 F.2d at 1214–16; *Bordeaux v. Hunt*, 621 F. Supp. 637, 653 (D.S.D. 1985) aff'd sub nom., 809 F.2d 1317 (8th Cir. 1987); *United States v. State of Mich.*, 471 F. Supp. 192, 271 (W.D. Mich. 1979) *aff'd in part*, 653 F.2d 277 (6th Cir.), *cert. denied*, 454 U.S. 1124 (1981)).

Federal agencies also have applied the principles in promulgating and implementing regulations. *See, e.g., EEOC v. Peabody W. Coal Co.,* 773 F.3d 977, 982–89 (9th Cir. 2014) (upholding federal agency approval of company's lease to mine coal on Indian tribes' reservations that included hiring preference for tribal members); *United States v. Decker*, 600 F.2d 733, 740–41 (9th Cir.1979) (upholding federal agency regulation enacted to implement tribes' treaty fishing rights and international treaty); *Parravano v. Babbitt*, 861 F.Supp. 914, 926–28 (N.D. Cal. 1994) (upholding federal agency authorization via regulation of fish harvest for tribal members); see also *United States v. Michigan*, 471 F.Supp. 192, 270–71 (W.D. Mich. 1979) (finding state compliance with federal agency regulation protecting Indians' treaty rights would not violate equal protection clause).

To find that federal actions targeted at Indians and Indian tribes violate the Constitution's equal protection clause would have drastic impacts on the federal government's ability to carry out its trust responsibilities to Indians and Indian tribes, and would be entirely inconsistent with well-settled law. As the Supreme Court recognized, if the United States' different treatment of Indians and Indian tribes "were deemed invidious racial discrimination, an entire Title of the United States Code (25 U.S.C. [containing Indian laws]) would be effectively erased and the solemn commitment of the Government toward the Indians would be jeopardized." *Morton v. Mancari*, 417 U.S. at 552. The same would be true of Title 25 and portions of Title 42 of the Code of Federal Regulations.

III. The Civil Rights Act Does Not Prohibit the Federal and State Governments from Enacting Legislation Related to Indians and Indian tribes

The Civil Rights Act of 1964 broadly prohibits race-based discrimination, stating:

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

42 U.S.C. § 2000d. The Civil Rights Act on its face does not prohibit the federal actions singling out Indians and the Indian education for different treatment. This is because federal actions that carry out the federal trust responsibility do not constitute racial discrimination. As discussed above, such actions are not directed at a suspect racial classification for purposes of an equal protection analysis.

Although the Supreme Court has interpreted the Civil Rights Act as incorporating equal protection jurisprudence regarding suspect classifications. *See Regents of Univ. of California v. Bakke*, 438 U.S. at 287, federal actions directed at Indians and Indian tribes that carry out the federal trust responsibility to Indians do not identify a suspect class and do not constitute race-based discrimination pursuant to the Civil Rights Act. *See EEOC v. Peabody W. Coal Co.*, 773 F.3d 977, 989 (9th Cir. 2014) (examining Civil Rights Act's prohibition against discrimination in employment).

The Supreme Court in *Morton v. Mancari* addressed the issue of whether the Indian hiring preference violated the prohibitions against race-based discrimination found in the Civil Rights Act and then in the 1972 amendments of the Equal Employment Opportunity Act, although it did so in the context of discrimination in employment. *Mancari*, 417 U.S. at 545–551 (holding Equal Employment Opportunity Act did not repeal Indian hiring preference, and citing as one reason that Congress included exemption for certain Indian hiring preferences in Civil Rights Act, which was made applicable to federal government through Equal Employment Opportunity Act did).

The Court determined that the later-enacted statutory prohibitions against race-based discrimination in hiring did not repeal the earlier-enacted Indian hiring preference. *Id.* It found that the hiring preference at issue "did not constitute racial discrimination of the type otherwise proscribed." *Id.* at 548. According to the Court, to categorize the Indian hiring preference as violating the statutory prohibition against race-based discrimination would be "formalistic reasoning that ignores both the history and purposes of the preference and the unique legal relationship between the Federal Government and tribal Indians." *Id.* at 550. Therefore, the Civil Rights Act does not prohibit special accommodations for Indians or Indian tribes in the education context.

IV. Congress and States Have Lawfully Enacted Indian Education Legislation and Policies to Help Provide for the Education of Indians

Congress has authorized appropriations and enacted numerous Indian specific laws to fulfill its trust responsibility to provide for the education of Indian people. Beginning in the 1794 Treaty with the Oneida, over 150 treaties between tribes and United States have included education provisions. For example, Articles 3 and 7 of the Treaty with the Shoshone and Bannocks of 1868, 15 Stat. 673, provides that the tribes shall provide a school for the Tribal children, a teacher and education to civilize them. Additionally, it states the Tribes will compel their children to attend school and ordering the Indian agent to ensure strict compliance with this stipulation. This article established the trust responsibility of the federal government to educate and provide funding for education of Shoshone-Bannock Tribal members. Despite this treaty commitment federal funding for education has been woefully inadequate for schools and students.

More generally, Congress has also enacted numerous Indian-specific provisions in laws of general applicability to accommodate the unique aspects of the education for Indians. Today, Congress and the Executive agree that the federal government has special responsibility for the education of Indians. See, e.g., 25 U.S.C. §§ 2000, 2501 (reciting trust responsibility for education); Exec. Order No. 13, 592, 76 Fed. Reg. 76603 (2011) (trust responsibility and solemn obligations require federal agencies to improve education opportunities to all American Indian/Alaska Native students attending Bureau of Indian Education funded schools and postsecondary institutions).

Native students face many challenges – underfunding of education and healthcare, lack of jobs, lack of access to schools, and lack of policies to support economic progress and

Office of State Board of Education September 14, 2018 Page 7 of 9

sustainability. Native students find it harder to fund higher education but also face educational challenges. Numerous studies demonstrate that Native students generally underperform poorly in high school, face discrimination from the school and other students, and must overcome language barriers. Native students have some of the highest dropout rates in high schools. It is quite an accomplishment for a Native student to graduate from high school and often may be the first in their family to graduate and seek a college degree. Many states recognize these hardships and thus have determined to waive the fees for college native students.

Like the federal government, states have a strong interest in furthering education for all its citizens, including Indian students. The states have a legal responsibility to educate all students, including Indian students. State and local governments may not discriminate against Indian students and must afford them an education equal to that afforded other state citizens. *See Natonabah v. Bd. Of Ed.*, 355 F. Supp. 716, 724 (D. N.M. 1973). Additionally, Title VI of the Civil Rights Act, 42 U.S.C. § 2000d, and the Equal Educational Opportunity Act, 20 U.S.C. § 1701 et seq., both require school districts to take appropriate action to overcome language barriers that impede equal participation in education. *Heavy Runner v. Bremner*, 522 F. Supp. 162, 164 (D. Mont. 1981).

The starting point as to whether the Idaho State legislature may provide college tuition or reduced fees to Indian students is *Morton v. Mancari*. As discussed, the Supreme Court has explained that the federal government was not acting on behalf of a "racial group consisting of Indians," but instead the different treatment is "rooted in the unique status of Indians as a separate people with their own political institutions" and in Indian tribes' status as "quasi-sovereign tribal entities." *United States v. Antelope*, 430 U.S. 641, 645–46 (1977) (omitting internal quotations). Based on *Mancari*, thirteen state legislatures have taken action to accommodate the college tuition needs of Indian students by granting college tuition waivers. Such laws or policies are considered political rather than racially-based. As a result, they are lawful under rational basis review, and pose no implications with regard to federal civil rights laws.

The common theme among all the states granting college fee waivers or reductions in fees for Indian students is based on a student's membership in an Indian tribe, a political government. Thus, the accommodation is political not racially-based. Each state has a political relationship with the tribes in their state which serves as a basis for the tuition waiver. Although this state-tribal relationship is not the same as the federal-tribal government-to-government relationship, states and tribes recognize their historical intergovernmental relations. Recent policy trends toward decreases in federal programs and funding has placed constraints on resources available at all levels of government, highlighting the need for and benefits of intergovernmental coordination between tribes and states. Both share a range of common interests for providing comprehensive services in education and law enforcement, protecting the environment and maintaining their economies. Tribes and states have addressed these variety of matters in intergovernmental agreement, including cross-deputization agreements, gaming compacts, water settlements, environmental regulation, and taxation. States and tribes have successfully negotiated, cooperated and collaborated to resolve disputes, build relationships, provide training, and strengthen communications between the governments.

In the area of education, states often have two legitimate interests: (1) to promote cooperative relations between tribes and the state; and (2) to increase the education of tribal people and tribal self-sufficiency. Also, public education institution as recipients of federal funding seek to implement the Indian education goals of the federal government to promote and support education of native students. Providing a college fee waiver to tribal students is tied to this relationship and education efforts and a means to further the federal goals. See *Artichoke Joe's Calif. Grand Casino v. Norton*, 353 F.3d 712 (9th Cir. 2003).

Some states providing scholarships, tuition waivers, or grant programs require that Indian students be residents of the state prior to enrolling in a state college or university and/or be a member of a tribe from that state or tribe has historical ties to state. See California, Iowa, Maine, Massachusetts, Michigan, Oklahoma, Utah, and Washington. While other states offer tuition waiver programs to Native American students from any state. See Colorado, Kansas, Montana, Minnesota, and North Dakota. Some states require a Native student be enrolled in a federally recognized tribe (Maine, Michigan, Oklahoma, Colorado, Montana, Minnesota), and other states only require ¼ Native American blood or direct descendent of at tribal member (Colorado, Massachusetts, Kansas, Minnesota).

Michigan provides college tuition waivers for residents of Michigan enrolled in a Michigan tribe. This tuition waiver is considered lawful despite the passage of Michigan's Civil Rights Amendment to the Michigan Constitution (also known as Proposal 2) in 2006. Proposal 2 sought to ban all public affirmative action programs, and provided as follows,

(1) The University of Michigan, Michigan State University, Wayne State University, and any other public college or university, community college, or school district shall not discriminate against or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation or public employment, public education, or public contracting.

(2) The state shall not discriminate against, or grant preferential treatment to, any individual or group on the basis of race, sex, color, ethnicity, or national origin in the operation of public employment, public education, or public contracting.

Michigan voters passed Proposal 2 on November 7, 2006. Several lawsuits were filed by the universities and colleges, the NAACP and the ACLU seeking to block the ban on affirmative action, and other groups seeking to implement Proposal 2 immediately. Initially, the federal district court issued an injunction halting the implementation, *BAMN v. Regents of Univ. of Michigan.* 539 F. Supp. 2d 924 (D. Mich, 2006), but the Court of Appeals for the Sixth Circuit overturned the injunction and ordered implementation of Proposal 2. 652 F.3d 607 (6th Cir. 2011). In another related case, Michigan appealed the decision to the United States Supreme Court, and the Court upheld the Proposal 2. *Schuette v. Coalition to Defend Affirmative Action*, 134 S.Ct. 1623 (2014). In a 6-2 decision (Justice Kagan recused herself from the case), the

Supreme Court held that no authority in United States Constitution would allow the judiciary to set aside an amendment to Michigan's Constitution prohibiting affirmative action in public education, employment, and contracting.

Accordingly, in drafting the Michigan Indian Tuition Waiver the state confirms that it is available only to Native Americans who are members of United States Federally Recognized tribes. Michigan explains in an information sheet about its tuition waiver:

In 2006, Michigan voters passed Proposal 2, which is now Article 1, Section 26, of the Michigan Constitution. As a result, it would be unconstitutional to provide this benefit to persons based only upon their race, sex, color, ethnicity, or national origin. The Michigan Indian Tuition Waiver statute remains constitutional only to the extent that it is not based upon a student's race or national origin, but upon the political interrelationship that exists with sovereign tribes. Because Michigan cannot have the necessary political relationship with tribal entities for which the necessary political recognition does not exist, the tuition waiver can only be based on a student's status as a citizen of a tribe whose sovereignty is recognized by the United States, Bureau of Indian Affairs.

Michigan Indian Tuition Waiver Frequently Asked Questions, April 1, 2016. Michigan is highlighted here because it demonstrates the effort and commitment of the state to provide education opportunities to native students and recognizes the sovereign status of tribes.

In conclusion, there is ample authority for the Idaho State Board of Education to provide college tuition fee waivers or reduced fees to enrolled tribal members in administering the statues or policies under its jurisdiction if doing so is rationally related to the students being members of sovereign Indian tribes. This state interest is closely tied to the state-tribal relations in the state. and furthering the educational goals of the federal government and as set forth in the Fort Bridger Treaty of 1868. This new fee reduction program for tribal members is a positive step forward in recognizing the educational obligations to tribal students. For more information, please contact Yvette Tuell, Policy Analyst, at 208-637-9939 or at vtuell@sbtribes.com.

Respectfully, Jail Dur for

Nathan Small, Chairman Fort Hall Business Council Shoshone-Bannock Tribes

Yolanda Bisbee, Chair, Idaho Indian Education Committee CC:



TRIBAL EXECUTIVE COMMITTEE P.O. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

August 13, 2018

SENT VIA EMAIL ONLY

Dr. Yolanda Bisbee, Chair Idaho Indian Education Committee jjones@sde.idaho.gov

Mr. Matt Freeman, Executive Director Office of the State Board of Education patty.sanchez@osbe.idaho.gov

Re: Nez Perce Tribe's Support for American Indian Tuition Fee Program

ez Perce

Dear Dr. Bisbee and Mr. Freeman:

The Nez Perce Tribe ("Tribe") would like to express its full support for the American Indian Tuition Fee Program ("program") that was approved by the Idaho State Board of Education in June 2018. The Tribe believes this policy will not only be beneficial in assisting American Indian students in Idaho to pursue higher education degrees but is also consistent with Idaho statutes and established case law regarding the legal status of similar programs aimed at improving educational access for members of federally-recognized Indian tribes.

Currently, Idaho Code ("I.C.") § 33-3717B(1)(j) defines Indian students, in a tuition context, to be "resident students" whether or not they reside within the state of Idaho. The proposed program makes I.C. § 33-3717B(1)(j) meaningful by simply adding a reduction in "fees" to the existing resident student exemption for Indian students.

Further, this practice or type of program is not unique to Idaho. The states of Washington¹ and Oregon² currently have similar statutes that assess in-state tuition rates to Native American

¹ See Revised Code of Washington § 28B.15.0131 which states that "resident students shall include American Indian students who meet two conditions. First, for a period of one year immediately prior to enrollment at a state institution of higher education..., the student must have been domiciled in one or a combination of the following states: Idaho; Montana; Oregon; or Washington. Second, the students must be members of one of the federally recognized Indian tribes whose traditional and customary tribal boundaries included portions of the state of Washington, or whose tribe was granted reserved lands within the state of Washington. Federal recognition of an Indian tribe shall be determined under 25 C.F.R. by the United States bureau of Indian affairs."

² See Oregon Administrative Rule § 575-039-0010(1)(f) which states that "[s]tudents who are enrolled members of federally recognized tribes of Oregon or who are enrolled members of a federally recognized Native American tribe

Dr. Yolanda Bisbee Mr. Matt Freeman August 13, 2018 Page 2

students who are enrolled members of a tribe that has a connection to the state even if the student lives outside of the state. In addition, many other states offer Native American students tuition fee waivers to enrolled members of resident tribes including the state of Colorado's Fort Lewis College and Colorado State University, as well as some schools in Maine, Minnesota, Michigan, and Montana. In all of these examples, policy decisions were made to encourage and support Native American students' pursuit of higher education through tuition reduction and tuition fee waivers.

Based on your letter dated August 7, 2018, a board member raised a question about the constitutionality of a special tuition fee for a particular group of students. Established case law is very clear that classification as an "Indian" is a political classification, rather than a racial or ethnic Because of this special classification, equal protection challenges to Indian classification. preference policies have been uniformly rejected. In Morton v. Mancari, the Court rejected a claim of unconstitutional discrimination against the Bureau of Indian Affairs' practice of giving "Indian preference" in hiring.³ The Court determined that the preference applied to only members of federally recognized tribes as unique political entities and, therefore, "operates to exclude many individuals who are racially to be classified as 'Indians.' In this sense, the preference is political rather than racial in nature."⁴ Also in Mancari, the Court referred to the many pieces of legislation dealing with Indian Tribes, stating "[i]f these laws, derived from historical relationships and explicitly designed to help only Indians, were deemed invidious racial discrimination, an entire Title of the United States Code (25 U.S.C.) would be effectively erased and the solemn commitment of the Government toward the Indians would be jeopardized."5 Consistent with Mancari, programs like the American Indian Tuition Fee Program are considered to be reasonable and directly related to a legitimate and nonracially based goal and are, therefore, legal.

Tribes in Idaho are the original occupiers of this territory. In fact, the land currently occupied by the University of Idaho in Moscow was reserved by treaty to the Nez Perce people in 1855.⁶ Nez Perce artifacts found along the Clearwater River have been carbon dated back 11,000 years. Despite this original occupancy, tribes, including the Nez Perce, have been systematically dispossessed of much of their ancestral lands over the last 250 years. The proposed program is consistent with acknowledging this historical fact.⁷ Even if an equal protection argument could be made against a tuition reduction plan that is not directly related to tribes or tribal self-government, the fact that these universities are located on the aboriginal lands of Idaho tribes supports the proposed reduction in tuition for members of Idaho tribes.⁸

which had traditional and customary tribal boundaries that included parts of the state of Oregon or which had ceded or reserved lands within the state of Oregon shall be deemed eligible for this program, regardless of state of residence, if they meet all other eligibility criteria."

³ 417 U.S. 535 (1974).

⁴ *Id.* at fn 24.

⁵ Id. at 552.

⁶ Treaty with the Nez Perces, June 11, 1855, 12 Stat. 957.

⁷ Many of the schools in Idaho were built on lands originally reserved to tribes by treaty.

⁸ See United States v. Antelope, 430 U.S. 641 (1977); Johnson v. Shalala, 35 F.3d 402 (9th Cir. 1994).

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Again, the Tribe fully supports the American Indian Tuition Fee Program for qualified members of federally recognized tribes in Idaho to attend public universities in the state of Idaho.

Sincerely,

1

Shannon F. Wheeler Chairman



Kootenai Tribe of Idaho

P.O. Box 1269 100 Circle Drive Bonners Ferry, ID 83805 Ph# (208) 267-3519 Fax (208) 267-2960

November 13, 2016

Dr. Yolanda Bisbee, Chairperson Idaho Indian Education Committee jjones@sde.idaho.gov

Mr. Matt Freeman, Executive Director Office of the State Board of Education patty.sanchez@osbe.idaho.gov

Re: Kootenai Tribe's Support for American Indian Tuition Fee Program

Sent via email only

Dear Dr. Bisbee and Mr. Freeman:

The Kootenai Tribe ("Tribe") supports the American Indian Tuition Fee Program (Program) that was approved by the Idaho State Board of Education in June 2018. The Tribe concurs with the Nez Perce Tribe's legal reasoning outlined in its 13 August 2018 letter.

The Ktunaxa Nation to which we belong has inhabited Ktunaxa Territory, including portions of what is now known as Idaho, since time immemorial. It is right and just that our citizens receive in-state tuition rates and reduced fees in Idaho schools regardless of where they reside.

We look forward to continuing our work together to educate our youth. Thank you.

Sincerely yours,

Gary Aitken, Jr., Chairman

19-013[5805]



COEUR D'ALENE TRIBE

CHAIRMAN ERNEST L. STENSGAR P.O. BOX 408 PLUMMER, IDAHO 83851 (208) 686-5803 * Fax (208) 686-8813 chairman@cdatribe-nsn.gov

October 3, 2018

SENT VIA EMAIL

Dr. Yolanda Bisbee, Chair Idaho Indian Education Committee jjones@cde.idaho.gov

Mr. Matt Freeman, Executive Director Office of the State Board of Education Patty.sanchez@osbe.idaho.gov

Re: Coeur d' Alene Tribe's Support for American Indian Tuition Fee Program

Dear Dr. Bisbee and Mr. Freeman:

On behalf of the Coeur d'Alene Tribe ("Tribe"), I would like to express the Tribe's unequivocal support of for the American Indian Tuition Fee Program ("the Program") that has been approved by the Idaho State Board of Education in June 2018. The Coeur d'Alene Tribe has always recognized that education is the key to success, and continues to support education in Idaho by contributing 5% of our net gaming revenues to education throughout Idaho each year. The Tribe believes this program is on point with the commitments the Coeur d'Alene Tribe has made to Idaho education.

As I am sure you are aware, the practice of American Indian Tuition reduction is not an uncommon practice. Our neighboring states of Idaho and Oregon both have codified laws that apply in-state tuition rates of Native American students who are enrolled members of tribes that have an aboriginal connection to the state, even if the student does not live within the states borders. These two states have made conscious policy decisions to promote higher education through tuition reduction for Native American students.

Upon reading your letter dated August 7, 2018, a member of the education board raised a question about whether or not this program was constitution. The Supreme Court of the United States has made it clear that the "Indian" classification is a political one, rather than a racial one, and thus, is not a constitutional violation. *See Morton v. Mancari*.

Furthermore, Idaho Tribes are the aboriginal occupiers of this territory. Specifically, the Coeur d'Alene Tribe previously occupied land in Coeur d'Alene where the College of North Idaho, Lewis and Clark State College and the University of Idaho have their campuses. The fact that these University campuses are located on aboriginal Coeur d'Alene territory directly supports the proposed reduction in tuition for Coeur d'Alene Tribal members attending these institutions.

In conclusion, the Tribe wholly supports the American Indian Tuition Fee Program for qualified members of federally recognized tribes in Idaho to attend public universities in the State of Idaho.

Respectfully,

Emert & Stensgar

Ernest L. Stensgar Chairman, Coeur d'Alene Tribe

To:	Kent E. Nelson, General Counsel, University of Idaho
From:	Dylan R. Hedden-Nicely
Date:	November 13, 2018
Re:	American Indian Tuition Fee Program

The purpose of this memorandum is to provide analysis regarding the legality of the American Indian Tuition Fee ("AITF") Program proposed to the Idaho State Board of Education and the Board of Regents of the University of Idaho (hereinafter "Board"). Specifically, this memo will address the following issues:

- 1. Whether the Board has the authority under Idaho state law to promulgate specific tuition rates for a specified class of people; and
- 2. Whether the reduced tuition proposed under the AITF Program would be consistent with the United States and Idaho Constitutions.

Based upon my analysis of applicable federal and state law, I conclude that (1) the Board is the sole entity with the legal authority to set tuition at Idaho's Universities; and (2) the proposed AITF Program is consistent with the United States Constitution, the Idaho Constitution, and Idaho law and policy.

I. The Board is Vested with the Exclusive Authority to Set Tuition and Fees for Idaho's Universities and other Educational Institutions.

Pursuant to the Idaho Constitution, the Board is vested with "[t]he general supervision of the state educational institutions . . . [the] powers duties of which shall be prescribed by law." IDAHO CONST. ART. IX, s. 2.¹ Likewise, Idaho Code provides that the Board "shall have the power to: (1) Perform all duties prescribed for it by the school laws of the state; . . . [and] (3) Have general supervision, through its executive departments and offices, of all entities of public education supported in whole or in part by state fund" I.C. § 33-107. Specifically regarding tuition and fees, the Legislature has provided that

[t]he state board of education and the board of regents of the university of Idaho may prescribe fees, including tuition fees, for resident and nonresident students enrolled in all state colleges and universities. I.C. § 33-3717A.

¹ Likewise, the University of Idaho Board of Regents "have the general supervision of the [U]niversity [of Idaho]...[and] may impose rates of tuition and fees on all students enrolled in the university as authorized by law." IDAHO CONST. ART. IX, s. 10. However, the Idaho Legislature has combined the University of Idaho Board of Regents with the State Board: "[t]he general supervision, government and control of the University of Idaho is Vested in the state board of education which also constitutes the board of regents of the university" I.C. § 33-2802.

Importantly, the Idaho Legislature has enacted no laws interfering with the Board's authority to set tuition rates at Idaho Universities. *See generally* I.C., Title 33, *et. sec.* Indeed, despite there being dozens of different tuition rates and fees for different people (e.g. residents versus nonresidents, etc.) and degree types (e.g. undergrad, graduate, professional, etc.), the Legislature has *no laws in the Idaho Code* that would either prescribe or proscribe any particular tuition rate or fee at Idaho's universities. *See, id.* In contrast, the Legislature has enacted several laws regarding tuition for the State's junior colleges. I.C. §§ 33-2110; 33-2110a; 33-2141. The Legislature's simultaneous silence regarding university tuition and heavy involvement regarding junior college tuition indicates its deference to the Board regarding matters related to tuition and fees. Accordingly, it would be highly irregular for the Idaho Legislature to get involved with the setting of special tuition fee rates for a particular group of people.

In conclusion, I find no legislative barrier to the Board's authority to promulgate a special tuition rate for members of the Five Tribes. Just the opposite, the Legislature has long deferred to the Board's and universities' judgment regarding tuition decisions. Accordingly, the only remaining issue is whether a special tuition rate for Idaho tribal members is consistent with the United States and Idaho Constitutions.

II. The AITF Program is Consistent with the United State and Idaho Constitutions

The Equal Protection Clause of the 14th Amendment to the United States Constitution states that

[n]o state shall ... shall ... deny to any person within its jurisdiction the equal protection of the laws.

U.S. CONST. Art. XIV, s. 1. For its part, the Idaho Constitution guarantees that

[a]ll men are by nature free and equal, and have certain inalienable rights, among which are enjoying and defending life and liberty; acquiring, possessing and protecting property; pursuing happiness and securing safety.

IDAHO CONST. Art I, s. 1. Although the Idaho Constitution "stands on its own . . . [t]he majority of Idaho cases . . . state that the equal protection guarantees of the federal and Idaho Constitutions are substantially equivalent." *Rudeen v. Cenarrusa*, 136 Idaho 560, 607 (2001). The Idaho Supreme Court has articulated a three-step test for determining whether a law or policy violates the Equal Protection Clause:

[t]he first step is to identify the classification that is being challenged. The second step is to determine the standard under which the classification will be judicially reviewed. The final step is to determine whether the appropriate standard has been satisfied.

Id. At issue here is the lower tuition rate for a particular class of people: members of the Five Tribes. That classification could potentially be reviewed under one of two judicial standards. If the preference implicates "a suspect class [race, religion, national origin, etc.] or a fundamental

right . . . the statute is given strict scrutiny." *Id.* The United States Supreme Court has "repeatedly held that strict scrutiny applies to *all* racial classifications, regardless of whether the government has benevolent motives." *Fisher v. University of Texas at Austin*, 570 U.S. 297, 330 (2013) (emphasis in original). Such racial classifications "are constitutional only if they are narrowly tailored to further compelling government interests." *Id.* at 310 (quoting *Grutter v. Bollinger*, 539 U.S. 306, 326 (2003)).

However, all classifications other than those that receive strict or intermediate scrutiny² receive rational basis scrutiny. "Under either the Fourteenth Amendment or the Idaho Constitution, a classification will survive rational basis analysis if the classification is rationally related to a legitimate governmental purpose." *Meisner v. Potlatch Corp.*, 131 Idaho 258, 262 (1998). Importantly, "[u]nder the 'rational basis test,' a classification will withstand an equal protection challenge if there is any conceivable state of facts which will support it." *Id.* (quoting *Bint v. Creative Forest Prod.*, 108 Idaho 116, 120 (1985)).

Accordingly, the AITF Program stands or falls depending upon whether it is a race-based preference—which receives strict scrutiny—or whether it would receive rational basis scrutiny, which requires simply some "conceivable state of facts which will support it." *Meisner*, 131 Idaho at. 262.

A. Laws and Policies Favoring Members of Federally Recognized Tribes are Based Upon a Political Rather than Racial Classification and Receive Rational Basis Scrutiny

The path-making case regarding government preferences for American Indians that are members of federally recognized tribes is *Morton v. Mancari.* 417 U.S. 535 (1974). At issue in that case was a preference within the Bureau of Indian Affairs ("BIA") for the promotion of members of federally recognized tribes to leadership positions within the BIA. A number of non-Indian BIA employees sued the BIA asserting—among other issues—the preference amounted to "invidious racial discrimination in violation of the Due Process Clause of the Fifth Amendment." *Id.* at 551. The Court rejected this argument, finding that the preference "does not constitute 'racial discrimination.' Indeed, it is not even a 'racial' preference. . . . The preference, as applied, is granted to Indians not as a discrete racial group, but, rather, as *members of quasi-sovereign tribal entities*." *Id.* at 553 (emphasis added).

The Court noted the omnipresent nature of "legislation that singles out Indians for particular and special treatment," noting that "[l]iterally every piece of legislation dealing with Indian tribes and reservations . . . single out for special treatment of a constituency of tribal Indians living on or near reservations . . . If these laws . . . were deemed invidious racial discrimination, an entire Title of the United States Code (25 U.S.C.) would be effectively erased and the solemn commitment of the Government toward the Indians would be jeopardized." *Id.* at 555; 553.³ Instead the Court found that it had consistently upheld such legislation. *Id.* at 555 (citing *Board of County Comm'rs v. Seber*, 318 U.S. 705 (1943); *McClanahan v. Arizona State*

² Intermediate scrutiny is applied only to classifications involving gender or illegitimacy. *Meisner v. Potlatch Corp.*, 131 Idaho 258, 261 (1998).

³ Similarly, entire title of the Code of Federal Regulations, Title 25, would likewise be effectively erased.

Tax Comm'n, 411 U.S. 164 (1973) (Federally granted tax immunity); Simmons v. Eagle Seelatsee, 384 U.S. 209 (1966) (Statutory definition of tribal membership, with resulting interest in trust estates); Williams v. Lee, 358 U.S. 217 (1959) (Tribal courts and their jurisdiction over reservation affairs); Morton v. Ruiz 415 U.S. 199 (1974) (Federal welfare benefits for Indians on or near reservations). See also, United States v. Antelope, 430 U.S. 641 (1977) (Federal criminal laws based upon the defendant's status as an Indian).

Ultimately, the court concluded that the preference was "not directed towards a 'racial' group consisting of 'Indians'; instead, it applies only to members of 'federally recognized' tribes.... In this sense, the preference is **political** rather than racial in nature." *Mancari*, 417 U.S. at 553, n. 24 (emphasis added). As a result, the Court found that

[a]s long as the special treatment can be tied *rationally* to the fulfillment of Congress' unique obligation toward the Indians, such legislative judgments will not be disturbed. *Id.* at 555.

The United States Supreme Court has likewise applied the rule from *Mancari* to *state law and policy* (as opposed to federal law) that differentiates between tribal members and non-Indians. *Washington v. Washington State Commercial Passenger Vessel Ass'n*, 443 U.S. 658, 673 (1979). At issue there was a challenge to Washington State Game Department regulations that "provided fishing rights to Indians that were not also available to non-Indians." *Id.* at n. 20. The Court summarily dismissed the non-Indian fishers' claim, finding not only that "this Court has already held that these treaties confer enforceable special benefits," but also that it had "repeatedly held that the peculiar semisovereign and constitutionally recognized status of Indians justifies special treatment on their behalf *when rationally related* to the Government's 'unique obligation toward the Indians."" *Id.* (emphasis added) (citing *Mancari*, 417 U.S. at 555, *Antelope*, 430 U.S. at 641, *Antoine v. Washington*, 420 U.S. 194 (1975)).

The Idaho Supreme Court has had only one occasion to consider the applicability of *Mancari* and, in so doing, was considering the Constitutional validity of a *federal* rather than state law. *Sheppard v. Sheppard*, 104 Idaho 1, 11 (1982). Among other things, at issue in *Sheppard* was the validity of a lower court's distribution of community property in a divorce between George Sheppard, a non-Indian, and Roma Sheppard, a member of the Shoshone-Bannock Tribes. *Id.* at 4.⁴ There, George Sheppard was challenging the validity of 25 U.S.C. § 194, which places the burden of proof on a non-Indian in cases where property is in dispute between an Indian and a non-Indian. *Id.* The Court side-stepped the issue, finding that Mr. Sheppard had carried the burden of proof that would be required under 25 U.S.C. § 194 and therefore "[a]lthough George Sheppard asserts the unconstitutionality of 25 U.S.C. § 194, in view of our holding we need not address that contention." *Id.* at 11. However, the court then

⁴ The Idaho Supreme Court recently overruled the primary thrust of its holding in *Sheppard*, finding that tribal court judgments are entitled to recognition and enforcement under principles of comity rather than full faith and credit, as it had ruled previously. *Coeur d'Alene Tribe v. Johnson*, 162 Idaho 754, 758 (2017). However, the Court made express that "[w]e do not overrule *Sheppard* in its entirety." *Id.* Accordingly, that decision remains good law regarding its treatment of *Mancari*.

cited to *Antelope*, *Mancari*, and *McClanahan*, all three of which upheld other federal laws proffering different treatment to members of federally recognized tribes. *Id*.⁵

Writing separately, Justice Blistine made his view of the Constitutionality of 25 U.S.C. § 194 express, finding that "Indians are not just a group of people who live in this country who happen to be of another race. They are a separate and distinct *nation*." *Id.* at n. 7 (Blistine, J., concurring in part and dissenting in part) (emphasis in original). As a result, Justice Blistine argued that "[o]ne may not blindly apply the same rules of analysis in construing enactments for the benefit of Indians as one does statutes of general applicability." *Id.* He went on to then directly quote from *Mancari*:

[a]s long as the special treatment can be tied *rationally* to the fulfillment of Congress' unique obligation toward the Indians, such legislative judgments will not be disturbed. *Id.* (quoting *Mancari*, 417 U.S. at 555).

Admittedly, *Sheppard* is not dispositive to the questions presented in this case. Indeed, although the majority of the Idaho Supreme Court cited to *Mancari* approvingly, it did not expressly hold that state law and policy would be given similar treatment under the United States Constitution and did not address the Idaho Constitution at all. However, as outlined above, the United States Supreme Court has already found that state laws and regulations setting apart tribal members does not violate equal protection. *Passenger Vessel*, 443 U.S. at 673, n. 20. Further, the Idaho Supreme Court—in a case that predates *Mancari*—has already found that such state laws do not violate the Equal Protection Clause of the United States Constitution nor Article I, s. 1 of the Idaho Constitution. *State v. Rorvick*, 76 Idaho 58 (1954) (state statute prohibiting the sale of intoxicants to Indians does not violate equal protection clauses of the United States or Idaho Constitutions).

Further, many of Idaho's sister state supreme courts have applied rational basis scrutiny to state laws giving preference to tribal members. *See e.g.*, *State v. Shook*, 67 P.3d 863 (Montana 2002) (Fish, Wildlife, and Parks regulation that prohibits non-Indians from hunting big game on Indian reservations); *Krueth v. Independent School Dist. No. 38, Red Lake, Minn.*, 496 N.W.2d 829, 836 (Minn. Ct. App. 1993) (state law hiring preference and retention policy for American Indian teachers); *Flynt v. California Gambling Control Com'n*, 129 Cal.Rptr.2d 167 (Cal. Ct. App. 2002) (state gaming compacts entered into by gaming commission pursuant to state referendum).

An even greater number of state supreme courts have upheld federal laws in the face of equal protection challenges. *See e.g., Application of Angus*, 655 P.2d 208, 212 (Or. Ct. App. 1982) (**Indian Child Welfare Act**); *State v. Mooney*, 93 P.3d 420, 428 (Utah 2004) (**42 U.S.C. § 1996a. Traditional Indian Religious Use of Peyote**); *Matter of Miller*, 451 N.W.2d 576, 579 (Mich. Ct. App. 1990) (**Indian Child Welfare Act**). Moreover, many United States Circuit Court of Appeals that have considered whether federal laws specifically for tribal members

⁵ The Idaho Supreme Court used the signal "Cf.," which is defined by the Bluebook to mean "[c]ited authority [that] supports a proposition different from the main proposition but sufficiently analogous to lend support." The Bluebook: A Uniform System of Citation 47, R. 1.2 (18th Ed. 2006).

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violate the Constitution has reaffirmed the principles of *Mancari, See, e.g., United States v. Wilgus,* 638 F.3d 1274, 1286-87 (10th Cir. 2011) (Bald and Golden Eagle Protection Act and Migratory Bird Treaty Act); *Means v. Navajo Nation,* 432 F.3d 924, 932-35 (9th Cir. 2005), *cert. denied,* 549 U.S. 952 (2006) (Tribal court criminal jurisdiction over members of other federally recognized tribes); *Am. Fed'n of Gov't Employees, AFL-CIO v. United States,* 330 F.3d 513, 520- 23 (D.C. Cir. 2003) (Defense Appropriations Act); *Peyote Way Church of God, Inc. v. Thornburgh,* 922 F.2d 1210, 1214-16 (5th Cir. 1991) (Federal and state laws prohibiting the use of peyote for non-Indians while exempting certain tribal members does not violate equal protection); *Bordeaux v. Hunt,* 621 F. Supp. 637, 653 (D.S.D. 1985), *aff'd sub nom.,* 809 F.2d 1317 (8th Cir. 1987) (Burke Act); United States v. State of Mich., 471 F. Supp. 192, 271 (W.D. Mich. 1979) *affd in part,* 653 F.2d 277 (6th Cir.), *cert. denied,* 454 U.S. 1124 (1981)) (Treaty fishing rights). *But see, KG Urban Enterprises. LLC v. Patrick,* 693 F.3d 1, 17-20 (1st Cir. 2012) (finding it "doubtful that *Mancari*'s language can be extended ... to preferential *state* classifications).

In summary, although the Idaho Supreme Court has not squarely expressed the level of scrutiny it would apply to a state statute, regulation, or policy providing a preference for members of the Five Tribes, it has indicated it would apply rational basis scrutiny. Further, the near universal conclusion of the United States Supreme Court, federal appellate courts, and supreme courts of other states is that such laws are to receive rational basis scrutiny. Accordingly, it is my opinion that the Idaho Supreme Court would likely find that such laws pass constitutional muster so long as they are rationally related to a legitimate governmental purpose.

B. The AITF Program is Rationally Related to a Legitimate Governmental Purpose

Having concluded that a court would likely apply rational basis scrutiny to the AITF Program, the final question is to determine whether that Program is rationally related to a legitimate governmental interest. This is really two steps: (1) identifying the legitimate governmental interests that the AITF Program would serve; and (2) determining whether the AITF Program is rationally related to those legitimate governmental interests. The Idaho Supreme Court has recognized that "a classification will withstand an equal protection challenge if there is *any* conceivable state of facts which will support it." *Bint*, 108 Idaho at 120. Perhaps unsurprisingly then, the Ninth Circuit has recognized that the Supreme Court "has never overturned a statute or treaty affecting Indians or natives since *Mancari.*" *Williams v. Babbitt*, 115 F.3d 657, 663 (9th Cir. 1997).

There are at least two legitimate governmental interests in this case. The first is to promote cooperative relations between the Five Tribes and the State of Idaho. The Second is to increase the education and self-sufficiency of tribal people.

Although not the same as the federal-tribal relationship, the State of Idaho and the Five Tribes enjoy an important and symbiotic relationship. Indeed, the State of Idaho and the Five Tribes work together on many overlapping sovereign interests including but not limited to criminal jurisdiction, civil and regulatory jurisdiction, economic development, education, health and welfare, social services, child welfare, land use, taxation, fish and wildlife conservation, natural resource development and conservation, as well as other public powers necessary for the comfort and protection of tribal members that are also Idaho state citizens. See e.g., I.C. § 67-4007(1). In furtherance of this important state interest, the Idaho Legislature has passed the State-Tribal Relations Act, which authorizes the State and its agencies to enter into agreements with Idaho tribes for "joint concurrent exercise of powers . . ." I.C. § 67-4002. Importantly, I.C. § 67-4002 is designed to mirror I.C. § 67-2328, which authorizes the State's agencies to enter into agreements "jointly with the United States, any other state, or public agency of any of them" *Id.* This congruity demonstrates the Legislature's view that the Five Tribes are sovereign political entities (rather than a group of people of similar race) on similar footing as the United States and other states.

However, unlike for other states and the United States, the Legislature went one-step further in the State-Tribal Relations Act and provided for the creation of a Council of Indian Affairs, comprised of state and tribal officials. That council is has a number of powers and duties, including:

> (1) To monitor and review legislation and state policies which impact state/tribal relations in the areas of jurisdiction, governmental sovereignty, taxation, natural resources, economic development, and other issues where state government and tribal government interface;

> (2) To advise the governor, legislature, and state departments and agencies of the nature, magnitude, and priorities of issues regarding state/tribal relations;

(3) To advise the governor, legislature, and state departments and agencies on, and assist in the development and implementation of, cooperative policies, programs, and procedures focusing on the unique relationship between tribal and state government . . .

I.C. § 67-4007. The State-Tribal Relations Act demonstrates the Idaho Legislatures commitment to the important government interest in maintaining good relations with the Five Tribes.

Equally important is the State's governmental interest in helping to close the education gap between members of Five Tribes and the rest of its citizens. A comprehensive recitation of the history that has led to this gap is beyond the scope of this memo. *See generally*, Willard E. Bill, *From Boarding Schools to Self-Determination* (prepared for Randy Dorn, Idaho State Superintendent of Public Instruction).⁶ Regardless, the gap is real. According to the McClure Center for Public Policy Research, just 10% of Idaho's American Indian students meet the college and career readiness benchmark on the SAT, compared with 26% statewide. University of Idaho McClure Center for Public Policy Research, *Idaho at a Glance: American Indian Education* (June 2016) (hereinafter "McClure, *American Indian Education*").⁷ A similar disparity exists for the ACT. More alarming, just 1,000 Native American students were enrolled in a post-secondary institution in Idaho in 2014. *Id*. That amounts to **less than one percent** of

⁶ available at: http://www.sde.idaho.gov/indian-ed/files/curriculum/From-Boarding-Schools-to-Self-Determination.pdf

⁷ available at: https://www.sde.idaho.gov/indian-ed/files/general/Idaho-at-a-Glance-American-Indian-Education.pdf.

the total student population. *Id.* Further, their overall numbers have been *declining* since 2008. *Id.* The lack of tribal members with college degrees has real consequences for tribal economic development on Indian reservations within Idaho.

In recognition of the important interests at stake for the State of Idaho, and in an effort to close this gap, the Board has created an Indian Education Committee, the purpose of which is to "advocate for American Indian students, act as an advisory body to the State Board of Education and the State Superintendent of Public Instruction, and serve as a link between the five Idaho tribes." https://boardofed.idaho.gov/board-facts/board-committees/indian-education-committee/.8 The Committee's mission is to "create the conditions for and support of the efforts of raising the bar and eliminating the academic achievement gap." In furtherance of this mission, the Committee has worked with the Board to develop a strategic plan, an objective of which is to "increase the number of American Indian students enrolled in postsecondary institutions" Idaho State Board of Education, Idaho Indian Education Strategic Plan 2016-2021 at 2 (2016).9 Although other barriers exist, the primary barrier that keeps Native students from attending university is their lack of ability to pay for it. McClure, American Indian Education. As a result, the Board has articulated the goal that it "[e]nsure American Indian students are afforded educational opportunities on an equitable basis [and] provide resources that promote and support an increase in the educational attainment among American Indian students." Idaho Indian Education Strategic Plan at 1.

There is no question that the AITF Program is rationally related to both the legitimate government interest in fostering better relations with the Idaho tribes as well as the legitimate government interest in providing educational opportunities for members of the Five Tribes. It seems natural to conclude that providing reduced tuition would—consistent with the Idaho Tribal-State Relations Act—provide for significant goodwill between the State and Five Tribes. However, on a deeper level, the resulting education of tribal member would provide expertise for the Five Tribes that would greatly benefit both the Tribes and the State as they continue to work together on important sovereign issues of mutual interest. Further, the AITF Program would be the single largest step the State Board could take towards achieving its goal of "provid[ing] resources that promote and support an increase in the educational attainment among American Indian students." Considering that "a classification will withstand an equal protection challenge if there is *any* conceivable state of facts which will support it," *Bint*, 108 Idaho at 120, there is no question in my mind that the AITF Program would survive an equal protection challenge because it is rationally related to several important governmental interests. *Id*.

⁸ The Idaho State Department of Education has likewise developed The Indian Education Department. *See*, <u>http://www.sde.idaho.gov/indian-ed/</u>. The purpose of that Department is to "work[] with Idaho's tribes and educational stakeholders to give every American Indian student the opportunity to learn and achieve academic success." In furtherance of this purpose one of the Department's goals is to "Assist in removing educational barriers for the American Indian population."

⁹ Available at: https://boardofed.idaho.gov/board-facts/board-planning/indian-education-strategic-plan/.

SUBJECT

Program Prioritization Update

REFERENCE

- May 2013 The Idaho State Board of Education (Board) directed institutions to institute a prioritization of programs process consistent with Dickeson's prioritization principles, and further directed the institutions to use a quintile prioritization approach and communicate to the Board the criteria and weighting to be used after consultation with their respective campuses.
 - June 2013 The Board approved the program prioritization proposals for Idaho State University, Boise State University, and University of Idaho as presented.
 - August 2013 The Board approved the program prioritization proposal for Lewis-Clark State College as presented.
 - October 2013 The Board was presented with an update on program prioritization.
 - August 2014 The Board was presented with the final results of program prioritization.
 - June 2015 The Board was presented with an update on the implementation of program prioritization.
 - August 2016 The Board was presented with an update on the implementation of program prioritization.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1; Objective A: Data Access and Transparency Goal 1; Objective B: Alignment and Coordination Goal 2; Objective B: Timely Degree Completion

BACKGROUND/DISCUSSION

At the Board's August 2018 meeting, the Financial Vice Presidents and Provosts held a joint meeting where program prioritization was discussed. The Board's Chief Academic Officer and Chief Financial Officer instructed the institutions that Board Policy V.B. requires an annual report on program prioritization. This report was requested and the institutions were asked to provide an update on what efforts they have undertaken for program prioritization during fiscal year 2018 and plans for future efforts during fiscal year

2019. The four-year institutions provided these reports and are included as attachments for this agenda item.

Program prioritization requires the institutions to conduct an evaluation of programs and services with specific and tangible objectives (goals), and with a focus on specific evaluation criteria rather than generalized across-the-board cuts. Implementation of program prioritization based on Dickeson's framework provides the Board with assurances of consistency and presents the institutions with a unique opportunity to evaluate old paradigms that may no longer make sense, with a specific focus on their Mission, Core Themes and Strategic Plans. The process provides a method to objectively review program efficiency and effectiveness. Based on the outcome of the program prioritization process "decisions can be made that, at the minimum, inform future budget decisions, and can also lead to enrichment of some programs that are under-resourced while at the same time reducing or even eliminating still others."

IMPACT

Program prioritization was implemented by the Board in 2013. Annual updates to the Board provides an assurance that the principles are being practiced and the process does not fall by the wayside.

ATTACHMENTS

Attachment 1 – Idaho State University Program Prioritization update Attachment 2 – Boise State University Program Prioritization update Attachment 3 – University of Idaho Program Prioritization update Attachment 4 – Lewis-Clark State College Program Prioritization update

STAFF COMMENTS AND RECOMMENDATIONS

These reports are an opportunity for the Board and the institutions to glimpse into the institutionalization of program prioritization at the four-year campuses, and to see how the institutions are assimilating the principles of program prioritization into the planning, programming, budgeting, and performance tracking processes.

Program prioritization is poised to play a more integral role with the budget request for outcomes-based funding (OBF). OBF will distribute funds to the institutions related to how many degrees and certificates are produced. It is anticipated that institutions will continue to focus their efforts in programs where student interest is high and results can be achieved or improved.

BOARD ACTION

This item is for informational purposes only.



Idaho State University (ISU) transitioned its Program Prioritization Process into a Program Assessment/Program Health Process in 2014 with the goal of supporting growth and ensuring programs demonstrate need for new, increased, or reallocated resources. Since ISU's last update to the State Board of Education (SBOE) in 2016, ISU reorganized the College of Technology and the Division of Health Sciences; renamed/restructured seven programs; discontinued three minors/emphases/majors; and added four new certificate and two new PhD programs. Currently, pending SBOE approval, ISU has proposed the discontinuance of four bachelor's degrees and one PhD program; and the addition of two bachelor's, three master's, and two certificate programs.

Academic Affairs has used that model to evaluate full degree programs and certificates based on a five-year average number of graduates as follows:

Programs are flagged and must prepare an appropriate plan to address low enrollment if they have a five year average number of graduates

- <u><</u>5 at the associate and certificate level
- <10 at the undergraduate level
- <5 at the master's level</pre>
- <a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a><a>

Outcomes of this model focused primarily on degree production and analysis of needs, as well as projecting future hiring (Three-Year Hiring Plan) and program (Three-Year Program Plan) planning. In Spring 2018, Academic Affairs received reports from each of the colleges and requested updates on any programs that fell within the 5th quintile from the 2012-13 Program Prioritization Process, and which are still being flagged as not producing the number of degrees. However, it became clear that ISU's budget model was one of the challenges in addressing program growth. With the arrival of a new president and knowing that changes were on the horizon, in Summer 2018 Academic Affairs determined that ISU needed a more comprehensive Program Health and Sustainability model that had broad campus support and was built in collaboration with Faculty Senate. A committee of representatives from each college, the Faculty Senate Co-chairs and staff from Academic Affairs, Institutional Research, and the Budget office was formed. They have been meeting monthly with the following charge:

A Program Health & Sustainability assessment model should be aligned with the institutional mission, while evaluating student demand and providing indicators of quality. It should include measures for efficiency and effectiveness and ensure sufficient resources. Finally, it should be flexible and change as necessary over time.

The goal is to have a revised comprehensive self-assessment model ready to use by Spring of 2019 that supports the health and sustainability of all programs at ISU.

Boise State University Update on Program Prioritization; November 2018

The intended outcome of "Program Prioritization" is the judicious use of resources via increased impact per resource and alignment of resources with priorities. Program discontinuation is often viewed as the primary means of achieving that outcome. However, if program discontinuation is to have a significant impact on judicious use of resources, it cannot be a simple cosmetic change such as consolidating two programs or discontinuing one program but keeping a similar program with the same faculty. Instead, needs to involve the termination of faculty lines and/or the reassignment of faculty lines from one program to a different program. Boise State has gone down this path once in the last decade with the discontinuation of the Master of Community and Regional Planning. Such actions have substantial impact on the departments and personnel involved as well as on the morale of faculty campus-wide, and therefore must be done with the utmost caution.

Importantly, substantial changes in impact per resource and alignment of resources with priorities can be achieved by means other than program discontinuation, and Boise State has pursued two primary ways of doing so: (i) improvement of existing programs so as to make them more efficient and impactful and (ii) development of a budget model that facilitates the measured redistribution of resources among programs. Key to both are lessons learned during the Program Prioritization process of 2013-14: decision-making should be decentralized as feasible to those responsible for the programs under consideration, and metrics should be used extensively inform decisions but not to drive them.

Programs needing improvement were identified during program prioritization using a variety of metrics focused on relevance, quality, productivity and efficiency. Many of the same metrics are now incorporated into the annual Department Analytics Report and continue to be used to identify programs needing improvement. Programs directed to improve are given the freedom to decide on their own how to improve. Examples are:

- Early and Special Education completely revamped its graduate offerings to create an accelerated master's degree program to recruit top undergraduates and to create new graduate certificate programs to address employment needs and transition full-time teachers towards master's degrees.
- Communication redefined program-level graduate learning outcomes, created a recruiting plan, and created non-thesis programs that use capstone projects and comprehensive examinations.

To facilitate the measured redistribution of resources among programs, Boise State is implementing a new budget model, BroncoBudget 2.0 (BB2.0) Under the new budget model, colleges receive an allocation of tuition revenue that is based on student credit hours instructed (in alignment with instructional costs), on the number of majors the college is serving (in alignment with resources needed for advising of students), and on the number of graduates from the college's programs (thereby rewarding colleges for facilitating student progress). Colleges also receive subvention funding to account for differences in cost of instruction. The Provost's Office ensures that colleges maintain quality and that programs remain aligned with university priorities. Notably, the proposed Outcomes Based Funding model includes the "reward" aspect of BB2.0, but does not account for the cost of providing instruction.

BB2.0 requires that colleges use of a variety of metrics to evaluate the productivity and efficiency of their programs so as to be able make well-informed decisions as to which are under-resourced and should receive more and which are over-resourced, and should either be required to improve or to receive less resources, perhaps by losing a faculty line. The basis for such decisions are made transparent to the departments and faculty members in the departments.



Evidence that Boise State has, as a university, paid close

attention to judicious use of resources and must continue to do so in the future can be seen in the figure, which shows that BSU receives less per graduate than the other universities.

Program Prioritization – Activities since Initial Efforts in 2014-15

During its August 2015 meeting, the State Board of Education (SBOE) made clear to the new leadership at the University of Idaho that significant improvements the program prioritization (PP) were expected in the coming year. The effort of the prior PP process, called Focus For the Future or FFF at the University of Idaho, resulted in the reallocation of over \$460,000 of resources. However, the protocol and prioritization were not in conformance with the Board's expectations. We started afresh in Fall 2015 to develop not only a new strategic plan but also a new program prioritization approach that would be congruent with the Board policy on PP (SBOE Policy V.B.11) as well as accreditation processes outline by NWCCU.

We presented our modified PP approach to the SBOE in August 2016. There is now a larger integration of PP into our university planning processes and we use it to reallocate resources from low priority activities and programs to high priority and emerging programs. We have simultaneously built processes (University Budget and Finance Committee as well as New Academic Initiatives Proposal Process) for assessing and ranking high priority emergent needs (i.e. new ideas). In August 2016, we did not yet have transparent and robust means of providing a categorized priority ranking of academic and non-academic programs indicated we would finalize those tools in the next year. Such an evaluative process was developed by working groups of faculty and staff, with broad campus input, over the course of the academic year 2016-17. The process relied on survey instruments as well as data from our finance and student information system. The process evaluated EVERY department (academic and non-academic) on campus that receives any general education funds. All units ranging from Janitorial Services to the President's Administrative Staff to IT and the Physics Department were evaluated.

Our current process is well aligned with Board policy because it utilizes the strategic plan (and thus our core themes from NWCCU accreditation) and mission to drive the assessments and deploys the evaluation to produce reallocated resources on a periodic basis. During two successive visits from NWCCU, we received strong endorsement and admiration for the process and implementation of the process. In the fall 2017, we utilized this process to generate \$4 million of recurring resources that were reinvested into two high priority requests coming from our shared governance budget request process; namely, investment in teaching assistantships and faculty / staff salary.

The process in 2016-17 was highly collaborative with participation from both faculty and staff. However, when the results were shared in open forums in fall 2017, it became clear that many on campus did not participate in the process, despite clear opportunities to do so. In general, the lower half of those evaluated, especially those in academic departments, found the process unsound and unfair. This outcome is to be anticipated no matter how well we measure and evaluate programs. However, there is broad consensus that the current process was completely transparent; allowed for collaborative efforts between faculty, staff and administration; and positioned us to fund two very important initiatives. Once we showed the net flow of resources to each VP area, people began to understand that funds were not staying in "central" administration but instead were moving to high priority needs. We all agreed that we need to continue to improve our methodology in a collaborative manner.

This most recent program prioritization process has been a breakthrough for the University of Idaho. The community has now seen a development and follow through that was not evident in our prior two attempts at Program Prioritization, which both were successful in reallocation but not in building trust, understanding, or a sense of shared purpose. Individuals who did not participate in 2016-17 now realize they should have taken advantage of the opportunity and, more importantly, that we will continue to seek their involvement. The lack of participation in 2016-17 was likely in part due to fatigue with all the various processes that occurred from 2008 through 2014. The University of Idaho conducted program prioritization in 2008-9 that stretched across a presidential transition and was a prolonged process. This was followed by FFF which was implemented during interim leadership. Those two PP implementations resulted in 78 program closures, 44 program changes/restructuring and created 36 new programs. The University of Idaho community has now come to a clear understanding of the permanency and ongoing nature of Program Prioritization as a part of our larger strategic planning framework. More importantly,

our community understands their role in framing the process and how it will help us become a better institution, achieving even higher levels of excellence.

At this point, we are in the midst of doing another reallocation (at least \$5 million of base funding) based on the current program prioritization evaluation scoring. In addition, we are working with faculty and staff on improving measurement tools. We are keenly interested in additional alignment of our annual program review dashboards with the program prioritization process so that we have a more automated and agile evaluation tool. We have rebuilt our financial model over the past three years into a "water cycle" approach to resource management relying heavily on resource reallocation and, thus, the program prioritization process. The leadership of the University of Idaho appreciates the foresight of the SBOE in bringing this new policy into play because it requires us to do what is in the best interest of our mission and to use every dollar effectively to that end.

Program Prioritization Update December 2018

During AY 16-17, LCSC completed work on the quintile four (4) and quintile five (5) programs from the original Program Prioritization effort, as has been reported previously to the Board. In that same year, a new Program Performance (LC's name for program prioritization) process was developed with cross-campus participation. In the new iteration, evaluation of instructional and non-instructional programs was separated. Performance continues to be tied to the Annual Assessment process as this is a well understood practice that reaches all campus programs. AY 2017-2018 served as the pilot year for the new processes. A number of reallocation measures have occurred and cost-savings have been realized, as noted here.

1. Instructional Programs

- Creation of a new instructional 'school': To support institutional enrollment initiatives, Academic Programs was split into two units: Liberal Art and Sciences (LAS) and Professional Studies (SPS). The LAS Dean position existed as the Dean of Academic Programs; the SPS Dean position was created from the retirement of the Dean of Community Programs (CP). Programs under CP were absorbed by other campus units, with minimal cost to the institution.
- Internal funds were allocated for equipment purchases to high performing programs such as the Bachelor of Science in Nursing program (simulation manikins and support equipment).
- A faculty position was shifted to a high performing division with potential for growth (Movement & Sport Sciences).
- Hiring Pause: Current 11 faculty and one (1) staff position are on hold while further analyses are conducted. Position reallocation considerations will be responsive to areas of highest performance and growth.

2. Non-instructional Programs

- Funds to compensate a Dean of Students were reallocated to support oversight of Student Affairs' educational opportunity grant programs: LC Service Corps, CAMP, Gear Up, and TRIO. The Dean of Students function was absorbed by the Vice President for Student Affairs.
- Hiring Pause in Student Affairs: 2 FTE ESL faculty, 1 administrative assistant. Position elimination: International Recruitment and Retention Specialist duties were reassigned within the unit.
- Review of the Physical Plant staffing structure revealed that many department employees were compensated at a rate less than policy and some positions, particularly custodial, were difficult to fill given the differential in compensation between Idaho and Washington. After review of the positions, the following efficiency and compensation changes were made:
 - The custodial positions within the athletic department were brought under the supervision of the physical plant custodial structure, providing for better alignment of standards and staffing norms.
 - Two vacant custodial positions and one craftsman position were eliminated, and the compensation savings spread among remaining physical plant employees. This adjustment moved the physical plant staff compensation to 80% of the policy target in the State of Idaho's compensation paygrades, per the objective set forth in LCSC's Strategic Plan, ("Bring the average employee's compensation to 80% of policy.")

SUBJECT

Dual Credit Cost Study

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Y. Idaho State Board of Education Governing Policies & Procedures, Section V.R. House Bill 672, 2018 Session, Section 5.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2; Objective C: Access.

BACKGROUND/DISCUSSION

During the 2018 Legislative Session, intent language was included in an appropriation bill (House Bill 672) directing the Board to provide a report to the legislature on dual credit. The intent language states:

It is the intent of the Legislature that the President of the State Board of Education shall provide a written report to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education Committee on the utilization of dual credit by students in Idaho high schools. The board shall provide a history for the state funding for dual credit enrollment, data regarding the shortterm achievement of students engaged in dual credit enrollment, and the costs incurred by institutions of higher education providing dual credits with the opportunity for input from said institutions. Reporting to the Legislature should occur no later than February 1, 2019, and shall be formatted in such a manner that allows consistent comparison across all institutions.

In consultation with the institutions, a common methodology was developed and utilized to evaluate the costs at each institution. While the methodology was uniform, the implementation of dual credit programs vary at each institution. The dual credit cost study provides a narrative from each campus to identify nuances in the dual credit program at each campus.

This study focuses only on the costs identified for students taking dual credit courses at or through a participating high school. Board Policy III.Y. Advanced Opportunities, sets the dual credit fee for students taking courses on campus at the part-time student fee. Students taking a dual credit course on the college campus are excluded from this analysis. Overhead rates vary by institution as the number of individuals involved in working with the dual credit students vary by institution.

IMPACT

The dual credit cost study followed prior year's methodology of isolating the credit hours, revenues (including out-of-county tuition for community colleges), direct expenses of dedicated dual credit staff, and variable expenses for stipends paid to high school districts and/or high school teachers and amounts allocated or paid to colleges or directly to faculty. This resulted in the Net Revenue/(Loss) to Direct Expenses per credit hour shown in Attachment 2, line 19. All institutions report

positive net revenue except for Lewis-Clark State College and North Idaho College.

For indirect expenses, prior year cost studies showed a wide range of costs. For this cost study, staff and the institutions attempted to develop a common methodology for measuring indirect expenses. The methodology used by each institution was to accumulate the total cost for all personnel who were significantly impacted by dual credit students taught at the high school. The total cost was multiplied by the ratio of dual credit hours taught at the high school divided by total credits for the institution for fiscal year 2017. This resulted in the Indirect Expenses per credit hour shown in Attachment 2, line 24. The count of positions attributed to dual credit is also shown in the line 25 as a reference to the magnitude of the number for each institution.

This study is in addition to the dual credit report that was presented to the Board during the Wednesday portion of the December 2018 Board meeting. The intent language requires the report to include the achievement of dual credit students. This portion of the analysis on dual credit only includes the cost study. The dual credit report already presented to the Board includes the achievement of those dual credit students.

ATTACHMENTS

Attachment 1 – Dual Credit Cost Study Narrative

Attachment 2 – Dual Credit Campus Comparison

Attachment 3 – Boise State University Dual Credit Cost Analysis

Attachment 4 – Idaho State University Dual Credit Cost Analysis

Attachment 5 – University of Idaho Dual Credit Cost Analysis

Attachment 6 – Lewis-Clark State College Dual Credit Cost Analysis

Attachment 7 - College of Southern Idaho Dual Credit Cost Analysis

Attachment 8 – College of Western Idaho Dual Credit Cost Analysis

Attachment 9 – North Idaho College Dual Credit Cost Analysis

STAFF COMMENTS AND RECOMMENDATIONS

The institutions provided the data for the dual credit cost study. Based on this methodology, the institutions experience a range of net revenue/cost for dual credit. Before indirect expenses the range is from a net gain of \$35.68 per credit hour to a net loss of \$3.00 per credit hour, and after indirect expenses the range is from a net gain of \$12.18 per credit hour to a net loss of \$47.66 per credit hour.

Also, while a common methodology was selected, it may not accurately account for some costs at some institutions. Given the difference in implementation of dual credit programs at each of the institutions, it is difficult to identify a single methodology to accurately compare the costs. This is evidenced by the number of dual credit staff at each institution shown in Attachment 2, line 2. Staff ranges from one (1) at University of Idaho to eleven (11) at College of Southern Idaho.

The Business Affairs and Human Resources (BAHR) Committee met in December and agreed to have staff and the institutions examine whether there should be uniform and consistent agreements with the high schools. Inconsistencies have been identified in areas such as stipends to teachers and for textbooks. While all high school teachers are receiving salaries from their school district for teaching courses, including dual credit courses taught at the high school, some institutions directly pay high school teachers teaching dual credit courses, while other institutions may provide funding to the school which may or may not be used for teacher stipends. Other instances indicate that no additional funding is provided to the teacher or school. The State constitution prohibits public schools from charging students for textbooks (Paulson v. Minidoka County School Dist., 93 Idaho 469 (1970)). When students take dual credit classes through the high school, the courses are first and foremost considered high school classes and are generally made up of a mix of students, some taking the class for dual credit while others only take the course for high school credit. Some institutions pay for the textbooks for dual credit courses while some instances of dual credit offerings pass those textbook costs to the school or district. The BAHR Committee expressed a desire to explore how these interactions with the schools and institutions could be made more consistent and uniform across institutions, high schools, and dual credit offerings.

The College of Eastern Idaho was excluded from the analysis due to the lack of dual credit students during fiscal year 2017.

BOARD ACTION

This item is for informational purposes only.

In the FY 2019 appropriation bill for the Office of the State Board of Education, the Legislature tasked the President of the Board to provide a written report to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education Committee on the utilization of dual credit by students in Idaho high schools. The report shall provide a history for the state funding for dual credit enrollment, data regarding the short term achievement of students engaged in dual credit enrollment, and the costs incurred by institutions of higher education providing dual credits with the opportunity for input from said institutions.

1) For the dual credit courses taught at the high school:

a. For those with costs directly paid to school districts, describe how those costs are negotiated/calculated and do you determine how much goes to the teacher.

Boise State University

BSU provides payment to either the high school teacher or the district for work associated with delivering a dual credit course. This is work is beyond a teacher's regular high school duties. Such work includes aligning curriculum, aligning assessments, attending university-required department meetings and professional development sessions, tending to extra administrative duties, etc.

Since 2007, the formula for classroom support implemented by Boise State Concurrent Enrollment is based on student enrollments. The starting base is \$300 for teaching the class with a minimum enrollment of five students, with an increase of \$250 for each additional 1-5 students. The average student enrollment per class was 28 students for 2017-18.

For fall semester and year-long classes the classroom support funds are sent in mid-January.

For spring semester classes, the funds are sent in mid-April.

Classroom support breakdown:

5 students \$300 Minimum 6-10 students \$550 11-15 students \$800 16-20 students \$1,050 21-25 students \$1,300 26-30 students \$1,550

Idaho State University

ISU has one school district that does not allow for instructors to be paid directly (West Ada). ISU pays the school district the same amount that an instructor would receive (\$1,000 per section with minimum of seven students registered). ISU has no control over how this funding is allocated after the district receives it. The majority of the stipend (around 80%) is now directly going to the instructor. Instructors have access to the remaining funding for classroom materials and supplies as well as travel expenses related to attending meetings and professional development for concurrent enrollment.

University of Idaho

For UI, \$20 per credit hour is returned to the partnering school district. Line item 8.e. of the MOU between UI Dual Credit and the School District outlines how that money is to be used (i.e. "... It is understood that this revenue shall be used for dual credit program related expenses (e.g., high school instructor stipends, professional development expenses, student scholarships, classroom supplies required for the delivery of dual credit courses, etc.)).

Lewis-Clark State College

LCSC Early College Programs pays their partner school districts annually for each course which has been formally articulated and approved based upon student enrollment as of the last working day in September (Fall semester) and the last working day in February (Spring semester). Payments are made when all final grades have been submitted to LCSC and an invoice from the school district has been submitted to the college.

The following scale is used for the appropriations to school districts:

For classes offered for 3 credits or more:

- i. Classes of 5 enrolled dual credit students or less: \$30/student
- ii. Classes of 6 enrolled dual credit students or more: \$40/student

For classes offered for 1-2 credits:

- i. Classes of 5 enrolled dual credit students or less: \$15/student
- ii. Classes of 6 enrolled dual credit students or more: \$25/student

College of Southern Idaho

CSI only pays teachers, not School Districts.

College of Western Idaho

Direct compensation to their Dual Credit instructors is the preference of the CWI Dual Credit Office. As an exception, CWI pays the Boise, McCall-Donnelly, and West Ada school districts directly on behalf of the dual credit faculty.

The CWI compensates its dual credit instructors at a rate of \$20 per credit, per student registered. Instructors teaching courses that begin and end in the Fall Semester will be paid December 25th of that calendar year. Payments for all other courses, Spring and year-long, will be made June 25th of that calendar year.

North Idaho College

School districts will be compensated at the rate of \$25 per student, per credit based on a NIC dual credit high school instructor's teaching assignment credit load that occurs <u>within their</u> <u>contractual high school assigned day</u>.

Payments to the school districts for dual credit high school instructors who teach during their regular teaching assignment will be used to support dual credit in the high school. This support

may take multiple approaches and may include but not be limited to: student books, materials, supplies, equipment for dual credit courses/classrooms and/or tuition support on behalf of students who may have financial need but are not eligible for aid from other sources. Districts may also wish to use the payments to provide additional compensation to dual credit high school instructors and/or tuition reimbursement for instructors.

b. For those with costs directly paid to teachers, describe how those costs are negotiated/calculated and do you pay directly to the teacher or through the district.

Boise State University

The calculation is essentially the same. The only difference is that the payment is provided to the teacher rather than the district. Since 2007, the formula for teacher stipends implemented by Boise State Concurrent Enrollment is based on student enrollments. The starting base is \$300 for teaching the class with a minimum enrollment of 5 students, with an increase of \$250 for each additional 1-5 students. The average student enrollment per class was 28 students for 2017-18.

Stipend breakdown:

5 students \$300 Minimum 6-10 students \$550 11-15 students \$800 16-20 students \$1,050 21-25 students \$1,300 26-30 students \$1,550

Boise School District is the only partner district not opting to have stipends given directly to teachers. In that district, all the funds are sent to the district office and administered centrally. In the West Ada School District, the stipend is sent in a lump sum and their business office distributes the funds to the instructors based on an internal formula approved by all parties involved.

Idaho State University

ISU stipends are paid directly to the instructor, with the above mentioned exception. ISU pays their instructors \$1,000 per section with a minimum of seven students registered. This helps their rural districts who tend to have low enrollment. For multiple sections of a course, instructors must have an average of ten students in order to receive a full \$1,000 per section (ie: across the registration for 3 sections there must be a minimum of 30 students registered to receive \$3,000). ISU schedules sections by class period and some have registration caps.

University of Idaho

N/A for UI

Lewis-Clark State College

N/A for LCSC
College of Southern Idaho

CSI pays all teachers \$18/credit/student enrolled in a given class.

College of Western Idaho

CWI compensates its dual credit instructors at a rate of \$20 per credit, per student registered. Instructors teaching courses that begin and end in the Fall Semester will be paid December 25th of that calendar year. Payments for all other courses, Spring and year-long, will be made June 25th of that calendar year.

North Idaho College

Dual credit high school instructors, teaching <u>outside their regular contracted high school</u> <u>assignment</u>, will receive direct compensation from NIC at the adjunct rate per NIC's policy at \$824 per credit. The dual credit high school instructor will be given a NIC adjunct contract. A dual credit high school instructor's preparation period is considered to be part of their contractual high school day and is not paid at the adjunct rate. A NIC dual credit course must have a minimum of 18 registered NIC students to avoid cancelation.

c. How are your costs for faculty stipends negotiated/calculated and do you pay directly to the faculty or to the department/college?

Boise State University

Faculty liaisons are paid \$500 per new articulation review, which involves review of applicants credentials such as transcripts, developing the course syllabus, and reviewing class assessments. A one-on-one on-boarding meeting is required.

Faculty liaisons receive an additional \$500 per approved instructor per year. They are paid to provide academic oversight as needed and to conduct a classroom observation visit and provide annual professional development. The rate is \$50 per hour for a total of 10 hours for work done during the academic year.

Idaho State University

ISU stipends for faculty liaisons are paid directly to the liaison over 2-3 pay periods. Payment timing depends on the course and sections for which they are responsible for and when the course starts (trimester, semester, year-long). ISU has courses that start four different times per academic year. ISU pays all of faculty liaisons one stipend that covers all responsibilities. They are paid \$1,000 for the very first section of a course and \$250 for each additional section thereafter. ISU's practice is to try to not have more that 3-5 instructors per liaison.

University of Idaho

Currently, \$45 per credit hour is returned to the sponsoring department/college. Faculty liaison stipends are negotiated and paid at that level. The 1.0 FTE of direct/dedicated staff for dual credit is paid on the General Education budget.

Lewis-Clark State College

LCSC Early College Programs pays their faculty liaisons directly based on whether a dual credit course/instructor is new or existing. New courses (or new teachers to existing courses) require precourse orientation & training which constitutes a separate stipend. Faculty liaisons may select to earn credits in load (course release opportunities) rather than receive a stipend for dual credit oversight. The dollar/credit amounts were determined by examining several payment models and discussing the alternatives with the Dean and Division Chairs.

Stipend option:

- a. New course: \$300 training of new teacher, \$700 (2+ credit courses), \$500 (1 credit courses) for oversight
- b. Existing course: \$700 (2+ credit courses), \$500 (1 credit courses)

Credit option:

- a. Two+ credit classes: 2 classes = 1 credit in load
- b. One credit classes: 3 classes = 1 credit in load

College of Southern Idaho

CSI faculty are paid the adjunct or overload pay (\$830/credit) if they are at load, or they teach dual credit classes as part of their load, at no extra pay.

College of Western Idaho

Faculty Liaison costs are calculated based on a breakdown of the process to approve a high school course. Phase I curriculum alignment is paid at \$600 per course. This initial phase requires a full review of curriculum and is time intensive. Phase II is paid at \$200 per course and is a less intensive, persemester review, of established curriculum. Faculty Liaisons are paid directly, through a stipend.

North Idaho College

Dual credit instructors at NIC are categorized as either Phase 1 or Phase 2 instructors. Phase 1 is for new instructors. They are more closely mentored to ensure quality and have mandatory check in. These mentors are compensated higher for this phase. Once the mentor determines the high school instructor is up to speed, they recommend that instructor move to Phase 2. In Phase 2, the mentor is paid less and the mandatory check in changes from one per semester to once every few years.

NEW DUAL CREDIT HIGH SCHOOL INSTRUCTORS

NIC Dual Credit Mentors working with NEW Dual Credit High School Instructors will begin at Phase One. NIC Dual Credit Mentors for each division will be paid \$200 per Step of Phase One completed.

- PHASE One: STEP 1 FOR NEW INSTRUCTOR To be completed before semester begins
- PHASE One: STEP 2 FOR NEW INSTRUCTOR To be completed mid-semester
- PHASE One: STEP 3 FOR NEW INSTRUCTOR To be completed before semester ends

RETURNING DUAL CREDIT HIGH SCHOOL INSTRUCTORS

NIC Dual Credit Mentors working with NEW Dual Credit High School Instructors will begin at Phase Two. NIC Dual Credit Mentors for each division will be paid \$100 per Step of Phase Two completed.

- PHASE Two: STEP 1 FOR RETURNING INSTRUCTORS To be completed before semester begins
- PHASE Two: STEP 2 FOR RETURNING INSTRUCTORS To be completed mid-semester
- PHASE Two: STEP 3 FOR RETURNING INSTRUCTORS To be completed before semester ends

2) Besides dual credit courses taught at the high school, what other forms of dual credit do you provide? (e.g. on-line, on campus)

Boise State University

On-line with Idaho Digital Learning: Boise State concurrent enrollment provides dual credit classes online with Idaho Digital Learning (IDL).

On-Campus and on-line: Through the Sophomore Start Program, students who work towards completing 30 credits before they graduate from high school may choose to take classes on campus or on-line to accommodate their school schedule or to gain credits not offered at their high school.

Idaho State University

ISU offers students the opportunity to come to campus to take classes if it fits with their schedules/academic needs. There are two ways for which they can do this. The first is through a pilot program ISU has partnered with 2 colleges to offer General Education specific courses taught by hand selected faculty who provide a good experience for the high school student. These are all taught face to face and there are no other charges for students to take these courses, just the \$65.00 per credit hour. ISU has worked with private donors and education foundations to also provide textbooks for students participating in their pilot program. The second way is for students to take courses that are not in the pilot program, either face to face or online (very limited). ISU limits all of their ECP students to lower division courses as well and if it doesn't meet a Gen Ed, ISU is looking to meet program requirements secondly. Some students are also working on Associates Degrees as well. There are many reasons why students need more options for courses and ISU provides those opportunities for students. Regardless of participation in the pilot or on campus classes, all students must complete an in person New Student Orientation designed for high school students taking courses on campus for the first time and how to be a college student as well as dealing with challenges/issues they may run into. This is completed before their first day on campus. Each student taking courses on campus is also assigned a dual credit advisor. These advisors meet with them at least once per semester and again assist with questions and issues, as well as scheduling for future semesters. ISU will also be partnering with IDLA starting Spring of 2019.

University of Idaho

On Campus

- Dual credit students who are 16 or older may take any course the university offers, provided they meet all prerequisites or the instructor grants permission.

Online

- Dual credit students may also register for any online courses the university offers, provided they meet all prerequisites or the instructor grants permission.

Lewis-Clark State College

Dual credit students can take courses on-campus or online from LCSC. Early College Programs also offers courses online via Idaho Digital Learning. LCSC also offers Washington students these same opportunities in addition to high school offerings in Washington. For FY18, Washington students taught at the high schools is 392 credit hours, Idaho and Washington students via online or distance delivery is 881 credit hours, and Idaho and Washington students enrolled through LCSC (on campus or online) is 615 credit hours. This is a total of 1,888 credit hours in addition to the reported 4,819 Idaho dual credit hours taught at the high schools.

College of Southern Idaho

CSI provides on campus, online, hybrid, CSI faculty teaching at high schools, CSI faculty doing teleconference courses, and Academies on and off our campus, and CTE specific pathways as block programs on our campus.

College of Western Idaho

Dual Credit at the High Schools, Dual Credit on the college campus and Dual Credit Online

North Idaho College

On campus, online and IVC

3) For the other delivery methods, what do you charge the student?

Boise State University

On-line with IDL: Boise State concurrent enrollment provides dual credit classes online with IDL at \$65 per credit.

On-Campus and on-line: Boise State provides students the opportunity to take classes on campus and on-line. Students pay full fees of \$345 per credit when taking classes on campus plus an additional \$90 (\$30 per credit) technology access fee for online classes.

The exception to the fees is only for students who are part of the Sophomore Start Program, these students pay \$65 per credit for classes taken in the summer, plus the \$30 per credit technology access fee for the online classes. For classes taken during the fall and spring semester full fees are paid.

Idaho State University

All students taking courses through the Early College Program (taught in high school or on campus, online, or UHHS) pay \$65.00 per credit hour. Students taking classes outside of the pilot courses or UHHS must pay any class fees as well as online course fees (\$35/credit) if taking an online course. These

costs as well as books are at the expense of the students and this is discussed with them prior to registration.

University of Idaho

Students who are Idaho residents and enroll in courses offered on the UI campus pay the part-time student fee noted on the <u>Student Accounts</u> website (FY18 = \$374 per credit hour), plus any special lab or course fees. *Note: Out-of-state students pay an additional part-time, non-resident fee.*

Students who enroll in online courses through the University of Idaho pay the part-time student fee noted on the <u>Student Accounts</u> website (FY18 = \$374 per credit hour), plus a \$35/credit hour technology fee. *Note: Non-resident fees do not apply to online courses.*

Lewis-Clark State College

All dual credit students who take classes on-campus or online (directly from LCSC) pay 25% of the current part-time per credit fee plus applicable course or technology fees (\$81/credit hour). Students who take LCSC classes via IDLA pay the same rate as courses offered in the high schools (\$65/credit hour).

College of Southern Idaho

CSI charges the same for students on all courses with a "D" for dual credit designation. If a student takes a CSI course that does not have a D, i.e. they come on their campus to take a course, then they are responsible for the entire Credit cost of \$140/credit and many of these students apply up to \$75/credit of their Federal financial aid funds to the campus course.

College of Western Idaho

CWI charges all Dual Credit students the same \$65/credit regardless of delivery method. Online courses have a \$10/credit online course fee and any on-campus special course fees, textbooks, etc. related to those courses are paid by the students.

North Idaho College

NIC charges all dual credit students the \$65 per credit hour regardless of delivery method or location. NIC offers dual credit courses in the high school, on campus, on line and via IVC.

Bad Debts

Institutions may have fees associated with dual credit that ultimately are not paid (e.g. special course fees, online fees, out of district tuition/fees, etc.) which may not be covered by Fast Forward/State funding. These unpaid balances are usually recorded as an allowance for bad debt expense as they are deemed uncollectable. They are subsequently written off to bad debt expense. These costs are not included in this study.

4) Describe some of the unique things about your dual credit program.

Boise State University

Boise State's Concurrent Enrollment Program is the first public institution dual credit program in Idaho to gain accreditation and re-accreditation from the National Alliance of Concurrent Enrollment Partnerships (NACEP), in 2009 and 2017. The CEP director served on the national board from 2010-13.

Boise State's Concurrent Enrollment Program focuses on providing math and science dual credit courses as well as general education courses that are highly transferable and more likely to apply to a student's chosen major.

Boise State's Concurrent Enrollment Program grants students access to academic resources such as the Albertsons Library and Writing Center. Both are available in person and online.

Boise State's Concurrent Enrollment Program student participants have a pass rate in the high 90th percentile. This is due to the students self-selecting to participate in the program and meeting the required cumulative 2.7 GPA (recommended 3.0 GPA).

Boise State's Concurrent Enrollment Program began organizing the state-wide dual credit directors/coordinators in 2004 to share best practices, improve quality statewide, and provide onboarding support to new professionals in the field. This group now meets twice a year and the institutions take turns hosting the group meeting.

Idaho State University

ISU is one of four programs statewide, and one of 107 nationally who are accredited through NACEP (2014-2021). The National Alliance of Concurrent Enrollment Partnerships is the only accrediting body for programs like theirs.

ISU's Early College Program started offering courses in 1994, four years before there were state policies created.

ISU offers students who are interested in the health professions to take online intro courses through their UHHS program (University Health High School) where ISU has a high school instructor teaching these. ISU does not charge any course fees or online fees for these classes but are just \$65.00 credit.

ISU has several schools participating in their Spanish for the Health Professions courses as well. Here, their faculty liaison does a lot of work with them: lectures, Spanish CLEP testing and preparing them to be certified Spanish language interpreters working in hospitals or health care. Since ISU has a Bachelor of Arts in Spanish for the Health Professions, students are well on their way towards completing program courses too.

ISU has three outreach campuses and offer courses to high school students at their Idaho Falls Campus.

ISU offers dual credit courses on campus in the summer for Upward Bound (TRiO) students exclusively.

ISU uses their own system (Banner) for their ECP program registration as well as their ECP application system (Ellucian). ISU's high school students apply to their program and register for their ECP courses exactly how students on campus do.

University of Idaho

A 2.5 GPA on a 4.0 scale is required. However, a minimum 2.7 is strongly recommended for dual credit students

Mixed classes are allowed

Minimum class size is not enforced

Lewis-Clark State College

LCSC Early College Programs offers dual credit courses to four school districts in the state of Washington (Asotin, Clarkston, Colfax, Pomeroy). Two of these schools (Asotin and Clarkston) are geographically closer to LCSC than nearly all of their Idaho high schools. LCSC Early College Programs is part of the School of Liberal Arts and Sciences, which ensures strong communication and partnerships between Early College Programs personnel, Division Chairs, faculty liaisons, and the Dean.

College of Southern Idaho

CSI provides Dual Credit Academies. They have offered a STEM focused general education academy on their campus. CSI has designed and is working to implement a teacher education academy taught at the high school, and they are exploring other options within this realm to attract learners to the CSI main campus. However, their cost for them is higher than if they take a Dual Credit only course off campus or online.

CSI has full time employees who are now being hired with the role of Dual Credit teaching and mentoring in their job description. Those faculty have a percentage of their role as a full time employee devoted to teaching courses on their campus and at the local rural schools, as well as mentoring dual credit instructors who teach in their discipline.

CSI has established a number of CTE technical dual credit pathways or academies that are hosted on their campus, where students from local schools are supported through their Foundation to enroll in and take their programmatic courses while still in high school. The student pays \$75/credit using Fast Forward funds, and the CSI foundation has committed to splitting the remaining cost of the program for the students, including the cost of their tools/equipment/supplies.

CSI is utilizing faculty to teach online courses, distance learning or telecom courses, and even face to face in high school courses across the region and the state.

CSI has 16 full time employees who operate the Early College Program. Their team has one dean, one office specialist and 14 early college coordinators. CSI is embedded in over 75 schools, and they have over 260 instructors, 55 faculty liaisons, and 6000+ students.

CSI offers Professional Development, Onboarding and Faculty Liaison training on an annual basis directed at department specific pedagogical advancement for the teacher and liaison.

College of Western Idaho

CWI is the largest, NACEP Accredited, program in the state.

CWI is the first program to implement fully online student registration for Dual Credit students.

CWI has dedicated positions (Faculty Mentor Coordinators) who represent their specific schools at the college and help manage the curriculum review process with our Faculty Liaisons. They also provide discipline specific training/PD for our high school faculty.

CWI is the only program with a dedicated Dual Credit Advisor (reports to the CWI Director of Advising). This position was created to support the change in legislation specific to Dual Credit advising.

CWI allows students to take Dual Credit courses on their campus and online for the Dual Credit tuition rate of \$65 per credit.

North Idaho College

- NIC is located near four large high schools. Many students have the opportunity to attend classes on campus which gives them the real college feel as they take their classes
- Students are treated as "regular" students. They must apply and register themselves via an online system.
- High School seniors who have completed most of their high school required credits can participate in Career/Technical Education (CTE) courses to get a head start on a program of interest.
- NIC mentors are assigned to their HS instructors to ensure course rigor and support for the college courses in the high school.

End of Year Student Headcount									
	2015-	2016-	2017-						
INSTITUTION	2016	2017	2018						
Total Institutional Combined Headcount	17,669	26,036	31,508						
Boise State University									
Dual Credit Classes Taught at the High School	3,219	4,296	4,748						
High School Students Enrolled in Classes Taught Directly through the College	84	82	106						
Dual Credit Classes Taught Via Distance Delivery	373	562	667						
Total Headcount for all instances (duplicated)	3,676	4,940	5,521						
Total Unduplicated Headcount	3,597	4,857	5,408						
Idaho State University									
Dual Credit Classes Taught at the High School	2,436	3,028	3,148						
High School Students Enrolled in Classes Taught Directly through the College	14	3	77						
Dual Credit Classes Taught Via Distance Delivery	15	33	51						
Total Headcount for all instances (duplicated)	2,465	3,064	3,276						
Total Unduplicated Headcount	2,445	3,087	3,209						
University of Idaho									
Dual Credit Classes Taught at the High School	1,423	2,220	2,728						
High School Students Enrolled in Classes Taught Directly through the College	56	31	31						
Dual Credit Classes Taught Via Distance Delivery	0	0	0						
Total Headcount for all instances (duplicated)	1,479	2,251	2,759						
Total Unduplicated Headcount	1,476	2,247	2,755						
Lewis-Clark State College									
Dual Credit Classes Taught at the High School	818	967	827						
High School Students Enrolled in Classes Taught Directly									
through the College	17	27	58						
Dual Credit Classes Taught Via Distance Delivery	18	89	235						
Total Headcount for all instances (duplicated)	853	1,083	1,120						
Total Unduplicated Headcount	853	994	1,120						
I his report includes ISU's resubmission of 2015-16, 2016- data included reporting error that underreported the popula	17, and 2017 tion.	(-18 data. T	ne original						

Dual Credit Headcount by Delivery Method

Dual Credit Cost Study FY 2017 Draft: September 26, 2018

		BSU	ISU	UI	LCSC	CSI	CWI	NIC
1	Credit Hours	 21,336	20,270	10,052	4,172	23,772	40,141	3,828
2	Dual Credit Staff FTP	5.25	3.00	1.00	1.73	11.00	5.00	3.00
3	CH per Dual Credit Staff FTP	4,065	6,757	10,052	2,412	2,161	8,028	1,276
4	Dual Credit Staff Cost per FTP	\$ 67,362	\$ 64,860	\$ 91,585	\$ 78,934	\$ 60,408	\$ 69,865	\$ 52,782
5								
6	Fixed Costs per CH							
7	Dual Credit Staff Cost per CH	\$ 16.57	\$ 9.60	\$ 9.11	\$ 32.73	\$ 27.95	\$ 8.70	\$ 41.37
8	Articulation review per CH	\$ 1.29	\$ 0.06	\$ 0.01	\$ -	\$ -	\$ -	\$ -
9	Travel/materials/other per CH	\$ 3.01	\$ 0.88	\$ 0.92	\$ 4.38	\$ 2.48	\$ 1.46	\$ 4.19
10	Total Fixed Costs per CH	\$ 20.87	\$ 10.54	\$ 10.04	\$ 37.11	\$ 30.43	\$ 10.17	\$ 45.55
11								
12	Variable Costs							
13	High School Stipends per CH	\$ 17.52	\$ 16.89	\$ 20.31	\$ 10.76	\$ 21.10	\$ 22.25	\$ 32.24
14	College/University Faculty Stipends per CH	\$ 6.42	\$ 7.19	\$ 9.56	\$ 17.35	\$ 4.81	\$ 4.96	\$ 7.07
15	Other College/University related per CH	\$ 0.68	\$ -	\$ 1.13	\$ -	\$ -	\$ -	\$ -
16	Textbooks per CH	\$ 0.56	\$ -	\$ 0.33	\$ 2.78	\$ -	\$ 0.03	\$ -
17	Total Variable Costs per CH	\$ 25.18	\$ 24.08	\$ 31.33	\$ 30.89	\$ 25.91	\$ 27.24	\$ 39.31
18								
19	Total Direct Expenses per CH (Fixed plus Variable)	\$ 46.05	\$ 34.63	\$ 41.37	\$ 68.00	\$ 56.35	\$ 37.40	\$ 84.86
20								
21	Total Revenue per CH	\$ 65.30	\$ 65.00	\$ 65.00	\$ 65.00	\$ 91.39	\$ 73.08	\$ 69.50
22	Net Revenue/(Loss) to Direct Expenses per CH	\$ 19.25	\$ 30.37	\$ 23.63	\$ (3.00)	\$ 35.04	\$ 35.68	\$ (15.36)
23								
24	Indirect Expenses per CH	\$ 25.01	\$ 18.19	\$ 68.35	\$ 44.67	\$ 49.01	\$ 50.46	\$ 31.68
25	Count of positions attributed to Dual Credit for overhead	50	22	67	12	47	71	28
26	Total Direct and Indirect Expenses	\$ 71.06	\$ 52.82	\$ 109.72	\$ 112.66	\$ 105.36	\$ 87.87	\$ 116.54
27								
28	Total Revenue per CH	\$ 65.30	\$ 65.00	\$ 65.00	\$ 65.00	\$ 91.39	\$ 73.08	\$ 69.50
29	Net Revenue/(Loss) to Direct and Indirect Expenses per CH	\$ (5.76)	\$ 12.18	\$ (44.72)	\$ (47.66)	\$ (13.97)	\$ (14.79)	\$ (47.04)

Dual Credit Cost Analysis Boise State University FY17 Data

1	Revenues					
2	Student Fees (Billed)				\$	1,393,230
3	Credit Hours (CH) - Academic	21,336				
4	Credit Hours (CH)-Technical(not Tech Competency)	-				
5	Total Credit Hours (CH)	21,336		21,336		
6	per credit fee		\$	65.30		
7	Out of County Tuition (Billed)					-
8	Total Revenues		\$	65.30	\$	1,393,230
9						
10	Expenses					
11	Administrative Expenses					
12	Dual Credit Department	FTP		5.2	\$	353,601
13	(includes salary, health care, and benefits)		\$	67,362		
14	Allocated Institution Support (University Admin Service Charge & Central Support)					533,704
15	DualEnroll.com - Licensing Fee				\$	34,000.00
16						
17	Articulation reviews	# of reviews:		47	\$	27,461.31
18	(Paid \$500 per Artln Review)					
19	Campus visits for DC students (on campus	\$8/lunch		1.095	Ś	8.761.40
	·· p·· · · · · · · · · · · · · · · · ·			,	1	
20	(on campus lunches for students \$8/lunch paid by Pcard, food onlyexcludes room/technology rentals)					
21	Cost of room/technology rentals for on student campus lunches/visits				\$	2,248.17
22	DC travel to staff conferences and state meetings (registration fees & associated travel costs)				\$	1,733.80
23	Other: including program brochures, student registration packets and marketing costs				\$	16,199.00
24	DC staff travel to HS for registration & admin. Oversight				\$	1,203.01
25	Total Administrative Expenses		Ş	(45.88)	Ş	978,912
26						
2/	Variable Expenses	# of cobools		c	÷	107.052
28	Superiors to HS school districts			0	Ş	197,052
29	Daid by Dayment Request/Contract. Funds sent by check to SD					
21	Office equintment for dual credit support				ć	1 917 17
31	Stinends to HS teachers	# of teachers		88	¢ ¢	171 860 00
33	Direct payment by EAF or LOA - Amount determine by # of students	" of teachers		00	Ŷ	171,000.00
21	Teaching stingends to college/university faculty	n/2				
34	(Payments are not made to College/University Faculty)	n/a				_
26	College/University Esculty stipends	# of faculty		41	ć	126 016 60
50	conege/oniversity racuity superiors	# OF faculty		41	Ş	150,910.09
37	(Paid by direct payment (EAF) or fund transfer to department (JE). Paid \$500 per artln/obsy + Fringe)					
38	Curriculum review, Instructor professional development				\$	10,630.05
38	Concurrent Enrollment Team Professional Development				\$	1,186.25
39	Parking for various dual credit meetings and events				ŝ	2.785.00
40	Textbooks (Cost significantly lower than hisotorically because of lack of funds)	cost/credit hr.	\$	0.56	\$	12,026.52
41	Total Variable Expenses (variable expense per CH)	•	\$	(25.18)	\$	537.274
42	p			()		
43	Total Expenses		\$	(71.06)	\$	1,516,186
44						
45	Net Revenue over Expenses		\$	(5.76)	\$	(122,956)

Dual Credit Cost Analysis Idaho State University

1	Revenues					
2	Student Fees (Billed)				\$ 2	1,317,550
3	Credit Hours (CH) - Academic	20,270				
4	Credit Hours (CH)-Technical(not Tech Competency)	-				
5	Total Credit Hours (CH)	20,270		20,270		
6	per credit fee		\$	65.00		
7	Out of County Tuition (Billed)					-
8	Total Revenues		\$	65.00	\$ 2	1,317,550
9						
10	Expenses					
11	Administrative Expenses					
12	Dual Credit Department	FTP		3.0	\$	194,579
13			\$	64,860		
14	Allocated Institution Support					
15						368,809
16						
17	Articulation reviews	# of reviews		24		1,212
18	(1 hour wages/ben per review)					
19	Campus visits for DC students (on campus	\$7.50/lunch		-		_
20	lunches for students, etc.; list method)	<i></i>				
21	DC travel to staff conferences and state meetings					7,031
22	Other: including program brochures and marketing	g costs				2,987
23	DC staff travel to HS for registration & admin. over	sight				7,872
24	Total Administrative Expenses		\$	(28.74)	\$	582,490
25						
26	Variable Expenses					
27	Stipends to HS school districts	# of schools		4	\$	38,550
28	including lab equipment and supplies					
29	(See Methodology Tab)					
30	Stipends to HS teachers	# of teachers		127		303,830
31	(See Methodology Tab)	# of credit hrs		20,270		,
32	Teaching stinends to college/university faculty	# of faculty		_		_
32	(See Methodology Tab)	# of credit hrs		_		
22 24	College (University Faculty stinends	# of foculty		42		145 700
34 25	(See Methodology Tab)	# OF TACULTY		43		145,790
35	(See Methodology Tab)					
30	(Curriculum review, professional development)	_				
37	Textbooks	cost/credit hr.	\$	-		-
38	Total Variable Expenses (variable expense per CH)		\$	(24.08)	\$	488,170
39			1	/== ==:	1	
40	lotal Expenses		Ş	(52.82)	Şź	1,070,660
41	Net Devenue ever Everence		ć	12.40	ć	246.000
42	Net Revenue over Expenses		Ş	12.18	Ş	246,890

Dual Credit Cost Analysis University of Idaho

1	Revenues					
2	Student Fees (Billed)				\$	653 <i>,</i> 380
3	Credit Hours (CH) - Academic	10,052				
4	Credit Hours (CH)-Technical(not Tech Competency)	-				
5	Total Credit Hours (CH)	10,052		10,052		
6	per credit fee		\$	65.00		
7	Out of County Tuition (Billed)					-
8	Total Revenues		\$	65.00	\$	653,380
9						
10	Expenses					
11	Administrative Expenses					
12	Dual Credit Department	FTP		1.0	\$	91,585
13			\$	91,585		
14	Allocated Institution Support					
15						687,100
16						
17	Articulation reviews (MOUs)	# of reviews				86
18	(list methodology used)					
10	Compus vicits for DC students (on compus	ć7 E0/lupch				
20	lunches for students, etc.; list method)	ş7.50/iunch		-		-
20	functions for students, etc., list methody					
21	DC travel to staff conferences and state meetings					3,509
22	Other: including program brochures and marketing	g costs				4,376
23	DC staff travel to HS for registration & admin. over	sight				1,339
24 25	Total Administrative Expenses		\$	(78.39)	\$	787,995
26	Variable Expenses					
27	Stipends to HS school districts	# of schools		38	\$	204,170
28	including lab equipment and supplies					
29	(list methodology used to pay stipends)					
30	Stipends to HS teachers	# of teachers		95		-
31	(list methodology used to pay stipends)	# of credit hrs				-
32	Teaching stipends to college/university faculty	# of faculty		_		
33	(list methodology used to pay stipends)	# of credit hrs		-		_
31	College/University Eaculty stipends	# of faculty		18		96 078
25	(List methodology used)	# Of faculty		10		50,078
36	(Curriculum review, professional development)					11 339
20			ć	0.22		2 2 2 2
3/	ΙΕΧΤΟΟΟΚS	cost/credit hr.	\$	0.33		3,360
38	Total Variable Expenses (variable expense per CH)		Ş	(31.33)	Ş	314,947
39	Total Expanses		ć	(100 72)	د ۲	102 044
4U 1	rotai expenses		Ş	(109.72)	ŞΊ	1,102,941
4⊥ ∕\ว	Net Payenue over Expenses		ć	(11 72)	ç	(110 561)
42	Net nevenue over expenses	:	Ş	(4 4./Z)	Ş	(449,301)

Dual Credit Cost Analysis Lewis-Clark State College

1	Revenues				
2	Student Fees (Billed)			\$	271,180
3	Credit Hours (CH) - Academic	3,687			
4	Credit Hours (CH)-Technical(not Tech Competency)	485			
5	Total Credit Hours (CH)	4,172	4,172		
6	per credit fee		\$ 65.00		
7	Out of County Tuition (Billed)				-
8	Total Revenues		\$ 65.00	\$	271,180
9					
10	Expenses				
11	Administrative Expenses				
12	Dual Credit Department	FTP	1.7	\$	136,556
13			\$ 78,934		
14	Allocated Institution Support				
15	See Labor Tab				186,345
16					,
17	Articulation reviews	# of reviews	12	¢	_
18	(list methodology used)	# OI TEVIEWS	12	Ŷ	
10	(internetifications) assure (on compute			÷	
19 20	lunches for students, etc.; list method)	\$7.50/lunch	-	Ş	-
21	DC travel to staff conferences and state meetings				6,120
22	Other: including program brochures and marketing	g costs			8,704
23	DC staff travel to HS for registration & admin. over	sight			3,430
24	Total Administrative Expenses		\$ (81.77)	\$	341,155
25					
26	Variable Expenses	# of only only	10	÷	44.000
27	Stipends to HS school districts	# of schools	13	Ş	44,890
28	(list methodology used to pay stinged)				
29	(list methodology used to pay superios)				
30	Stipends to HS teachers	# of teachers	40	Ş	-
31	(list methodology used to pay stipends)	# of credit hrs			
32	Teaching stipends to college/university faculty	# of faculty			
33	(list methodology used to pay stipends)	# of credit hrs			
34	College/University Faculty stipends	# of faculty	29	\$	72,400
35	(List methodology used)				
36	(Curriculum review, professional development)				
37	Textbooks	cost/credit hr.	\$ 2.78		11,583
38	Total Variable Expenses (variable expense per CH)		\$ (30.89)	\$	128,873
39					
40	Total Expenses		\$ (112.66)	\$	470,028
41					
42	Net Revenue over Expenses		\$ (47.66)	\$	(198,848)

Dual Credit Cost Analysis College of Southern Idaho FY17 Data

1 2	Revenues Student Fees (Billed)				\$1	,545,180
3	Credit Hours (CH) - Academic Credit Hours (CH) Technical(net Tech Competency)	22,148				
4	Total Credit Hours (CH)	23 772		23 772		
6	per credit fee	23,112	Ś	65.00		
7	Out of County Tuition (Billed)		<u> </u>			627,450
8	Total Revenues		\$	91.39	\$2	2,172,630
9						
10	Expenses					
11	Administrative Expenses					
12	Dual Credit Department	FTP		11.0	\$	664,485
13			\$	60,408		
14	Allocated Institution Support					
15					1	,165,162
16						
17	Articulation reviews	# of reviews				-
18	(list methodology used)					
19	Campus visits for DC students (on campus	\$7.50/lunch		-		-
20	lunches for students, etc.; list method)					
21	DC travel to staff conferences and state meetings					
22	Other: including program brochures and marketing costs					40,313
23	DC staff travel to HS for registration & admin. oversight					18,659
24	Total Administrative Expenses		\$	(79.45)	\$1	,888,619
25						
26	Variable Expenses					
27	Stipends to HS school districts	# of schools		63	\$	-
28	including lab equipment and supplies					
29	(list methodology used to pay stipends)					
30	Stipends to HS teachers	# of teachers		245		501,708
31	(list methodology used to pay stipends)	# of credit hrs				
32	Teaching stipends to college/university faculty	# of faculty				
33	(list methodology used to pay stipends)	# of credit hrs				114,304
34	College/University Faculty stipends	# of faculty		49		
35	(List methodology used)					
36	(Curriculum review, professional development)					
37	Textbooks	cost/credit hr.	\$	-		-
38	Total Variable Expenses (variable expense per CH)		\$	(25.91)	\$	616,012
39			~	(405.00)	<u> </u>	504 604
40 41	lotal Expenses		Ş	(105.36)	Ş 2	2,504,631
41 47	Net Revenue over Expenses		¢	(12 97)	¢	(332 001)
۲4		:	Ŷ	(10.07)	Ŷ	(332,001)

Please fill this sheet out as normal. Community colleges will include out-of-county tuition.

Please do not include bad debts or scholarships under expenses.

Dual Credit Cost Analysis College of Western Idaho

FY17 Data

1	Revenues					Billed
2	Student Fees (Billed)				\$ 2,609,165	\$ 2,609,165
3	Credit Hours (CH) - Academic	40,093				
4	Credit Hours (CH)-Technical(not Tech Competency)	48				
5	Total Credit Hours (CH)	40,141	<u> </u>	40,141		
6	per credit fee		Ş	65.00		
7	Out of County Tuition (Billed)				324,300	
8	Total Revenues		\$	73.08	\$ 2,933,465	
9						
10	Expenses					
11	Administrative Expenses					
12	Dual Credit Department	FIP	ć	5.0	\$ 349,325	
13			Ş	69,865		
14	Allocated Institution Support				2 025 711	
15 16					2,025,711	
10		# of routour				
17 18	(list methodology used)	# OI TEVIEWS			-	
10	(iist includelogy discu)	ć7 F0 /lumah				
19 20	lunches for students, etc.; list method)	\$7.50/lunch		-	-	
21	DC travel to staff conferences and state meetings				6,314	
22	Other: including program brochures and marketing	costs			48,422	
23	DC staff travel to HS for registration & admin. overs	sight			4,034	
24	Total Administrative Expenses		\$	(60.63)	\$ 2,433,806	
25						
26	Variable Expenses	# of schools		4	¢ 202 600	
27	including lab equipment and supplies			4	\$ 283,098	
29	(list methodology used to pay stipends)					
30	Stipends to HS teachers	# of teachers			609.333	
31	(list methodology used to pay stipends)	# of credit hrs		9,374	000,000	
32	Teaching stipends to college/university faculty	# of faculty	n/a	1		
33	(list methodology used to pay stipends)	# of credit hrs	, -		-	
34	College/University Faculty stipends	# of faculty		277	199.096	
35	(List methodology used)				,	
36	(Curriculum review, professional development)					
37						
38	Textbooks	cost/credit hr.	\$	0.03	1,178	
39	Total Variable Expenses (variable expense per CH)		\$	(27.24)	\$ 1,093,305	
40						
41	Total Expenses		\$	(87.87)	\$ 3,527,111	
42			~	14 4	¢ (500.010)	
43	Net kevenue over Expenses	:	Ş	(14.79)	\$ (593,646) 	

BAHR - SECTION II

TAB 3 Page 1

Dual Credit Cost Analysis Institution Name

1	Revenues					
2	Student Fees (Billed)				\$	235,512
3	Credit Hours (CH) - Academic	3,828				
4	Credit Hours (CH)-Technical(not Tech Competency)	-				
5	Total Credit Hours (CH)	3,828		3,828		
6	per credit fee		\$	61.52		
7	Out of County Tuition (Billed)					30,525
8	Total Revenues		\$	69.50	\$	266,038
9						
10	Expenses					
11	Administrative Expenses					
12	Dual Credit Department	FTP		3.0	\$	158,347
13			\$	52,782		
14	Allocated Institution Support					
15						121,276
16						
17	Articulation reviews	# of reviews				_
18	(list methodology used)					
10	Campus visits for DC students (on campus	\$7.50/lunch		_		_
20	lunches for students, etc.: list method)	<i>97.30</i> /101101				
 21	DC travel to staff conferences and state meetings					6 150
21	Other: including program brochures and marketing	a costs				0,130 8 781
22	DC staff travel to HS for registration & admin. over	g cosis				1 099
2J 74	Total Administrative Evenences	SIGHT	ć	(77 72)	ç	205 652
24 25	Total Administrative Expenses		Ş	(77.23)	Ş	295,053
26	Variable Expenses					
27	Stipends to HS school districts	# of schools		16	\$	88,111
28	including lab equipment and supplies					
29	(list methodology used to pay stipends)					
30	Stipends to HS teachers	# of teachers		19		35,295
31	(list methodology used to pay stipends)	# of credit hrs				
32	Teaching stipends to college/university faculty	# of faculty				
33	(list methodology used to pay stipends)	# of credit hrs				
21	College/University Eaculty stinends	# of faculty		10		27.064
25	(List methodology used)			19		27,004
36	(Curriculum review, professional development)					
20	Tauth a also		÷			
3/		cost/credit hr.	ې ۲	-	~	-
38	i otal Variable Expenses (variable expense per CH)		Ş	(39.31)	Ş	150,470
39 10	Total Expanses		ć	(116 EA)	ć	116 122
40 //1			ې	(110.54)	ډ	440,123
41 42	Not Devenue ever Evenences		¢	(47.04)	¢	(180.085)
41			•		•	1 1 / 11 / 1 / 2 1 / 2 1 / 2

SUBJECT

FY 2020 Permanent Building Fund Advisory Council recommendations

REFERENCE

August 2018

State Board of Education (Board) approved the FY2020 Permanent Building Fund (PBF) capital project requests submitted by the universities and noted the capital project requests submitted by the community colleges

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8. and Section V.K.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Objective C: Access.

BACKGROUND/DISCUSSION

Annual budget requests for major construction projects—i.e. capital projects, alteration and repair (A&R) projects, and Americans with Disabilities Act (ADA) projects—follow a dual-track approval process. In addition to the oversight and approval process provided by the Board, major construction project budget requests are also subject to review and prioritization by the Permanent Building Fund Advisory Council (PBFAC), with staff assistance provided by the Division of Public Works (DPW). After the Board approved PBF requests from the colleges and universities in August 2018, the requests were submitted to DPW for review, and DPW then developed recommendations for the distribution of limited PBF dollars for FY2020 which were considered and approved by the PBFAC on November 1, 2018.

The infrastructure needs of the higher education institutions significantly exceed the available resources within the PBF. Deferred maintenance needs at the institutions are calculated to be on the order of hundreds of millions of dollars. Idaho institutions' needs reflect the national trend in which average deferred maintenance per square foot at public institutions is approximately \$110 dollars per square foot. The four 4-year institutions in Idaho own and maintain over 15 million square feet of facilities, suggesting a deferred maintenance level (not counting the community colleges' facilities) of over \$1 billion. The PBF dollars available for allocation to all state agencies in FY2020 total approximately \$45.7 million. Within that amount, the PBFAC has recommended approximately \$22.1M for A&R projects, with no recommendations for capital projects at this time. ADA projects were not prioritized and recommended at the November meeting, so the included numbers only reflect those A&R recommendations.

The PBFAC's recommendations for FY2020 emphasize A&R projects. The table below summarizes the higher education capital project requests for FY2020.

BUSINESS AFFAIRS AND HUMAN RESOURCES DECEMBER 20, 2018

	Total Project Cost (thousands)					
	Perm. Building					
Institution/Agency & Project	Fund Request	Total Funds				
Boise State University						
Science Laboratory Building for College of Arts & Sciences	10,000.0	15,000.0				
New Academic Building for School of Public Service	20,000.0	30,000.0				
Capital Renewal Projects	10,000.0	14,125.0				
Idaho State University						
Relocate COT programs to the Eames building (Phase 2)	5,000.0	8,000.0				
Eli Oboler Library: Upgrade HVAC, ceilings, lighting	9,465.2	9,465.2				
ISU Health and Wellness Center	3,500.0	32,085.0				
Remodel Frazier Hall basement	1,600.0	1,600.0				
Eli Oboler Library: Remodel 1st Floor Circulation	3,996.0	3,996.0				
Gale Life Science: Insfrastructure Remodel (Phase 3)	8,500.0	8,500.0				
Plant Sciences: Greenhouse addition	1,703.6	1,703.6				
Meridian expansion: Dental Hygiene program	3,732.9	3,732.9				
University of Idaho						
Tribal and Diversity Center Facility	125.0	7,500.0				
Engineering/STEM Education/Classroom Facility	660.0	40,000.0				
Lewis-Clark State College						
Mechanical Technical Building	6,000.0	6,250.0				
College of Southern Idaho						
Canyon Building Remodel - Phase 2	2,180.0	2,180.0				
College of Western Idaho						
New Truck Driving Facilities	1,000.0	3,000.0				
North Idaho College						
Meyer Health Sciences Building Expansion	6,698.6	6,698.6				
Total	\$ 94,161.3	\$ 193,836.3				

The PBFAC's FY2020 PBF recommendations for higher education conform to the Governor's emphasis on deferred maintenance. None of the \$94.2 million in PBF requests by the colleges and universities for capital projects were recommended for PBF support. The FY2020 PBF list provides a healthy allocation of funds for A&R projects. The list of the PBFAC's recommendations is summarized in the table below, and an itemized list of recommended projects for FY2020 is provided in Attachment 1.

BUSINESS AFFAIRS AND HUMAN RESOURCES DECEMBER 20, 2018

FY2020 PBF Recommendations	Capital Projects		Alter	ration & Repair
Boise State University	\$	-	\$	5,649,000
Idaho State University	\$	-	\$	6,144,848
University of Idaho	\$	-	\$	5,381,100
Lewis-Clark State College	\$	-	\$	625,000
College of Eastern Idaho	\$	-	\$	1,116,300
College of Southern Idaho	\$	-	\$	1,150,000
College of Western Idaho	\$	-	\$	500,000
North Idaho College	\$	-	\$	1,528,109
Total	\$	-	\$	22,094,357

The PBFAC will continue its efforts to educate lawmakers on the need for additional funding to support Idaho's infrastructure.

The next phase in the facilities funding process will be centered on the Joint Finance-Appropriations Committee's consideration of the recommendations from the PBFAC and the Governor's FY2020 budget recommendation.

IMPACT

The PBFAC's FY2020 PBF recommendations will be helpful to the institutions as they work to address the highest priority items on their deferred maintenance lists. Regardless of the balance point between new facilities construction and maintenance of current facilities in annual PBF budgets, the total dollars available from the state at the current PBF funding levels are insufficient to sustain the infrastructure needs of higher education and sister agencies in the state.

ATTACHMENTS

Attachment 1 - FY2020 PBFAC PBF Recommendations

STAFF COMMENTS AND RECOMMENDATIONS

Efforts by the Board and the institutions and agencies under its authority to educate lawmakers and the public on infrastructure support needs should continue. Board staff will continue to point out the costs/benefits trade-off analysis that drives decisions to demolish and replace some of the system's oldest, maintenance-intensive facilities with new, safe, and efficient facilities. There should be a balance of funding for capital projects, A&R projects, and ADA projects within annual budget cycles and over time. A process which could tap sufficient reserves to take advantage of economic cycles (the ability to continue infrastructure investments during economic downturns, when construction costs are most favorable) would be helpful.

BOARD ACTION

This item is for informational purposes only.

FY2020 ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY / INSTITUTION	DPW RECOMMENDED	AGENCY REQUESTS	PRIORITY
EDUCATION, STATE BOARD OF			
OFFICE OF STATE BOARD OF EDUCATION			
Facilities Survey	0	350,000	1
	- 0	330,000	
BOISE STATE UNIVERSITY	250,000	250,000	1
Roof Replacement, Engineering Roof Replacement MEC	250,000	250,000	1
Roof Replacement, HML	200,000	200,000	3
Renovations/Conversions Lab Space	600,000	600,000	4
Safety Improvements to Infrastructure, Acedemic & Research	250,000	250,000	5
Study High Voltage Loop Replacement	50.000	250,000	7
Repair/Upgrade Elevators, Multiple Buildings	500,000	500,000	8
Roof Replacement, Liberal Arts	200,000	200,000	9
Restroom Upgrades, Education Building (revised 10-1-18) Replace Refrigerant Systems, Multiple Buildings	350,000	350,000	10 11
Replace Siding. Yanke Family Research Park	500,000	500,000	12
Security System Integration, Phase 2, Campus Wide	500,000	500,000	13
Fiber Optic Cable Loop, Phase 2	240,000	240,000	14
Renew Celling Tiles, Multiple Buildings Flooring, Abatement & Renlacement, Multiple Buildings	495.000	250,000	15
Replace OIT Generator, MEC	64,000	64,000	17
Environmental Safety Alarm Pull Stations, ERB	250,000	250,000	18
Recommissioning HVAC, Science Building		75,000	19
Renovations/1st Floor. Albertsons Library		250,000	20
Repair Concrete and Masonry, Campus Wide		360,000	22
Rooftop Access & Fall Protection Upgrades, Multiple Buildings		250,000	23
Renovations/1st Floor, Grant Avenue Annex 1		150,000	24
Replace Electrical Switch Gear. SPEC		100.000	25
Fume Control/Paint Booth, HML		50,000	27
Master Plan Study, Infrastructure Assessment, Phase 1		80,000	28
Upgrade Laboratory Deionized Water Distribution System, Science Building		895,000	29 30
Renovated Vacated Space. Hemingway		1,500,000	31
HVAC Validation, Science Building		75,000	32
Concrete Sealant and Asphalt Overlays, University Parking Facilities		200,000	33
Exterior Wayfinding Signage, Phase 1, Campus Wide Renlace HVAC Controls, Multiple Buildings, SPEC, Morrison Center		500,000 800,000	34 35
Replace Main Air Handler, Liberal Arts		275,000	36
Upgrade Plumbing System, Bronco Gym		140,000	37
Emergency Power System Upgrades, Campus Wide Replace Boiler, Yanke Family Research Park		150,000	38
Irrigation Main Line Distribution & Point of Use Controls, Campus Wide		290,000	40
Window Film, SMASH		30,000	41
Replace Storefront, Campus Wide		150,000	42
EIFS Repair, MEC		197,000	43 44
Upgrade HVAC, Yanke Family Research Park		850,000	45
Replace Door, Campus School		75,000	46
Mass Notification, Campus Wide		230,000	47
Replacements/Additions, Emergency Phones, Phase 3, Campus Wide		130,000	49
Pedestrian /Bicycle Circulation MP & Safety Improvements, Campus Wide		300,000	50
Update Master Key Project, Phase 3		230,000	51
Replace Parking Lot, Unrisway Annex Lot Remove Smokestack, Heat Plant		380,000	52 53
Elevator Shaft Damper Study/Install, Campus Wide		250,000	54
Replace Pool Dehumidification & Ventilation System, Kinesiology Annex		800,000	55
Emergency Notification System, Multiple Buildings		105,000	56 57
Steam Tunnel Lid Renovations. Campus Wide		100.000	58
Stucco, Child Care Center		150,000	59
Single Mode Fiber Termination, OIT, Taco Bell Arena		5,000	60
Network Connect Emergency Generators, Campus Wide		100,000	61 62
Emergency Generator, Heat Plant		150,000	63
Furr Out/Insulate Walls, Administration		200,000	64
Electronic Access Project, Phase 3		295,000	65
Renovations for Teaching & Research Space, COAS, COEN, COE, COSSPA		455,000	60 67
Renovate Academic & Career Services		100.000	68
Flooring Repairs/Remodel, Computer Classroom 103, MEC		250,000	69
Infrastructure Upgrade, Taco Bell Arena		700,000	70
Remodel Engineering, Rooms 103 & 110		1,750,000	71
vivanum bulldout Replace Building Entrance Stairs and Ramos, Multiple Buildings		50,000	72 73
Research Facility Human Environment Systems, Location TBD (Computational Lab)		350,000	74

FY2020 ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY / INSTITUTION	DPW RECOMMENDED	AGENCY REQUESTS	PRIORITY
Renlace Lab Casework, Science Building		631 000	75
Replace HVAC Controls. Multiple Buildings		250.000	76
Exterior Repairs, Multiple Buildings		180,000	77
Replace Windows & Aluminum Frames, Albertsons Library		850,000	78
Windows & Doors, Albertsons Library		30,000	79
Install 4-pipe Heating/Cooling Systems, Liberal Arts		600,000	80
HVAC Upgrade, Campus School		150,000	82
Upprade Intel Fractings Vacuum, Engineering		150,000	83
Upgrades, Entry and Corridor, Science		150,000	84
Exterior Repairs, Morrison Center		80,000	85
Lobby Entry Finishes/Ceiling, Morrison Center		100,000	86
Modification of Space for 'Scale Up' Classroom		150,000	87
Upgrade Student Study Areas, Engineering		150,000	88
Conversation Labs, Location Orikitown		75 000	90
Improvements/Landscaping and Parking. South Campus		150.000	91
Renovate Vacated Space, Yanke		200,000	92
Remodel Entry, SMASH		250,000	93
Upgrade Process Chilled Water, MEC		170,000	94
Multiple Projects, Special Events Center		148,000	95
Renovate for Library Acoustics, Albertsons Library		100,000	96
Remodel Pod 8, Tanke		250,000	97
Space Consolidation/Renovation, Albertsons Library		780.000	99
Upgrades/Bicycle End-Trips, Campus Wide		145,000	100
Site/Irrigation Improvements, Yanke		573,000	101
Window Assessment & Replacement, Science & Education		520,000	102
Upgrade Computer Room Ceiling, Unit 305, MEC	F C40 000	75,000	103
SUBIOTAL	5,649,000	31,501,000	
IDAHO STATE UNIVERSITY Revised 9-13-2018			
Steam Plant Condition Assessment and Master Plan, Heat Plant	99,906	99,906	1
Roof Replacement, Business Administration	369,600	369,600	2
Roof Replacement, Heat Plant	157,682	157,682	3
Kool Keplacement, Albion Hall	1 109 737	1 109 737	4 5
Clinic Exnansion Meridian	930.000	930.000	6
Envelope Repairs, CAES	299,081	299,081	7
Replace Ceilings/Add HVAC Returns, Phase 2, Tingey Administration Building	196,750	196,750	8
Replace Carpet, Third Floor, Oboler Library	353,082	353,082	9
ADA Access, Memorial Drive to Gale Life Science Courtyard	45,000	45,000	10
Remodel COT for Cosmetology Expansion	929,280	929,280	11
New Onice and Connerence Room Space, Maintenance/weiging Snops	301,000	830 700	12
Remodel Restrooms for ADA Compliance, Speech Pathology Audiology		42,600	14
SUBTOTAL	5,408,233	6,281,533	
IDAHO STATE I INIVERSITY I INIVERSITY PLACE			
Roof Replacement, Tingey Administration Building	736,615	736,615	
SUBTOTAL	736,615	736,615	
LINIVERSITY OF IDAHO			
HVAC, Phase 1, Agricultural Sciences	999,100	999,100	1
Acoustic Mitigation & Isolation, Phase 2, LHSOM	900,000	900,000	2
Acoustic Mitigation & Isolation, Phase 2, Ridenbaugh	900,000	900,000	3
Roof Replacement, Holm Research Center	281,400	281,400	4
Roof, McClure Hall	394,000	394,000	5
Roof Replacement, Library	741,600	741,600	6 7
Duchanan Engineering Library, Lie Salety, Prase 3 Renairs/Renovations Research Archive and Collections Building	650,000	650,000	8
Repairs/Repaying. Idaho Avenue Extension	000,000	1.004.800	9
Replace AC Mains, Domestic Water System, Phase 1		796,900	10
Roof Replacement, Menard Law Building		548,100	11
Exterior Masonry Repairs, Administration Building		850,000	12
Recoat I-Tank Exterior, Domestic Water System		190,000	13
n VAC Opyrade, Janssen Engineering Building, Phase 4 Renairs, Campus Drive, Phase 2		100,900	14
Reconfigure/Rehuild Nez Perce Drive		875 200	16
HVAC Upgrade, Life Sciences South, Phase 3		1,298,300	17
HVAC, Gibb Hall, Phase 2		1,296,200	18
Steam Plant Emergency Generator		1,103,400	19
Replace AC Mains, Domestic Water System, Phase 2		621,800	20
HVAC, LHSOM, Phase 1 Replace Paradiae Creek Undergrapping Perimeter Drive		850,000	21
Neplace Faraulise Greek UnderGlossing, Perimeter Drive HVAC Administration Building Phase 2		1 299 300	23
Replace AC Mains. Domestic Water System. Phase 3		566.500	24
HVAC, Gibb Hall, Phase 3		1,299,300	25
SUBTOTAL	5,381,100	20,362,800	

FY2020 ALTERATION AND REPAIR PROJECT REQUESTS

AGENCY / INSTITUTION		DPW RECOMMENDED	AGENCY REQUESTS	PRIORITY
LEWIS-CLARK STATE COLLEGE Repairs, Reid Centennial Hall Tower HVAC, Administration Building		75,000 200,000	75,000 200,000	1 2
Repair Sidewalks, Campus Wide Repave 11th Street Parking Lot Ventilation. Activity Center. West Auxiliary Gvm		80,000 150,000 120.000	150,000 120,000	3 4 5
	SUBTOTAL	625,000	625,000	
NORTH IDAHO COLLEGE Resurface Parking Lots		325,000	325,000	1
Repair Campus Sidewalks		150,000	150,000	2
Replace Elevator, Kildow Hall		100,000	100,000	3
Steam Plant Elimination, Phase 1 Steam Plant Elimination, Phase 2		953,109	953,109 265 201	4
	SUBTOTAL	1,528,109	1,793,310	Ũ
COLLEGE OF EASTERN IDAHO Roof Replacement, Robertson Building		1,116,300	1,116,300	1
Roof Replacement, Christopherson Building			1,035,300	2
Chip Seal Roads and Parking Lots			235,300	3
Parking Lot, North of Building 5			446,800	5
	SUBTOTAL	1,116,300	3,280,500	
COLLEGE OF SOUTHERN IDAHO				
Roof, Desert/Canyon Building		50,000	50,000	1
Replace Irrigation Control System		191,000	191,000	2
Replace Waik-III Fleezels, Desert Ritchell Roof Deck Chilling Plant		65,000	65 000	4
Refurbish Restrooms, Mini-Cassia		220,000	220,000	5
Window Replacements, Rick Allen Room		56,000	56,000	6
Install Security Cameras, Phase 1		90,000	90,000	7
Entry Access Controls, Phase 2 Elevator Replacement, Taylor Building		180,000	180,000	8 9
VAV Box Upgrade, Canyon Building		140,000	200,000	10
	SUBTOTAL	1,150,000	1,350,000	
COLLEGE OF WESTERN IDAHO Roof Replacement, Canyon County Center		500,000	500,000	1
Makeup Air/Exhaust Fan, Canyon County Center			390,000	2
Replace Controls, HVAC, Nampa Campus Academic Building			370,000	3
Liporade Classroom, Nampa Campus Academic Building			100.000	5
Upgrades HVAC, Micron Education Center	_		50,000	6
	SUBTOTAL	500,000	1,585,000	
	TOTAL SBE:	22,094,357	67,865,758	

IDAHO STATE UNIVERSITY

SUBJECT

Pending legislative approval, move \$10M dollars of funding from Gale Life Science to the EAMES project, and begin construction of Phase I of EAMES Building remodel for moving College of Technology programs

REFERENCE

February 2017	Idaho State Board of Education (Board) approved engineering and cost estimating to move College of Technology Academic programs to the RISE building.
August 2017	ISU FY19 Six-Year Capital Project Plan approved
August 2018	ISU FY20 Six-Year Capital Project Plan approved

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.3 b & c.

ALIGNMENT WITH STRATEGIC PLAN

The request aligns with the following State Board of Education Strategic Plans: Goal 1: Educational System Alignment. The corresponding Objective is: B: Alignment and Coordination

BACKGROUND/DISCUSSION

Idaho State University (ISU) requests to begin construction of Phase I of EAMES Building remodel to accommodate the relocation of College of Technology Programs.

This project provides for collocation of several College of Technology programs in one building. This project supports the alignment of resources and creates additional efficiencies across campus, including freeing up space for other programs. EAMES funding for Phase I is provided pending legislative approval for moving the \$10M dollars appropriated for the Gale Life Science, and \$3.3M of institutional funds from reserves for a total project cost of \$13.3M dollars.

The EAMES building remodel is a shovel-ready project that takes advantage of the \$10M resource while the institution pauses to plan what will happen with the Gale Life Science Building which is ISU's #1 priority on its six year capital plan.

IMPACT

This expansion will create future capability and use of the existing Eames Center facilities to further career technical education and research possibilities. In addition, this will allow ISU to utilize the vacated spaces for program expansion in other areas, most notably in Nursing education.

ATTACHMENTS

Attachment 1 – Letter from the PBFAC to SBOE dated August 10, 2018 Attachment 2 - ISU Plan for EAMES showing phases of construction

STAFF COMMENTS AND RECOMMENDATIONS

ISU alerted the Joint Finance Appropriations Committee (JFAC) to the desire to move the funds appropriated for the Gale Life Science building remodel to the EAMES project during the JFAC legislative tour in June 2018. After the appropriation for the Gale Life Science was received, the estimate from the contractor to complete the renovation was significantly higher than the appropriation received. ISU determined that the best use of public funds was to shift those funds from Gale Life Science to another requested project, the remodel of the EAMES Building.

This request was presented to the Permanent Building Fund Advisory Council (PBFAC) at its August 2018 meeting. PBFAC approved the request. ISU will need to also gain JFAC approval for the transfer of funds as the funds were appropriated specifically for the Gale Life Science Building.

Staff recommends approval.

BOARD ACTION

I move to approve Idaho State University's request, pending JFAC approval, to reallocate the \$10M dollars of funding from Gale Life Science to the EAMES project; and to allow Idaho State University to begin construction of Phase I of EAMES Building remodel for moving College of Technology programs at a total project cost not to exceed \$13.3M.

Moved by	y Seconded b	y Carried Y	/es N	0



C. L. "BUTCH" OTTER Governor ROBERT L. GEDDES Director JAN P. FREW Administrator State of Idaho Department of Administration

Division of Public Works

502 North 4th Street P.O. Box 83720 Boise, ID 83720-0072

Telephone (208) 332-1900 or FAX (208) 334-4031 Design and Construction Facilities Services Leasing http://dpw.idaho.gov

August 10, 2018

State of Idaho Board of Education P.O. Box 83720 Boise, ID 83720-0037

Re: DPW Project No. 17234 Idaho State University, Gale Life Science Building Request for re-appropriation of Permanent Building Funds

Dear State Board Members:

Idaho State University made a presentation to the Permanent Building Fund Advisory Council at our August 7, 2018 meeting. The presentation was regarding the Gale Life Science Building on the ISU campus in Pocatello. In 2017, the legislature appropriated \$10 million to the Permanent Building Fund for the master planning and first phase of improvements to the aging Gale Life Science Building. Evaluation and Master Planning efforts were undertaken. As a result of these efforts, it was determined that the desired and necessary renovations would require future funding estimated at \$54 million. Due to the extent of the work required, ISU indicated they are reconsidering the future use of the facility.

The University further indicated that they would like to utilize the \$10 million for planned construction at the Eames Complex. Planning is nearly complete for the anticipated improvements to the facility, and work could begin very soon. ISU would like to request re-appropriation of the \$10 million in the next legislative session.

The Council wishes to express support for this course of action.

Sincerely,

Dee Jameson, Chairman Permanent Building Fund Advisory Council

c: Jan P. Frew, Administrator, Division of Public Works Robert L. Geddes, Director, Dept. of Administration Matt Freeman, Executive Director, State Board of Education

"Serving Idaho citizens through effective services to their governmental agencies"



IDAHO STATE UNIVERSITY

SUBJECT

Interim Master Plan for Idaho State University's Idaho Falls Campus, and preliminary easements required for same.

REFERENCE

May 1998

Idaho State Board of Education (Board) reviewed institution master plans

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.8

ALIGNMENT WITH STRATEGIC PLAN

The request aligns with the following State Board of Education Strategic Plans: Goal 2: Educational Attainment. The corresponding Objective is: C: Access.

BACKGROUND/DISCUSSION

Idaho State University (ISU) requests approval for an Idaho Falls Interim Master Plan created in collaboration with the City of Idaho Falls and the Idaho National Laboratory.

ISU participated in discussions and planning session involving the City of Idaho Falls, the University of Idaho, the Idaho National Lab (INL) and members of the Idaho Congressional Delegation. The resulting plan responds to the INL expansion needs and will connect the Idaho State University/University of Idaho Higher Education Center campus north and south of the railroad tracks with the INL, the Center for Advanced Energy Studies, and the under-construction Cybercore and C3 facilities. These connections will be made with a vehicular, bicycle, and pedestrian overpass along our eastern property border, a pedestrian and bicycle underpass extending the greenway along the river, and a pedestrian and bicycle overpass between the INL Willow Creek Building and Engineering Research Office Building.

A presentation will be delivered to Idaho Congressional Delegation mid-November to support federal funding requests for these connections. Access easements will need to be granted by ISU and the Idaho State Board of Education (Board) to the City of Idaho Falls for right of way for the first two connections. This ISU Interim Master Plan includes possible future building sites for future expansion on both Board and ISU Foundation owned properties. These building sites could also accommodate the expansion of the planned and legislatively funded Polytechnic Initiative which is scheduled to increase enrollment to 5,000 in Idaho Falls including 1,000 graduate students.

IMPACT

This Interim Master Plan envisions future building capability and use of existing facilities to further education and research collaboration possibilities between ISU and the INL. Most importantly, it connects the Higher Education Center and the INL site into a single campus environment. This will promote the continued collaboration between ISU and INL.

ISU is intending to engage in a complete master planning process in the near future. This interim plan will be replaced by the results of that process. However, an interim plan is needed to present to the City of Idaho Falls, the INL and to the Congressional Delegation to seek the funding to carry out the infrastructure development.

ATTACHMENTS

Attachment 1 – Power Point Presentation of the Idaho Falls Interim Master Plan Attachment 2 – Proposed ISU Interim Master Plan for Idaho Falls

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.K. Construction Projects, each institution is required to develop a seven (7) to fifteen (15) year campus master plan. The campus master plan serves as a planning framework to guide the orderly and strategic growth and physical development of an institution's campus. Approval of an institution's campus master plan provides the institution with preliminary approval to explore expansion and development at its campuses.

Approval of this interim master plan will allow ISU to move forward in discussions with the City of Idaho Falls, the INL, and Idaho's Congressional Delegation. Without this approval, discussions about future plans are inhibited as the university cannot represent their intentions as they have not been approved by the university's Board of Trustees.

Staff recommends approval.

BOARD ACTION

I move to approve the Interim Master Plan for Idaho State University's Idaho Falls Campus as proposed in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____





Idaho Falls Interim Master Plan Connecting overpass with bike lane and sidewalk (A) (\mathbf{B}) Connecting greenbelt railroad underpass Pedestrian overpass (C) Idaho Falls greenbelt trail extension Academic & Research Facility (supporting ISU Polytechnic Initiative) (2) ISU Future (research and collaboration center) (3) Advanced Manufacturing Facility Research and Educational Support Facility (phase one) (4) (5) Research and Educational Support Facility (phase two) (6) Repurpose Willow Creek Building (advance education and/or alternative high school) (7)Parking garage for south campus area (8) Graduate Studies and Research Facility (9) Research and Education Campus Visitor and Support Center Addition to CHE (10)•••• Properties owned by ISU Foundation or SBOE



ATTACHMENT 1

Idaho Falls Interim Master Plan

– Campus Rail Crossings



- Concept defined for each of the three crossings (One trail underpass, road overpass, the walking bike overpass)
- City of Idaho Falls Public Works is defining cost range and description for funding request to be delivered by mid November to Mike Simpson

Looking East from C3



Idaho Falls Interim Master Plan

Campus Rail Crossings

View from University Boulevard looking south









(A)

 (\mathbf{B})

 (C)

(2)

(3)

(4)

(5)

(6)

(7)

(8)

(9)

(10)
SUBJECT

Huron Consulting Report

REFERENCE

September 29, 2017 The Idaho State Board of Education (Board) adopted the Higher Education Task Force recommendations, including recommendation to increase systemness.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

The agenda item aligns with the following State Board of Education Strategic Plans: Goal 1: Educational System Alignment Goal 2: Educational Attainment

BACKGROUND/DISCUSSION

Governor Otter convened the Task Force for Higher Education in February 2017. The Board adopted the Task Force recommendations at a Special Board Meeting September 29, 2017. The final report included 12 recommendations designed to improve delivery and efficiency of the education system in Idaho. Recommendation 1 was as follows:

• We recommend the State Board of Education drive efficiencies, cost savings, and a higher level of service in back office functions by migrating from our current federated system of institutions to a more integrated, centralized and student-centric System.

During the 2018 legislative session, \$250,000 was appropriated to fund a study to identify potential areas of improvement and provide recommendations on strategies to accomplish Recommendation 1. Huron Consulting was selected through a competitive bid process. A Governor's office directive was given to have the study completed prior to the end of the calendar year. The study was conducted in full cooperation with Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho.

IMPACT

Huron will present to the Board strategies and the potential savings and efficiencies they have identified through their analysis.

ATTACHMENTS

Attachment 1 – Huron final report

STAFF COMMENTS AND RECOMMENDATIONS

The intent of this agenda item is for the Board to engage in a discussion with the consultants. While the Board will be presented with particular strategies, it is not anticipated that the Board will take action on those strategies at this time. Individual strategies will be brought back to the Board, based on Board direction, through the applicable Board committees.

BOARD ACTION

This item is for informational purposes only.

ATTACHMENT 1

Idaho State Board of Education

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IDAHO STATE BOARD OF EDUCATION

ADMINISTRATIVE REVIEW & CONSOLIDATION ASSESSMENT

FINAL REPORT

BAHR - SECTION II

December 2018

SECTIONS

Objectives and Context
 Roadmap Summary
 Analyses
 Appendix

TAB 7 Page 2

BAHR - SECTION II

ATTACHMENT 1

OBJECTIVES AND CONTEXT

BAHR - SECTION

3

TAB 7 Page 3

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OBJECTIVES ENGAGEMENT AND DELIVERABLE GOALS

Engagement Objectives:

- 1. Assess current state of administrative operations for the four in-scope institutions: Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho.
- 2. Identify opportunities for increased efficiency and effectiveness and estimate attendant cost savings.
- 3. Provide recommendation to the Board as to whether the state should pursue consolidation of administrative operations including guidance regarding scope and sequence of implementation.

2

Report Contents:

Context

This report includes context regarding the four institutions, stated goals, and the operational landscape that has helped to shape our approach

<u>Roadmap</u>

Our report includes a starting-point roadmap for ISBOE that includes nearterm considerations, enabling steps, and longterm opportunities

Analysis

We provide analysis supporting the roadmap and recommendations capturing both efficiency opportunities and related savings estimates

TAB 7 Page 4

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Notes on Analysis

- Savings estimates do not account for required financial or capacity investments
- Metric-grounded opportunities do not account for variability in current service levels



HURON'S APPROACH TARGETED PURSUIT

Huron's outlined approach included assessing each institution for opportunities to collaborate or consolidate across three areas: workforce, purchasing, and enterprise systems.

Labor Duplication / Fragmentation

Where is there duplication or fragmentation of staff that can be addressed through reorganization, outsourcing, consolidation, or a shift to a shared operating model?

Analyses

- Internal benchmarking
- External benchmarking
- Spans and layers
- Outsourcing inventory

Purchasing Power

Where are there opportunities to negotiate group purchasing contracts and limit off-catalogue spend?

Analyses

- Spend analysis
- Procure-to-pay operations high-level assessment

Technological Adoption / Rationalization

Where is there duplication of functionality across systems that can alleviate direct and indirect cost through consolidation or ERP upgrades in the long-term?

Analyses

- Systems inventory
- Technology environmental scan

For each of these areas, Huron outlined near-term, intermediate-term, and long-term opportunities. Huron also analyzed opportunities surfaced during stakeholder interviews.

HIGHER EDUCATION "SYSTEMNESS" Idaho State ADMINISTRATIVE OPERATIONS AS A PIECE OF A LARGER PUZZLE

Huron's charge to assess opportunities for administrative ("back office") consolidation keeps in mind the broader considerations of moving to system-like operations.

Institutional Administrative Operations

How are administrative operations organized for optimal efficiency, effectiveness, and service faculty, students, and staff?

Community Colleges

How are community colleges integrated to maximize access, improve time to graduation, and limit student debt?

6



Scope of ISBOE

What is the role of the Board? How are the institutions governed to optimize "systemness"?

Academics

How are institutions aligned to optimize student outcomes, research productivity, and innovation?





ALIGNING TACTICS AND GOALS STRATEGIES FOR ACHIEVING ECONOMIES OF SCALE

The Board's charge is to focus on inter-University *partnerships* and consolidation, but these opportunities should be evaluated as part of a full spectrum of strategies for efficiency gains.

Strategies for Scale						
(A) Self-Assessment	(B) Partnership	(C) Integration				
What are the opportunities for efficiencies <u>within each</u> institution?	What are the opportunities to achieve <u>additional scale</u> <u>through partnership</u> ?	How is scale optimized through merged entities?				
 Program / portfolio mgmt. Workforce mgmt. (structure and comp.) Procurement / sourcing Resource allocation (budgeting / costing) Revenue mgmt. / pricing Asset mgmt. 	 Shared policies and governance Shared purchasing efforts and contracts Shared labor support for commodity transaction activities Co-location – shared physical assets 	 Single management structure Maximum deduplication of support structures Integrated portfolio rationalization Integrated growth strategies 				





ROADMAP SUMMARY

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ROADMAP OVERVIEW (1/4)

KEY FINDINGS GUIDING ROADMAP DEVELOPMENT

Stakeholder interviews and data analysis revealed several key findings that have shaped our approach to developing a roadmap for the Board and the four institutions.



*Note: BSU is currently using Oracle Cloud for financials, transitioning to a cloud-based ERP for HR, and using an on-premise SIS.

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ROADMAP OVERVIEW (2/4) OPPORTUNITY CATEGORIES AND DEFINITIONS

Several efforts should be pursued regardless of several outlined foundational decisions. Pending priority decisions, sequenced projects serve as enablers for downstream efforts.

Priority Steps / Opportunities

Foundational Decisions

 Strategic decisions related to a <u>transition to a single ERP</u>, the <u>long-term</u> <u>delivery mechanism for shared /</u> <u>centralized services</u>, and <u>potential</u> <u>integrations</u> that shape the roadmap

Priority Pursuits

- Opportunities to address "within the walls" of each institution;
- Broad cross-institutional support exists;
- Forward-looking planning

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Contingent Opportunities

Analysis Driven

 Projects to be pursued if supported by both foundational decisions and business case assessments

ERP Optimized

 Best supported by transition to a single ERP in order to maximize efficiencies





ROADMAP OVERVIEW (3/4)

OPPORTUNITIES, SEQUENCING, AND ESTIMATED SAVINGS





ROADMAP OVERVIEW (4/4)

OPPORTUNITIES / BENEFITS REQUIRING FURTHER ANALYSIS

Quantified opportunities (up to \$38M) in the roadmap do not include (1) opportunities requiring further analysis, (2) non-financial benefits, and (3) opportunities not yet analyzed.

Opportunities in Roadmap with Unquantified Savings

- Leverage resource capabilities to fill gaps (e.g., General Counsel, Internal Audit)
- 2. Centralize technology infrastructure (non-labor)
- 3. Rationalize enterprise applications
- 4. Reduction in effort from limiting number of P-Cards in circulation

Non-Financial Benefits of Opportunities in Roadmap

- Risk mitigation through centralized IT security, improved data governance, and limited p-card use
- 2. Service delivery to faculty and staff through standardized processes and roles
- 3. Improved decision support from improved data management and reporting

Opportunities Surfaced During Stakeholder Interviews Not Yet Analyzed

- Outsource bookstore (expand existing Follett contract)
- 2. Outsource fleet management
- 3. Shared library contracts and consortia memberships
- 4. Consolidate instructional design for online programs
- 5. Shared tech transfer

Additional overview of these opportunities can be found in section 3E.



NEAR-TERM PRIORITIES

FOUNDATIONAL DECISIONS

Strategic decisions related to a the long-term delivery mechanism for shared / centralized services, transition to a single ERP, and potential integration shape the roadmap.

If the Board pursues	Implications for Roadmap	Roadmap Assumptions			
Governance Bodies / Delivery Mechanism*	 Steps required to establish: ISBOE as service provider System office 501(c)3 Peer provider 	 Potential required legislation is not an obstacle Decision is TBD 			
Transition to a single ERP over time	 Enablement of long-term opportunities Defer system-wide staff centralization 	 ISBOE will pursue convergence of ERP over time 			
Institutional Integration	 Would require revisiting of proposed scope and sequence of initiatives 	 Roadmap assumes mergers are not being considered at this time 			
*Detail regarding governance and delivery mechanisms can be found on pages 14 and 15.					
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FOUNDATIONAL DECISIONS GOVERNANCE AND POLICY ALIGNMENT

In the near-term, the role of chosen delivery mechanism will focus on <u>governance</u>, <u>policy</u> <u>management</u>, and a <u>program management office</u>.





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FOUNDATIONAL DECISIONS

GOVERNANCE BODIES / DELIVERY MECHANISMS

Partnership efforts will require new, or reconfigurations of existing governance structures. The below framework outlines possible delivery mechanisms.



Key Considerations

- Ability to secure legislative approval
- Cultural and political buy-in
- Long-term scalability





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NEAR-TERM OPPORTUNITIES PRIORITY PURSUITS

Each of the institutions may prioritize optimizing workforce structure "within their walls" in the near-term in addition to beginning planning for transitions to cloud-based ERP systems.¹

Priorities	Est. Savings Opportunity	Report Section	
Intra-Institution Workforce Optimization – Middle-Management (Spans and Layers) Optimize mid-level manager footprint by improving average span of control (i.e. number of direct reports) within each institution.	\$4.1M-\$11.3M ²	3B.3	
Intra-Institution Workforce Optimization – Functional Support Staff ³ Optimize support staffing levels at each institution based on internally benchmarked (leading metric among three largest Idaho institutions) operating ratios.	\$4.6M-\$8.4M ²	3B.4	
ERP Assessment and Planning¹ Assess current ERP environment and draft plan for integration through subsequent cloud upgrades.		3D.2	

Notes:

1.

TOTAL (Excluding \$1M Overlap in Estimates)

\$8.2M-\$18.7M²

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Estimates are not mutually exclusive. Total accounts for estimated \$1M in overlap. Includes savings from internal benchmarking of functional staff and generalists shown on pages 18 and 20

ongoing implementation efforts for finance and HR modules.

Boise State University has already completed much of this exercise for their institution, includin TABn Page 16



PRIORITY PURSUITS

MIDDLE-MANAGEMENT OPTIMIZATION (SPANS AND LAYERS)

In Huron's experience, institutions with comparable average spans of control to the Idaho institutions (3.1-4.0) may improve 0.25 to 0.75 through targeted reorganization.

	BSU	ISU	LCSC	UI	Total
Current Headcount ¹	2,014	1,116	280	1,685	5,095
Current Supervisors	552	288	69	540	1,449
Current Span of Control	3.7	3.9	4.0	3.1	N/A
Est. Supv. at Span + 0.25*	538	282	68	522	1,410
Opportunity (\$) at Span + 0.25*	\$1.5M	\$0.7M	\$0.1M	\$1.8M	\$4.1M
Est. Supv. at Span + 0.75*	515	268	67	492	1,342
Opportunity (\$) at Span + 0.75*	\$3.9M	\$2.3M	\$0.2M	\$4.9M	\$11.3M

*Note: All estimates shown above (number of supervisors and associated opportunity) represent a 50% reduction from original estimates.

Estimates assume that 50% of the change in supervisors will transition out of the organization while 50% will reclassify over time to non-managerial roles. Additional details in Section 3B.3.

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 Headcount is derived from personnel file, and excludes faculty and athletic admins, as well as student temporary, and retired employees.
 Only layers with an average span below 4.0 are increased as part of our savings estimate.





PRIORITY PURSUITS

FUNCTIONAL SUPPORT STAFFING LEVELS OPTIMIZATION

Huron internally benchmarked the Idaho institutions against the "most efficient performer" for several metrics and estimated the savings from all institutions performing at this level.

Functional Area *	Operating Metric	Ratio of Highest-Performing Institution1, ²	Total FTE Above Best Ratio	Potential Savings
Finance	OpEx/ Finance FTE	\$4.4M:1	25.6	\$1.2M-\$1.8M
Human Resources	Employees/ HR FTE	251.7:1	30.7	\$1.7M-\$2.6M
Research Administration	Research Exp/ Post-Award FTE	\$3.9M:1	6.5	\$400K-\$600K
Information Technology	Institutional FTE/ Tier 1 FTE	433.2:1	17.1	\$900K-\$1.4M
Total				\$4.2M-\$6.4M

*Ratios do not account for business support FTE with "generalist" titles whom likely perform fractional FTE portions of the business support functions above.

Notes

2.

Details regarding methodology and supporting analyses are included in section 3B.4.

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Due to its small scale, we did not use metrics from LCSC as benchmarks, though it was technically the "highest performing" in some cases. Ratios do not account for contribution from 492.3 FTE of Generalist support.





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PRIORITY PURSUITS

SUPPORT STAFF CONSOLIDATION: GENERALISTS

Staffing ratios do not include multi-function "generalists," that in Huron's experience spend 15% to 40% of their effort on business support activities (e.g., finance, HR).

Estimated Ger				
Finance	10%-25%			
			Example Ger	neralist Titles
Human Resources	5%-10%	-	Management	Office Assistant
Research Admin.	0%-5%		Assistant	
			Office Specialist	Business Manager
Estimated % Functional	15%-40%		• p	
Support			Administrative	Office Manager
Admin + Other	60% 95%		Coordinator	
Admin + Other	00 /8-85 /8		Program Assistant	Administrative
			Program Assistant	Assistant
Generalist	493.4 FIE			
Generalist FTE Providing Functional Support	74.0-197.3 FTE			

Additional analysis is required to understand the fragmentation of *generalist* effort at each institution, which is likely to vary.

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PRIORITY PURSUITS

SUPPORT STAFF CONSOLIDATION: GENERALISTS

Savings from the *generalist* staff segment would be harnessed through functionally aligning roles and normalizing staffing ratios to align with internal (Idaho) and external benchmarks.

Institution	Generalist FTE	Total Salary + Benefits	FTE Providing Functional Support (15%-40% of Total)	Target % Savings of Functional Support	Potential Savings ¹
BSU	173.2	\$9.8M	26.0-69.3	10%-20%	\$150K-\$800K
ISU	143.8	\$7.7M	21.6-57.5	10%-20%	\$100K-\$650K
UI	122.8	\$6.7M	18.4-49.1	10%-20%	\$100K-\$550K
LCSC	53.5	\$2.9M	8.0-21.4	10%-20%	\$50K-\$250K
Total	493.4	\$27.1M	74.0-197.3		\$400K-\$2M

Based on experience with other institutions, a 10%-20% savings opportunity in generalist functional support is achievable, totaling **\$0.4M-\$2.0M** across the four institutions.

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Notes



PRIORITY PURSUITS ERP ASSESSMENT AND PLANNING

Two or three of the institutions likely need to upgrade their ERP in the intermediate-term. An assessment and planning process should integrate operations tied to the move to the cloud.



INTERMEDIATE-TERM OPPORTUNITIES **ANALYSIS DRIVEN**

Using the governance/delivery mechanism defined in *foundational decisions*, institutions may pursue shared contracts and collaborative implementation of cloud-based ERPs.

Opportunity	Est. Savings Opportunity	Report Section
Strategic Sourcing and eProcurement Negotiate vendor agreements / contracts across institutions and implement eProcurement system housing shared catalogs for jointly negotiated pricing and contracts.	\$3.1M-\$6.6M	3C.3
ERP Implementation Migrate all institutions to a shared cloud-based ERP for finance, HR, and student information.	[Enabler]	3D.2
Self-Insurance Decouple from state health insurance and migrate all institutions to shared self-insurance plan or University of Idaho's plan.	\$0-\$2.2M	3E.2
Workforce Resource Sharing Capabilities Leverage institutional strengths to address gaps for other institutions (e.g., legal support at LCSC)	[TBD]	N/A
TOTAL BAHR - SECTION II © 2018 HURON CONSULTING GROUP INC. AND AFFILIATES. ALL RIGHTS RESERVED.	\$3.1M-\$8.8M TAB 7	Page 22



ANALYSIS DRIVEN

STRATEGIC SOURCING OPPORTUNITIES (1/3)

Addressable spend represents 63% of total non-labor OpEx and presents material savings opportunities through sourcing activities such as contract negotiation, discounts, and rebates.
Estimated Savings Opportunities

Level 1 Category	Level 2 Category	FY18 Spend (\$K)	Complexity	Opportunities (%)	Opportunities (\$K)			
Administrative	Administrative							
	Document Services	\$1,340	•	2% - 4%	\$27 - \$54			
	General Retail	\$4,493	•	2% - 4%	\$90 - \$180			
	Office-Related Products	\$3,577		8% - 10%	\$286 - \$358			
	Shipping & Logistics	\$1,869	•	3% - 6%	\$56 - \$112			
Scientific & Medical	Supplies							
	Medical Supplies and Equipment	\$2,035	•	3% - 5%	\$61 - \$102			
	Scientific Supplies and Equipment	\$12,220	•	8% - 11%	\$978 - \$1,344			
	Clinical Support Services	\$2,051		0% - 2%	\$0 - \$41			
	Health Information Management	\$190	•	0% - 2%	\$0 - \$4			
	Laboratory Services	\$741		0% - 2%	\$0 - \$15			
Facilities		-						
	Furniture	\$1,594		2% - 6%	\$32 - \$96			
	Maintenance & Repair Products	\$7,159		7% - 9%	\$501 - \$644			
	Maintenance & Repair Services	\$3,400	•	1% - 3%	\$34 - \$102			
	Construction	\$17,945		Lower opportunity requiring extensive planning involving complex and lengthy strategic sourcing processes.				
	Fleet	\$2,717						
	Real Estate	\$2,825						
	Utilities	\$23,512						
Potential Savings Su	Potential Savings Subtotal \$87,668 \$2,065 - \$3,051							
Of total addressable spend, this subset of categories presents the greatest opportunity for								

cost savings and should be prioritized – up to **\$3.1M** out of a total opportunity of **\$6.6M**.



ANALYSIS DRIVEN

STRATEGIC SOURCING OPPORTUNITIES (2/3)

Additional opportunities for cost savings exist across the remaining categories, although they may require a greater level of effort to achieve.

Estimated Savings Opportunities					Ea	sy – Mediu	
Level 1 Category	Level 2 Category	FY18 Spend (\$K)	Complexity	Opportuniti	es (%)	Opportu	nities (\$K)
Information Technol	ogy						
	Audio & Visual	\$2,223	-	1% -	5%	\$22	- \$111
	IT Hardware	\$8,841	•	5% -	8%	\$442	- \$707
	IT Services	\$10,696		1% -	5%	\$107	- \$535
	Software	\$6,610		1% -	5%	\$66	- \$331
	Telecommunications	\$1,972	•	1% -	3%	\$20	- \$59
Travel							
	Agency	\$614		1% -	3%	\$6	- \$18
	Air Travel	\$4,907	-	1% -	4%	\$49	- \$196
	Entertainment	\$4,317		0% -	2%	\$0	- \$86
	Ground Transportation	\$2,325	•	1% -	3%	\$23	- \$70
	Lodging	\$6,885	•	1% -	3%	\$69	- \$207
Food Service							
	Catering	\$1,207	•	2% -	3%	\$24	- \$36
	Food Service Management ¹	\$16,913		1% -	6%	\$169	- \$1,105
	Food Service Products	\$1,136	•	1% -	3%	\$11	- \$34
Other							
	Athletic Products	\$2,855		1% -	4%	\$29	- \$114
Potential Savings Su	ıbtotal	\$71,501				\$1,038	- \$3,520

Spend on IT, travel, and food service represents up to **\$3.5M** out of a total opportunity of **\$6.6M**.

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 Food Service Management spend may be higher than what is displayed. Line data suggests that \$2.9M was spent during 2018, but University contract spend provided by UI suggests that spend maybe \$6M.





Easy 💛 Medium 🔵 Difficult

ANALYSIS DRIVEN

STRATEGIC SOURCING OPPORTUNITIES (3/3)

Additional categories of spend are not included in our cost savings analysis due to the complexity involved in modified approaches to sourcing.

Level 1 CategoryLevel 2 CategoryFY18 Spend (\$K)ComplexityOpportunities (%)OpportunitiesProfessional Services\$475•Legal Services\$807•Management Consulting\$2,173•Marketing\$4,722•Other Professional Services\$7,645•Staffing\$1,488•Library ResourcesSerials\$1,693•Enables\$7,107•strategic sourcing processes.Financial Services\$7,107•strategic sourcing processes.								
Professional Services Accounting \$475 Legal Services \$807 Management Consulting \$2,173 Marketing \$4,722 Other Professional Services \$7,645 Staffing \$1,488 Library Resources \$5,033 Lower opportunity requiring extense Books \$5,033 Lower opportunity requiring extense Databases \$1,693 planning involving complex and lense Serials \$7,107 strategic sourcing processes.	Level 1 Category	Level 2 Category	FY18 Spend (\$K)	Complexity	Opportunities (%)	Opportunities (\$K)		
Accounting \$475 • Legal Services \$807 • Management Consulting \$2,173 • Marketing \$4,722 • Other Professional Services \$7,645 • Staffing \$1,488 • Library Resources \$5,033 • Lower opportunity requiring extensional services Books \$5,033 • Lower opportunity requiring extensional services Databases \$1,693 • • Serials \$7,107 • strategic sourcing processes.	Professional Service							
Legal Services \$807 Lower opportunity requiring extent Management Consulting \$2,173 planning involving complex and lens Marketing \$4,722 strategic sourcing processes. Other Professional Services \$7,645 strategic sourcing processes. Staffing \$1,488 Library Resources \$5,033 Lower opportunity requiring extens Databases \$1,693 planning involving complex and lens Serials \$7,107 strategic sourcing processes.		Accounting	\$475	5	Lower opportunity requiring extensive planning involving complex and length			
Management Consulting \$2,173 planning involving complex and lenses Marketing \$4,722 strategic sourcing processes. Other Professional Services \$7,645 strategic sourcing processes. Staffing \$1,488 strategic sourcing processes. Library Resources \$5,033 Lower opportunity requiring extense Databases \$1,693 planning involving complex and lense Serials \$7,107 strategic sourcing processes.		Legal Services	\$807					
Marketing \$4,722 strategic sourcing processes. Other Professional Services \$7,645 Staffing \$1,488 Library Resources Stabases \$5,033 Lower opportunity requiring extent planning involving complex and lent strategic sourcing processes. Databases \$1,693 planning involving complex and lent strategic sourcing processes. Financial Services \$7,107 \$7,107		Management Consulting	\$2,173					
Other Professional Services \$7,645 Staffing \$1,488 Library Resources Endots Books \$5,033 Lower opportunity requiring extension Databases \$1,693 planning involving complex and lension Serials \$7,107 strategic sourcing processes.		Marketing	\$4,722		strategic sou	ircing processes.		
Staffing \$1,488 Library Resources Books \$5,033 Databases \$1,693 Serials \$7,107 Financial Services		Other Professional Services	\$7,645					
Library Resources Books \$5,033 Lower opportunity requiring extension Databases \$1,693 planning involving complex and lension Serials \$7,107 strategic sourcing processes.		Staffing	\$1,488					
Books \$5,033 Lower opportunity requiring extension Databases \$1,693 planning involving complex and lension Serials \$7,107 strategic sourcing processes.	Library Resources							
Databases \$1,693 planning involving complex and lend Serials \$7,107 strategic sourcing processes. Financial Services \$1,693 \$1,693		Books	\$5,033		Lower opportunity requiring extensiv planning involving complex and lengt			
Serials \$7,107 strategic sourcing processes. Financial Services		Databases	\$1,693					
Financial Services		Serials	\$7,107	, –	strategic sourcing processes.			
	Financial Services							
Banking and Investment \$37,543		Banking and Investment	\$37,543					
Benefits \$3,051		Benefits	\$3,051		Lower opportunity requiring extensi planning involving complex and leng attrategic coursing processory			
Insurance \$1,157		Insurance	\$1,157	, –				
Other Financial Services \$176		Other Financial Services	\$176					
Potential Savings Subtotal \$73,070 TBD	Potential Savings Su	ibtotal	\$73,070			TBD		
Potential Savings Total \$3,102 - \$6,570	Potential Savings To	tal			\$3,10	2 - \$6,570		

Estimated Savings Opportunities

Of **\$232.2M** in addressable spend, savings estimates total **\$3.1M-\$6.6M**, not including marginal opportunities in professional and financial services and library resources.

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ANALYSIS DRIVEN

E-PROCUREMENT IMPLEMENTATION

Implementation of a common eProcurement system will reduce manual processes and mitigate off-contract or rogue spend.

eProcurement Use of P-Cards... More than 3,000 P-Cards are Incentivizes use of Increases administrative in use across the four contracts over P-Cards costs associated with institutions reconciliation Provides workflows and processes to support Increases costs of end-users purchased goods and P-Cards were used for services due to lost **Enables** improved \$37.3M of addressable opportunities to leverage processing / reporting spend in FY2018 and **\$14.1M** scale of non-addressable spend Increases compliance risk **Reduces** leadership Nearly \$10M in P-Card visibility \$37.3M represents 16% of spend across vendors with **Reduces financial** addressable expenditures known catalogues controls exemplifies opportunity Note: Additional information can be found in Sections 3C.1-3C.5.

Shifting a portion of the combined total \$37.3M in addressable P-Card spend to contract spend represents improved risk mitigation in addition to potential savings.

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ANALYSIS DRIVEN SELF-INSURANCE

Self-insurance emerged as a theme during stakeholder interviews and is already a strategy employed by the University of Idaho.

	Current Premium Expenditure (Medical and Dental)	Self-Insurance Premium Expenditure (High Savings Estimate)
BSU	\$32.2M	\$31.0M
ISU	\$22.3M	\$21.5M
LCSC	\$6.1M	\$5.9M
UI		
TOTAL	\$60.6M	\$58.4M
	EST. SAVINGS (UP TO):	\$2.2M

Premium savings estimates of up to **\$2.2M** annually are based on alignment with the University of Idaho's self-insured plan and require further assessment to validate.

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ANALYSIS DRIVEN ERP CONVERGENCE

Given two or three of the institutions likely need to upgrade to cloud-based platforms in the near-future, there is an opportunity to converge into a single environment.



Benefits of ERP Convergence

- Improved data integrity, including backups, and an associated reduction in overall institutional risk through reduction in duplicative systems and shadow systems
- Expanded reporting capabilities both within and across institutions to support decision-making and compliance
- Adoption of standardized and best-in-class business processes across institutions
- Reduced licensing costs via shared contracts
- Centralization of systems administration support staff

Challenge: Coordinated transition to a single ERP environment, while promoting many benefits, is more complex than independently managed upgrades.





LONG-TERM OPPORTUNITIES ERP OPTIMIZED

Long-term opportunities are more complex and will require a significant time investment to build on foundational steps, overcome political challenges, and develop institutional buy-in.

Opportunity	Est. Savings Opportunity	Report Section
Staff Centralization Centralize selected functional support staff (e.g., Finance, Human Resources, IT, and Research Administration) across institutions.	\$6.9M-\$9.8M ¹	3B.5
Additional Technology Integration / Rationalization Find commonalities and standardize infrastructure, applications, and audit the number of existing licenses to enable further staff consolidation.	TBD	3D.4

TOTAL

\$6.9M-\$9.8M¹



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Notes

1. Estimate shown represents marginal savings over near-term opportunities. More details are found on page

30.



ERP OPTIMIZED

SUPPORT STAFF CENTRALIZATION BASED ON LEADING METRICS

In the long-term, centralizing functional support staff would provide the opportunity for the four institutions to drive toward leading practice industry benchmarks.¹

Functional Area	Metric	Industry Leading Benchmark Ratio	FTE Savings Above Internal Benchmark Optimization	Potential Savings
Finance	OpEx/Finance FTE	\$5.5M ² :1	46.2 FTE	\$2M-\$3.4M
Human Resources	Institutional Headcount/HR FTE	200.0:1 ³		
Research Administration	Research Exp/Post-Award FTE	\$8.0M:1	15.5 FTE	\$900K-\$1.4M
Information Technology	Labor as a % of IT Budget ⁴	40.4%	N/A	\$4M-\$5M⁵
Total				\$6.9M-\$9.8M ⁵

<u>Notes</u>

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¹ Industry Leading Benchmark Ratios are based on Huron's observation of leading practices in higher education along with cross-industry surveys.

² Huron does not recognize and benchmark for sizing full finance functions. \$5.5M represents an improvement on the internal benchmark of \$4.4M.

³ Internal benchmark currently exceeds industry benchmark indicating limited additional opportunity.

⁴ Near-term opportunity focused on Tier 1 support. Long-term consolidation may consider the whole IT function. For this purpose we referenced the *Computer Economics* 2017 IT Spending & Staffing Benchmarks for midsize organizations.

⁵ Savings estimates shown here represent marginal savings over near-term opportunities. Full savings estimates are shown on pages 33 and 64.

If all four institutions move staffing levels to industry leading benchmark ratios, we estimate **\$6.9M-\$9.8M** in savings. Additional analysis can be found in section 3B.5.



ERP OPTIMIZED TECHNOLOGY INTEGRATION

Integrating and rationalizing technology across institutions will allow for efficiencies through the consolidation of licenses, support staff, and infrastructure.

Technology Rationalization and Integration will set the foundation for...



- Enable consolidation of support staff
- Optimize acquisition and maintenance costs

Reduction in Licensing Costs Standardization of systems will provide opportunities to consolidate licenses for:

- Learning Management Systems
- Customer Relationship Management
- Enterprise Resource Planning software
- Student Information Systems

<u>Consolidation of Staff</u> Shared systems and processes are prerequisites for sharing services such as:

- Tier 1 Helpdesk Support
- Server administration
- Systems administration





ERP OPTIMIZED

SYSTEMS RATIONALIZATION^{1,2}

The green-colored cells portray common systems across the four institutions. The total annual spend on licensing across the four institutions is \$11.5M (see Section 3D.3).

Technology Systems	BSU	ISU	LCSC	UI
ERP/ HCM	Oracle Cloud / PeopleSoft	Banner	Ellucian Colleague	Banner
Document Management	Hyland	Banner	Hyland	Stellent
Reporting/BI/Survey	Qualtrics, SPSS, Oracle Cloud	Qualtrics, Argos	Qualtrics, SPSS, F9 Reporting	Qualtrics, SAS, SPSS, Argos
CRM	Ellu. Advance, Hobsons, Blackbaud	Blackbaud, Ellucian Recruit	Ellucian CRM	Ellucian Advance, Hobsons Radius
Networking (including monitoring)	Cisco, Palo Alto, Ruckus	Cisco	Cisco	Cisco
IT Systems	Microsoft, Red Hat	Microsoft	Microsoft	Microsoft, Red Hat
Virtualization	VMware, Acropolis	VMware	VMware	VMware
Backups	CommVault	CommVault	Quest Rapid Recovery	CommVault
IT Security – MFA	Duo			Duo
Service Desk (Remote Tools)	Bomgar	Bomgar	Bomgar, Dameware	Bomgar
Learning Management System	Blackboard	Moodle	Blackboard	Blackboard
Portfolio and Project Management	Team Dynamix	Team Dynamix		Team Dynamix

Technology integration and application rationalization may lead to savings in direct costs which may be estimated through more in-depth analysis.

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1

2.

- Based on IT expense data submitted as part of Huron's data request.
- The level of customization for each of the systems has not been accounted for.





ERP OPTIMIZED

CONSOLIDATION AND CENTRALIZATION

Huron's long-term recommendations for systems integration include alignment of enterprise systems, centralization of infrastructure, and centralization of support staff.



Efforts to centralize and consolidate technology systems, infrastructure, and support staff could save **\$5M-\$6M**. Additional information can be found in Sections 3B.4 and 3D.3.

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NEXT STEPS



Huron recommends the following immediate next steps:



Next Steps (ISBOE)

- Determine delivery mechanism for near-term opportunities
- Identify needs for legislative action and pursue as appropriate



Next Steps (Institutions)

- Work with ISBOE to formalize overarching or functional governance structure across institutions
- Assess next steps to pursue internal opportunities for cost reduction at each institution






ANALYSES

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ATTACHMENT 1

SECTION 3A: THEMES AND INSTITUTIONAL SNAPSHOTS

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3A.1 THEMES AND OBSERVATION

SYNOPSIS OF FINDINGS FROM STAKEHOLDER INTERVIEWS

More than 100 stakeholder interviews conducted across the four institutions during this engagement yielded several key observations and findings:



3A.2 SUMMARY FINDINGS DASHBOARD

The below opportunity snapshots measure nominal opportunity of each institution taking into account each institution's scale and current operating model.

	B	IUniversity of Idaho	ICD I	LEWIS-CLARK STATE —— COLLEGE——
Labor Duplication / Fragmentation				
Technological Adoption / Rationalization				
Purchasing Power				

Opportunity		Labor	Technology	Purchasing
	Low	Role Clarity / Scale	Alignment / Modernity	Limited Scalability
	Medium-Low	1	1	1
	Medium-High	\downarrow	\downarrow	\downarrow
	High	Duplication / Fragmentation	Duplication / Lagging	Opportunity to Scale

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SIZE OF OPPORTUNITIES FROM COLLABORATION

Huron sized the cost pools for each institution for the three areas of analysis outlined in our approach against which it calculated savings opportunities. The size of the cost pools are:

Institution	Labor: Functional Business Support ¹	Purchasing: Addressable Spend	Information Technology: Licensing Spend ²
BSU	\$29.3M	\$64.7M	\$ 5.2M
ISU	\$13.7M	\$55.5M	\$ 3.1M
LCSC	\$2.8M	\$10.4M	\$ 0.5M
UI	\$24.5M	\$101.6M	\$ 2.7M
TOTAL	\$70.3M	\$ 232.2M	\$ 11.5M ¹
Report Section	3B.4	3C.2	3D.3

The collective size of the cost pools addressable by collaboration across institutions – for the areas of Huron's focus – total **\$314M** and represent a starting place for framing our analysis.

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This cost pool does not represent the total cost pool for spans and layers analysis within each institution, althoug
overlap exists between the two cost pools.
 This cost pool includes only licensing expenditure, and does not include full IT expenditure (labor, equipment, etc.)



ATTACHMENT 1

SECTION 3B: WORKFORCE ANALYSIS

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3B.1 WORKFORCE ANALYSIS WORKFORCE ROADMAP OVERVIEW

Near-term steps target optimization of middle-management structure and consistent staffing levels; long-term centralization efforts are enabled by ERP convergence.

	Roadmap Activity	Detail	Time Horizon
1	Spans and Layers	 Use spans and layers analysis to assess supervisory structure at each institution Identify layers for further analysis based on narrow spans of control (fewer than three direct reports per supervisor) Assess employee population at each layer identified for review Functions such as custodial operations would be expected to have large spans Functions such as major gift development would be expected to have narrow spans Identify opportunities to reorganize supervisory structure based on detailed function-specific or unit-specific analysis 	Near-Term
2	Functional Support Staff Optimization	 Determine optimum staffing levels based on performance metrics at each institution based on internal benchmarking against Idaho peers Develop a strategy at each institution to align functional support staff capabilities Seek to achieve staffing levels consistent with internally benchmarked operating ratios at each institution with consideration for service levels Assess duties performed by generalists and identify opportunities to align generalist staff to internal and external benchmark ratios 	Near-Term
3	Workforce Resource Sharing	 Identify capability gaps across institutions (e.g., legal support, internal audit) Conduct business case analysis to determine viability of opportunity for sharing resources Draft memorandum of understanding outlining shared model 	Intermediate- Term
4	Staff Centralization	 Seek to achieve staffing levels consistent with industry best practice benchmarks for functional areas at each institution Design shared / centralized operating model and pursue implementation 	Long-Term
1	BAHR - SECTION 2018 HURON CONSULTING GROUP INC. AI	II Notes: TAB 7 I 1. Near-Term implies a 0-2 year time horizon. 1. ND AFFILIATES. ALL RIGHTS RESERVED. 2. Intermediate-Term implies a 2-6 year time horizon. 3. Long-Term implies a 6-10 year time horizon.	Page 41



3B.2 LABOR COST POOLS

OVERALL FINANCIAL IMPACT OF WORKFORCE

Labor costs – total compensation including benefits – represent 59% to 69% of aggregating operating expenditures across the four institutions.



Operational Expenditure Breakdown¹

Consistent with higher education institutions, labor represents the largest cost bucket at each institution and therefore the potential largest candidate for savings.

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	Note	es:	
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3B.2 LABOR COST POOLS

ADDRESSING LABOR THROUGH VARIOUS STRATEGIES

Revisiting the three strategies for pursuing economies of scale, Huron sized the cost pools for each strategy, which also target different staff segments (although overlap exists).

		Strategies			
	(A) Self-Assessment	(B) Partnership	(C) Integration		
Segment	 Supervisors / Middle management 	Transaction support staff	 University administration Academic administration 		
Analysis	 Spans and layers 	Benchmarking of staffing ratios	 Duplication analysis 		
Cost Pool	\$99M in salary and ben. of supervisors w/ <4 direct reports	\$70M in salary and ben. for business support functions	\$92M in salary and ben. for director-level and above leadership		
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3B.3 SPANS AND LAYERS ANALYS

This analysis is used to analyze overhead structure by assessing organizational depth (managers between front-line staff and the President) and width (direct reports per manager).

່ງທີ່		W	idth
Few Layer	 May lack appropriate leadership or decision-making hierarchy Leadership can get "lost in the weeds" without distance from day-to-day operations 	 Narrow Span Increases staffing costs due to low supervisor-to-staff ratios Managers may have too 	 Wide Span Overworked, "overstretched" managers Areas of high, but secondary, importance given short shrift in favor of
ıy Layers	 Promotes system of multi-layered reviews and approvals creating slow pace of change and decrease individual accountability Investment in management layers diverts funds from more compelling areas May put too much distance between 	 few direct reports to develop supervisory skills or evaluate staff "Thin" spans often result in unnecessary layering, both above and below 	 Given short shift in lavor of top priorities Tempting for managers to focus on areas of comfort rather than on issues Staff must have adequate skills to work independently May create feeling of neglect and dissatisfaction

Although there is no "right size" that fits all organizations, too many/few spans or layers can impact the effectiveness of an institution.

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The University of Idaho's average span of control is <u>3.1</u>. The layers with the lowest spans of control are also the layers with the most employees.



387 (71%) of supervisors at the University of Idaho have three or fewer direct reports.

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Boise State University's average span of control is <u>3.7</u>. The layers with the lowest spans of control are also the layers with the most employees.



349 (64%) of supervisors at Boise State University have three or fewer direct reports.

Notes

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Idaho State University's average span is <u>3.9</u>. The layers with the lowest spans of control are also the layers with the most employees.



167 (58%) of supervisors at Idaho State University have three or fewer direct reports.

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3B.3 SPANS AND LAYERS ANALYSIS

Lewis-Clark State College has an institution-wide average span of control of <u>4.0</u>. The layers with the lowest spans of control are also the layers with the most employees.



41 (60%) of supervisors at Lewis-Clark State College have three or fewer direct reports.

Notes

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3B.3 SPANS AND LAYERS ANALYSIS SUPERVISORY STRUCTURE

Across the four institutions, nearly 950 supervisors have only one, two, or three direct reports, indicating an opportunity to optimize each institution's management footprint.



Salary and benefits for supervisors with fewer than four direct reports totals nearly \$99M.

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3B.3 SPANS AND LAYERS ANALYSIS

Estimates of cost savings associated with our spans and layers analysis are predicated on organizational restructuring that reallocates supervisory responsibility.



	University of Idaho Layer 5 Savings					
Increase from Current Span	Avg. Span	Supv. ∆Supv.		Avg. Salary & Benefits	Salary & Benefits Savings	
+ 0.25	2.96	2 176	3 15	¢ock	5 \$672K	
+ 0.75	3.46	151	41	4 \$90K	\$1.9M	

At organizational layers with average spans below four, a range of savings is estimated by increasing the average span, and identifying the implied reduction in supervisory overhead.

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3B.3 SPANS AND LAYERS ANALYSIS

Variation in span of control suggests an opportunity to optimize supervisory structure across the four institutions, a potential source of material reduction in overhead.

	BSU	ISU	LCSC	UI
Average Span of Control	3.7	3.9	4.0	3.1
Number of Layers	8	9	6	9
Supervisors with Three or Fewer Direct Reports	64%	58%	60%	71%

By increasing the average span of control at each institution by 0.25 or 0.75, the organization could save between **\$4.1M** and **\$11.3M** from salaries and benefits as outlined in page 17.

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Next, we identify the pool from which functional support staff optimization can draw savings.



Across the four institutions, six administrative support functions represent **\$70.3M** in annual salary and benefits.



Labor Spend by Functional Area^{1,2}

As a next step, we segment activities within these functions that lend themselves to consolidation across institutions.

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Notes: 1. Based on salary and benefits

2.

3

Functional labor cost derived from personnel data.

Functional labor cost compared to total labor expenditure separately for each institution



UNPACKING ADMINISTRATIVE FUNCTIONS

To further segment the labor pool, we will highlight examples of "commodity" activities, or subfunctions, that are commonly candidates for consolidation.

	HR	ш	RESEARCH ADMIN.
Accounts Payable	Absence Management	Helpdesk	Award Management
Accounts Receivable & Billing	Benefits	Desktop Support	Billing & AR
Asset Management	Core HR	Server Admin	Compliance
Budgeting	Payroll	Application Dev.	F&A Cost Processing
Financial Management (GL)	Performance Management		Project Management
Purchasing	Profile Management		Proposal Management
Travel and Expense	Recruiting		
	Time and Labor		

Other functions under review: communications, legal, library management, facilities planning

Further segmenting functional support to look at these sub-functions **lessens the size of the cost** pool from which there might be savings from efficiency gains.

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Sample Activities / Sub-Functions in Scope

A selection of seven titles that commonly present opportunity for consolidation across the four institutions reveals a limited scope of actual opportunity for savings.





Consolidation of non-commodity functional support becomes more feasible in more mature and integrated technology environments.

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3B.5 FUNCTIONAL STAFF OPTIMIZATION OPEX TO FINANCE FTE^{1,2} (1/2)

The four institutions appear to have similar central and distributed finance staff but some institutions are able to support a greater portion of OpEx with each finance staff member.



departments (e.g., finance staff in an academic department)

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Notes

- Based on analysis of adjusted staff population derived from census files provided as part of data request Also excludes senior admins.
- 2. Operational Expenditure derived from 2017 financial statements

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These data points are plotted on the right axis,

3B.5 FUNCTIONAL STAFF OPTIMIZATION OPEX TO FINANCE FTE (2/2)

While the institutions vary slightly with regards to the portion of OpEx each finance staff member supports, BSU sets the internal benchmark at \$4.4M.



2017 Operational Expense Managed Per Finance FTE

If the four institutions optimized their OpEx to Finance FTE ratio to the internal or industry best practice, the organization may save between **\$3.2M-\$5.2M** in total.

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 Huron does not recognize and benchmark for sizing full finance functions. \$5.5M represents an improvement on the internal benchmark of \$4.4M.



3B.5 FUNCTIONAL STAFF OPTIMIZATION EMPLOYEE HEADCOUNT TO HR FTE^{1,2} (1/2)

While the HR function is highly centralized across all four institutions, the ratio of employees to HR staff varies widely.



Central and Distributed Human Resources Staff

Support ratios for HR do not account for services provided by state offices.

Notes

2

2

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excludes senior administrators except in the case of LCSC, where the HR Director is included. Employee headcount derived from personnel data, excludes retirees, student workers, and temporary employees. Because of its smaller scale and HR services provided by the state L CSC is not used as the internal henchmark

Based on analysis of adjusted staff population derived from census files provided as part of data



3B.5 FUNCTIONAL STAFF OPTIMIZATION

ISU sets the internal benchmark for employee headcount managed per Human Resources FTE at 251.7:1.



Employee Headcount/HR FTE

Employee Headcount Per HR FTE Ø Distance to Industry Benchmark Distance to Internal Benchmark

Notes

If the four institutions optimized their total employee headcount to HR FTE ratio to ISU's benchmark, they may save between **\$1.7M-\$2.6M** in total.

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3B.5 FUNCTIONAL STAFF OPTIMIZATION RESEARCH EXPENDITURE TO POST-AWARD FTE^{1,2} (1/2)

UI maintains a robust, centralized research staff that, likely due to maturity as a research institution, is able to support a greater level of research expenditure per research FTE.



Central and Distributed Post-Award Research Staff (FTE)

UI sets the internal benchmark for Research Expenditure/Post-Award FTE at \$3.9M.

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Based on analysis of adjusted staff population derived from census files provided as part of data request
 Also excludes senior admins.
 Research Expenditure derived from 2017 financial statements.



Idaho State **3B.5 FUNCTIONAL STAFF OPTIMIZATION** d of Education **RESEARCH EXPENDITURE TO POST-AWARD FTE (2/2)**

Opportunities for cost savings would be possible by aligning BSU and ISU to the internal benchmark set by UI or by aligning both institutions to industry benchmarks.



Central and Distributed Post-Award Research Staff (FTE)

Research Exp. Per Post-Award FTE Distance from Internal benchmark & Distance from Industry Benchmark

Additional savings up to **\$1.4M** may be realized through optimizing the operating ratio of Research Expenditure to Post-Award FTE to industry leading practice.

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\$8.0M

15.5

\$0.9M-

\$1.4M

3B.5 FUNCTIONAL STAFF OPTIMIZATION IT TIER 1 FTE TO EMPLOYEE FTE¹ (1/2)

The ratio of institutional employee FTEs to IT FTEs allows us to compare IT staffing levels across institutions.



Central and Distributed Tier 1 Staff (FTE)

Although Tier 1 IT support staff are highly centralized across the four institutions, the number of employees supported per staff member varies.

IT FTE excludes senior admins.

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Based on analysis of adjusted staff population derived from census files provided as part of data request.

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3B.5 FUNCTIONAL STAFF OPTIMIZATION IT TIER 1 FTE TO EMPLOYEE FTE (2/2)

Internal benchmarking suggests a variation in the number of employees supported by each Tier 1 IT staff member, suggesting an opportunity for improvement in staff efficiency.



Central and Distributed Tier 1 Staff (FTE)

If the four institutions matched the internal benchmark set by ISU, it would imply potential cost savings of **\$0.9M-\$1.4M**.

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Idaho State **3B.5 FUNCTIONAL STAFF OPTIMIZATION** IT LABOR AS % OF IT SPEND

While near-term savings focus on Tier 1 support, long-term consolidation may consider the whole IT function, which provides an opportunity to align to best-practice budget allocations.



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Industry benchmark for mid-size organizations from Computer Economics 2017. This is not a higher-ed specific

3B.6 INSTITUTIONAL INTEGRATION

Senior Academic/Admin leadership roles represent 7-10% of total operational expenditures (labor and non-labor) at each of the four institutions.



Should the Board consider mergers in the future, savings could be achieved through consolidation of leadership roles which would not be addressed through partnership models.

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- 1. Based on salary and benefits.
- 2. Functional labor cost derived from personnel data.



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SECTION 3C: PURCHASING ANALYSIS

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3C.1 PURCHASING ANALYSIS

PURCHASING ROADMAP OVERVIEW (1/2)

Our analysis suggests that substantial cost savings opportunities can be facilitated through the implementation of a cross-institutional and technology-driven purchasing process.

	Roadmap Activity	Detail	Time Horizon
1	Strategic Sourcing Category Efforts	 Introduce strategic sourcing efforts for high spend level 2 categories (e.g., leveraging collective purchasing power, vendor consolidation, etc.) Starting point should be commodity areas that have low complexity but high potential savings due to volume of spend (e.g., office products, scientific supplies) Reassess opportunities quarterly 	Intermediate-Term
2	Category Management Strategy	 Establish category management strategies for key spend areas Formulate strategy for maverick spend reduction (e.g., reduce volume of P-Cards in use across institutions) Formulate strategy for vendor performance management 	Intermediate-Term
3	Unify Contract Management Activities	 Evaluate the continuation of existing contracts, renegotiating pricing, service delivery and other components of the contracts Assess high supplier spend to determine additional savings opportunities from new contracts Implement an integrated contract management solution as part of the eProcurement solution that can provide a centralized, searchable contract repository 	Intermediate-Term

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Notes



3C.1 PURCHASING ANALYSIS

PURCHASING ROADMAP OVERVIEW (2/2)

Our analysis suggests that substantial cost savings opportunities can be facilitated through the implementation of a cross-institutional and technology-driven purchasing process.

	Roadmap Activity	Detail	Time Horizon
4		 Implement a SaaS eProcurement solution that addresses manual processes, is easy for end-users to adopt, integrates with financial management system(s), and addresses other inherent challenges observed with current requisitioning tools 	
	 I ransition to a eProcurement Solution Implementation Implementation Encourage utilition from catalog su Consider assession an additional p 	 Transition to a P2P process that: 	
		 Enables operational efficiencies across the entire lifecycle (e.g., e- Requisitions, e-Invoices) 	Intermediate-Term
		 Improves transaction processing, contract compliance, and financial reporting 	
		 Encourage utilization of e-Requisitions for all low dollar/low risk purchases from catalog suppliers 	
		 Consider assessing the travel and expense programs across institutions as an additional payment mechanism 	

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Notes



3C.2 PURCHASING ANALYSIS SPEND CATEGORIZATION OVERVIEW

Of nearly \$370M in FY2018 spend, **\$232M (63%)** represents a spend base for potential savings through strategic sourcing and contracting practices.



additional notes on analysis approach on page 88.

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1. Total FY2018 spend excludes spread payments (tuition) by Boise State University to the State of Idaho totaling \$104,439,815. Similar payments were not included in data provided by other institutions.

estimated annual spend

Uncategorized vendors account for nearly \$40M in





3C.3 PURCHASING ANALYSIS

LEVEL I SPEND: ANALYSIS BY CATEGORY (1/2)

Five spend categories – Facilities, Information Technology, Foodservice, Travel and Scientific & Medical – account for \$145M (63%) of addressable spend.



FY2018 Spend by Level I Category

Within the top 5 Level I categories, excluding Financial Services, there are opportunities to leverage University spend, increase buying power, and strategically source products/services.

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3C.3 PURCHASING ANALYSIS

LEVEL I SPEND: VENDOR BREAKDOWN BY CATEGORY (2/2)

Large vendor bases dilute the buying power and savings associated with preferred vendors, leading to inconsistent and increased pricing.



FY2018 Vendor Overview by Level I Category

Strategic sourcing activities in key categories can help to channel spend to preferred vendors, identify opportunities to negotiate contracts and reduce administrative costs.

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3C.4 PURCHASING ANALYSIS

ADDRESSABLE SPEND SEGMENTATION BY P-CARD VS. AP/PO

Analysis of the FY2018 spend data by procurement channel – including AP, Purchase Order and P-Card – revealed approximately **\$37.3M** of total addressable spend is on P-Cards.

	BS	U	IS	U	LCS	C	U	I		
Fiscal Year 2018	Spend	%	Spend	%	Spend	%	Spend	%	Grand Total	% of Total
P-Card Spend	\$14.5	22%	\$6.2	11%	\$2.8	27%	\$13.8	14%	\$37.3	16%
AP/PO Spend	\$50.2	78%	\$49.3	89%	\$7.6	73%	\$87.8	86%	\$194.9	84%
⁷ Total	\$64.7		\$55.5		\$10.4		\$101.6		\$232.2	

P-Cards Increase		
Flexibility (ability to purchase from many vendors)	Risk (reduced process visibility and oversight)	
Expediency (ability to quickly purchase goods/services)	Labor Cost (effort related to account coding and reconciliation)	

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Notes 1

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LCSC dataset included payments to internal departments including Athletics. 2.

BSU spread payments (tuition) made to the State of Idaho have been excluded.

P-Card payments to vendors were excluded to avoid duplicative spend.

Some institutional spend includes utilities, payments to government entities and other higher ed institutions





3C.5 PURCHASING ANALYSIS NUMBER OF P-CARDS AND SPEND

More than 3,000 P-Cards are in circulation across the four institutions and the **\$37.3M** in addressable P-Card spend represents **16%** of total addressable spend.



Many of the top 20 vendors by P-Card spend support electronic requisitioning and invoicing while other vendors represent spend that could be managed through a travel program.

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3C.6 PURCHASING ANALYSIS LEVERAGING COMMON CONTRACTS

Huron's experience suggests that particular vendors present savings opportunities through the use of common contracts where state or independently negotiated contracts are used.

Supplier	Level 2 Category	State Contract	University 3rd Party Contract(s)	Potential Contract Opportunity	Combined FY2018 Spend (All Institutions)
Dell	Computer Hardware	>	BSU	\checkmark	\$3,962,227
HP	Computer Hardware	\checkmark	BSU	\checkmark	\$682,651
Amazon	IT Services/General Retail	X	BSU / UI	\checkmark	\$2,664,740
Grainger	MRO Products	X	UI	\checkmark	\$755,688
Blackboard	IT Software	X	BSU / UI	\checkmark	\$525,329
CenturyLink	Utilities	\checkmark	BSU / UI	\checkmark	\$716,442
Schindler	MRO Services	X	UI / LCSC	\checkmark	\$233,555
Agilent Technologies	Scientific Supplies	X	UI	\checkmark	\$408,417
Fisher Scientific	Scientific Supplies	X	UI	\checkmark	\$666,730
CDW	Computer Hardware	X	UI	\checkmark	\$1,657,366
Total					\$12,273,145
			Estimated Savings	2%-4% of Spend	\$0.2M-\$0.5M ¹

Potential Contract Opportunities

Huron commonly observes savings opportunities between 2% and 4% of total spend by leveraging common contracts, though detailed projections require deeper analysis.

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 Contract savings estimates are not mutually exclusive and overlap with strategic sourcing opportunities found on pages 23, 24, and 25.





3C.7 PURCHASING ANALYSIS

EXAMPLE OF STRATEGIC SOURCING OPPORTUNITIES

An example of the approach that the four institutions may take to strategic sourcing within the context of a particular category of spend is detailed here.

Subcategory	Sourcing Activities	FY2018 Spend (\$K)	Estimated Savings (%)	Estimated Savings (\$K)
Scientific Supplies & Equipment	 Institutions have 187 Scientific Supplies & Equipment Suppliers. The top 15 scientific suppliers represent 53% of total Scientific Spend suggesting there are opportunities to consolidate the vendor base and leverage aggregate spend through a competitively bid RFP or incumbent supplier negotiations for primary and secondary scientific suppliers. Develop core list of 500-800 high volume/high transaction items that cover approximately 30% of total spend to drive product consolidation and cost savings. Negotiate category discounts for non-core purchases to obtain competitive discounts off manufacturer list price. Identify opportunities for demand management and product standardization reducing product proliferation in scientific supplies subcategories. Negotiate market competitive financial incentives appropriate for the combined institutional account size including one time contract signing and recurring volume rebate, prompt payment discount, etc. 	\$12,220	8% - 11%	\$978 - \$1,344

To achieve savings, institutions may engage in more detailed spend analysis and strategic sourcing activities for this and other key subcategories as highlighted on page 23.

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SECTION 3D: INFORMATION TECHNOLOGY ANALYSIS



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3D.1 SYSTEMS ANALYSIS

SYSTEMS ROADMAP OVERVIEW (1/2)

The path from the current state to full systems and infrastructure alignment is predicated on foundational steps and the selection and implementation of a single ERP or aligned ERPs.

	Roadmap Activity	Detail	Time Horizon
1	Foundational Steps	 Implement centralized IT governance with representation from all institutions¹ Establish a central Program Management Office (PMO) to oversee the application of IT strategy Centralize IT policy across the four institutions Develop a cross-institution strategy for enterprise architecture & cloud strategy 	Near-Term
2	ERP Assessment and Planning	 Conduct a cross-institution review and assessment of ERP systems and business processes that use ERP 	Near-Term
3	ERP Implementation	 Assess and standardize current business processes, roles, reporting, and technology portfolio Centralize data and storage across the four institutions Optimize and standardize services and software Implement a shared ERP environment which houses transactional and reporting data across the four institutions Establish data standards and streamline ad-hoc reports 	Intermediate- Term

Notes

6

7.

- 1. This is the primary prerequisite for all other actions along the roadmap.
- 2. Requires virtualization as a prerequisite.
- 3. Requires service rationalization as a prerequisite.
- Requires IT Funding model and cloud strategy as a prerequisite.
 Near-Term implies a 0-2 year time horizon.

Intermediate-Term implies a 2-6 year time horizon.

Long-Term implies a 6-10 year time horizon.

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3D.1 SYSTEMS ANALYSIS

SYSTEMS ROADMAP OVERVIEW (2/2)

The following steps highlight key steps in transitioning to a synergistic technology environment across institutions.

	Roadmap Activity	Detail	Time Horizon
4	Funding Model Evaluation	 Reevaluate existing IT funding model and create a transparent and centralized model 	Intermediate- Term
5	Systems and Infrastructure Rationalization	 Review enterprise applications across the four institutions to identify opportunities to consolidate to single platforms aligned with the shared ERP system Audit existing licenses to determine opportunities for reduction Establish a fully virtualized centralized data center with service terms predicated on established SLAs and using the infrastructure-as-a-service model Reevaluate the existing service delivery model and consolidate commodity services Centralize data backup and recovery² Consolidate redundant enterprise applications and shadow systems used across all 	Long-Term
		campuses. ^{2,3,4}	
6	Workforce Consolidation	 Centralize Server Administration with remote sites transitioned to VMWare or Data Center Centralize service desk operations3 Centralize IT experite and experilidate warders (slatforms) 	Long-Term
		 Centralize II security and consolidate vendors/platforms 	

- Notes
- This is the primary prerequisite for all other actions along the roadmap. 1
- Requires virtualization as a prerequisite. 2.
- Requires service rationalization as a prerequisite. 3.
- Requires IT Funding model and cloud strategy as a prerequisite.
- Near-Term implies a 0-2 year time horizon. 5.
- Intermediate-Term implies a 2-6 year time horizon. 6 7.
 - Long-Term implies a 6-10 year time horizon.



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3D.2 SYSTEMS ANALYSIS

ERP CONVERGENCE: ILLUSTRATIVE PLANNING OPTIONS

A cogent approach requires consideration of BSU's transition to the cloud, along with UI's and ISU's near-term ERP upgrade requirements (2-5 years).

Convergence Approach Options

- Should the other institutions leverage Boise's design and configurations?
- Should the four institutions implement all modules (finance, HR, student) concurrently?
- Should the institutions implement concurrently or sequentially?

2 Data and Reporting Strategy Options

- How will data warehousing be managed?
- What will be norms for data stewardship and data governance?

Chart of Accounts Redesign Options

- What is the timing for chart of accounts alignment?
- How does it sequence with other projects?
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3D.2 SYSTEMS ANALYSIS ERP CONVERGENCE: CRITICAL PATH

While consideration of the full spectrum of IT activity along the roadmap is critical, the steps involved in ERP implementation alone are substantial.

ERP Assessment and Implementation

Assess and Recommend

- Assessment of current state operating model
 - Staffing
 - Roles and responsibilities
 - Business processes
 - Policies and procedures
- Identification of gaps
- Development of proposed future state operating model

Design

- Design future state business processes in collaboration with institutional stakeholders
- Select pilot processes to demonstrate success
- Finalize future state organizational redesign
- Develop technical design and security documents
- Design integrations with adjacent systems
- Finalize conversion plan

Configure and Test

- Design a test strategy and plan
- Build and execute test scripts
- Build application security
- Configure test environments
- Design a cutover approach
- Develop and test conversion programs
- Resolve all unit testing defects

Finalize and Implement

- Evaluate test results
- Signoff on testing
- Design detailed cutover plan
- Test and validate conversion programs
- Execute mock conversions
- Resolve and test all defects
- Conduct implementation readiness assessment



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3D.3 IT SPEND ANALYSIS IT LICENSING SPEND TOTALS

IT licensing expenditure totals **\$11.5M** annually across the four institutions including spend related to ERP and related expenses, infrastructure, and enterprise applications.



Selected licensing spend categories represent 2-4% of non-labor operating expenditures.

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SECTION 3E: SURFACED OPPORTUNITIES

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3E.1 SURFACED OPPORTUNITIES

WORKFORCE-RELATED OPPORTUNITIES

Several opportunities were identified during stakeholder interviews that were out of scope but are enumerated in this section of the report.

Workforce Consolidation or Centralization

- Huron's experience suggests that there may be opportunities to consolidate functions that require domain expertise such as cybersecurity, economic development, and tech transfer
- Additional opportunities for workforce consolidation may be found in high-volume, repetitive functions such as travel for athletic operations
- Further consolidation may be possible in some functions such as server administration, although such consolidation is predicated on centralization of technology infrastructure

Resource Sharing

Our interviews identified gaps that could be addressed by leveraging current capabilities at another institution among the four, including General Counsel, Internal Audit, and Instructional Design

Workforce Outsourcing

- Huron's experience suggests that opportunities to outsource institution-operated bookstores are generally advantageous and should be evaluated and pursued
- Additional opportunities for outsourcing of functions may be identified through further analysis of fleet operations and book store operations

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3E.2 SURFACED OPPORTUNITIES

INSURANCE AND RESOURCE POOLING

The nature of some opportunities allowed for additional analysis during this engagement.

Self-Insurance Potential Annual Savings by Institution Alignment to the current University of Idaho medical and dental \$1.4M plans would allow institutions to: \$1.2M \$1.2M Leverage their demographics relative to the state risk pool \$1.0M Determine benefits and make changes as needed \$.8M Potential risks include: \$.8M Added cost per individual relative to state plan \$.6M Plan design would need to be carefully considered to \$.4M meet needs of individual institutions \$.2M Athletics injury insurance may present an opportunity to \$.2M consolidate coverage across institutions as well although this \$.0M separate opportunity has not been evaluated in detail BSU ISU LCSC

Non-Labor Resource Pooling

 Our interviews suggested that opportunities may exist to pool some resources such as library storage, and library subscriptions across institutions

Further analysis is required to fully vet the potential savings and operational viability of these surfaced opportunities.

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APPENDIX I: NOTES REPOSITORY ATTACHMEN

WORKFORCE ANALYSIS (1/2)

Reference	Note	
	Created Variables	
3B.5	Central/Distributed: Functional support staff located in the colleges or outside their department are considered distributed (e.g., a finance employee in the Math Department, or an HR professional located in Facilities).	
3B.5	Functional Support Staff: Employees were coded as Finance, HR, Research Administration, or Information Technology using their department and job title, with job title taking precedence (e.g., an IT analyst located in the Human Resources department is considered an IT employee)	
3B.5	Generalists: Generalists were coded by title. Example titles are found on page 19.	
3B.5	Post-Award staff: Any employee in the research administration with post-award function title was included (e.g., Post-Award, Compliance, Grant Accounting, Grants/Contract Specialist, Sponsored Project Administrator).	
3В	Salary and Benefits: The most recent available fringe rates (FY19) were used to calculate fully-loaded salaries at each institution: <u>https://www.uidaho.edu/finance/budget-office/fringe-benefits</u> <u>https://vpfa.boisestate.edu/budget-and-planning/fringe-rates/</u> <u>https://www.isu.edu/research/research-support/osp/financial-rates/</u> <u>http://www.lcsc.edu/budget/</u>	
3B.5	Senior/Academic Admins: Senior Admins: Assistant/Associate Director and above, Academic Admins: Assistant/Associate Dean and above	
3B.5	Tier 1 IT: Tier 1 IT employees were identified by title. Titles include: Tech Support Specialist, Tech Support Specialist Team Lead, IT Support Technician, Technology Solutions Partner	

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APPENDIX I: NOTES REPOSITORY ATTACHMEN

WORKFORCE ANALYSIS (2/2)

Reference	Note
	Data Exclusions
3B.3	Spans and Layers analysis: Spans and Layers analysis is derived from the personnel file. Headcount excludes students, temporary workers, adjuncts, and secondary jobs, as well as faculty and athletic admins . Faculty admins (deans, assistant deans, etc.) are included. Additionally, faculty and athletic admins who supervise administrative employees are counted as supervisors. Any individual that was missing supervisory data at any level was excluded from this analysis (n=97).
3B.4	Functional Support Staff analysis: This analysis excludes students, temporary workers, adjuncts, secondary jobs and senior admins.
	Analysis Notes
3B.3	Spans and Layers: Supervisory structure determined by supervisor listed for each employee in the personnel file
3B.4	Functional Staff Optimization/Centralization Savings : Savings were generated by multiplying the FTE above the Optimum Ratio by the median fully-loaded salary for that category. The savings range represents the generated point estimate +/-20%.



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APPENDIX I: NOTES REPOSITORY ATTACHMEN

PURCHASING ANALYSIS

Reference	Note	
3C	Vendor payments for P-Cards and fleet cards were removed when combining the various data sources to avoid duplication of spend data.	
3C	Individual reimbursements were recorded in the universities' spend under the individual names. These entries were normalized to a single vendor name "Individual Payment" and were not included in categorized spend analysis.	
3C	Huron was provided with a revised data set for Boise State University reflecting AP spend. This new data file may not reflect all AP spend for BSU. Detailed data discussions suggest that potential exclusions impact types of spend categorized as non-addressable and thus not included in detailed analysis and savings opportunity calculations. Huron reviewed and validated original and revised data sets with procurement departments from each in-scope institution.	
3C	 <u>Huron's Purchasing Analysis Process (Summary)</u> 1. Submit data request and review data provided by institutions 2. Conduct stakeholder interviews and request clarification 3. Remove duplicate data (e.g., payment to P-Card vendors in addition to total P-Card transactions) 4. Categorize data into Level I and Level II based on Huron's taxonomy a. Level I example: Administrative (High-Level) b. Level II example: Office Supplies (Detail) 5. Categorize by addressable, non-addressable , and non-categorized spend based on Huron's expertise in strategic sourcing and supplier contract negotiation a. Addressable spend example: Office Supplies b. Non-addressable spend example: Payments to the state government c. Non-categorized spend example: Payments to an individual or unknown supplier 6. Validate categorizations with client 7. Recommend approach over time based on anticipated value and effort required 	

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Idaho State



APPENDIX II: INTERVIEW LIST BOISE STATE UNIVERSITY (1/2)

Name	Title
Alicia Estey	Senior AVP Campus Operations
Alexis Rowland	Senior Business Manager
Brian Bolt	Deputy CIO
Corbin Harp	Business Manager, College of Business and Economics
Corey Cook	Dean, School of Public Service
Diana Esbensen	Business Manager, College of Education
Evelyn Redshaw	Senior Business Manager, College of Arts and Sciences
Greg Hahn	AVP Communications and Marketing
Jo Ellen DiNucci	AVP Finance and Administration
JoAnn Lightly	Dean, College of Engineering
Leslie Durham	Interim Dean, College of Arts and Sciences
Leslie Webb	VP Student Affairs
Lynn Harrsch	Senior Business Manager
Mark Bannister	Interim Dean, College of Business and Economics
Mark Heil	CFO, VP Finance
Mark Wheeler	Dean, Division of Extended Studies

Note: some stakeholder interviews included more than one participant listed above.

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APPENDIX II: INTERVIEW LIST BOISE STATE UNIVERSITY (2/2)

Name	Title
Marty Schrimpf	Interim President
Matt Wilde	General Counsel
Max Davis-Johnson	CIO
Randi McDermott	COO, VP Campus Operations
Rich Osguthorpe	Dean, College of Education
Rob Pangaro	Business Ops Manager, College of Business and Economics
Roger Brown	Director, Government and Community Relations
Shawn Miller	AVP Human Resources
Terri Spinazza	Purchasing Director
Tim Dunnagan	Dean, College of Health Sciences
Tony Roark	Interim Provost, VP Academic Affairs
Troy Haan	Director, Development and BIRS
Focus Group: Administrative Support Staff	

Note: some stakeholder interviews included more than one participant listed above.



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APPENDIX II: INTERVIEW LIST IDAHO STATE UNIVERSITY (1/3)

Name	Title
Adam Jacobsmeyer	Executive Director of Treasury, Business Services & Policy
Angie Dangerfield	University Business Officer, College of Arts and Letters
Anita Smith	Dean, College of Nursing
Bob Hite	Interim Controller
Brian Hickenlooper	Interim CFO
Brian Sagendorf	Director, Human Resources
Cheryl Hanson	AVP Facilities Services
Chris Owens	Interim Dean, College of Pharmacy
Cornelis Van der Schyf	VP Research
Craig Thompson	Housing Director
David Buck	Director, Purchasing Services
Deb Gerber	University Business Officer, College of Business, Library
Fred Parish	University Business Officer, College of Science and Engineering
George Casper	Director of Events
Jim Kramer	University Business Officer, Athletics
Joanne Hirase-Stacey	General Counsel

Note: some stakeholder interviews included more than one participant listed above.

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APPENDIX II: INTERVIEW LIST IDAHO STATE UNIVERSITY (2/3)

Name	Title
Joe Wilcox	University Business Officer, Kasiska Division of Health Sciences
Kandi Turley-Ames	Dean, College of Arts and Letters
Karl Bridges	Dean, University Librarian
Kathleen Kangas	Dean, College of Rehab and Comm Sciences
Kathryn Hildebrand	Dean, College of Education
Kent Tingley	VP University Advancement
Kevin Satterlee	President
Laura McKnight	Dean, College of Health Professions
Laura Woodworth-Ney	Exec VP & Provost
Lisa Lewis Mangum	Director, Enterprise Applications
Lisa Leyshon	Associate Controller
Lyle Castle	Vice Provost Outreach, Dean for Idaho Falls
Lyn Redington	VP Student Affairs
Lynette Mitchell	AVP Finance
Michael Alvord	University Business Officer, College of Technology
Patricia Marincic	AVP ISU Meridian

Note: some stakeholder interviews included more than one participant listed above.

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APPENDIX II: INTERVIEW LIST IDAHO STATE UNIVERSITY (3/3)

Name	Title
Pauline Thiros	Interim Athletic Director
Randy Gaines	CIO
Ron Solbrig	Director, Health Center
Scott Rasmussen	Dean, College of Technology
Scott Scholes	AVP Enrollment Management
Scott Snyder	Dean, College of Science and Engineering
Staci Phelan	University Business Officer, Student Affairs
Stuart Summers	AVP Marketing and Comm
Tom Ottaway	Dean, College of Business
Focus Group: Administrative Support Staff 1	
Focus Group: Administrative Support Staff 2	

Note: some stakeholder interviews included more than one participant listed above.



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APPENDIX II: INTERVIEW LIST LEWIS CLARK STATE COLLEGE

Name	Title	
Allen Schmoock	CIO/CTO	
Andrew Hanson	VP Student Affairs	
Celeste McCormick	IT Help Desk Manager	
Cynthia Pemberton	President	
Fred Chilson	Dean, School of Professional Studies	
Jeff Ober	Dean, Career and Technical Education	
Julie Crea	Sr Director, Budget Office	
Logan Fowler	VP Comm/Marketing	
Lori Stinson	Provost	
Mary Flores	Dean, School of Liberal Arts and Sciences	
Sheila Kom	Head of Procurement	
Todd Kilburn	VP Finance, CFO	
Tom Garrison	VP Facilities	
Vikki Swift-Raymond	VP Human Resources	
Focus Group: Administrative Support Staff		
Focus Group: Enterprise System Stakeholders		

Note: some stakeholder interviews included more than one participant listed above.

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APPENDIX II: INTERVIEW LIST UNIVERSITY OF IDAHO (1/2)

Name	Title	
Brian Borchers	Lead, Enterprise Systems	
Brian Foisy	VP Finance/CFO	
Brian Johnson	VP Facilities	
Cathy Roheim	Senior Associate Dean, College of Agriculture and Life Sciences	
Chuck Staben	President	
Dan Ewart	CIO	
Dennis Becker	Interim Dean, College of Natural Resources	
Ginger Carney	Dean, College of Science	
Greg Cain	Interim AVP Auxiliary Services	
Janet Nelson	VP Research	
Janice Todish	Lead Business Officer, College of Letters, Arts, and Social Sciences	
Joe Christensen	Lead Business Officer, College of Business and Economics	
John Wiencek	Provost	
Julia McIlroy	Director, Purchasing Services	
Kent Nelson	General Counsel	
Linda Campos	Controller	

Note: some stakeholder interviews included more than one participant listed above.

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APPENDIX II: INTERVIEW LIST UNIVERSITY OF IDAHO (2/2)

Name	Title
Lisa Miller	Lead Business Officer, Auxiliary Services
Marc Chopin	Dean, College of Business and Economics
Margarita Cardon	Lead Business Officer, College of Agriculture and Life Sciences
Mellody Miller	Lead Business Officer, College of Science
Michael Parrella	Dean, College of Agriculture and Life Sciences
Sean Quinlan	Interim Dean, College of Letters, Arts, and Social Sciences
Stefany Bales	VP Comm/Marketing
Steve Hacker	Lead Business Officer, College of Natural Resources
Wes Matthews	Executive Director, Human Resources
Focus Group: Administrative Support Staff 1	
Focus Group: Administrative Support Staff 2	

Note: some stakeholder interviews included more than one participant listed above.



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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DECEMBER 20, 2018

TAB	DESCRIPTION	ACTION
1	STANDING COMMITTEE REPORT	Information Item
2	NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES (11:30 – TIME CERTAIN)	Information Item
3	BOISE STATE UNIVERSITY – DOCTOR OF PHILOSOPHY, IN BIOMEDICAL ENGINEERING	Action Item
4	IDAHO STATE UNIVERSITY – MASTER OF ARTS, IN SPANISH	Action Item
5	IDAHO STATE UNIVERSITY – MASTER OF SCIENCE, IN COMPUTER SCIENCE	Action Item
6	IDAHO STATE UNIVERSITY – MASTER OF SCIENCE, IN CLINICAL PSYCHOPHARMACOLOGY	Action Item
7	IDAHO STATE UNIVERSITY – MASTER OF SCIENCE, IN NUTRITION WITH AND WITHOUT DIETETIC INTERNSHIP	Action Item
8	BOARD POLICY III.T. – STUDENT ATHLETES – SECOND READING	Action Item
9	STATE COMMON COURSE LIST	Action Item
10	PROGRAM REVIEW SUMMARY	Information Item
11	OPEN EDUCATION RESOURCE REPORT	Information Item
12	UNIVERSITY OF UTAH SCHOOL OF MEDICINE REPORT	Information Item

13 LUMINA ADULT PROMISE PROJECT Information Item

14 COMPLETE COLLEGE AMERICA MOMENTUM PATHWAYS PLANNING

Action Item

SUBJECT

Standing Committee Report – Higher Education Task Force Update

REFEFENCE

October 2017	Board assigned each of the 12 Higher Education Task Force recommendations to one or more of the Board's standing committees.
December 2017	Board prioritizes Higher Education Task Force recommendations.
February 2018	Board received update on all Higher Education Task Force recommendations.
April 2018	The Board received an update on progress regarding the Higher Education Task Force recommendations assigned to each of the Board's standing committees.
October 2018	The Board received an update on progress regarding the Higher Education Task Force recommendations assigned to each of the Board's standing committees

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Bylaws Section I.F.2

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment; Objective A: Access and Transparency

BACKGROUND/ DISCUSSION

The Instruction, Research and Student Affairs (IRSA) committee Chair will provide a summary of several key initiatives that are in progress, in cooperation with staff from the eight public higher education institutions and other educational state agencies. IRSA projects include:

- Development continues for Board Policy III.E., Certificates and Degrees, regarding the definition of a microcredential.
- Inventory has been collected from institutions that utilize Open Education Resources for the delivery of courses on the state common course list.
- Finalized the system-wide common course list for Board approval.
- Exploring options whereby the Board office provides dual credit transcripts to institutions on behalf of graduating high school seniors who submit an admissions application through Apply Idaho.

IMPACT

The Chairman's overview will update Board members on efforts underway on projects within the IRSA Committee's area of responsibility.

STAFF COMMENTS AND RECOMMENDATIONS

Staff will be available to provide additional details on current IRSA initiatives, if requested.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Northwest Commission on Colleges and Universities (NWCCU)

REFEFENCE

August 2013	The Board was provided with an update of the
	accreditation process and the status of where each
	institution is in the process.
August 2014	The Board was provided with an overview of the
	accreditation process and the status of where each
	institution is in the process.
October 2016	The Board was provided with an update of the
	accreditation process with NWCCU President, Dr.
	Elman.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Public Postsecondary Accreditation Section III.M

ALIGNMENT WITH THE STRATEGIC PLAN

Goal 1: Educational System Alignment, Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

BACKGROUND/ DISCUSSION

NWCCU is one of seven federally recognized regional accrediting bodies serving six geographical regions in the United States and its territories. Idaho public colleges and universities seek accreditation through NWCCU. Accreditation is a process used by higher education to evaluate colleges, universities, and educational programs for quality and to assess their efforts toward continuous quality improvement. Regional accreditation ensures that an institution's academic program meets acceptable levels of quality. Institutions must be accredited by a federally recognized accrediting agency to qualify for participation in federal financial aid programs that provide low cost loans to students. The NWCCU accreditation cycle maintains a review process every seven years for institutions. During this seven-year timeframe an intense self-study is carried out and conducted in progressive stages of institutional self-reflection and peer evaluation, which includes a mid-cycle review.

Attending a regionally accredited institution is an important consideration for students if they seek to transfer credits to another institution or will want to pursue admission to graduate programs. Regionally accredited colleges and universities typically accept credits from other regionally accredited institutions.

In July 2018, Dr. Sonny Ramaswamy began his appointment as president of NWCCU. Previously he served six years as director of the National Institute of Food and Agriculture in the U.S. Department of Agriculture. Prior to his service in

Federal government he served in administrative and faculty roles at several land grant universities, most recent at Oregon State University.

Before beginning her role as NWCCU Vice President in 2015, Valerie Martinez served as a NWCCU Commissioner, evaluation committee chair, evaluator, and Accreditation Liaison Officer. With experience across the Northwest region as a faculty member and administrator at several institutions, Ms. Martinez shares expertise with evaluation, substantive change processes, and NWCCU policy.

IMPACT

With evolving expectations in the regional and national landscape regarding the delivery of postsecondary education, NWCCU is seeking feedback as to how the agency can best serve member states and institutions. As part of its ongoing process of self-reflection, and in accordance with U.S. Department of Education regulations and Commission Bylaws, NWCCU has undertaken a cycle of review for its Eligibility Requirements, Policies, and the Standards of Accreditation. The process of revision includes the opportunity for feedback from key postsecondary constituents as well as the public. This self-reflective exercise provides all stakeholders the opportunity to assess the processes around NWCCU's accreditation activities (including the cycle of evaluation and the methods of evaluation).

The input gathered from meetings and constituents in NWCCU states will be used by the Commission to create a set of draft revised Standards, Policies, and Eligibility Requirements. Following an initial period of review and public comment, a second review period and call for comment will be made available in Summer 2019, for further revision. The final, revised Standards, Policies, and Eligibility Requirements will be adopted for implementation beginning in January 2020.

The overview provided by NWCCU President Ramaswamy and Vice-President Martinez will offer the Board added insight on the accreditation process, including quality assurance matters and the role of governing boards within this process. This information will also include the trends and issues associated with accreditation standards and policies.

STAFF COMMENTS AND RECOMMENDATIONS

Board members are encouraged to share feedback with NWCCU leadership that will help inform the development of NWCCU accrediting standards, policies, and eligibility requirements to be implemented in 2020. Board and institutional staff will also be available to address questions regarding quality assurance processes for academic programs and service delivery.

BOARD ACTION

This item is for informational purposes only.

BOISE STATE UNIVERSITY

SUBJECT

Ph.D. in Biomedical Engineering

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

The proposed program aligns with:

SBOE Strategic Plan GOAL 1: A Well-educated Citizenry; Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system. The proposed program will provide local professionals with the opportunity to advance professionally and will provide local industry with appropriately trained workers.

SBOE Strategic Plan GOAL 2: Innovation and Economic Development; Objective B: Innovation and Creativity – Increase creation and development of new ideas and solutions that benefit society. The proposed program will focus on research that addresses transdisciplinary problems in biomedical engineering.

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes to create a new interdisciplinary program that will award a Ph.D. in Biomedical Engineering. The proposed program will be offered face-to-face in BSU's regional service area.

Biomedical engineering is a discipline that applies engineering concepts to medicine and biology in order to solve biomedical problems that span from whole body and organ systems to molecular interactions. The program will have three emphases:

- The Biomechanics emphasis will focus on analyzing the structural behavior of biological systems and developing technology to treat, diagnose, and prevent diseases that alter mechanical function.
- The Human Performance emphasis will focus on developing state-of-the-art technology to treat and prevent injury and disease, and to optimize athletic performance.
- The Mechanobiology emphasis will focus on identifying the mechanisms by which cells sense, respond and are regulated by physical stimuli, and will use this fundamental knowledge to develop regenerative approaches to improve health.

The program has two broad objectives that will support the career advancement of Idaho residents and stimulate economic growth in the state of Idaho:

First, it will provide education in biomedical engineering to feed the growing regional and national need, creating biomedical researchers with transdisciplinary technical skills. Career pathways for graduates include regenerative medicine, human performance, injury prevention and rehabilitation, assistive technology, implantable devices, and surgical interventions. As noted by Dr. Christopher Hirose, Director of Research at the St. Alphonsus Regional Medical Center Couglin Clinic,

"...establishment of a Biomedical Engineering PhD program at Boise State University will ... provide us the qualified local workforce we need to advance clinical, experimental, and computational research to improve patient outcomes."

And as noted by Andrew Kazanovicz, Research and Development and Quality Manager at MWI Animal Health,

"...a current limitation is a lack of access to a skilled workforce that is able to conduct high-quality biomechanics research. The proposed PhD program can increase access to the people and laboratory resources I need..."

Second, it will increase research output in the field of biomedical engineering, both by Boise State faculty members and by collaborators. Dr. Jeff Brourman, Owner of WestVet Animal Emergency and Specialty Center, noted:

"The surgeons at WestVet, including myself, have been actively involved in developing new surgical instruments and devices for animal health. A PhD program in biomedical engineering would give us an ability to work with laboratories at Boise State on long-term projects and submit proposals to federal agencies. My recent work with Dr. Trevor Lujan at Boise State, in developing and testing the first hip resurfacing device for canines, is a great example of this type of collaborative work."

Overlap with existing Ph.D. programs is minimal and where it exists will be a benefit to the state of Idaho. Idaho State University (ISU) has a Ph.D. in Biology, but it does not focus on engineering or on mechanobiology concepts. The University of Idaho (UI) has a Ph.D. in Biological Engineering, but the program is focused on environmental applications such as biofuels and wastewater treatment. Any overlap that exists is a basis for collaboration. Dr. Craig McGowan, Associate Professor in the Biological Sciences at the University of Idaho and director of the Comparative Neuromuscular Biomechanics Laboratory welcomes the opportunity for collaboration and states that:

"These collaborations will undoubtedly have a positive effect on the biomedical research aspirations in the State of Idaho and strengthen the potential for obtaining federal research funding at both the University of Idaho and Boise State University." UI also has an Exercise Science PhD, but that program focuses on clinical application of science in measuring performance and managing nutrition and therefore has little overlap with the proposed program.

IMPACT

The proposed program will be initiated using existing resources reallocated within colleges. Once up and rolling, the program is projected to enroll on the order of 11 students at any one time, and to graduate on the order of 4 to 5 per year. All students in the program will be expected to be on funded graduate assistantships. A minimum of five assistantships will be funded by reallocation of funding within two of the participating colleges, Engineering and Health Sciences. The remaining assistantships will be funded by external grants.

The program will rely heavily on coursework already being offered and on faculty mentors already working with master's-level students. In addition, Ph.D. students are in general a more efficient use of faculty time and contribute more to faculty research productivity than do master's level students. One faculty line in the Department of Kinesiology is being reallocated from a program with falling enrollment to be aligned with the proposed program.

ATTACHMENTS

Attachment 1 – Ph.D. in Biomedical Engineering Program Proposal

STAFF COMMENTS AND RECOMMENDATIONS

The investment by BSU in the PhD in Biomedical Engineering seeks to help the institution build the research and educational training capacity of the state, further establishing Idaho's ability to meet state and national workforce demands, contribute to the growth of the state economy, and provide numerous benefits to all of Idaho's institutions of higher education by enhancing opportunities for cross-institutional collaboration.

Consistent with Board Policy III.G., BSU's proposed Ph.D. in Biomedical Engineering was reviewed by an external review panel consisting of Dr. Adam Higgins, Oregon State University and Dr. Mary C. Farach-Carson, University of Texas Health Science Center at Houston. Based on their review, external reviewers "considers it to be realistic based upon the capabilities in place at Boise State, the size of the existing core faculty (12-13), and the commitment to the Program voiced by the University leadership." Reviewers strongly recommended support for the program and offered several observations and recommendations, which BSU will be addressing as provided in their response to reviewer comments.

Similar programs offered by other institutions in nearby states include Montana State University, University of Montana, University of Nevada: Las Vegas and Reno, Oregon State University, Portland State University, Brigham Young University, University of Utah, and Washington State University. The University of
Idaho currently offers two PhD programs in Biological Engineering and Exercise Science that may be similar; however, per BSU, these programs do not cover the areas of biomedical engineering as proposed. Idaho State University offers a Ph.D in Biology; however, program focus is not on engineering or mechanobiology concepts.

Although there is some overlap with an existing program at UI, staff believes that any drawbacks associated with this overlap do not exceed the benefits of having a Ph.D. in Biomedical Engineering within close proximity to relevant industry in the Treasure Valley and the collaborations that will result.

BSU's proposed Ph.D. in Biomedical Engineering is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for interdisciplinary engineering programs.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on November 15, 2018; and to the Committee on Instruction, Research, and Student Affairs (IRSA) on November 29, 2018.

Staff raised questions regarding course credits and dissertation credits, impacts to undergraduate and Master's level instruction due to reallocation of faculty effort to support program, and the absence of revenue from tuition and fees to help support the program. Furthermore, Board staff remain uncertain as to the regional and state need for this program. However, the establishment of a doctoral program in Biomedical Engineering will contribute to the research mission and goals BSU is seeking to fulfill. Based on consideration of these items, Board staff is uncommitted to a recommendation at this time.

BOARD ACTION

I move to approve the request by Boise State University to create a new academic program that will award a Ph.D. in Biomedical Engineering as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Attachment 1

Institutional Tracking No. 19-001

Ida ho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission :	October 19, 2018
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division :	College of Engineering; College of Health Sciences
Name of Department(s) or Area(s) :	Dept of Mechanical and Biomedical Engr; Dept of Kinesiology

Program Identification for Proposed New or Modified Program:

Program Title:	PhD in Biomedical Engineering								
Degree:	PhD)	Degree Designation		Und	ergradua	ate	x	Graduate
Indicate if Online Program:		Yes			x No				
CIP code (consult IR /Registrar) :		14.0	501						
Proposed Starting Date :	Fall	2019							
Geographical Delivery:	Loca	ation(s)	Boise		Reg	ion(s)	ш		
Indicate (X) if the program is/has:		Self-Su	pport			Professi	ional F	ee	
Indicate (X) if the program is:	x	x Regional Responsibility				Statewide Responsibility		ibility	
Indicate whether this request is either of the following:									
x New Degree Program Consolidation of Existing Program									
Undergraduate/Graduate Certificates (30 credits orm ore) New Off-Campus Instructional Program									
Expansion of Existing Program	Expansion of Existing Program A Health Other (i.e., Contract Program/Collaborative								
College Dean (Institution)	College Dean (Institution) Date Vice President for Research (as applicable) Date			e) Date					
Gaduate Dean or other official (Institution as applicable)	Gaduate Dean or other official Date Academic Affairs Program Manager, OSBE		BE Date						
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FVP /Chief FiscalOfficer (Institution)	D	ate	Chief Academi	c Off	icer	, OSBE			Date
Provost/yPfor Instruction (Institution)	10/	s//8 Date	SBOE/Executiv	ve Di	rect	or Appr	oval		Date
President	10/	19/18	2						

Attachment 1

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.

<u>Overview</u>

Boise State proposes the creation of a new interdisciplinary program leading to the degree of **Doctor** of **Philosophy in Biomedical Engineering**. Faculty members participating in the program will be drawn from the College of Engineering, the College of Health Sciences, and the College of Arts and Sciences. This program will not replace or be tied to other PhD programs on campus.

Biomedical engineering is the application of engineering concepts to medicine and biology for healthcare purposes. The Biomedical Engineering program will integrate knowledge from diverse scientific fields to solve biomedical problems that span from whole body and organ systems to molecular interactions.

Initially, there will be three emphases in the proposed program:

- The Biomechanics emphasis will focus on analyzing the structural behavior of biological systems and developing technology to treat, diagnose, and prevent diseases that alter mechanical function.
- The Human Performance emphasis will focus on developing state-of-the-art technology to treat and prevent injury and disease, and to optimize athletic performance.
- The Mechanobiology emphasis will focus on identifying the mechanisms by which cells sense, respond, and are regulated by physical stimuli, and will use this fundamental knowledge to develop regenerative approaches to improve health.

It is anticipated that one or more additional emphasis areas (e.g., integrative physiology, biomedical device design, biomedical imaging) will be added in the future to reflect areas in which Boise State develops substantial faculty depth.

Objectives

Our vision for this new PhD program in Biomedical Engineering is to create a truly transdisciplinary doctoral program that integrates biomedical researchers across Boise State's campus to provide a comprehensive understanding of movement, mechanics, structure, and physiology of living systems. Graduates may find career pathways across a broad range of industries, including regenerative medicine, human performance, injury prevention and rehabilitation, assistive technology, implantable devices, and surgical interventions.

This program has three broad objectives that will support the career advancement of Idaho residents and stimulate economic growth in the state of Idaho: (i) create biomedical researchers with transdisciplinary technical skills who can work seamlessly across interdisciplinary boundaries, (ii) provide a venue in Idaho for further education in biomedical engineering to feed the growing regional and national need, (iii) increase faculty competitiveness for external funding.

(i) Create biomedical researchers with transdisciplinary technical skills who can work seamlessly across interdisciplinary boundaries

Biomedical engineering is an inherently interdisciplinary field. Engineers must work with biologists and chemists to develop effective drug delivery systems and designers must work with kinesiologists to quantify the effect of their assistive devices on functional performance. This program will reduce the

entry barrier to other biomedical disciplines through 1) core courses that develop a common language across our PhD student cohort, 2) transdisciplinary directed research experience in a laboratory outside of their home research group, 3) graduate seminars that expose students to a broad spectrum of research and industry projects and experiences in the biomedical field, and 4) a dedicated biomedical research space for our PhD students in order to foster interaction and peer learning across the student community. Students will be exposed to ideas and perspectives that cross research laboratory, department, and college-level boundaries. These experiences will enable students to conduct world-class research, compete for senior industry positions, and start independent ventures. As noted by Dr. Christopher Hirose, Director of Research at the St Alphonsus Regional Medical Center Couglin Clinic,

...establishment of a Biomedical Engineering PhD program at Boise State University will ... provide us the qualified local workforce we need to advance clinical, experimental, and computational research to improve patient outcomes.

(ii) Provide a venue in Idaho for further education in biomedical engineering to feed the growing regional and national need

Biomedical Engineering is one of the fastest growing fields in the United States, with projected growth of 24% by 2024, three times the national average [Bureau of Labor Statistics]. Doctoral degrees are essential for securing positions as biomedical researchers and R&D scientists in medical device, biotechnology, rehabilitation, and medical supply companies. Such companies generate over \$42 billion in annual sales, and experience steady growth because of aging demographics and emerging markets.

The University of Idaho offers two PhD programs (in 'Biological Engineering' and in 'Exercise Science') that help to address this economic need. However, these programs do not cover key branches of biomedical engineering. For example, the Biological Engineering PhD program at UI offers advanced topics in a broad spectrum of biological questions, but a large portion of the program is inherently focused on environmental applications such as biofuels, climate modeling, and waste water treatment and management. The Exercise Science PhD program at UI focuses on clinical application of science in measuring performance and managing nutrition, but do not address the underlying biological questions and engineering mechanics of musculoskeletal movement.

The creation of a new PhD in Biomedical Engineering will create collaborations that will strengthen research at the University of Idaho. As noted by Dr. Nathan Schiele, Assistant Professor of Biological Engineering at the University of Idaho,

This proposed Ph.D. program can also help my own research goals, since it will increase the visibility of biomedical research in Idaho and expand the regional expertise in fields that complement my own work. I am one of a handful of researchers in the Department of Biological Engineering at UI that have a biomedical research focus, and the proposed Ph.D. program can help our state reach a critical mass of researchers and projects in biomedical engineering.

The proposed PhD program in Biomedical Engineering at Boise State University is a unique crosscampus collaboration between all colleges and departments supporting biomedical researchers, including the departments of Kinesiology, Mechanical & Biomedical Engineering, Biological Sciences, and Electrical & Computer Engineering. The program's emphasis areas in biomechanics, human performance, and mechanobiology are currently not offered in any Idaho universities. Importantly, the proposed PhD program is strategically positioned to facilitate growth in research and clinical evaluation in St. Luke's, St. Alphonsus, Idaho College of Osteopathic Medicine, and Boise Veterans Affairs Medical Center. For example, graduates from this program would have necessary expertise for gait analysis and rehabilitation interventions for children and veterans with pathological gait.

(iii) Increase faculty competitiveness for external funding

This program will undoubtedly strengthen external funding applications from researchers involved in

the program. Federal funders, such as the National Institutes of Health (NIH), National Science Foundation (NSF), National Aeronautics and Space Administration (NASA), and Department of Defense (DoD) are actively interested in funding collaborative, transdisciplinary projects that tie together expertise across departments, colleges, and communities. The biomedical faculty at Boise State currently involved in establishing this PhD program have had some initial success with federal funding. Successfully funded awards from researchers involved in this program have included an NSF CAREER award, Idaho Global Entrepreneurial Mission (IGEM) Council awards, Idaho NASA EPSCoR awards, and DoD awards, totaling \$1.95 million in extramural funding. These same researchers applied for \$7.9 million in funding in 2017, and are targeting \$7.3 million in grant submissions for the upcoming year. However, the ability to compete for biomedical funding has been severely hindered by the absence of PhD programs in Kinesiology and Mechanical & Biomedical Engineering. This deficit has been cited as a weakness in comments from prior proposal applications submitted by biomedical faculty in these departments; a reviewer of a recent NIH R15 proposal (requested funding \$410k) stated, as an environment weakness,

"The lack of doctoral programs may be limiting to the efforts to expand the research program".

In a separate R15 application (requested funding \$400k) another reviewer had similar environmental concerns:

"Since the institution has only a MS program in the department, there will not be many advanced student role models for the undergraduate students".

This PhD program will address this limitation and stand as a tangible demonstration of collaboration and transdisciplinary engagement across the Boise State campus. This type of transdisciplinary initiative will be critical to success in driving Boise State towards R2 and R1 research status. Additionally, the proposed program will serve recent hires in Mechanical & Biomedical Engineering and Electrical & Computer Engineering who are actively involved in biomedical research as well as an upcoming hire in Kinesiology. This PhD program will strengthen the competitiveness of the research environment at Boise State, and we anticipate it will contribute to the success of future submissions.

Environment

The proposed program will be built on a solid foundation created by recent growth at Boise State in disciplines related to biomedical engineering:

- The number of faculty members directing research projects in biomedical engineering at Boise State has increased by 300% in the past 5 years, with nine recent faculty hires across two colleges (C. Fitzpatrick, D. Estrada, E. Gerard, G. Uzer, T. Brown, S. Phillips, B. Johnson, K. Cantley, S. Hall), one upcoming hire in the College of Health Science, and recent full-time staff hires (K. Seymore, BRC).
- The amount of funding Boise State has received from the National Institutes of Health for biomedical research projects has increased from \$2.5 million in 2012 to \$6.1 million in 2017.
- The biomedical research infrastructure at Boise State University has expanded in the last five years, with over \$13 million in intramural and extramural investments in the Center for Orthopaedic and Biomechanics Research in the College of Health Sciences, the biomedical engineering complex in the College of Engineering, the Biomedical Research Vivarium, and the Biomolecular Research Center in the College of Arts and Sciences.
- The interdisciplinary Biomedical Engineering Minor Program is the sixth largest minor program at the university, with 97 students currently enrolled and 298 students that have earned this minor in the past five years, over 40% were from underrepresented groups in engineering (see **Section 2b** for further detail).

The state of Idaho has recognized the economic potential of the biomedical engineering industry, and has organized strategic initiatives to strengthen biomedical research in Idaho (see **Section 5, Goal 4**, for further detail). The above developments have offered an

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1

unprecedented opportunity for Boise State to create a PhD program in the field of biomedical engineering and establish Boise State as a premier program in the northwest for biomedical research. The National Institutes of Health (NIH) have also noticed Boise's growth in biomedical research, and in August 2017, Congressman Mike Simpson hosted a director from the NIH at the Boise State campus. After this visit, Congressmen Simpson stated that

"Boise State has great potential to expand its (biomedical) research footprint".

Former President Bob Kustra stated that,

"Biomedical research is a high priority for Boise State University and the State of Idaho"

- 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.

The proposed program will provide local, place-bound students with access to a program that will advance them professionally. The following table shows the number of job openings in the general field of biomedical engineering at <u>www.ziprecruiter.com</u> on Feb. 11, 2018. The search terms were selected to encompass positions normally filled by biomedical engineering graduates.

Search term	Number of jobs
PhD Biomedical Engineering	677
PhD Bioengineering	186
PhD Biomedical Research	1224

The total number of job openings is 2087, and a 7% increase is expected each year per the 2016 Bureau of Labor Statistics. State need was calculated as 0.67% of the national need to reflect the percent of the nation's population in Idaho. Local regional need was calculated as 50% of the state need to reflect the percent of Idaho's population in the local area. The unemployment rates for biomedical scientists with a PhD were 2.3% in 2013 (national average = 7.5%). This is the most recent report from a national Survey of Doctorate Recipients

(<u>https://ncsesdata.nsf.gov/doctoratework/2013/</u>). The typical job titles requiring a PhD in biomedical engineering include professor, biomedical scientist, postdoc, senior scientist, and senior engineer.

	Year 1	Year 2	Year 3
Local (Regional)	7	7	8
State	14	15	16
Nation	2087	2233	2389

The above table is a finer-grained approach to labor data than can be provided by DOL data, and therefore is provided in lieu of DOL data. Furthermore, use of DOL projections are based on the present state of biomedical research and biomedical industry in Idaho. However, the presence of a new PhD in Biomedical Engineering will result in an increase in biomedical industry, which will result

in additional employment opportunities.

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	See above table	See above table	See above table
State	See above table	See above table	See above table
Nation	See above table	See above table	See above table

b. Student need. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.).

The enthusiasm for biomedical engineering is evident in our undergraduate student population. The undergraduate minor in Biomedical Engineering is the largest minor program (along with Computer Science) in the College of Engineering, and the sixth largest minor program across the entire university. Almost 100 students are currently enrolled in the biomedical minor program, including participants from Mechanical & Biomedical Engineering, Kinesiology, Biology, and Material Science. Top-tier undergraduate students are obtaining undergraduate research positions in the biomedical research labs across the Boise State campus. However, without an advanced degree in biomedical engineering, we are losing these highly gualified potential PhD candidates to doctoral programs outside of Idaho. This new PhD program will have an immediate benefit to undergraduate students seeking further education in the biomedical field in the Intermountain West region. The Biomedical Engineering doctoral program will provide a mechanism to retain highly motivated students currently working as undergraduate research assistants in our biomedical laboratories, as well as incentivizing Boise State as the destination of choice for further education in kinesiology, engineering, medical and performance sciences in Idaho and beyond. Please see the letters of support from former Boise State students (E. Neumann, K. Seymore, T. Simenc, S. D'az) that have a high level of interest for the proposed PhD program.

This program will also help address the underrepresentation of women in STEM majors. For example, in the department of Mechanical & Biomedical Engineering, female students make up just 14.5% of the undergraduate population. However, women in the Biomedical Engineering minor represent close to 50% of the minor cohort. Hence, we expect that a doctoral program in biomedical engineering will attract greater female representation. In the long-term, increasing the number of women obtaining advanced STEM degrees has huge potential to address gender disparity in both academia and industry.

Finally, graduate students at the PhD level will facilitate hiring of additional undergraduate researchers in our biomedical labs, to work and learn under the guidance of these PhD candidates. Biomedical faculty recently established a Biomedical Internship program, whereby undergraduate students could take a 3-credit internship course which involved working in, and contributing to, a biomedical research lab on campus. Obtaining an internship was a highly competitive process, primarily due to the number of undergraduate students that each PI could accommodate in their lab over a semester. An active biomedical PhD cohort would facilitate a greater number of internships, as an undergraduate student could work directly with a PhD student. This would be a significant boost to the experiential learning component of the undergraduate curriculum.

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

First, the western U.S. has experienced strong growth in the biomedical engineering industry in the past two decades. However, most of this growth has been in California, Utah, and Washington, which have university programs in biomedical engineering. The long-term economic impact of a Biomedical Engineering PhD program is evident in Salt Lake City, where the bioengineering graduate program

was started in 1974, and has supported the growth of a medical technology industry that is now represented by 961 companies and 26,900 high-paying jobs (mean salary = \$62,300).

Idaho has seen modest growth, as biomedical companies, such as St. Theresa Medical Inc., and Securos Surgical, which have looked to expand their operations into the Treasure Valley. A Biomedical Engineering PhD program will give industry leaders confidence that Boise State University is committed to providing an innovative environment and a highly-trained workforce that is critical for the biotechnology sector to flourish in Idaho. Boise is a thriving metropolitan area that can leverage expertise arising from this graduate program to attract medical and biotech companies to the region, and facilitate the growth of biomedical startup companies and clinical facilities. As noted by Dr. Jeff Brourman, Owner of WestVet Animal Emergency and Specialty Center,

The surgeons at WestVet, including myself, have been actively involved in developing new surgical instruments and devices for animal health. A PhD program in biomedical engineering would give us an ability to work with laboratories at Boise State on long-term projects and submit proposals to federal agencies. My recent work with Dr. Trevor Lujan at Boise State, in developing and testing the first hip resurfacing device for canines, is a great example of this type of collaborative work.

And as noted by Andrew Kazanovicz, Research and Development and Quality Manager at MWI Animal Health,

I recently moved from our offices in Massachusetts to initiate R&D operations in Boise. This move has put me in close proximity to clinical consultants and the MWI headquarters, but a current limitation is a lack of access to a skilled workforce that is able to conduct high-quality biomechanics research. The proposed PhD program can increase access to the people and laboratory resources I need to do my job well.

Second, the new PhD program will result in a substantial increase in federal grant funding. The National Institutes of Health is the highest funded federal program for research, with \$30 billion in annual funding. In 2017, the state of Idaho received \$14.7 million in NIH funding, which was considerably less than the neighboring states of Utah (\$198 million), Nevada (\$31.5 million), Montana (\$36 million), Washington (\$998 million), and Oregon (\$312 million)(source: http://www.unitedformedicalresearch.com/). A PhD program in Biomedical Engineering will signal to the NIH that Boise State is expanding its biomedical research footprint, and this program will enable principal investigators at Boise State to better compete for large five-year research project grants (R01). We conservatively estimate that the proposed PhD program, once fully established, will result in an increase of \$1.5M in federal funding entering Idaho per year. Finally, the percentage of women in biomedical engineering is around 40%, more than twice the overall engineering average. This PhD

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

program can therefore improve gender diversity in STEM graduate programs at Boise State.

As the prominence of 21st century diseases increase (obesity, aging, cancer), a strong need exists for "bench to bedside" solutions in regenerative and rehabilitative medicine. The PhD in Biomedical Engineering will train students to develop novel approaches to fix persistent problems in healthcare and human performance by exposing students to challenging courses, state-of-the-art laboratory equipment and technology, and impactful research projects. This transdisciplinary program can address traditional limitations of single discipline programs, such as a lack of analytical skills in kinesiology curriculums, and a lack of human movement science in engineering curriculums. Graduates of such a program will not only be pivotal in crossing boundaries between the clinic and laboratory, but the bicameral nature of the transdisciplinary degree will make them adept at integrating within, and even leading, large interdisciplinary teams requiring both skill sets.

e. If Associate's degree, transferability:

N/A

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

As shown in the following tables, every research university in Idaho and adjacent states has one or more PhD programs that have similarities with the proposed program.

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 Proposed: PhD in Biomedical Engineering	Doctoral	The proposed program includes the following three fields: biomechanics, human performance, and mechanobiology.		
BSU PhD in Biomolecular Sciences	Doctoral	Program curriculum is focused on, Biochemistry, Bioinformatics, Biophysics, Cell Biology, Computational Biology, Molecular Biology		
ISU PhD in Biology	Doctoral	The program allows for a broad range of research topics in Microbiology, Ecology, Plant Science, Virology and Neuroscience.		
UI PhD in Biology	Doctoral	There are various specialization areas such as biomedicine, cellular and molecular biology, ecology and evolution and neuroscience.		
UI PhD in Biological Engineering	Doctoral	There are various specialization areas in Precision Agriculture, Bio Image Processing, Bioprocess Engineering, Medical Pharmacology, Tendon Mechanobiology, Biomechanics of Engineered Tissues, Neural Engineering, Agricultural Processing Systems, Biofuels, Biomass Conversion		
UI PhD in Exercise Science	Doctoral	There are various specialization areas in Fitness Assessment, Obesity and Health, Physiology of Exercise, Fitness Assessment & Prescription, Motivation in Sport & Recreation, Character Development, Neuromechanics of Human Movement, Motivation in Sport & Recreation		

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	Montana State University	PhD in Neuroscience Ph.D. in Biological Sciences		
	University of Montana	PhD in Neuroscience PhD in Pharmaceutical Sciences and Drug Design PhD in Cellular, Molecular and Microbial Biology		

Ph.D. in Biological Sciences University of Nevada Las Vegas PhD in Interdisciplinary Health Sciences Nevada PhD in Biomedical Engineering University of Nevada Reno PhD in Cell and Molecular Biology PhD in Kinesiology Oregon State PhD in Bioengineering Universitv Oregon **Portland State** PhD in Biology University PhD in Biology University of Oregon PhD in Human Physiology PhD in Biology **Brigham Young** PhD in Exercise Science University PhD in Neuroscience PhD in Biology PhD in Bioengineering Utah PhD in Rehabilitation Science University of Utah PhD in Neurobiology and Anatomy PhD in Kinesiology PhD in Neuroscience PhD in Biological engineering Utah State University PhD in Biology PhD in Biology PhD in Neuroscience University of Washington PhD in Physiology & Biophysics Washington PhD in Bioengineering PhD in Biological and Agricultural Engineering Washington State University PhD in Biology PhD in Biomedical Sciences University of Wyoming Wyoming PhD in Neuroscience

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 offers a PhD program in Biology, however, ISU's program does not focus on engineering nor on mechanobiology concepts and therefore has little overlap with Boise State's proposed PhD in Biomedical Engineering.

The University of Idaho offers PhD programs in Biological Engineering and Exercise Science:

 The Biological Engineering PhD program at UI offers advanced topics in a broad spectrum of biological questions, but a large portion of the program is inherently focused on environmental applications such as biofuels, climate modeling, and waste water treatment and management. Although there are faculty with research interests aligned with the proposed mechanobiology emphasis, there is no structured mechanobiology curriculum offered at UI. We regard any

overlap in research interests between faculty at UI and Boise State as the basis for collaboration. Three of the faculty members developing this PhD proposal traveled to UI last fall to visit the research labs of faculty in the Biological Engineering PhD program and initiate potential collaborations (see **letters of support** from *Dr. Schiele* and *Dr. McGowan*). As noted by Dr. Craig McGowan, Associate Professor in the Department of Biological Sciences at the University of Idaho,

In my role as Director of the Comparative Neuromuscular Biomechanics Laboratory, my research seeks to understand the relationships between the musculoskeletal morphology and the biomechanics and neural control of locomotor performance. These research interests will be highly complementary to researchers in the Biomedical Engineering PhD program at Boise State University and I look forward to future collaborations with doctoral students and biomedical faculty involved in this program. These collaborations will undoubtedly have a positive effect on the biomedical research aspirations in the State of Idaho and strengthen the potential for obtaining federal research funding at both the University of Idaho and Boise State University.

• The Exercise Science PhD program at UI focuses on clinical application of science in measuring performance and managing nutrition. In this way, these programs do not specifically have any emphasis areas in Biomechanics and Mechanobiology.

The proposed PhD program in Biomedical Engineering at Boise State University is a unique crosscampus collaboration between all colleges and departments supporting biomedical researchers. This encompasses the departments of Kinesiology, Mechanical & Biomedical Engineering, Biological Sciences, and Electrical & Computer Engineering and will enable doctoral students to gain expertise in the mechanics, movement, and functional performance of living systems. In addition, this program has emphasis areas in biomechanics, human performance, and mechanobiology that are currently not offered in any Idaho universities.

Furthermore, BSU's proposed program will have impacts that are not feasible for UI's programs: (i) BSU's is strategically positioned to facilitate growth in research and clinical evaluation at St. Luke's, St. Alphonsus, Boise Veterans Affairs (VA), and the new Idaho College of Osteopathic Medicine (see **letters of support** from *Dr. Roberts*, *Dr. Hirose*, *Dr. Aldape*, *Dr. Stephens*, *Dr. Hasty*), and (ii) BSU's program will have major benefits for undergraduate and master's level students in existing BSU programs. As noted by Dr. Dennis Stevens, Chief, Infectious Disease Section at the Boise Veterans Administration Medical Center,

This new PhD program can help Idaho research groups, such as the group I currently direct at the VA, explore new ideas and funding opportunities. For example, several researchers at Boise State are working to develop treatments for soft tissue disease, which has overlap with research being conducted at the VA related to soft tissue infections. The proposed PhD program would bolster any potential collaboration between the VA and Boise State, and therefore this program can help support VA research. I feel this program would be a smart investment for Boise and for Idaho.

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

Alignment with the SBOE Strategic Plan:

SBOE Strategic Plan	Relevance of proposed program
GOAL 1: A Well-educated Citizenry	The proposed program will provide
>Objective C: Higher Level of Educational Attainment – Increase successful progression	local professionals with the opportunity to advance professionally.

through Idaho's educational system.	
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 B: Innovation and Creativity – Increase creation and development of new ideas and solutions that benefit society.	The proposed program will focus on research that addresses transdisciplinary problems in biomedical engineering through collaboration and ability to cross traditional departmental boundaries.
 GOAL 4: Effective and Efficient Educational System Ensure educational resources are coordinated throughout the state and used effectively. >Objective D: Productivity and Efficiency – Apply the principles of program prioritization for resource allocation and reallocation. 	The proposed program: >leverages existing courses and resources at Boise State to build a new program without requiring development of additional courses >builds on already strong biomedical engineering minor and master's programs >will enhance the quality of undergraduate and master's programs.

Alignment with Boise State University's Mission, Core Themes, and 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.

BSU Core Themes	Relevance of proposed program
Core Theme One: Undergraduate Education. Our university provides access to high quality undergraduate education that cultivates the personal and professional growth of our students and meets the educational needs of our community, state, and nation. We engage our students and focus on their success.	 >The program will create more opportunities for undergraduates to contribute to biomedical research labs through summer research experiences and internships. >The research experience gained by undergraduate students will increase the quality of education for those students.

Core Theme Two: Graduate Education.	>The proposed program will provide advanced degree opportunities in biomedical engineering in Idaho for current undergraduate and master's students.		
Our university provides access to graduate education that addresses the needs of our region, is meaningful in a global context, is			
respected for its high quality, and is delivered within a supportive graduate culture.	>The program will train students to develop novel approaches to address persistent problems in neuromuscular and musculoskeletal healthcare.		
	>Graduate students will be exposed to peer learning through establishment of a biomedical graduate student community.		
	>The program will produce graduates which can feed the growing national need for biomedical researchers.		
Core Theme Three: Research and Creative Activity.	>The proposed program will provide relevant research to our funding agencies (NIH, DoD,		
Through our endeavors in basic and applied research and in creative activity, our researchers and students create knowledge and understanding of our world and of ourselves, and transfer that knowledge to provide societal, economic, and cultural benefits. Students are integral to our faculty	NSF) and the greater healthcare community through dissemination of results in journal and conference publications.		
	>Research pursued by graduate students and		
provide societal, economic, and cultural benefits. Students are integral to our faculty	faculty members will focus on problems of high relevance to musculoskeletal and neurological health.		
provide societal, economic, and cultural benefits. Students are integral to our faculty research and creative activity.	faculty members will focus on problems of high relevance to musculoskeletal and neurological health. >The program will strengthen ties with local healthcare communities including St. Luke's Health System, Boise Veterans Affairs, West Vet, Securos Surgical, St Theresa Medical Inc.		

Goal 1: Create a signature, high-quality education experience all students

Students will be part of a community of biomedical researchers. They will take a small core of required courses to develop a common language for communication across disciplines. There will be a shared biomedical graduate student workspace where students can interact and grow through peer learning. Graduate seminars will develop a broad base of knowledge in biomedical engineering and potential industry and research careers. A transdisciplinary internship course in a research lab outside of their mentors will enhance understanding of the benefits and challenges to transdisciplinary research. Dissertation work on an area of high relevance to the clinical, surgical, and rehabilitation communities will develop a depth of understanding and expertise in "bench to bedside" translational research. The program will have emphasis areas in biomechanics, human performance, and mechanobiology, which are currently not offered in any Idaho universities.

Goal 2: Facilitate the timely attainment of education goals of our diverse student population

Graduate students at the PhD level will facilitate hiring of additional undergraduate researchers in biomedical labs across campus as undergraduate students may work and learn under the guidance and supervision of these PhD candidates. We expect that engagement in undergraduate research will facilitate the retention of these students as they complete their undergraduate degrees.

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The development of a biomedical graduate student research community will facilitate retention of these graduate students as there will be opportunity for peer learning, and a peer support network.

To facilitate timely attainment of the research-based requirements of the PhD program, students will emphasize credit hours spent on experiential learning and research over required coursework.

Goal 3: Gain distinction as a doctoral research university

This program is directly aligned with Boise State's strategies to "*build <u>select doctoral</u> programs with a <u>priority</u> towards transdisciplinary programs in professional and STEM disciplines" and "design systems to support and reward <u>interdisciplinary collaboration</u> and <u>transdisciplinary</u> <u>degrees programs</u>".*

In 2016, Boise State reached a significant milestone in obtaining a classification as a doctoral research institution from the Carnegie Classification on Institutions of Higher Education. This program, and its transdisciplinary framework, will contribute to successfully driving Boise State towards R2 research status and beyond. The cross-cutting nature of the program facilitate innovation and creativity, as ideas combine across departments and colleges and are adapted to new areas and applications. Additionally, the research produced by these PhD students will undoubtedly strengthen preliminary data required for external funding applications, and improve extramural funding success from federal funding sources, such as the National Institutes of Health, NSF, NASA, DoD. These agencies are actively interested in funding collaborative, transdisciplinary projects that tie together expertise across departments, colleges, and communities, which is ideally aligned with the vision of this proposed program.

Goal 4: Align university programs and activities with community needs

The state of Idaho has increasingly recognized the economic potential of the biomedical industry, and has organized strategic initiatives to strengthen biomedical research in Idaho. In the past few years, the Idaho Technology Council has hosted a 'Grow Idaho MedTech' event on the Boise State campus, and a venture capital company has held medical technology summits (MedBuild) to coalesce the biomedical community and connect innovators to healthcare entrepreneurs. Last year, Boise State University and St. Luke's Hospital held an inaugural annual research alignment meeting, which drew large participation from both institutions. In August 2017, congressman Mike Simpson hosted a director from the National Institutes of Health, and noted that Boise State has great potential to expand its footprint in biomedical research. The proposed PhD program is strategically positioned to facilitate growth in research and clinical evaluation in both St. Luke's Health System and Boise Veterans Affairs (VA) and strengthen ties with local healthcare communities such as West Vet. Securos Surgical, and St. Theresa Medical Inc. A Biomedical Engineering PhD program will give industry leaders confidence that Boise State University is committed to providing an innovative environment and a highly-trained workforce that is critical for the biotechnology sector to flourish in Idaho.

Goal 5: Transform our operations to serve the contemporary mission of the university

The transdisciplinary nature of the program will facilitate Boise State's strategy to "*break down silos that inhibit communication, collaboration and creativity*". The program will promote and facilitate cross disciplinary communication between research faculty and students. Additionally, the program is designed to leverage existing courses from across departments and colleges so that this new program will be delivered through an efficient, cost-effective framework.

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 proposed program:

<u>Regional Institutional Accreditation</u>: 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).

Specialized Accreditation:

- **Engineering:** The Boise State University undergraduate engineering programs (e.g., civil engineering, computer science, electrical and computer engineering, materials science and engineering, and mechanical engineering) have been accredited by ABET, Inc. Engineering disciplines are normally only accredited by ABET at the undergraduate level. The Mechanical Engineering program underwent a successful accreditation in Fall 2016, and was reaccredited until Fall of 2022.
- **Kinesiology:** Only specific kinesiology programs at Boise State University (e.g., , Athletic Training and K-12 Physical Education) undergo accreditation. Both programs are at the undergraduate level. The Athletic Training program was reaccredited by CAATE in Spring 2018, while the K-12 Physical Education program underwent a successful reaccreditation by CAEP in 2014.

<u>Program Review</u>: Internal program evaluations will take place every five years as part of the normal departmental review process conducted by the Office of the Provost.

<u>Graduate College</u>: The program will adhere to all policies and procedures of the Graduate College, which is a member of the Council of Graduate Schools (Washington, D.C.), the leading authority on graduate education in the United States. The Graduate College has broad institutional oversight of all graduate degree and certificate programs.

<u>Program Oversight:</u> The proposed new PhD in Biomedical Engineering will build on a significant foundation of experience within two departments (Mechanical and Biomedical Engineering and Kinesiology). Both departments successfully manage MS programs.

The graduate student community within these two departments currently includes approximately 54 MS students. The governance structure, policies and procedures of the PhD program will ensure that students receive the individual mentoring, guidance, and professional development needed to progress through their programs in a timely manner.

- Student Mentoring and Program Assessment: On-going program evaluation and assessment at the program level will provide essential information to help ensure the long-term quality of the program. Assessment activities will allow monitoring of individual student progress in the program so challenges can be recognized early and managed effectively. Integrated and evaluated over time, this feedback can also be used to fine-tune and adjust the overall program design, as needed to maintain excellence. Components of the student mentoring and outcomes assessment plan include:
 - Appointment of a Major Advisor who has the primary responsibility for day-to-day mentoring and professional development of their students – Identification of the advisor will be strongly encouraged for admission to the program.
 - *Planning of academic course work* Students will work with their advisor and Supervisory Committee to complete a Program Development Form (PDF), which identifies the calendar of course work necessary for students to complete their degree requirements. Each student's PDF is up-dated on an annual basis, providing an opportunity for the advisor and

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student to review the plan and make corrections, additions, etc., as necessary. Completed PDFs are placed in each student's departmental file.

- Progress and competency in graded coursework How students perform in the classroom will provide a direct metric of progress and achievement particularly in the early portion of the program when much of the required course work is typically taken by students.
- Comprehensive examination As discussed below (#6), the comprehensive exam represents a significant milestone and an important assessment tool for monitoring how well students have assimilated information from various sources and integrated it into comprehensive knowledge of the biomedical field. It will have both an oral and written component.
- Dissertation proposal As discussed below (#6), the dissertation written and oral proposal assess the suitability of a PhD student to conduct research in the biomedical field in a manner that meets rigorous peer-reviewed standards. Satisfactory completion is required for the student to become a PhD candidate.
- Dissertation defense The culminating activity of the program is the oral presentation and public defense of the dissertation (discussed in more detail below).
- Program assessment The program will undergo an annual assessment that includes exit interviews of graduating students, compilation of student publications, bibliometrics, awards, and special activities (such as internships, workshops, and extended visits to other institutions), monitoring of initial post-graduate employment and ongoing career development, and key metrics of the student pipeline including data for admission, enrollment, degree progress, overall time-to-degree, student financial support, and attrition (including analysis of reasons for attrition). This assessment is the responsibility of the program director assisted by Institutional Research and the Graduate College, and results in a report to the deans of the participating colleges. The report must include a description of previous actions used to improve the program, the results of those actions, and any newly recommended or modified actions to be undertaken by the program in response to the most recent assessment. The deans are responsible for discussing the report with the provost and for administrative actions necessary for implementation of the improvement plan by the program.
- **Faculty Steering Committee:** The Faculty Steering Committee is responsible for curriculum changes, academic policies, student recruitment and admission recommendations, management of program graduate assistants, appointment of Supervisory Committees, monitoring of student progress, resolution of ad hoc student issues, and other responsibilities defined in the graduate handbook for the program.
- **Supervisory Committee:** The Supervisory Committee is charged with general guidance of the doctoral student, including design and approval of the program of study, participation in the comprehensive examination, supervision of the dissertation research, and participation in the dissertation defense. The Supervisory Committee consists of a major advisor who acts as chair, and at least two, but no more than four additional members. Two members of committee must be faculty participating in the Biomedical Engineering program and one member must be external to the Biomedical Engineering faculty. Biomedical Engineering faculty members must be University regular or research faculty and members of the Graduate Faculty. External committee members may be external to Boise State University when such appointments enhance the function of the committee. The committee members are selected by the student and the major advisor and approved by the program director. A change of the major advisor or Supervisory Committee form should be submitted to and approved by the program director and the graduate college.

- **Application and Admission Requirements:** Applicants to the PhD program in Biomedical Engineering will be required to have a Bachelor's or Master's degree in kinesiology, engineering, or a related discipline from an accredited college or university. Admission will be competitive and will be based on previous experience in the field, transcripts, professional references, scores on the general test of the Graduate Record Examination (GRE), and evaluation of a letter of intent describing previous research experience and the applicant's professional interests and plans for the future.
- **Milestones and Timeline**: The milestones of the PhD study include appointment of a major advisor and Supervisory Committee, formulation of plan of study, completion of course work, completion of the comprehensive examination, dissertation proposal defense, and final dissertation defense. The major advisor is appointed when the student is admitted to the program. An Appointment of Supervisory Committee form must be submitted before sitting for the comprehensive examination. A student will be eligible to sit for comprehensive examination after completing the Engineering Core, Life Sciences Core, and Emphasis Area coursework (15 credits), but the student must take the comprehensive examination prior to completing the dissertation proposal. Once the student has passed the comprehensive examination, the student is eligible to defend their dissertation proposal. The dissertation proposal should be complete within one year of the comprehensive examination. After successful proposal defense, the student is recommended for Advancement to Candidacy.
- **Appeal Process:** Students have the right to file a written appeal regarding the decisions on their comprehensive examination, dissertation proposal defense, and final dissertation defense. The faculty steering committee serves as an appeal mechanism for decisions made by student's supervisory committee. The program director offers an appeal mechanism for decisions and recommendations of the faculty steering committee. The Boise State University Graduate Council and Graduate Dean serves an appeal mechanism for decisions made by the program director.
- **Master's Degree Option:** A doctoral student who has failed the comprehensive exam, the proposal/dissertation defense, or under special circumstances, may petition to the program for approval to transfer to a terminal BME Master's degree or another aligned Master's program (i.e. Mechanical Engineering or Kinesiology).
- 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.

See Appendix.

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.

N/A

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

Yes _x__ No _____

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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 required:	63
Credit hours required in support courses:	18
Credit hours in required electives:	12
Credit hours for thesis or dissertation:	33
Total credit hours required for completion:	63

The support courses are comprised of an engineering core (3 cr), a life sciences core (3 cr), a research methods core (3 cr), graduate seminar (2 cr), graduate professional development (1 cr), transdisciplinary experience (3 cr), comprehensive exam (2 cr), and dissertation proposal (1 cr).

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.

Comprehensive Examination: The objective of the comprehensive examination is to judge depth and breadth of knowledge in the biomedical field. The student must enroll in BME 691 Doctoral Comprehensive Examination for the semester during which they plan to take the comprehensive examination. The comprehensive examination includes a written and oral component. The written component must demonstrate a comprehensive understanding and synthesis of peer-reviewed literature in their emphasis area, identify a gap in knowledge in this area, and design a research study to fill this gap. In the oral component, the student must present their study design to their Supervisory Committee and be able to justify the decisions made in the formulation of their study, demonstrate an understanding of the limitations of their study, and competently address questions from the committee. The Supervisory Committee will determine if the student passes or fails. The student needs to pass both the written and oral components. If a student fails the oral component, the student is allowed to revise the written examination one time. If a student fails the oral component, the supervisory committee has the option of allowing a student to repeat the oral exam one time. This must be done within the time period specified by the Supervisory Committee. Failure of the comprehensive examination will result in dismissal from the PhD program.

Dissertation Proposal: The objective of the dissertation proposal and oral defense is to assess the suitability of a PhD student to conduct research in the biomedical field in a manner that meets rigorous peer-reviewed standards. Satisfactory completion is required for the student to become a PhD candidate. The dissertation proposal should be presented within one year of satisfactory completion of the comprehensive examination. The student must submit a written dissertation proposal to the Supervisory Committee two weeks before the oral proposal defense. The proposal should describe in sufficient detail the proposed scope of work, anticipated scientific impact, timeline, and a plan for obtaining and utilizing the resources necessary to complete the research. After the Supervisory Committee reviews the proposal they can give their approval to proceed with scheduling the dissertation proposal defense or they can ask the student to make changes to the proposal and to resubmit it. The dissertation proposal defense consists of the student presenting his or her proposed doctoral research and answering questions about the proposal, related background material and decisions made in the formulation of their proposal. Majority approval of the Supervisory Committee is required to pass the proposal defense. If a student fails the oral defense, he or she may be allowed to reinitiate the dissertation proposal once with the approval of the Supervisory Committee. Students

who fail a second time or do not receive approval to resubmit the proposal will be administratively withdrawn from the program. After the student passes both the written and oral portions of the dissertation proposal, he or she is admitted to candidacy and should work on his or her proposed research. Major deviation from the proposed research requires majority approval of the Supervisory Committee.

Dissertation Requirements: The dissertation must be the result of independent and original research by the student and must constitute a significant contribution to the current knowledge in the biomedical field, equivalent to multiple peer-reviewed publications. The style and format of the dissertation are to conform to the standards of the Graduate College.

Dissertation Defense: A public defense of the dissertation is scheduled after the Supervisory Committee has reviewed a draft that is considered to be a nearly final version. The date of the defense is determined jointly by the Supervisory Committee and the student and must be consistent with any guidelines provided by the Graduate College. The first part of the defense will be a public oral presentation of the dissertation. The second part will be an oral exam administered by the Supervisory Committee who will decide whether the student passes or fails the defense. A student who fails the defense may be permitted to try again but failure a second time will result in dismissal from the PhD program.

Final Approval of the Dissertation: If the defense is completed with a result of pass, the Supervisory Committee prepares a statement describing final requirements such as additions or modifications to the dissertation and any additional requirements such as archival of data. When these requirements have been met to the satisfaction of the Supervisory Committee, the approval page of the dissertation is signed by the members of the committee.

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.

Program Intended Learning Outcomes and Assessment Plan:

Program Intended Learning Outcomes: Graduates of this program are expected to have the following skills and knowledge:	Direct measures of Achievement of Intended Learning Outcomes	Indirect Measure of Achievement of Intended Learning Outcomes
 Graduates will be able to formulate relevant hypotheses in their research area and will be able to conduct independent research using scientific methods to answer those hypotheses. 	Proposal and comprehensive exam, dissertation research and defense	Exit interview with students, faculty observations and discussions
2. Graduates will be able to effectively communicate their results of scientific research in both written and oral form to scientific and public audiences.	Required proposal and oral presentation, dissertation and defense, publications, participation in seminar course	Exit interview with students, faculty observations and discussions, presentations at professional meetings, publications

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3.	Graduates will demonstrate proficiency to devise, analyze, and evaluate new methods for solving problems of healthcare importance.	Assignments in research methods coursework, dissertation research and defense, publications	Exit interview with students, faculty observations and discussions
4.	Graduates will demonstrate the ability to work effectively on transdisciplinary teams.	Transdisciplinary research internship	Exit interview with students, faculty observations and discussions
5.	Graduates will demonstrate mastery of knowledge in their chosen emphasis area.	Assignments in emphasis area coursework, dissertation research and defense	Exit interview with students, faculty observations and discussions
6.	Graduates will demonstrate a high level of expertise in their discipline through contributions to the scientific literature.	Dissertation research and defense, publications	Exit interview with students, faculty observations and discussions, publications

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.

<u>Assessment Process:</u> On-going program student mentoring and assessment will ensure that students receive the individual mentoring, guidance, and professional development needed to progress through their programs in a timely manner and achieve the program's intended learning outcomes.

- **Student Mentoring and Assessment:** On-going student mentoring and assessment will provide essential information to help ensure the long-term quality of the program. Assessment activities will allow monitoring of individual student progress in the program so challenges can be recognized early and managed effectively. Integrated and evaluated over time, this feedback can also be used to fine-tune and adjust the overall program design, as needed to maintain excellence. The program director will collect direct and indirect measures to ensure students are achieving the intended learning outcomes. Components of the student mentoring and outcomes assessment plan include:
- Appointment of a Major Advisor who has the primary responsibility for day-to-day mentoring and professional development of their students – Identification of the advisor will be strongly encouraged for admission to the program.
- *Planning of academic course work* Students will work with their advisor and Supervisory Committee to complete a Program Development Form (PDF), which identifies the calendar of course work necessary for students to complete their degree requirements. Each student's PDF is up-dated on an annual basis, providing an opportunity for the advisor and student to review the plan and make corrections, additions, etc., as necessary. Completed PDFs are placed in each student's departmental file.
- Progress and competency in graded coursework How students perform in the classroom will provide a direct metric of progress and achievement particularly in the early portion of the program when much of the required course work is typically taken by students.

- Comprehensive examination As discussed above (#9b), the comprehensive exam represents a significant milestone and an important assessment tool for monitoring how well students have assimilated information from various sources and integrated it into comprehensive knowledge of the biomedical field. It will have both an oral and written component.
- Dissertation proposal As discussed above (#9b), the dissertation proposal and oral defense assess the suitability of a PhD student to conduct research in the biomedical field in a manner that meets rigorous peer-reviewed standards. Satisfactory completion is required for the student to become a PhD candidate.
- *Dissertation defense* As discussed above (#9b), the culminating activity of the program is the oral presentation and public defense of the dissertation.
- Exit interview Students will work with the program director and faculty steering committee to complete an exit interview. The exit interview will be used to collect student feedback to fine-tune and adjust the overall program design to maintain excellence.
 - **b.** Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

<u>Program assessment and review</u>: The program will undergo an annual assessment and internal review every five years (discussed further below). These assessments are the responsibility of the program director and will be used to improve the program by providing recommendation and/or actions to be undertaken by the program to maintain excellence.

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

<u>Assessment Measures:</u> The program will annually collect direct and indirect measures to evaluate whether students are achieving each of the intended learning outcomes.

- **Direct Measures:** The program director will assess student progress and competency in graded coursework, comprehensive exam, dissertation proposal and defense, compilation of student publications, bibliometrics, awards, and special activities (such as internships, workshops, and extended visits to other institutions). Further, the program will monitor of initial post-graduate employment and ongoing career development, and key metrics of the student pipeline including data for admission, enrollment, degree progress, overall time-to-degree, student financial support, and attrition (including analysis of reasons for attrition).
- **Indirect Measures:** The program will assess the student success indirectly by collecting exit interviews, observations and feedback from faculty, and presentations at professional meetings and conferences.
 - **d. Timing and frequency**. When will assessment activities occur and at what frequency?

<u>Assessment activities:</u> The program and student assessment will be conducted annually, while a program-level review will occur every five years.

Program assessment: The program will undergo an annual assessment. This assessment is the responsibility of the program director assisted by Institutional Research and the Graduate College, and results in a report to the deans of the participating colleges. The report will collect and evaluate the direct and indirect measures of student success (as discussed above). The report must include a description of previous actions used to improve

the program, the results of those actions, and any newly recommended or modified actions to be undertaken by the program in response to the most recent assessment. The deans are responsible for discussing the report with the provost and for administrative actions necessary for implementation of the improvement plan by the program.

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.

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 Hea	dcount Eni	rollment in	n Program	Number of Graduates From Program (Summer, Fall, Spring)				
	FY15	FY16	FY17	FY18 (most recent)	FY15	FY16	FY17	FY18 (most recent)	
BSU PhD Biomolecular Sciences	17	21	25	28 (30 in F18)	-	1	2	4	
ISU PhD in Biology	11	7	7	8	3	1	1	1	
UI PhD in Biology	8	7	7	9	3	0	2	1	
UI PhD in Biological Engineering	0	1	3	6	0	0	0	1	
UI PhD in Exercise Science	15	16	16	14	2	3	2	1	

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: PhD in Biomedical Engineering											
Projected Fall Term Headcount Enrollment in Program				Projected Annual Number of Graduates From Program							
FY20 (first year)	FY21	FY22	FY23	FY24	FY25	FY20 (first year)	FY21	FY22	FY23	FY24	FY25
6	7	9	11	11	11	-	-	-	2	4	5

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?

Our estimate is based on that approximately 5% of Boise State Mechanical and Biomedical Engineering (MBE) majors go on to seek MD, PhD or other professional degrees. This will give us access to a ~4-5 students that seek a biomedical engineering PhD per year. Similar student interest from Kinesiology is also expected. At a conservative estimate, we expect to enroll at least 11 students within the program in the first four years. Student funding will be moved onto external funding sources within 1-2 years of starting the program. Our target is a 50:50 internal/external funding ratio for each student over the duration of their PhD studies.

Additionally, similar statistics are available for two other BSU interdisciplinary PhD programs in Biomolecular Sciences and the Materials Science and Engineering. When combined these two PhD programs have 63 graduate students (Biomolecular: 25, Materials Science: 38) with an incoming class of ~10 per year. Both of these programs are larger than the proposed program (15+ affiliated faculty) and thus their enrollment numbers are consistent with faculty count.

Recruitment to the program will be coordinated with the recruiting staff of the graduate college. Recruitment at a local level will occur primarily by informal contact between faculty members and local professionals and their organizations. We anticipate some recruitment of highly qualified Boise State undergraduate and master's-level students. Because of the interdisciplinary nature of the program, we believe that the program will have broad appeal, enabling us to recruit students nationally and internationally as well. In the fields of kinesiology and mechanical and biomedical engineering, students are motivated to apply to graduate programs because of the strength of faculty research and program reputation.

Our recruitment plan has a 3-pronged approach for attracting high quality applicants:

(1) Support of faculty travel to recruiting events. Faculty attendance at recruiting events such as conferences serves several important functions for research, including networking to recruit students into labs. Students attend conferences to meet potential mentors, and conferences provide excellent opportunities for faculty members to meet applicants in-person and to judge the quality of their past research experience by attending oral or poster presentations.

(2) Create a highly visible and informative web presence. Potential applicants will likely make use of the internet to search for graduate programs. We intend to have a highly visible web presence. Our web presence will include websites for the PhD program as a whole, but also for each biomedical faculty member and their lab. These sites will include up-to-date information on opportunities, current

students, success stories, and where-are-they-now information about graduates, as well as recent publications, presentations and funded research proposals.

(3) Support the visits of colleagues from external institutions. We will host regular visits from colleagues at other research institutions to give seminars and have informal meetings with graduate students and faculty. Such visits are key to publicizing a strong and successful training program. These colleagues facilitate recruiting at their home institutions when they suggest their students apply to Boise State. Further, each biomedical faculty member will be encouraged to travel to other institutions to give seminars and informal meetings to enhance our visibility at external institutions.

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?

We have determined minimum enrollment in the program to be eight students. We expect each participating principal investigator to support one to two PhD students on a rolling basis with a 1-2 year overlap. Unless these numbers are met within first four years we will identify the core problems (not enough student enrollment, faculty involvement, etc...) and will increase our recruitment efforts as outlined in the above sections as well as recruiting more core faculty in the program.

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 Center for Orthopaedic and Biomechanics Research is a 3600 sq. ft. research space where it houses the hardware and software necessary to conduct neuromechanical analysis of human movement. Specific hardware include: a motion capture system, force plates, wireless EMG, and IMUs, musculoskeletal ultrasound and dynamometer. There are 10 desktop and 3 laptop computers which contain the software necessary for analysis of human movement, including: Visual 3D, OpenSim, Matlab, LabVIEW, Osirix, SPSS.

The Computational Biosciences Lab is a 500 sq. ft. dedicated research space for computationallyfocused biomedical research. It has workspace and personal computer capacity for eight students in addition to three high-performance Linux workstations, access to a high performance computing cluster, and finite element, visualization, and meshing software including: Abaqus, Amira, Hypermesh, Fortran, Matlab.

The Mechanical adaptation laboratory (MAL) occupies 1200 square feet in room 313 of the Micron Engineering Building and has a dedicated tissue/cell culture facility located at Room 313A, which is equipped with fluorescent inverted and upright microscopes, Flexcell FX5000 bioreactor for bulk strain application (0.1-12%, max 3Hz), Stageflexer system for strain application under microscope, two custom vibration devices (0-10g, 0.1-500Hz) and two simulated microgravity devices. Additionally, MAL has a wet lab space that can handle all routine molecular biology, PCR and immunochemistry methods and tasks related to cell culture or animal tissue processing. Additional desk space available for seven students all equipped with PCs.

The Northwest Tissue Mechanics lab is an 800 sq. ft. research space in the Micron Engineering Building that houses the mechanical test systems and imaging devices needed to characterize the morphology and mechanical function of tissue. Major equipment includes an Instron E10000 Electropulse linear and rotary mechanical test system, a high-speed camera, a 3D structured light

Attachment 1

imaging system, a hip simulator for joint replacements, and a bioreactor with biaxial actuators for cell culture. A workbench is equipped with tools, hardware, materials and electronics to develop and build test fixtures, device prototypes, and mechatronic systems. The lab has desk space for eight people, four iMac computers, and four PCs.

Physical space for the program administrative assistant will be provided by the department of Mechanical & Biomedical Engineering.

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?

Currently, the program faculty have a total of 17 Master's students in our research labs. It is expected that some of the resources currently utilized by these Master's students will transition to incoming PhD students during the first two years of the program. It is expected that PhD students will act as mentors to undergraduate students, and this will facilitate additional undergraduates participating in research projects. Program faculty currently have 30 spaces available for graduate students. The Center for Orthopaedic and Biomechanics Research will provide a new dedicated biomedical research space which includes a conference room and graduate research space to accommodate additional growth and foster interaction and peer learning across the student community.

The new program will require office supplies to administer the program and operating expenses to facilitate program growth through hosting local/regional biomedical events, undergraduate research experiences, seed funding for preliminary grant data, invited lectures, scientific conferences.

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 required for the program.

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.

No additional library resources are needed. There are no new courses added, so no new textbooks are required. The research areas participating in the program are already active at the Master's level, hence, required resources are already in place.

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. Overview. 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?

No new courses will be created and no additional instructional capacity is required. We anticipate 3-4

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 Attack

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incoming students per year. Currently, our graduate courses do not reach maximum capacity and the increase in doctoral students will likely be partially offset by a decrease in master's students; therefore, given the relatively small increase in student numbers, we do not expect the program will put an undue burden on existing instructional capacity. The transdisciplinary nature of the program also means that any additional requirements are dispersed across a number of courses, departments, and colleges.

Additional administrative support is required to maintain the program. A half-time administrative assistant is required.

One month of summer salary is required for both the program director and associate director to support the program.

In the first 2 years of the program, course release is required for the program director and associate director in order to allow these personnel to complete their additional program duties without diminishing research and departmental activities.

The most important new resources required by the program will be new graduate assistant lines, discussed below in section 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.

Existing faculty lines are currently supporting the instructional requirements of the program. Graduate student advising will be provided through existing faculty lines.

Program Faculty:

- 1. Tyler Brown, Department of Kinesiology, College of Health Sciences
 - Dr. Tyler Brown is an assistant professor in the Department of Kinesiology and is the director of the Center for Orthopaedic and Biomechanics Research at Boise State University. Dr. Brown's research focuses on understanding the biomechanics of lower limb to prevent musculoskeletal injury, and slow development and progression of musculoskeletal disease.
- Kurtis Cantley, Department of Electrical and Computer Engineering, College of Engineering Dr. Kurtis Cantley is an assistant professor in the Department of Electrical and Computer Engineering and is the director of the Cantley Research Group at Boise State University. Dr. Cantley's research interests are in the area of bioelectronics, and specifically materials, devices, and circuits for neural interfaces.
- David Estrada, Micron School of Materials Science and Engineering, College of Engineering Dr. David Estrada investigates the intersection of atomically thin materials with biology to develop novel materials and devices for biomedical applications. In particular, he is developing novel materials for tissue engineering and regenerative medicine, biomolecular analysis and next generation DNA sequencing, and wearable bioelectronics for human performance monitoring.
- 4. Clare Fitzpatrick, Department of Mechanical and Biomedical Engineering, College of Engineering Dr. Clare Fitzpatrick is an assistant professor and director of the Computational Biosciences Lab in the Department of Mechanical and Biomedical Engineering. Her work focuses on applying computational models to understand the mechanisms of disease, injury, and degeneration, and designing targeted treatment options and surgical interventions to address clinical issues and athletic performance.
- Stephanie Hall, Department of Kinesiology, College of Health Sciences
 Dr. Stephanie Hall is an assistant professor in the Department of Kinesiology at Boise State
 University. Dr. Hall's research focus is on the effects of exercise and physical activity in the
 treatment and prevention of disease.

- 6. Benjamin Johnson, Department of Electrical and Computer Engineering, College of Engineering Dr. Benjamin Johnson's research group focuses on developing devices for bioelectronic medicine, a technology that reads and modulates the electrical activity of the body's nervous system, enabling real-time, chronic health monitoring and novel treatment options for patients. Our implantable microsystems leverage advanced microelectronic technology to achieve vanishingly small levels of integration.
- 7. Cheryl Jorcyk, Department of Biological Sciences, College of Arts and Sciences Dr. Cheryl Jorcyk is a professor in the Department of Biological Sciences and the director of Clinical/Translational Research at Boise State. The Jorcyk lab focuses on the interplay between the tumor microenvironment and inflammatory proteins in the promotion of cancer metastasis, with a strong emphasis on prevention and treatment.
- 8. Byung Kim, Department of Physics, College of Arts and Sciences

Dr. Byung Kim's research focuses on molecular-scale investigations of biomechanics in biological systems including proteins, nucleic acids, cells and tissues using scanning probe microscopy (SPM). For the investigations, Dr. Kim and his group develops novel SPM techniques such as interfacial force microscopes and high-speed atomic-force microscopes. Dr. Kim and his group also investigate the role of nanoscale water in biomechanical adhesion and lubrication for future biomechanical applications such as artificial cartilage development.

- 9. Trevor Lujan, Department of Mechanical and Biomedical Engineering, College of Engineering Dr. Trevor Lujan is an associate professor in the Department of Mechanical and Biomedical Engineering and is the director of the Northwest Tissue Mechanics laboratory at Boise State University. Dr. Lujan investigates the physical mechanisms of injury and repair in soft musculoskeletal tissues, and then works to translate this research into innovative medical solutions that are effective and affordable.
- 10. Julia Oxford, Department of Biological Sciences, College of Arts and Sciences Dr. Julie Oxford is a professor in the Department of Biological Sciences and is the director of the Biomolecular Research Center at Boise State University. Dr. Oxford's research is focused on the structure-function relationship of the extracellular matrix molecules, and the role they play during development, disease onset, and progression.
- 11. Shawn Simonson, Department of Kinesiology, College of Health Sciences Dr. Shawn Simonson is a Professor and the Director of the Human Performance Laboratory in the Department of Kinesiology at Boise State University. He also serves as a Faculty Associate in the Center for Teaching and Learning. He teaches at both the undergraduate and graduate levels as well as laboratory and performance oriented courses. Simonson conducts research in exercise (novel conditioning programs) and environmental physiology as well as publishing in the scholarship of teaching and learning.
- 12. Gunes Uzer, Department of Mechanical and Biomedical Engineering, College of Engineering Dr. Gunes Uzer is an Assistant Professor in the Department of Mechanical and Biomedical Engineering at Boise State University. His research work on stem cell mechanobiology focuses on identifying relevant components of mechanical signals that modulate a wide variety of bone cell functions as well as defining the mechanical control of stem cell structure, function and fate.
- 13. TBD Starting Fall 2019, Department of Kinesiology, College of Health Sciences The Department of Kinesiology will seek applications for a tenure track faculty position (at the Assistant or Associate Professor level), to begin fall 2019. They will seek individuals with research interests in Motor Control, Biomechanics, and/or Neurophysiology that complement existing areas of excellence and can support this proposed transdisciplinary PhD program. It is anticipated the candidate will have broad training and have experience with the mechanical and/or neural principles underlying movement, neurorehabilitation, motor control or other aspects of neuromuscular physiology.

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?

There will be minimal impact on existing programs. Administrative needs will be provided by a halftime administrative assistant. Summer salary/ course release for the administrative faculty (program director, associate director) will ensure that the quality of their other commitments does not decrease.

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 program will require support from a half-time administrative assistant and will have oversight from a program director (1 month summer salary annually, course release in years 1 & 2) and a program associate director (1 month summer salary annually, course release in years 1 & 2). Funding for these positions will be requested using BSU's annual budget process. However, in the event that central funding is not secured, the positions will be funded via reallocation within the colleges.

Investment in new graduate assistant lines will be key. Our plan is to build to seven graduate assistant lines on state funding. Of those, two would be funded by reallocated funds within the College of Engineering and two would be funded by reallocated funds within the College of Health Sciences. The Graduate College would fund two additional assistantships for the first two years. In the third year, ongoing funding for the two Graduate College-funded lines and one additional line will be sought using BSU's annual budgeting process. In the event that central funding is not secured, funds will be reallocated within the College of Health Sciences to cover a minimum of one of those three assistantships. The resulting five assistantships would form a viable base for continuation of the program. The sixth and seventh assistantships, if funded, would further strengthen the program.

Students in the program typically would initially be supported by an appropriated assistantship, and then would move to grant support. We anticipate that by the fourth year of the program, a minimum of four assistantships would be supported by grants.

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?

Except for the grant-funded graduate assistantships, we anticipate that all funds for the program will derive from reallocation of funds within the university. As noted above, the Colleges of Engineering and Health Sciences will reallocate funds for four graduate assistantships in Year One. The Graduate College will fund two assistantships for the first two years of the program. In the third year, ongoing funding for the two Graduate College-funded lines and one additional line will be sought using BSU's annual budgeting process. In the event that central funding is not secured, funds will be reallocated within the College of Health Sciences to cover a minimum of one of those three assistantships, forming a viable base continuation of the program. The sixth and seventh assistantships, if funded, would further strengthen the 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.

At this point, we do not anticipate asking for a new appropriation to fund this program. It may be that in the future the university will determine that it would be desirable to submit a line item request for funding for the proposed program.

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?

Grant funds will be used for graduate assistantships, as described above. The long-term viability of the program depends on the success of faculty members in securing grants.

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.

N/A

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

- **21.** Using the <u>budget template</u> 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).

. PLANNED ST	UDENT ENROLLMENT								
		FY 20		FY 21		FY 22		FY 23	
		FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New en	nrollments	6	6	7	7	9	9	11	11
B. Shifting	enrollments								
I. REVENUE									
		F	/ 20	FY	21	FY	22	FY 23	
		On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Ap	propriated Funding Reques	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
2. Institutio	on Funds	\$320,629	\$24,000	\$323,625	\$24,000	\$367,578	\$0	\$371,059	\$0
3. Federal		\$0	\$0	\$40,574	\$0	\$81,733	\$0	\$164,672	\$0
4. New Tu Increase	ition Revenues from ed 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)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Total Revenue	\$320,629	\$24,000	\$364,199	\$24,000	\$449,311	\$0	\$535,730	\$C
	Ongoing is defined as o	ongoing opera	ating budget fo	or the program	which will bec	ome part of th	he base.		
	One-time is defined as	one-time fund	ling in a fiscal	year and not p	oart of the base.				

III. EXPENDITURES	FY 20		FY	21	FY 22		FY 23	
A. Personnel Costs	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. FTE	0.83	0.22	0.83	0.22	0.83	-	0.83	-
2. Faculty	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0.00
3. Adjunct Faculty	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0.00
4A. Grad Assts: state-funded	\$156,000	\$0	\$156,000	\$0	\$182,000	\$0	\$182,000	\$0.00
4B. Grad Assts: grant funded	\$0	\$0	\$26,000	\$0	\$52,000	\$0	\$104,000	\$0
5. Research Personnel	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0.00
6. Directors/Administrators	\$18,000	\$24,000	\$18,540	\$24,000	\$19,096	\$0	\$19,669	\$0.00
7. Administrative Support Personnel	\$17,500	\$0	\$18,025	\$0	\$18,566	\$0	\$19,123	\$0.00
8A. Fringe Benefits: state funded	\$24,310	\$0	\$24,537	\$0	\$26,591	\$0	\$26,831	\$0.00
8B: Fringe Benefits: grant funded	\$0	\$0	\$1,820	\$0	\$3,640	\$0	\$7,280	\$0
9. Other: Grad Asst Tuition & Insura	nce							
for state funded Grad Assts	\$74,819	\$0	\$76,523	\$0	\$91,326	\$0	\$93,435	\$0
for grant funded Grad Assts	\$0	\$0	\$12,754	\$0	\$26,093	\$0	\$53,392	\$0.00
Total Personnel								
and Costs	\$290,629	\$24,000	\$334,199	\$24,000	\$419,311	\$0	\$505,730	\$0.00

	FY 20		FY	21	FY 22		FY 23	
B. Operating Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
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	\$5,000	\$0	\$5,000		\$5,000	\$0	\$5,000	\$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	\$25,000	\$0	\$25,000	\$0	\$25,000	\$0	\$25,000	\$0
Total Operating Expenditures	\$30,000	\$0	\$30,000	\$0	\$30,000	\$0	\$30,000	\$0

going	One-time	On-going	One time				
		e	One-time	On-going	One-time	On-going	One-time
1.1							
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
\$0	\$0	\$0	\$0	\$0	\$0	<u>\$0</u>	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
320,629	\$24,000	\$364,199	\$24,000	\$449,311	\$0	\$535,730	\$0
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
n the progra	am will be full-	time; therefore	the FTE count is	s equal to the h	neadcount		
de graduate	assistantship	S					
.2119* salaı	ry) for adminis	trators who are	e already existing	g employees;			
new support	t staff; (0.07*s	alary) for gradu	ate assistants				
6,000 yearly	/ stipend, \$81	66 yearly tuition	n, \$3,000 insura	nce.			
s to office su	upplies, etc.						
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Attachment 1

List of Appendixes:

Appendix A: Curriculum

Appendix B: External Review Report

Appendix C: Response to external review report

Appendix D: Letters of Support

Appendix E: Curricula Vitae of Participating Faculty

Attachment 1

Appendix A: Curriculum

1. General Curriculum

Doctor of Philosophy in Biomedical Engineering	
Course Number and Title	Credits
Engineering Core Course KINES/ME 520: Advanced Biomechanics (3 cr)	3
Life Sciences Core Course (choose one course from the following, or alternative Life Science Core Course as approved by graduate program coordinator) KINES 510: Physiology of Activity (3 cr) KINES 560: Motor Learning (3 cr) ZOOL 501: Human Physiology (3 cr)	3
Research Methods Courses (choose one course from the following, or alternative Research Methods Course as approved by graduate program coordinator) KINES 551: Research Design in Exercise and Sport (3 cr) KINES 552: Applied Statistical Methods (3 cr) EEB 603: Reproducible Science (3 cr) BIOL 601: Biometry (4 cr)	3
Emphasis Area Courses (choose a minimum of 9 credits in courses approved by the graduate program coordinator in one of the following emphasis areas) Students must select from the following three emphases: Biomechanics Human Performance Mechanobiology	9
Elective Courses Choose a minimum of 3 credits in graduate-level elective courses in engineering or life sciences as approved by the graduate program coordinator.	3
Graduate Professional Development BME 601: Graduate Professional Development (1 cr)	1
Graduate Seminar (take a minimum of two semesters of graduate seminar) BME 598: Graduate Seminar (1 cr)	2
Transdisciplinary Experience (complete a one semester research or industry-related activity outside of the advisor's laboratory) BME 696: Directed Research	3
BME 691: Doctoral Comprehensive Examination	2
BME 689: Dissertation Proposal BME 693: Dissertation	1 33
Total	63

Attachment 1

2. Courses for the Emphasis Areas

Doctor of Philosophy in Biomedical Engineering	
Emphasis Areas	
Course Number and Title	Credits
Students must select one of the following three emphases, and complete a minimum of 9 credits in this area selecting from the following list, or as approved by the graduate program coordinator.	9
Biomechanics Emphasis	
ME 510: Continuum Mechanics (3 cr) ME 576: Advanced Dynamics (3 cr) ME 570: Finite Element Methods (3 cr) ME 597: Failure Mechanics (3 cr) KINES/ME 525: Laboratory Techniques in Biomechanics (3 cr) Human Performance Emphasis KINES 506: Sports Nutrition (3 cr) KINES 515: Exercise Physiology Lab (3 cr) KINES 540: Applied Principles of Conditioning (2 cr) KINES 545: Clinical Exercise Physiology and Prescription (3 cr) KINES 580: Selected Topics in Hyperbaric Physiology (3 cr) KINES/ME 525: Laboratory Techniques in Biomechanics (3 cr)	
Mechanobiology Emphasis ME 601: Mechanobiology (3 cr) ME 570: Finite Element Methods (3 cr) ME 550 Advanced Mechanics of Materials (3 cr) PHYS 523: Physical Methods of Materials Characterization (3 cr) PHYS 536: Soft Matter (3 cr) PHYS 520: Nanobiotechnology (3 cr)	
BOISE STATE UNIVERSITY SITE VISIT REPORT

Reviewing the proposal for

Doctor of Philosophy (PhD) in Biomedical Engineering

with emphasis in

(Tissue) Biomechanics Human Performance Mechanobiology

to be housed in the Graduate College

represented by faculty from

Department of Mechanical and Biomedical Engineering (College of Engineering) Kinesiology (College of Health Sciences) Electrical and Computer Engineering (College of Engineering) Materials Science and Engineering (College of Engineering) Biological Sciences (College of Arts and Sciences) Physics (College of Arts and Sciences)

Adam Higgins, PhD, Associate Professor, Oregon State University Mary C. (Cindy) Farach-Carson, PhD, Professor, University of Texas Health Science Center at Houston

Attachment 1

A. Executive Summary

Based upon the proposal, letters, interviews, facility tour, and other information provided by the Boise State group, the review team strongly and enthusiastically recommends the creation of the new transdisciplinary PhD Program in Biomedical Engineering. The goal of the Program is to integrate biomedical researchers across Boise State's campus to provide a comprehensive understanding of movement, mechanics, structure and physiology of living systems. The three broad objectives are to 1) create biomedical researchers with transdisciplinary training who can work seamlessly across interdisciplinary boundaries, 2) provide a venue in Idaho for further education in biomedical engineering to feed the growing regional and national need, and 3) increase faculty competitiveness for external funding. The proposal is to initially provide graduate assistantships (GA) for 6 entering graduate students, expanding to 7 in the third year. The review team agrees with this proposal and considers it to be realistic based upon the capabilities in place at Boise State, the size of the existing core faculty (12-13), and the commitment to the Program voiced by the University leadership.

Three emphasis areas are proposed that include Tissue Biomechanics, Human Performance, and Mechanobiology. These three programs well integrate the existing focus areas of the core faculty in the Departments of Mechanical and Biomedical Engineering, Kinesiology, and other faculty from Electrical and Computer Engineering, Materials Science and Engineering, Biological Sciences, and Physics. The faculty with whom the team met clearly have the expertise, breadth and depth to create and sustain this new Program. The prospective and current students with whom the team met expressed high enthusiasm for the creation of the new program, and it was evident to the review team that a number of these students in existing MS programs would wish to continue in a PhD Program in Biomedical Engineering if it existed.

The proposed curriculum in Biomedical Engineering is built largely upon integration of existing courses and should not require many new courses for implementation of the core curriculum. The three emphasis areas arise from the foci of the existing MS programs, but there currently is no mechanism to integrate these into a cohesive Program. The faculty have thoughtfully proposed an integrated curriculum that provides both a core of foundational knowledge and then builds upon this by offering emphasis-specific electives. One concern of the review team is the alignment of the new PhD curriculum with existing Masters (MS, MENG) program for students who may leave the program before completion of the PhD. The Program leadership should carefully review the requirements of the Masters programs to ensure that a Masters option is seamlessly available for students regardless of emphasis area.

The review team is confident that this Program will be popular, and that it will continue to grow. The Leadership at Boise State should ensure that resources are available to support this growth through new faculty hiring in the emphasis areas and allocation of new GA funding to support the growth of the program. The review team suggests that Leadership explore various funding models to ensure the sustainability of the Program taking advantage of new revenue streams that could include increased F & A from external funding, royalties from licensing of biomedical engineering-related patents, development efforts with potential donors, and other forms of return from Program activities.

Although Boise State does not have a medical school, there are numerous opportunities for Biomedical Engineering faculty and students to partner with regional clinical and allied health enterprises including the two hospital systems, veterinary practices, the new ICOM (Idaho College of Osteopathic Medicine), the VA, and the University of Idaho. Letters from all of these were provided to the reviewers and demonstrate enthusiasm. The creation of a vibrant PhD Program in Biomedical Engineering at Boise State should help to enrich the ecosystem such as to attract new industry and biotech to the Boise region, create new startups based upon discovery, and provide a stable workforce on which such enterprise can rely. The team strongly encourages the Program leadership to work with the Director of Clinical/Translational Research on integration with these outside entities.

In summary, the review team believes that this proposed Program is timely, fills a current void, and can serve as a vehicle for economic, intellectual and clinical activity in Idaho.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1

B. Review Process

Drs. Adam Higgins (Director of Bioengineering Graduate Program at Oregon State University) and Mary C. (Cindy) Farach-Carson (Director of Clinical and Translational Research at the University of Texas Health Science Center at Houston) met on September 20 and 21 on the Boise State University Campus to review the proposed PhD Program in Biomedical Engineering. Prior to the site visit, the team was provided with the Idaho State Board of Education Proposal for the Graduate Degree Program, vitae of proposed Program faculty, and 17 support letters from a variety of stakeholders. The team also received a memorandum and instructions from Dr. Tammi Vacha-Haase, Dean of the Graduate College.

On September 20, the review team met with Deans Tim Dunnagan (Health Sciences), Leslie Durham (Arts and Sciences), JoAnn Lighty (Engineering), Tammi Vacha-Haase (Graduate College) along with Interim Provost Tony Roark. They then were provided an overview of the proposed transdisciplinary Program by the four core faculty Drs. Tyler Brown (kinesiology), Clare Fitzpatrick (mechanical and biomedical engineering), Trevor Lujan (mechanical and biomedical engineering), and Gunes Uzer (mechanical and biomedical engineering), followed by a meeting with the other interested faculty that included faculty from kinesiology, physics, electrical and computer engineering, materials science and engineering, and biological sciences. A luncheon at the Bronco Zone with the department heads and directors allowed the review team to see the athletic facility, and meet the heads of the core departments Drs. John McChesney (kinesiology), Don Plumlee (mechanical and biomedical engineering), as well as Dr. Bob Wood (Director of the School of Allied Sciences). Dr. Cheryl Jorcyk, Director of Clinical/Translational Research, and Julie Oxford, Director of the COBRE in Matrix Biology, also attended. The team then met with administrative leaders that included Dr. Max Davis-Johnson (CIO/Information technology), Scott Lowe (Associate Dean, Graduate College) and Dr. Harold Blackman (Interim VP Research). A tour of the campus facilities followed to include the BRC, RUCH, and COBR, where the team met with a group of approximately a dozen students from a variety of existing programs. Several of these students indicated that they would be prospective PhD students for the new Program in Biomedical Engineering. At dinner, the review team members were introduced to two clinicians who represent the external stakeholders, Dr. Mark Roberts (External Partner) and Dr. Kirk Lewis (Orthopedist, Sports Medicine).

On September 21, the review team met again with the core faculty to discuss additional related questions arising from the previous day, then conducted an exit interview with the core faculty, Deans, Associate Deans, and the Interim Provost. The review team then was charged with generating this report.

Attachment 1

C. Observations and General Recommendations

Boise State is a relatively young University (~50 years as a member of the State system) with a School of Engineering that is approximately 20 years old. Thus, the University is in a unique position to develop innovative programs that serve the rapidly growing region. A graduate educational void currently exists in the rapidly growing transdisciplinary field of Biomedical Engineering in Boise, and no program exists to produce PhD level scientists and engineers with relevant training in this area. The proposed program thus can immediately occupy a niche that will serve local, regional and national need.

The leadership of the proposed PhD program presented the team with a vision to create a new PhD Program that is transdisciplinary, flexible, sustainable and that will complement, rather than compete with, existing programs. The benefits of this program are evident and include fostering cross-campus interactions, increasing interdisciplinary communications, increasing faculty competitiveness for funding, and increasing workforce training and economic development opportunities. Boise is the right place in the State for this effort, offering access to clinical partnerships and a rapidly growing industrial base. While many of the courses presently exist in individual programs, there is presently no integrated program for students interested in pursuing a PhD in Biomedical Engineering. In the team's interview with about a dozen current and potential students, many expressed their desire for such a Program in Boise such that they do not need to leave the State. While both participants and University leadership generally recognized the Program as having tremendous potential to augment the current University programmatic offerings, it is clear that the College of Arts and Sciences needs to be more involved in planning going forward, particularly with the integration of the mechanobiology emphasis that will likely require close workings with the existing programs and resources managed in Biomolecular Sciences.

The proposed Leadership team includes a Director and Associate Director, from different Colleges. The founding Director, Dr. Trevor Lujan, is a tenured Associate Professor in the Department of Mechanical and Biomedical Engineering, and the founding Associate Director is Dr. Tyler Brown, Assistant Professor in the Department of Kinesiology. The proposed leadership plan establishes a succession mechanism by which the Associate Director will become the next Director, and a new Associate Director will be named. The Director and Associate Director will receive summer support (2 months) and reduced effort in teaching for the duration of the administrative appointment. The review team believes this is absolutely essential to guarantee the successful launch of the new PhD Program. The Program will be served by a Steering Committee consisting of one member of each College. The Steering Committee should work with the Program Leaders to establish policies and procedures for governance of the Program that should be clear, transparent, and enforced. The current proposal requests 0.5 FTE for administrative support staff. The review team believes this may underestimate the amount of time that will be needed to launch and sustain a competitive PhD program that will soon include and track over 20 students (3-4 years). Providing a full time (1.0 FTE) should be considered as resources allow. Because the members of the core faculty are relatively early in their careers (one tenured associate professor and three untenured assistant professors), it is imperative that credit for programmatic activities be recognized as valuable contributions to their dossiers as they seek promotions through the University promotion and tenure committees.

The review team considered aspects of the Program that will impact its sustainability. The GA lines are absolutely essential to the recruitment of new students and to the retention of Biomedical Engineering faculty at Boise State. These lines also provide stability to the Program as individual funding sources obtained by faculty from external sources fluctuate. A commitment to an entering student for five years is becoming standard in this discipline, and the top students will expect this guarantee of stipend when choosing among competitive programs. The review team emphasizes the importance of ensuring these lines are continuous and stable. The Graduate College Dean should work with the Program leadership to proactively plan and budget for the availability of these funds. Additionally, as the Program grows, there should be a mechanism in place to add additional lines to the Program. One potential means to do this is to benchmark the current level of funding, with a plan to return a portion of additional revenues from F & A or other directly back to the Program.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1

The review team understands that there is a new budget model at Boise State. The planning for the growth in the Biomedical Engineering PhD program should be accommodated in the new model, especially if there are dual enrollments in the Graduate College and individual departments.

The review team was able to assess most of the equipment and movement science/kinesiology cores and physical laboratory/computing facilities available to Program faculty and their students for research purposes, with the exception of the reasonably new vivarium which was not part of the tour. The review team felt that while most of the resources appear to be in place (purchased largely through one-time funds from NIH COBRE/INBRE grants awarded to Boise State), there should be continuous planning made in conjunction with other related Programs for continued funds to support service contracts, necessary equipment upgrade and replacement, new equipment, and other resources needed to support the Program as it grows.

In meeting with the student population, the review team learned that the prospective PhD students were uniformly enthusiastic about the Program, and optimistic that the existence of the Program would ensure that the courses would be offered reliably. They felt that the emphasis programs would integrate a curriculum (biology/materials/mechanics/kinesiology) that is presently fragmented. They felt that this continuum of knowledge from the cell level to whole body motion as presented in the Biomedical Engineering curriculum would well prepare them for future employment. They indicated that if jobs were available in Boise, they would prefer to stay. The students noted the "great faculty" in the Program and felt that the University culture was supportive. When asked what they would like to see from the Program in addition to the didactics, the students noted that they would like to see the Program have a physical "home". They also wished to make sure that students would have travel funds available to attend and present at national/international research meetings. They expressed some concerns that a stipend of approximately 25K might be low in the near future as the cost of living in Boise is rising rapidly. They expressed concern that the student health insurance did not offer dental or vision care. The Program leadership should work with the Graduate Dean to ensure that these concerns do not negatively impact the recruitment of top students.

Attachment 1

D. Key Recommendation Summary

The review team recommends that Program governance be established quickly, that the core faculty create a handbook of policies and procedures that is enforced, that an inclusive steering committee be established that also includes representatives from biological sciences, that Program activities be conducted in a way that is clear and transparent, and that a staff support person be hired/assigned immediately such that the Program can be ready for launch in 2019.

The team recommends that the Program leadership consider establishing prerequisites to the Program such that students entering the Program from diverse backgrounds enter with the necessary background to succeed in the core Program. Recognizing that students will enter this transdisciplinary field with diverse training backgrounds, the Leadership should establish mechanisms for students lacking key training/coursework in areas such as anatomy, cell biology, mathematics, or engineering fundamentals to have access to these courses at Boise State. Online courses offer another option for providing essential backgrounds. The Program leadership also should track student performance aligned with admissions credentials (GPA, GRE scores, etc) to determine if adjustments need to be made.

The plans to support 6-7 GA lines and admit a similar number of new students each year, with students moving to external grant funds for their stipends after the first year, is realistic and standard practice in Biomedical Engineering programs across the country. Given a roughly 5 year time to graduation, the steady state number of students in the Program should grow to be about 25-30. Program faculty must be vigorous in their pursuit of extramural funding to support this number of students. Assuming that 6-7 students should be completing all degree requirements each year, Program faculty also should begin to develop a plan for assisting Biomedical Engineering PhD graduates to move to their next career steps, whether they be immediate employment or postdoctoral work. A small, but growing, medical industry in Boise can employ some of the graduates, but many are expected to leave the State for postdoctoral training. The Program faculty should track their PhD alumni as a means to assess Program effectiveness and assess whether the transdisciplinary Program is producing the expected outcomes as detailed in the Program proposal.

The creation of a PhD program is proposed, but there is no accompanying MS program in Biomedical Engineering. It is common for graduate students who need to leave a PhD program early to receive a Masters if all coursework has been completed. At Boise State, there exist a number of Masters programs in the participating departments with significant course overlap with the emphasis areas of the proposed Program. One strategy for providing students with a Masters option is for dual enrollment into the existing Masters Programs, so long as the program requirements are in alignment. Another option is to create an MS in Biomedical Engineering. The Program leadership should work with the administration to clarify this path for all incoming students.

Appendix C: Response to External Program Reviewers

The observations and recommendations identified by the external reviewers focused on (1) resources to fund and grow the program, (2) a terminal master's program for students who do not make sufficient progress towards a PhD, (3) program governance and policy, (4) integration of the College of Arts and Sciences, (5) engagement with external entities, (6) program pre-requisites, (7) tracking post-graduation program outcomes, (8) student concerns, and (9) faculty credit for programmatic activities. For each of these areas, detailed comments from the reviewers, along with our response are outlined below.

(1) Resources to fund and grow the program

Reviewer Comments:

- (i) "The review team is confident that this Program will be popular, and that it will continue to grow. The Leadership at Boise State should ensure that resources are available to support this growth through new faculty hiring in the emphasis areas and allocation of new GA funding to support the growth of the program. The review team suggests that Leadership explore various funding models to ensure the sustainability of the Program taking advantage of new revenue streams that could include increased F & A from external funding, royalties from licensing of biomedical engineering-related patents, development efforts with potential donors, and other forms of return from Program activities."
- (ii) "The current proposal requests 0.5 FTE for administrative support staff. The review team believes this may underestimate the amount of time that will be needed to launch and sustain a competitive PhD program that will soon include and track over 20 students (3-4 years). Providing a full time (1.0 FTE) should be considered as resources allow."
- (iii) "The GA lines are absolutely essential to the recruitment of new students and to the retention of Biomedical Engineering faculty at Boise State. [...] The review team emphasizes the importance of ensuring these lines are continuous and stable. The Graduate College Dean should work with the Program leadership to proactively plan and budget for the availability of these funds. Additionally, as the Program grows, there should be a mechanism in place to add additional lines to the Program. One potential means to do this is to benchmark the current level of funding, with a plan to return a portion of additional revenues from F & A or other directly back to the Program."
- (iv) "The review team understands that there is a new budget model at Boise State. The planning for the growth in the Biomedical Engineering PhD program should be accommodated in the new model, especially if there are dual enrollments in the Graduate College and individual departments."
- (v) "The review team was able to assess most of the equipment and movement science/kinesiology cores and physical laboratory/computing facilities available to Program faculty and their students for research purposes, with the exception of the reasonably new vivarium which was not part of the tour. The review team felt that while most of the resources appear to be in place (purchased largely through one-time funds from NIH COBRE/INBRE grants awarded to Boise State), there should be continuous planning made in conjunction with other related Programs for continued funds to support service contracts, necessary equipment upgrade and replacement, new equipment, and other resources needed to support the Program as it grows."

Attachment 1

Response:

Plans to support the program through new faculty hiring are already in place. An available tenure-track line in Kinesiology will be used to hire a faculty member aligned with this proposed program, with a proposed start date for this faculty member of fall 2019.

The Dean of the Graduate College will continue to work with program faculty to ensure that the GA line commitments outlined in this application are met.

Funding directly to the program as part of returned F&A (or other mechanisms) is currently under discussion at the University level. This discussion relates to all PhD programs across campus – Boise State currently has 11 PhD programs. Recently established PhD programs across campus (notably, Computing which also sits in the Graduate School) are growing and so have stimulated the need for a mechanism to support additional GA lines, administrative support, and equipment upgrades/service contracts commensurate with program growth. The program faculty of the proposed program will work with program administrators of existing programs and university administration to develop a mechanism to increase the resources available to the program as it grows.

(2) Terminal Master's program

Reviewer Comments:

- (i) "One concern of the review team is the alignment of the new PhD curriculum with existing Masters (MS, MENG) program for students who may leave the program before completion of the PhD. The Program leadership should carefully review the requirements of the Masters programs to ensure that a Masters option is seamlessly available for students regardless of emphasis area."
- (ii) "The creation of a PhD program is proposed, but there is no accompanying MS program in Biomedical Engineering. It is common for graduate students who need to leave a PhD program early to receive a Masters if all coursework has been completed. At Boise State, there exist a number of Masters programs in the participating departments with significant course overlap with the emphasis areas of the proposed Program. One strategy for providing students with a Masters option is for dual enrollment into the existing Masters Programs, so long as the program requirements are in alignment. Another option is to create an MS in Biomedical Engineering. The Program leadership should work with the administration to clarify this path for all incoming students."

Response:

Two options will be available to students who may leave the program before completion of the PhD program. (1) Student's whose coursework is closely aligned with existing Master's programs (specifically, MS Mechanical Engineering and MS Kinesiology) may transfer to these programs and complete their graduate studies under these existing programs. (2) Alternatively, students may complete a terminal Biomedical Engineering Master's program. This second option was specifically created based on the reviewers comments to ensure that students whose coursework is too interdisciplinary to align well with our existing department-specific Master's programs to have a seamless transfer option available.

(3) Program governance and policy

Reviewer Comments:

- (i) "The Program will be served by a Steering Committee consisting of one member of each College. The Steering Committee should work with the Program Leaders to establish policies and procedures for governance of the Program that should be clear, transparent, and enforced."
- (ii) "The review team recommends that Program governance be established quickly, that the core faculty create a handbook of policies and procedures that is enforced, that an inclusive steering committee be established that also includes representatives from biological sciences, that Program activities be conducted in a way that is clear and transparent, and that a staff support person be hired/assigned immediately such that the Program can be ready for launch in 2019."

Response:

Documents of the governance structure, policies and procedures, and student and faculty handbooks are currently in preparation. These documents will be sent to the Deans of the Graduate College, College of Engineering, College of Health Sciences, College of Arts and Sciences, relevant Chairs (Mechanical and Biomedical Engineering, Kinesiology, Electrical and Computer Engineering, Material Science and Engineering, Biological Sciences, Physics, Chemistry and Biochemistry), and prospective program faculty for review and feedback and will be finalized early in Spring 2019. Implementation of the policies, formation of all committees, student recruitment, website launch, and other program functions will occur in Spring 2019.

To facilitate the quick establishment of the PhD program, the program director will use the first year of his course buyout (budgeted at \$12k, and funded through COEN) in Spring 2019. This will allow the program director to dedicate a greater percentage of his time to getting the program operational prior to Fall 2019. In addition, a 1/2 time administrative assistant will be funded starting in January 2019; initial funding will be provided by COEN with permanent funding sought via the budget process. This administrative assistant will support the program director in setting up the new PhD program.

(4) Integration of the College of Arts and Sciences

Reviewer Comments:

(i) "While both participants and University leadership generally recognized the Program as having tremendous potential to augment the current University programmatic offerings, it is clear that the College of Arts and Sciences needs to be more involved in planning going forward, particularly with the integration of the mechanobiology emphasis that will likely require close workings with the existing programs and resources managed in Biomolecular Sciences."

The program leadership have worked to actively engage COAS in program planning and implementation. In particular, the proposed curriculum has been refined based on input from Biological Sciences, Chemistry and Biochemistry, and Physics Chairs. In collaboration with COAS, areas of potential synergistic collaboration between this and existing PhD programs have been identified, including cross-program quantitative/research methods and science communications courses and we will work to develop generalized graduate courses to build these translational skills and enhance the education of our graduate programs across the university.

To promote engagement of faculty across all colleges, the steering committee will be compromised of at least one faculty member from each college (COEN, COHS, COAS) and the program director and associate director roles will be held by faculty from two different colleges. Additionally, governance and policy documents for the program will be written such that program faculty will have priority for program resources based on their engagement and contribution to the program (including, advising externally-funded students in the program, supervisory committee participation, Director/Associate Director roles, steering/admissions/GA assignment committee participation). Resource allocation decisions will be independent of a faculty member's home department or college.

(5) Engagement with external entities

Reviewer Comments:

(i) "The team strongly encourages the Program leadership to work with the Director of Clinical/Translational Research on integration with these outside entities [ICOM, VA, UI]."

Response:

The core program faculty currently have an excellent working relationship with the Director of Clinical/Translational Research, Cheryl Jorcyk. Dr. Jorcyk has facilitated clinical engagement and support on many of our recent grant submissions and co-organizes research alignment meetings between Boise State faculty and St. Luke's research faculty. We will continue this engagement with the director, and will work to expand our interaction, particularly as Boise and the surrounding region continues to attract more biomedical start-ups.

(6) Program pre-requisites

Reviewer Comments:

(i) "The team recommends that the Program leadership consider establishing prerequisites to the Program such that students entering the Program from diverse backgrounds enter with the necessary background to succeed in the core Program. [...] The Program leadership also should track student performance aligned with admissions credentials (GPA, GRE scores, etc) to determine if adjustments need to be made."

Response:

We will include the following prerequisites for admissions:

"Prerequisites: B.S. or M.S. degree in a field related to the 'emphasis area' of interest. On their application, prospective students must identify their preferred emphasis area and at least one prospective advisor. Students admitted to the program may be required to complete additional coursework to make up deficiencies in their undergraduate preparation."

These prerequisite criteria are similar to those of other schools (Oregon State, University of Minnesota, University of Wisconsin, Washington University, University of Washington) offering similar interdisciplinary programs in biomedical engineering. As the reviewer's recommend, program administrators will track student performance to determine if adjustments need to be made to these criteria.

Attachment 1

(7) Tracking post-graduation program outcomes

Reviewer Comments:

(i) "Program faculty also should begin to develop a plan for assisting Biomedical Engineering PhD graduates to move to their next career steps, whether they be immediate employment or postdoctoral work. [...] The Program faculty should track their PhD alumni as a means to assess Program effectiveness and assess whether the transdisciplinary Program is producing the expected outcomes as detailed in the Program proposal."

Response:

To assist with preparing our graduates for their next career steps, we will incorporate modules of granting-writing, presentation, and critical evaluation skills into our BME Graduate Seminar course to assist with professional development. Based on input from the program reviewers, we have also included a 1 credit Graduate Professional Development course in the BME curriculum. This introductory course will orient new PhD students to the program, with a focus on developing professional skills in project management, ethics, and interpersonal abilities. Additionally, as part of the proposed curriculum (Doctoral Comprehensive Exam), each student must prepare and submit a graduate fellowship proposal application to a NSF or NIH funding mechanism (e.g. NSF GRFP, NIH F31). Regardless of whether our graduates follow an industry or postdoctoral career path, we expect that these writing and oral skills will be useful translational tools in their careers.

Part of the duties of the program administrative staff will include tracking the employment path of our graduates. These data will be incorporated into assessment of the learning objectives of the program.

(8) Student concerns

Reviewer Comments:

(i) "... students noted that they would like to see the Program have a physical "home". They also wished to make sure that students would have travel funds available to attend and present at national/international research meetings. They expressed some concerns that a stipend of approximately 25K might be low in the near future as the cost of living in Boise is rising rapidly. They expressed concern that the student health insurance did not offer dental or vision care. The Program leadership should work with the Graduate Dean to ensure that these concerns do not negatively impact the recruitment of top students."

Response:

A dedicated physical space for the students of the Biomedical Engineering PhD program will be housed in the Center of Orthopaedic and Biomechanics Research to allow them to come together as a group. Graduate Seminar courses, journal club, student presentations and social events (e.g. new cohort welcome) will take place in this space with the objective of creating an inclusive culture and common bond across our biomedical engineering graduate student population. In addition, this space will facilitate interactions between research groups, departments, and colleges.

Attachment 1

The proposed operating budget for the program will provide some funding for students to attend research meetings. Additionally, a mechanism to return funds to the program as it grows (see topic (1) above) would allow available travel funds to grow with our student enrollment.

Student concerns regarding stipend and health insurance is part of a larger university-wide conversation. The program faculty will work to advocate for our students with university leadership.

(9) Faculty credit for programmatic activities

Reviewer Comments:

(i) "Because the members of the core faculty are relatively early in their careers (one tenured associate professor and three untenured assistant professors), it is imperative that credit for programmatic activities be recognized as valuable contributions to their dossiers as they seek promotions through the University promotion and tenure committees."

Response:

The program leadership will work with COEN, COHS, and COAS Deans to ensure that contributions to the program (including PhD student advisor, supervisory committee membership, Director/Associate Director roles, steering/admissions/GA assignment committees) are recognized by promotion and tenure committees in alignment with the Tenure and Promotion policy of the faculty member's respective College and in the same manner as equivalent contributions to any other PhD program.

Attachment 1

Appendix D: Letters of Support

- 1. Jeff Brourman, Owner and Surgeon, WestVet Animal Emergency and Specialty Center, Garden City, ID
- 2. Andrew Kazanovicz, Research & Development and Quality Manager, MWI Animal Research, Boise.
- 3. Dennis Stevens, Chief of the Infectious Diseases Section, Boise VA Medical Center
- 4. Mark Roberts, Medical Director for Research and Medical Education, St. Luke's Health System
- 5. Christopher Hirose, Director of Research at St. Alphonsus Regional Medical Center, Boise State University
- 6. Michael Aldape, Research Scientist in the Infectious Disease Section, Boise VA Medical Center.
- 7. Marc Paul, Associate Athletic Director for Sports Medicine; Boise State University
- 8. Craig McGowan, Associate Professor of Biological Sciences, University of Idaho
- 9. Robert Hasty, Dean and Chief Academic Officer, Idaho College of Osteopathic Medicine
- 10. Nathan Schiele, Assistant Professor of Biological Engineering, University of Idaho.
- 11. Julia Oxford, Distinguished Professor of Biological Sciences and Director of the Biomolecular Research Center, Boise State University
- 12. Cheryl Jorcyk, Director of Clinical/Translational Research and Professor of Biological Sciences, Boise State University
- 13. Kayla Seymore, Research Associate at Center for Orthopaedic and Biomechanics Research, Boise State University; and potential student
- 14. Samantha D'az, potential student, recent BSU graduate with a BS in Electrical Engr
- 15. Erica Neumann, Senior Research Engineer, Department of Biomedical Engineering, Lerner Research Institution Cleveland Clinic Foundation
- 16. Tom Simenc, potential student; recent BSU graduate with BS in Mechanical Engr

Attachment 1



WestVet Animal Emergency & Specialty Center 5019 North Sawyer Avenue Garden City, ID 83714 (208) 375-1600

April 2nd, 2018

Dear Dr. Munger,

I'm writing to give my full support to the establishment of a PhD program in biomedical engineering at Boise State. I'm the owner of WestVet, the only integrated emergency and veterinary specialty hospital in Idaho with 36 veterinarians on staff. The surgeons at WestVet, including myself, have been actively involved in developing new surgical instruments and devices for animal health. A PhD program in biomedical engineering would give us an ability to work with laboratories at Boise State on long-term projects and submit proposals to federal agencies.

My recent work with Dr. Trevor Lujan at Boise State, in developing and testing the first hip resurfacing device for canines, is a great example of this type of collaborative work. I would love to see this project and others make a significant impact in both animal and human health. However, I know this requires committed PhD students that can support long-term projects, and a PhD program in biomedical engineering would support this need.

Please feel free to contact me if you need anything further, and best wishes on getting this program established!

With warm regards,

All Mor

Jeff D. Brourman DVM, MS, DACVS Owner and Surgeon WestVet Specialty Center

Attachment 1



3041 W Pasadena Dr. Boise, ID 83705

Dear Dr. Munger,

I'm writing this letter to express my enthusiastic support for the proposed PhD program in Biomedical Engineering (BME) at Boise State University. As a manager of R&D at MWI Animal Health in Boise, where I'm responsible for the development and testing of veterinary medical devices and supplies, this program would offer my company an immediate benefit.

I recently moved from our offices in Massachusetts to initiate R&D operations in Boise. This move has put me in close proximity to clinical consultants and the MWI headquarters, but a current limitation is a lack of access to a skilled workforce that is able to conduct high-quality biomechanics research. The proposed PhD program can increase access to the people and laboratory resources I need to do my job well. In particular, I'm excited about working with faculty and PhD students to collaborate on a number of important projects in veterinary medicine.

Based on my time training as a biomedical engineer in the Boston area, I understand the importance of PhD programs in creating an energized and capable workforce in biomedical technology. I'm excited to be part of the growing biomedical engineering community in the Treasure Valley, and I feel this PhD program will bolster this growth and support our company's mission.

Please don't hesitate to contact me if you have any questions.

Sincerely,

AR & Koming

Andrew J. Kazanovicz, MEng MWI Animal Health Research & Development and Quality Manager Securos Surgical Work: 800.762.4800 (Ext. 4816) Mobile: 508.322.1529

1 CONFIDENTIAL

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Attachment 1



DEPARTMENT OF VETERANS AFFAIRS

Medical Center 500 West Fort Street Boise ID 83702-4598

May 7, 2018

James Munger, PhD Vice Provost for Academic Planning Boise State University Boise, Idaho, 83725

Dear Dr. Munger,

I'm the Chief of Infectious Diseases and long-time Associate Chief of Staff for Research at the Boise VA Medical Center, and I'm writing this letter to express my support for the Biomedical Engineering PhD program being proposed at Boise State. My research for the past 35 years has investigated the role of extracellular toxins in severe infection and has resulted in over 170 publications. Over the past decade, I've been quite pleased with the increasing number of researchers and projects in Boise that explore the extracellular matrix. I feel that the mechanobiology emphasis area in the newly proposed PhD program will further support this growth and help Boise become a recognized leader in matrix biology research.

As the principal investigator of a \$9.5 million NIH center grant, I fully recognize the economic benefit of growing the biomedical research footprint in Idaho. Biomedical research often requires close collaboration between biologists, clinicians, and engineers. This new PhD program can help Idaho research groups, such as the group I currently direct at the VA, explore new ideas and funding opportunities. For example, several researchers at Boise State are working to develop treatments for soft tissue disease, which has overlap with research being conducted at the VA related to soft tissue infections. The proposed PhD program would bolster any potential collaboration between the VA and Boise State, and therefore this program can help support VA research. I feel this program would be a smart investment for Boise and for Idaho.

Respectfully Yours,

comin L. Stevens

Dennis L. Stevens, M.D., Ph.D. Chief, Infectious Diseases Section Boise VA Medical Center Boise, ID 83712

Professor of Medicine University of Washington School of Medicine Seattle, WA 98195

Attachment 1



April 23, 2018

James Munger, PhD Vice Provost for Academic Planning Boise State University Boise, Idaho, 83725

Dear Dr. Munger,

As Medical Director for Research and Medical Education at St. Luke's Health System and I would like to express my support for your proposed Ph.D. program in Biomedical Engineering. St. Luke's Health System is very interested in stimulating interaction and engagement between our institution and Boise State University. Over the years, St. Luke's and Boise State have engaged in a number of successful collaborations. These include orthopedic and sports medicine surgeons Dr. Kevin Shea and Dr. Michael Curtin that have worked with Boise State's Center for Orthopaedic and Biomechanics Research, Dr. Kurt Nilsson and Director of Imaging Dr. Drew Taylor have worked with Boise State researchers on concussion and repetitive head impact projects as overseen by our Applied Research Manager, Dr. Hilary Flint. We've held several St. Luke's / Boise State Research Forums promoting additional collaborations.

The Biomedical Engineering Ph.D. program is an ideal vehicle to bring some of these collaborative ideas to fruition. The students in the program would be optimally suited to work with our clinicians and research staff to develop and advance projects of clinical and translational importance. Additionally, graduates of the program would provide a highly trained workforce to enhance the research capability of our institution and others across the state. I am excited by the development of this Ph.D. program and believe it will provide significant potential to advance the volume and caliber of collaborative research projects being performed between our institution and yours. I offer you my full support for the development of this program and I look forward to the collaborative work that will result.

Sincerely,

1 Palfoberto

W. Mark Roberts, MD, MMM Medical Director for Research and Medical Education St. Luke's Health System

St. Luke's Research / 701 E. Morrison Knudsen Dr., Suite 100, Boise, Idaho 83712 / 208-381-8914

stlukesonline.org



COUGHLIN FOOT & ANKLE CLINIC

May 8, 2018

Dear Dr. Munger,

I would like to express my support for establishment of a PhD program in Biomedical Engineering at Boise State University.

As a clinician surgeon and director of research at the St. Alphonsus Regional Medical Center Coughlin Clinic, establishment of a Biomedical Engineering PhD program at Boise State University will be a positive development for our mission. Such development will provide us the qualified local workforce we need to advance clinical, experimental, and computational research to improve patient outcomes. Patient outcomes, satisfaction, and well being are what matters the most.

I am looking forward for fruitful collaborations between our clinical faculty and researchers from an interdisciplinary program. Such interactions will undoubtedly lead to new, innovative projects, which will drive the economic growth of the region and further the health of people around the world.

I have recently had some productive discussions with Dr. Clare Fitzpatrick. We have mutual interests in improving outcomes in total ankle arthroplasty and optimizing the current surgical implants. A Biomedical Engineering PhD program would provide an ideal vehicle to foster this collaborative work. As our hospital system is committed

1075 North Curtis Road, Suite 300, Boise, Idaho 83706 Phone: (208) 367-3330 | Fax: (208) 367-3331 www.saintalphonsus.org

A MEMBER OF TRINITY HEALTH



COUGHLIN FOOT & ANKLE CLINIC

bring the best healthcare to our patients; I predict that Biomedical PhD program faculty and researchers will greatly contribute to this goal.

Please do not hesitate to contact me if you should have any questions.

Sincerely,

N.n.

Christopher Hirose MD

Email: hirosecbmd@gmail.com

Cell: 208.890.0900

1075 North Curtis Road, Suite 300, Boise, Idaho 83706 Phone: (208) 367-3330 | Fax: (208) 367-3331 www.saintalphonsus.org

A MEMBER OF TRINITY HEALTH

Attachment 1



DEPARTMENT OF VETERANS AFFAIRS Medical Center 500 West Fort Street Boise ID 83702-4598

April 9, 2018

Dear Dr. James Munger,

I am writing this letter to provide my strongest support for the conception of a Biomedical Engineering PhD program at Boise State University.

I am a clinically focused infectious diseases research scientist at the Veterans Affairs Medical Center in Boise, ID. Here, my research group focuses on the pathogenesis of *Clostridium sordellii* and *Clostridium difficile* infections, and we are specifically interested in the effects of the exotoxins produced by these organisms on the host innate immune response during infection. During my time at the VA, our group has greatly benefitted from a strong relationship with Boise State University's Biomedical Research Facility (BRF). The BRF has provided the highest quality of services, ranging from sample preparation and analysis to statistical consultation of collected data. In similar fashion, the VA has also helped several NIH-funded investigators from Boise State University by offering space, resources and services from our AAALAC-accredited animal research facility.

Continuing this partnership and increasing the frequency of these interactions between Boise State University's Biomedical Engineering and the Boise, ID VA Research and Development Department is critical to the success to both programs. Increasing the knowledge transfer between our institutions will enhance the number of collaborative projects and increase both research activity and productivity within the region. Further, I predict that the graduates from the proposed program will be very much positioned to work in patient-driven research environments like the VA Hospital and will have meaningful contributions to the workforce needs within the Pacific Northwest.

Please contact me if there is anything else I can provide, or if I may answer any questions, etc., regarding our relationship with the BRF and Boise State University.

Sincerely yours,

Michael J Aldape

Michael J. Aldape, PhD

Research Scientist Infectious Diseases Section Veterans Affairs Medical Center 500 W. Fort St. Boise, ID 83702 (208) 422-1000 x7659 mike.aldape@va.gov

Attachment 1



April 7th, 2018

Boise State University Department of Intercollegiate Athletics 1910 University Drive Boise, Idaho 83725-1021

Dear Dr. James Munger,

I'm very happy to be writing this letter of support for the new PhD program being proposed at Boise State University in 'Biomedical Engineering'. In my role as Associate Athletic Director for Sports Medicine at Boise State, I'm acutely aware of how biomedical engineering and sports science have helped improve injury rehabilitation and athletic performance. In fact, I've incorporated state-of-the-art equipment into our physical rehabilitation facility to speed recovery after injury. A goal of mine is to become more involved in developing innovative technologies to prevent and treat injury and ultimately help our student-athletes achieve their full potential.

I'm pleased to see that Boise State has prioritized biomedical research and that this newly proposed PhD program has an emphasis in human performance and biomechanics. My team would be highly interested in collaborating on projects with doctoral students and biomedical faculty. I feel this is a great opportunity to integrate aspects of our excellent athletic and research programs.

You have my enthusiastic support! Please don't hesitate to contact me if you need anything further.

Kind regards,

Marc Paul, MS, LAT, ATC Associate Athletic Director, Sports Medicine O: (208) 426-1696 C: (208) 484-3860 marcpaul@boisestate.edu

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1

University of Idaho College of Science

> Department of Biological Sciences 875 Perimeter Drive MS 3051 Moscow, ID 83844-3051

> > Phone: 208-885-6280 Fax: 208-885-7905 www.uidaho.edu/sci/biology

RE: Doctoral Program in Biomedical Engineering at BSU

May 3, 2018

Dear Dr. Munger,

I am writing this letter to express my strong support for the proposed PhD program in Biomedical Engineering at Boise State University.

As an Associate Professor in the Department of Biological Sciences at the University of Idaho, I understand the important contributions of doctoral students can make to the research aspirations of a university. I am delighted to hear Boise State is dedicated to growing the biomedical presence in the Idaho with this proposed PhD program. A Biomedical Engineering PhD program at Boise State will be instrumental in advancing biomedical research in the State of Idaho and will absolutely have a positive effect across the state.

In my role as Director of the Comparative Neuromuscular Biomechanics Laboratory, my research seeks to understand the relationships between the musculoskeletal morphology and the biomechanics and neural control of locomotor performance. These research interests will be highly complementary to researchers in the Biomedical Engineering PhD program at Boise State University and I look forward to future collaborations with doctoral students and biomedical faculty involved in this program. These collaborations will undoubtedly have a positive effect on the biomedical research aspirations in the State of Idaho and strengthen the potential for obtaining federal research funding at both the University of Idaho and Boise State University.

If you have additional questions or require further information, please do not hesitate to contact me at (208) 885- 6598 or <u>cpmcgowan@uidaho.edu</u>.

Craig McGowan Associate Professor Department of Biological Sciences WWAMI Medical Education Program cpmcgowan@uidaho.edu 208.885.6598

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS



Attachment 1

May 10, 2018

Dear Dr. James Munger,

As you may be aware, the Idaho College of Osteopathic Medicine (ICOM) will open its doors this fall. This is Idaho's first medical school, and the inaugural class will comprise of 162 students. Our faculty includes over 30 clinical and biomedical faculty with strong interests in collaborative research. Given the proximity of our institutions, and our shared vision in growing biomedical research across the state of Idaho, your proposed PhD program in Biomedical Engineering seems an ideal mechanism to promote and foster biomedical research of mutual interest.

We have an upcoming research meeting scheduled later this month between ICOM research faculty and the Biomedical Engineering PhD faculty from Mechanical & Biomedical and Kinesiology, and I am very enthusiastic to begin developing these collaborative relationships.

I would like of offer my strong support for the program, and wish you every success with its implementation and development. I look forward to our team interacting and collaborating with the biomedical engineers and students engaged in this program and enhancing the depth and breadth of biomedical research across our state.

Robert Hasty, DO, FACOI, FACP Founding Dean & Chief Academic Officer Idaho College of Osteopathic Medicine

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS **DECEMBER 20, 2018** Attachment 1 Jniversi

College of Engineering

May 10, 2018

Department of Biological Engineering

of

875 Perimeter Drive MS 0904 Moscow, ID 83844-0904

Phone: 208-885-6182 Fax: 208-885-7908 bioengr@uidaho.edu uidaho.edu/engr/academic-departments/be

James Munger, Ph.D. Vice Provost for Academic Planning **Boise State University** Boise, Idaho, 83725

Dear Dr. Jim Munger,

I am writing to share my excitement and support for the Biomedical Engineering Ph.D. program being proposed at Boise State University. I am an assistant professor in the Department of Biological Engineering at University of Idaho and I have a research focus in tendon tissue engineering. The proposed program will not only strengthen Idaho's community of biomedical researchers, but can benefit my own research.

Last year, several members of the biomedical engineering faculty from Boise State visited our Moscow campus (Dr. Uzer, Dr. Fitzpatrick, and Dr. Lujan) and toured my lab. I appreciated that they took the time to connect with faculty in our department, and since this visit, researchers from our two universities have enjoyed getting together at conferences. I feel that this collegial relationship will continue to grow and lead to productive research collaborations. A Ph.D. program at Boise State in Biomedical Engineering will undoubtedly be a tremendous asset to these collaborations. I know from personal experience that access to the proper Ph.D. students is imperative for getting large NIH proposals funded and staffed. The NIH wants to see that labs can attract engineering students that are passionate about biomedical research, and this new Ph.D. program will give Boise State faculty the ability to recruit these types of students.

This proposed Ph.D. program can also help my own research goals, since it will increase the visibility of biomedical research in Idaho and expand the regional expertise in fields that complement my own work. I am one of a handful of researchers in the Department of Biological Engineering at UI that have a biomedical research focus, and the proposed Ph.D. program can help our state reach a critical mass of researchers and projects in biomedical engineering. I am particularly excited about the new program's biomechanics emphasis area, since the whole-body study of human movement is outside the scope of our curriculum, yet is important for my future goals in developing treatments for joint disease. In summary, I think this initiative is an excellent opportunity to create a Ph.D. program that can benefit numerous people and organizations in Idaho, including my own lab.

Please feel free to contact me if you have any questions. I wish you the best in getting this program approved and established!

atto Chil

Nathan R. Schiele, Ph.D. Assistant Professor Department of Biological Engineering nrschiele@uidaho.edu

Attachment 1

James Munger, PhD Vice Provost for Academic Planning Professor of Biological Sciences Boise State University

April 23, 2018

Dear Dr. Munger,

As a professor in the department of Biological Sciences, program director for the Center of Biomedical Research Excellence (COBRE) in Matrix Biology, and advisor to the Idaho IDeA Network of Biomedical Research Excellence (INBRE) program, I have witnessed the growth in research breadth and depth across the Boise State campus over the last two decades. The increasing quality of research produced by our institution has been stimulated by the development of PhD programs in Biomolecular Sciences, and Ecology, Evolution, and Behavior. The area of Biomedical Engineering at Boise State is primed for similar research advances through recent hires (primarily early career investigators) whose research focuses on biomedical health and innovation, and through cross-campus investment in biomedical research infrastructure.

This new program will complement our existing PhD programs, and facilitate multiscale collaboration between the students across these programs. This will fulfill a growing need in our student body for a biomedical engineering program which is currently not available in any of the Idaho institutions. Additionally, this program will position our research faculty to competitively apply for NIH funding in biomedical applications. When proposals are evaluated for funding, the environment provided by the investigators' institution is an important scoring criteria. This program would demonstrate Boise State's dedication to supporting these research projects, growing our research capability, and investing in the future of our young investigators.

I am pleased to offer my full support and enthusiasm for the development of this PhD program in Biomedical Engineering.

Julie Shom Outord

Julia Thom Oxford, PhD Distinguished Professor Department of Biological Sciences Director, Biomolecular Research Center PD/PI Center of Biomedical Research Excellence in Matrix Biology

Attachment 1



April 11th, 2018

Dear Dr. James Munger:

I would like to express my strong support and enthusiasm for the establishment of a Biomedical Engineering PhD program at Boise State University.

As the Director of Clinical Translational Research, in the Division of Research and Economic Development at Boise State, I can attest to the important contributions of the proposed biomedical engineering faculty and students to the betterment of translational research aspirations of Boise State. A PhD level Biomedical Engineering research program will be highly complementary to the Biomolecular Sciences PhD program and will serve to strengthen the NIH-focused research ties between sciences and engineering that involves both the Colleges of Arts and Sciences and of Engineering.

Attracting highly qualified students to the Boise State University campus will increase the success of both PhD programs, foster research interactions with regional clinicians and hospitals, and ultimately result in an improved local work force. With a growing healthcare presence in the Treasure Valley, including the first Idaho medical school in osteopathic medicine on the horizon, synergistic alignment between our campus and the community will undoubtedly have a positive effect on collaborative ties and economic growth within the region.

If you require additional information or have other questions, please do not hesitate to contact me at (208) 426-4287 or cjorcyk@boisestate.edu.

Sincerely,

Cheryl L. Jorcyk, PhD Director, Clinical/Translational Research Professor, Biological Sciences Biomolecular Sciences Graduate Program 1910 University Drive, SN227 Boise State University Boise, ID 83725

1910 University Drive Boise, Idaho 83725-1515

Phone (208) 426-2844 Fax (208) 392-1430

IRSA

This letter is an electronic communication from Boise State University

biomolecularphd, boisestate, edu

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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 BOISE STATE UNIVERSITY

COLLEGE OF HEALTH SCIENCES School of Allied Health Sciences Department of Kinesiology

May 2, 2018

Dear Dr. Munger:

When Dr. Tyler Brown mentioned the new, interdisciplinary PhD program in Biomedical Engineering at Boise State I was truly enthusiastic. To express this enthusiasm and my strong interest in this program I am writing a letter to you.

I came to Boise State two and a half years ago, after completing my master's degree at East Carolina University, to work as a research assistant at the Center for Orthopaedic and Biomechanics Research (COBR). During my time at COBR, I have been provided an opportunity to expand my research experience and interests by working on military funded projects. Although I have enjoyed this opportunity, I have always envisioned returning to true research interest of tissue biomechanics; using ultrasound imaging technology to quantify parameters of the musculoskeletal system and determine how those parameters can be modulated with exercise. The proposed transdisciplinary PhD program would be ideal for conducting this tissue biomechanics research. The program would be unique in providing me access to engineering classes necessary to expand my technical skills and use of ultrasound technology, and the biomechanics classes necessary to understand how the musculoskeletal parameters, as quantified with the ultrasound images, contribute to musculoskeletal health and human movement.

I would be honored to continue my studies in this unique PhD program and look forward to the opportunity to apply for admission in this new, exciting program.

If you have further questions, please do not hesitate to contact me.

Sincerely,

Kafe Angure

Kayla Seymore, MS Center for Orthopaedic and Biomechanics Research (COBR) College of Health Sciences Office of Research Boise State University Phone: 208-426-5614

IRSA

Attachment 1

May 2, 2018

Samantha D'az 1499 E. Pineridge Dr. Boise, ID 83716 (714)906-2730 samanthadaz@u.boisestate.edu

Dear Dr. James Munger,

I am writing to express my enthusiasm about the opportunity to conduct my doctoral studies in Biomedical Engineering at Boise State University.

I am recent graduate of the Electrical Engineering department at Boise State University, but had the opportunity to partake in a wide variety of educational experiences during my undergraduate studies. During my final year at Boise State, I was lucky enough to conduct a summer research internship with NASA and work on a DoD funded research project in Boise State's Center for Orthopaedic and Biomechanics Research (COBR). I enjoyed my time at COBR so much that I am continuing as Graduate Assistant in the lab this fall and enrolling in the MS program in Kinesiology at Boise State. When Dr. Tyler Brown (Director of COBR) mentioned that he and his Biomedical Engineering colleagues were proposing a new, interdisciplinary PhD program in at Boise State I was truly ecstatic. As Dr. Brown described the program, it sounds like a unique opportunity to further my education by applying the technical engineering skills I learned as an undergraduate with my new-found interest in the human body. This interdisciplinary program is very attractive to me and I genuinely hope I have opportunity to apply for admission in this new exciting program in the near future.

In the meantime, if you have further questions, please do not hesitate to contact me.

Sincerely,

Samantha D'az

Attachment 1

May 2, 2018

Boise State Graduate College 1910 University Drive Boise, Idaho 83725-1110

Dear Dr. Jim Munger,

It is my pleasure to write this letter in support of a future PhD program in Biomedical Engineering at Boise State. I am a Boise State Alumni, receiving my Bachelor's in Mechanical Engineering with a Biomedical Minor in May 2014 and my Master's in Mechanical Engineering in June 2016. With a dream of working in the biomedical engineering field, I was fortunate to have Dr. Trevor Lujan as my thesis advisor. His passion and excitement for biomedical research pushed me toward a research-minded career path. In fact, I contemplated pursuing a PhD in biomedical engineering after finishing my Master's degree, but I decided against it due to the lack of a Biomedical Engineering PhD program offered at Boise State.

After graduating with my Master's, I moved to Cleveland to be with my husband, and started working at the Cleveland Clinic as a Senior Research Engineer in the Biomedical Engineering Department. I balance my time working on several projects surrounding musculoskeletal, cardiovascular, and neurological systems. Computational modeling, experiment design/execution, data analysis, and preparation of manuscripts for publication are just a handful of the responsibilities that I am accountable for in my current position. The skills that I learned and developed while at Boise State have played a major role in my success as a research engineer.

As I continue to develop my career as an engineer and look toward future goals, I am excited to hear about the potential of a Biomedical Engineering PhD program starting at Boise State. During my final year as a Bronco, I met two potential Biomedical Engineering staff candidates (Dr. Clare Fitzpatrick and Dr. Gunes Uzer) that shared the same passion and excitement for their research as Trevor. The research foundation of a PhD program is imperative, and I think that the development and variety of Biomedical Engineering experience has progressed appropriately in order to support a PhD program. Moreover, the addition of the PhD program will provide more opportunities and growth in biomedical industries throughout the Treasure Valley. Boise has stolen my heart, and if a Biomedical Engineering PhD program were established at Boise State, I would strongly consider returning to Boise to pursue a PhD in this field.

En Nem

Erica Neumann Senior Research Engineer Department of Biomedical Engineering Lerner Research Institute - Cleveland Clinic Foundation

May 2, 2018

Dear Program Reviewers,

I am writing to express my support for the creation of an interdisciplinary PhD program in biomedical engineering at Boise State University. Furthering my education has been a goal of mine for many years, and this program would provide that opportunity. I earned my degree in mechanical engineering and am employed using that degree here in the Treasure Valley where I have made my home. For years, the local options for advanced studies in mechanical engineering have been limited, and the lack of a fitting option has kept me from committing to graduate school. A PhD in biomedical engineering fills that gap and would create an exciting opportunity here in Boise.

As an undergraduate in the Boise State University mechanical engineering program, I focused my extra-curricular time in two areas. One of them was working as a student researcher with BSU's Dr. Gardner at the Center for Advanced Energy Studies, and the other was as an outdoor guide specializing in kayaking and rock climbing. I have followed my experience in energy efficiency in to the early stages of a career working in energy services, refrigeration design, and industrial energy efficiency. However, my real passion has always been in the kinetics of the human body. This has been amplified by personally experiencing multiple traumatic shoulder injuries during those adventure sports, kayaking and climbing. I learned much about the shoulder and various strategies for healing, supporting, and repairing this joint to maximize performance. This interest dovetails with my background in mechanical engineering, love of learning, and desire to be an expert in any field to fuel my interest in biomedical engineering study and research.

As stated earlier, Boise is my home. I have lived in the Treasure Valley for over a decade, and my family has moved and grown hear. I love the city, valley, and state, and have set down roots. Although this is a fantastic situation, it also imposes limitations. The opportunities in Boise for work and education are still developing, and a biomedical engineering program at Boise State University would be a great way to continue this process. I fully support this opportunity.

If I can be of any further assistance, or provide additional information, I will gladly do so. Thank you for allowing me to voice my opinion and be part of the process.

Best Regards,

Tom Simenc 117 W. Chamberlin St. Boise, ID 83706

Attachment 1

Appendix E: Faculty CVs

- 1. Tyler Brown, Department of Kinesiology, College of Health Sciences
- 2. Kurtis Cantley, Department of Electrical and Computer Engineering, College of Engineering
- 3. David Estrada, Micron School of Materials Science and Engineering, College of Engineering
- 4. Clare Fitzpatrick, Department of Mechanical and Biomedical Engineering, College of Engineering
- 5. Stephanie Hall, Department of Kinesiology, College of Health Sciences
- 6. Benjamin Johnson, Department of Electrical and Computer Engineering, College of Engineering
- 7. Cheryl Jorcyk, Department of Biological Sciences, College of Arts and Sciences
- 8. Byung Kim, Department of Physics, College of Arts and Sciences
- 9. Trevor Lujan, Department of Mechanical and Biomedical Engineering, College of Engineering
- 10. Julia Oxford, Department of Biological Sciences, College of Arts and Sciences
- 11. Shawn Simonson, Department of Kinesiology, College of Health Sciences
- 12. Gunes Uzer, Department of Mechanical and Biomedical Engineering, College of Engineering

Attachment 1

Tyler N. Brown, PhD, CSCS

Current Position and Address Assistant Professor Director, Center for Orthopedics and Biomechanics Research Department of Kinesiology Boise State University	1910 University Drive Boise, ID 83725 Office: (208) 426-5613 Email: tynbrown@boisestate.edu
EDUCATION	
Ph.D. in Biomechanics, School of Kinesiology University of Michigan, Ann Arbor, MI	2007 - 2011
M.S. in Biomechanics, Department of Health and Human Devel Montana State University, Bozeman, MT	lopment 2003 – 2005
B.S. in Exercise Science, Department of Exercise Science University of Puget Sound, Tacoma, WA	1999 – 2003
RELEVANT PROFESSIONAL EXPERIENCE	
ORISE Fellow Biomechanics Team, Human Science and Engineering, NSRDE Natick Soldier Systems Center, Natick, MA	2015 – 2016 C
Research Physiologist Biomechanics Team, Human Science and Engineering, NSRDE Natick Soldier Systems Center, Natick, MA	2014 – 2015 C
Postdoctoral Researcher/ORISE Fellow Biomechanics Team, Human Science and Engineering, NSRDE Natick Soldier Systems Center, Natick, MA	2012 – 2014 C
Research Technician Lead Adidas Innovation Team School of Kinesiology, University of Michigan	2011

PEER REVIWED PUBLICATIONS

- 1. **Brown, T. N.,** Kaplan, J. T., Cameron, S. E., Seymore, K. D. and Ramsay, J. W. (2018) Individuals with Varus Thrust do not Increase Knee Adduction when Running with Body Borne Load. Journal of Biomechanics, 69: pg. 97-102.
- 2. Seymore, K. D., Kaplan, J. T., Cameron, S. E., Ramsay, J. W., and **Brown, T. N**. (2017). Dual-Task and anticipation impact lower limb biomechanics during a Single-Leg Cuts with body borne load. Journal of Biomechanics 65: pg 131-137.

- 3. Ramsay, J.W., Hancock, C.L., Schiffman J.M. and **Brown, T.N.**, (2016) Soldier-relevant body borne loads increase knee joint reaction force during run-to-stop maneuver. Journal of Biomechanics, 49: pg. 3868-74.
- 4. **Brown, T.N.,** Loverro, K., Coyne, M.E., and Schiffman J.M., (2016) *The effect of soldierrelevant body borne load and obstacle height on foot clearance*. Applied Ergonomics, 55: pg. 56-62
- 5. **Brown, T.N.**, O'Donovan, M., Hasselquist. L, Corner, B and Schiffman J.M, (2016) *Lower extremity energy dissipation strategies during drop landings with body borne load*. Applied Ergonomics, 52: pg. 54-61.
- Cao Q., Thawait G.K., Gang G., Zbijewski W., Riegel T., Brown T.N., Demehri S. and Siewerdsen J.H., (2015) *Characterization of 3D Joint Space Morphology Using an Electrostatic Model (with Application to Osteoarthritis)*. Physics in Medicine and Biology, 60: pg. 947-60.
- 7. Loverro, K., **Brown, T.N.,** Coyne, M.E., and Schiffman J.M., (2015) *Use of body armor protection with a fighting load carrier impacts performance and biomechanics*. Applied Ergonomics, 46: pg. 168-75.
- 8. Brown, T.N., O'Donovan, M., Hasselquist. L, Corner, B and Schiffman J.M, (2014) *Load impacts lower limb biomechanics during unanticipated single-leg cutting*. Journal of Biomechanics, 47: pg. 3494-501.
- Brown, T.N., O'Donovan, M., Hasselquist. L, Corner, B and Schiffman J.M, (2014) Body borne loads impact Walk-to-Run and Running Biomechanics. Gait and Posture, 40: pg. 237-42.
- Brown, T.N., Palmieri-Smith, R.M. and McLean, S.G. (2014) Comparative adaptations of lower limb biomechanics during uni-lateral and bi-lateral landings after different neuromuscular-based ACL injury prevention protocols. Journal of Strength and Conditioning Research, 28(10): pg. 2859-71.
- 11. Brown, T.N., McLean, S.G. and Palmieri-Smith, R.M. (2014) *Quadriceps activation patterns predict sagittal plane knee kinetics during single-leg jump landings*. Journal of Science and Medicine in Sports, 17: pg. 408-13.
- 12. Kipp K., **Brown, T.N.**, McLean, S.G. and Palmieri-Smith, R.M (2013) *Decision-making and experience level influence frontal plane knee joint biomechanics during a cutting maneuver.* Journal of Applied Biomechanics. 29(6):756-62.
- Brown, T.N., Palmieri-Smith, R.M. and McLean, S.G. (2009) Sex and Limb Differences in Hip and Knee Kinematics and Kinetics during Anticipated and Unanticipated Jump Landings: Implications for ACL injury. British Journal of Sports Medicine, 43(13): pg. 1049-1056.
- Palmieri-Smith, R.M. Hopkins, J.T. and Brown, T.N. (2009) Peroneal activation deficits in persons with functional ankle instability. American Journal of Sports Medicine, 37(5): pg. 982-988.
- 15. Hopkins, J.T., **Brown, T.N.**, Christensen, L. and Palmieri-Smith, R.M. (2009) *Deficits in Peroneal Latency and Electromechanical Delay in Patients with Functional Ankle Instability*. Journal of Orthopedic Research, 27(12): pg. 1541-1546.

Journal Articles (In Review)

1. Fain, A.C., Lobb, N.J., Seymore, K.D and **Brown, T.N**. *Sex and Limb Differences during a Single-Leg Cut with Body Borne Load*, Submitted to Journal of Sports Science.

- 2. Seymore, K.D., Fain, A.C., Lobb, N.J., and **Brown, T.N**. *Sex and limb impact biomechanics associated with risk of injury during drop landing with body borne load*. Submitted to PLOS One.
- 3. Lobb, N.J., Fain, A.C., Seymore, K.D and **Brown, T.N**. *Sex and Stride Length Impact Leg Stiffness and Ground Reaction Forces when Running with Body Borne Load*, Submitted to Journal of Biomechanics.
- 4. Kaplan, J.T., Ramsay, J.W., Cameron, S.E., Seymore, K.D., Brehler, M., Thawait, G.K., Zbijewski, W.B., Siewerdsen J.H., **Brown, T.N**., *Knee anatomical metrics predict biomechanics when landing with and without load*. Submitted to Clinical Biomechanics.

Journal Articles (In Preparation – Data Analysis Complete)

- 1. Cardenas, C., Fain, A.C., Lobb, N.J., Seymore, K.D and **Brown, T.N**. *Trunk position increases knee abduction during loaded single-leg cuts.*
- 2. Brown, T.N., Lobb, N.J., Fain, A.C., Seymore, K.D and Cardenas, C., *Toe position predicts varus thrust when running with body borne load.*
- 3. Brown, T.N., Lobb, N.J., Fain, A.C., and Seymore, K.D *Body borne load increases torsional knee joint stiffness during running.*
- 4. Cameron, S.E., Seymore, K.D., Kaplan, J.T., Ramsay, J.W., and **Brown, T.N**. *Individuals increase lower limb stability to successfully accelerate and decelerate from a loaded run.*

Journal Articles (Planned – Data Analysis in Progress)

- 1. Ihmels, W., Seymore, K.D. and **Brown, T.N.** *A novel ankle prophylactic does not prevent ankle inversion better than existing external lace-up brace or taped ankle.*
- 2. Seymore, K.D., Ihmels, W. and **Brown, T.N.** *Stiffness of peroneal musculature differs between sexes.*
- 3. Fain A.C., Lobb, N.J., Seymore, K.D., and **Brown, T.N.** *Lower limb joint power predicts weighted vertical jump height.*
- 4. Lobb, N.J., Fain A.C., Seymore, K.D., and **Brown, T.N.** Body borne load compromises medial-lateral postural and gait stability.

Technical Reports

1. Brown, T.N., Loverro, K. and Schiffman J.M., (2015) Use of body armor protection levels with squad automatic weapon fighting load impacts soldier performance, mobility, and postural control. NATICK/TR-15/020, NSRDEC, Natick, MA.

Published Abstracts

- 1. Seymore, K.D, Fain, A.C., Lobb, N.J., and **Brown, T.N**., Sex impacts frontal plane grf and knee biomechanics during drop landing with body borne load, *American Society of Biomechanics*. Rochester, MN, 2018
- Ihmels, W., Seymore, K.D. and Brown, T.N. Sex Dimorphism in Peroneal Muscle Parameters with Functional Ankle Instability, *American Society of Biomechanics*. Rochester, MN, 2018
- 3. Lobb, N.J., Fain, A.C., Seymore, K.D and **Brown, T.N**., Sex effects leg stiffness when increasing stride length to run with body borne load, *American Society of Biomechanics*. Rochester, MN, 2018

- 4. Fain, A.C., Lobb, N.J., Seymore, K.D and **Brown, T.N**., Sex and limb impact lower limb biomechanics during loaded single leg cuts, *American Society of Biomechanics*. Rochester, MN, 2018
- 5. Cameron, S.E., Kaplan, J.T., **Brown, T.N**. and Ramsay, J.W., Transitional movements with body borne load increases ankle work, *American Society of Biomechanics*. Rochester, MN, 2018
- 6. **Brown, T.N.**, Kaplan, J.T., Cameron, S., Seymore, K.D., and Ramsay, J.W. Knees presenting varus thrust do not increase knee adduction when running with body borne load, *American Society of Biomechanics*. Boulder, CO, 2017
- Cameron, S.E., Kaplan, J.T., Brown, T.N. and Ramsay, J.W., Changes in knee kinetics are required for deceleration with body borne load, *American Society of Biomechanics*. Boulder, CO, 2017
- 8. Seymore, K.D., Kaplan, J.T., Cameron, S.E., Ramsay, J.W., and **Brown, T.N**. Knee anatomical metrics predict kinematics during loaded landings, *American Society of Biomechanics*. Boulder, CO, 2017
- Kaplan, J.T., Ramsay, J.W., Brown, T.N. and Pierce, D.M. Both anticipation and dual-task alter lower limb biomechanics during a loaded single-leg cut, *American Society of Biomechanics*. Boulder, CO, 2017
- 10. Kaplan, J.T., Cameron, S., Zbijewski, W., Thawait, G., Demehri, S., Siewerdsen, J.H., Ramsay, J.W., and **Brown, T.N**. Knee anatomical metrics predict kinematics during loaded landings, *American Society of Biomechanics*. Raleigh, NC, 2016.
- 11. Zbijewski, W., Brehler, M., Shyr, W., Cao, Q., Punnoose, J., Thawait, G., Demehri, S., Ramsay, J., **Brown, T.N.**, and Siewerdsen, J.H. Three Dimensional Quantitative Analysis of Load-Bearing Knee Using Dedicated Cone Beam CT for Extremity Imaging, *American Society of Biomechanics*. Raleigh, NC, 2016.
- 12. Ramsay, J.W., Hancock, C.L., O'Donovan, M., and **Brown, T.N.**, Body borne load increases peak knee extensor muscle force during a reactive run-to-stop task. *Proceedings of the American College of Sports Medicine Annual Meeting*. Boston, MA 2016.
- 13. Hancock, C.L., Ramsay, J.W. and **Brown, T.N.**, Peak Knee Joint Contact Force Increases with Soldier-Relevant Body Borne Load. *American Society of Biomechanics*. Columbus, OH, 2015.
- 14. Ramsay, J.W. and **Brown, T.N.**, Body-borne Loads Increase Knee Joint Contact Force during Run-to-stop Task. *Proceedings of the American College of Sports Medicine Annual Meeting*. San Diego, 2015.
- 15. Brown, T.N., O'Donovan, M., Hasselquist. L, Corner, B and Schiffman J.M, Trunk posture impacts lower limb energy absorption during drop landings with body borne load. 3rd International Conference on Soldiers' Physical Performance. Boston, MA 2014.
- Brown, T.N., O'Donovan, M., Hasselquist. L, Corner, B and Schiffman J.M, The effect of load on frontal plane hip energy absorption during unanticipated single-leg cutting. *World Congress of Biomechanics*. Boston, MA 2014.
- O'Donovan, M., Schiffman J.M and Brown, T.N., The effects of load on frontal plane energetics during double-legged drop landings. *World Congress of Biomechanics*. Boston, MA 2014.
- 18. Loverro, K., **Brown, T.N.** and Schiffman J.M., Body armor configuration impactsminimum foot clearance on obstacle negotiation. *World Congress of Biomechanics*. Boston, MA 2014.

- 19. **Brown, T.N.**, O'Donovan, M., Hasselquist. L, Corner, B and Schiffman J.M, The effect of load on sagittal plane kinematics during unanticipated cutting maneuvers. *American Society of Biomechanics*. Omaha, NE 2013.
- Brown, T.N., McLean, S.G. and Palmieri-Smith, R.M, Quadriceps activation predicts knee kinetics during single-leg landings. *American Society of Biomechanics*. Long Beach, CA 2011.
- 21. **Brown, T.N.**, Palmieri-Smith, R.M. and McLean, S.G. Training-induced hip strength changes predict knee flexion and abduction moments during unilateral landings. *Proceedings of the XXIIth International Society of Biomechanics Congress*, Brussels, Belgium, 2011.
- 22. Brown, T.N., Palmieri-Smith, R.M. and McLean, S.G. Training-induced hip extensor-flexor strength ratio changes predict knee abduction moment in single-leg landings. *Proceedings of the American College of Sports Medicine Annual Meeting*. Denver, 2011.
- 23. Kipp K, **Brown T.N.**, McLean S, Palmieri-Smith R. Altered knee muscle reflex activity during a cutting maneuver is influenced by motor learning not neuromuscular training. *American Society of Biomechanics. Providence*, RI. 2010.
- 24. **Brown, T.N.**, McLean, S.G. and Palmieri-Smith, R.M. Lower extremity activation changes following a standard six-week neuromuscular training program. *Proceedings of the American College of Sports Medicine Annual Meeting*. Baltimore, 2010.
- 25. Beaulieu, M.L. **Brown, T.N.**, Palmieri-Smith, R.M. and McLean, S.G. Relationship between Knee Mechanics during a Jump Landing Task and Hip Strength Varies across Maturation. *Proceedings of the American College of Sports Medicine Annual Meeting*. Baltimore, 2010.
- 26. Kipp, K., McLean, S.G., **Brown, T.N.** and Palmieri-Smith, R.M. Frontal-plane knee motion during anticipated and unanticipated cutting in recreational and elite female athletes. *Proceedings of the American College of Sports Medicine Annual Meeting*. Baltimore, 2010.
- 27. Brown, T.N., Palmieri-Smith, R.M. and McLean, S.G. Knee kinematics during single and double-leg jump landings following six-weeks of neuromuscular training. *Proceedings of Research Retreat V- ACL Injuries*. Greensboro, NC, 2010.
- 28. Brown, T.N., Palmieri-Smith, R.M. and McLean, S.G. The effects of fatigue and decisionmaking on lower limb kinematics after neuromuscular training program. *Proceedings of the American College of Sports Medicine Annual Meeting*. Seattle, 2009.
- 29. Brown, T.N., Palmieri-Smith, R.M. and McLean, S.G. The effects of temporal changes in unanticipated stimuli on lower limb mechanics during jump landings. *Proceedings of the American College of Sports Medicine Annual Meeting*. Indianapolis, 2008.
- 30. Brown, T.N., Palmieri-Smith, R.M. and McLean, S.G. An unanticipated stimulus alters lower limb mechanics during single-leg landing. *Proceedings of Research Retreat IV- ACL Injuries: The Gender Bias*. Greensboro, NC, 2008.
- Hahn, M.E., Barry, L.J., Brown, T.N., Eby, S.F. and Miles, M.P. Knee coactivation during the menstrual cycle. *Proceedings of the XXIth International Society of Biomechanics Congress*, Taipei, Taiwan 2007.
- 32. Brown, T. and Hahn, M.E. The EMG/Torque relationship of the knee extensors during acute muscular fatigue. *Proceedings of the XXth International Society of Biomechanics Congress*. Cleveland, 2005.
- Brown, T. and Hahn, M.E. The EMG/Torque relationship of the vastus lateralis during acute muscular fatigue. *Proceedings of the 1st Annual Northwest Biomechanics Symposium*. Seattle, 2005.

Presentations
- 1. Body Borne Load a Heavy Burden on Soldier Performance. MedBuild Summit. Boise, ID 2016.
- 2. Quadriceps activation predicts knee kinetics during single-leg landings. *American Society of Biomechanics*. Long Beach, CA 2011.
- 3. Knee kinematics during single and double-leg jump landings following six-weeks of neuromuscular training. *Proceedings of Research Retreat V- ACL Injuries*. Greensboro, NC, 2010.
- 4. An unanticipated stimulus alters lower limb mechanics during single-leg landing. *Proceedings of Research Retreat IV- ACL Injuries: The Gender Bias.* Greensboro, NC, 2008.

Honors and Awards

Presidential Scholar Award (Faculty Mentor: Fain) - Grad Stud Showcase - Boise State - 2018 2nd Place (Faculty Mentor: Fain) - 3 Min Thesis Competition - Boise State - 2018 COHS Award (Faculty Mentor: Lobb) - Grad Stud Showcase - Boise State - 2018 Poster Competition Award (Faculty Mentor: Lobb) - Grad Stud Showcase - Boise State - 2017 Dissertation Research Award - International Society of Biomechanics - 2011 Student Research Award - Biomechanics Interest Group - ACSM - 2011 Rackham Graduate Student Research Award (Candidate) - U. Michigan - 2010 Student Research Award - Biomechanics Interest Group - ACSM - 2010 Rackham Graduate Student Research Award (Pre-Candidate) - U. Michigan - 2009 Student Travel Award - Biomechanics Interest Group - ACSM - 2009

Journal Reviewer

American Journal of Sports Medicine Applied Ergonomics Clinical Biomechanics Gait and Posture Journal of Applied Biomechanics Journal of Biomechanics Journal of Neuroengineering and Rehabilitation Journal of Sports Sciences Journal of Strength and Conditioning Research Medicine in Science and Sports and Exercise Orthopedic Journal of Sports Medicine PLOS One Scandinavian Journal of Medicine and Science in Sports Sports Biomechanics Sports Medicine

CURRENT GRANTS

NIH MW CTR-IN, 2018-2019, Analysis of Knee Motion to Prevent and Treat the Increasing Incidence of Premature Knee OA, \$65,944, Role: PI

Boise State - COHS: Intramural Pilot Project, 2018-2019, Biomechanical Analysis to Prevent and Treat the Increasing Incidence of Knee OA, \$20,000, Role: PI

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Batelle - INL/ Natick Soldier RD &E Center, 2016-2018, Assessing Operational War Fighter Performance with Emerging IMU Technology, \$769,704, Role: PI

Idaho Global Entrepreneurial Mission (IGEM) Council, 2017-2018, Evaluation of the Ankle Roll Guard's Effectiveness to Improve Clinical Benefit, \$249,285 (\$148,927 Funded), Role: PI

PENDING GRANTS

R01, National Institutes of Health, 2019-2023, Musculoskeletal adaptation mechanisms as a result of knee joint instability in total knee replacement patients, \$1,127,620, Role: Co-PI

R01, National Institutes of Health, 2019-2024, Musculoskeletal adaptation of young and older adults in response to environmental, physical, and cognitive conditions, \$1,399,348, Role: Co-PI

COMPLETED GRANTS

6.1AH52 Research, 2013-2015, Natick Soldier RD&E Center, Anatomical Determinants of Hazardous Lower Limb Biomechanical Profiles during Load Carriage, \$446,272, Role: PI

6.1 Research DA ILIR, 2012-2014, Natick Soldier RD&E Center, Dynamic Postural Determinants For Enhanced Soldier Load Performance, \$1,653,692, Role: Co-PI

Lecturer Professional Development Grant, 2006, Center for Research on Learning and Teaching, University of Michigan. \$1500, Role: PI

TEACHING EXPERIENCE

 Boise State University, Department of Kinesiology, Boise, ID Advanced Biomechanics, Fall 2016 and 2018 Applied Principles of Biomechanics, Fall 2017 Biomechanics, Fall 2015 – Spring 2016 Laboratory Techniques in Biomechanics, Spring 2017
 University of Michigan, School of Kinesiology, Ann Arbor, MI

- Applied Human Anatomy and Physiology, Winter 2009 2011 Biomechanics of Sports, Fall 2006 – 2011 Human Musculoskeletal Anatomy, Winter 2007 – 2008
- Montana State University, Health and Human Development, Bozeman, MT Anatomical Kinesiology, Lab Instructor, Fall 2003 – Fall 2004 Biomechanics, Lab Instructor, Spring 2004 – Spring 2005 Health Anatomy and Physiology, Fall 2005

GRADUATE COMMITTEES

PhD

Xian Wei (Bernard) Liew (Committee Member, Curtin University, Australia)

Masters

Micah Drew (Committee Chair, Boise State University) Jeff Wilkins (Committee Chair, Boise State University)

Attachment 1 Brown 8

Samantha D'az (Committee Chair, Boise State University) Derek Maddy (Committee Member, Boise State University Wyatt Ihmels (Committee Chair, Boise State University) AuraLea Fain (Committee Chair, Boise State University) Nick Lobb (Committee Chair, Boise State University) Jaremy Creechley (Committee Member, Boise State University) Tyler Dobbs (Committee Member, Boise State University)

MENTORING EXPERIENCE

Post-Doctoral Researcher

John Ramsay (ORISE Fellow, NSRDEC)

Research Assistants

Kayla Seymore (Kinesiology, Boise State University) Sarah Cameron (Biomechanics Team, NSRDEC) Kari Loverro (ORISE Fellow, NSRDEC) Meghan O'Donovan (Biomechanics Team, NSRDEC) C. Lee Hancock (Biomechanics Team, NSRDEC) Jon Kaplan (Biomechanics Team, NSRDEC)

Graduate Students

Micah Drew (Kinesiology, Boise State University) Jeff Wilkins (Kinesiology, Boise State University) Samantha D'az (Kinesiology, Boise State University) Kari Depalo (Kinesiology, Boise State University) Fatimah Alkathiri (Kinesiology, Boise State University) Gracie McConnochie (Biomedical Engineering, Boise State University) Cailin Wilson (Biomedical Engineering, Boise State University) Justin Graff (Kinesiology, Boise State University) AuraLea Fain (Kinesiology, Boise State University) Nick Lobb (Kinesiology, Boise State University) Elijah Rooney (Kinesiology, Boise State University)

Undergraduate Students

Caden Robertson (Kinesiology, Boise State University) Fred Christensen (Mechanical Engineering, Boise State University) Eli Walker (Kinesiology, Boise State University) Haley Floen (Kinesiology, Boise State University) Alexis Flock (Kinesiology, Boise State University) Tracey Huddleston (Kinesiology, Boise State University) Zach Seltzer (Kinesiology, Boise State University) Kari Johnson (Kinesiology, Boise State University) Samantha D'az (Electrical Engineering, Boise State University) Brad Foote (Kinesiology, Boise State University) Caylee Tyacke (Kinesiology, Boise State University) Sheldon Burgess (Kinesiology, Boise State University) Jeff Wilkins (Kinesiology, Boise State University)

Attachment 1 Brown 9

Ashley Judd (Kinesiology, Boise State University) Wyatt Ihmels (Kinesiology, Boise State University) Rylie Weldon (Kinesiology, Boise State University) Matthew Myers (Kinesiology, Boise State University) Genna Waldman (Kinesiology, University of Michigan) Catherine Munaco (Kinesiology, University of Michigan) Monica Silvian (Kinesiology, University of Michigan) Katie LaValley (Kinesiology, University of Michigan) Nancy Murphy (Kinesiology, University of Michigan) Ellie Toutant (Kinesiology, University of Michigan) Patrick Ouzts (Kinesiology, University of Michigan) Brian Kopicko (Kinesiology, University of Michigan) Lauren Rothstein (Kinesiology, University of Michigan) Kara Goodrich (Kinesiology, University of Michigan) Lacey Berger (Kinesiology, University of Michigan) Ashley Brower (Kinesiology, University of Michigan) Kirk Leonard (Mechanical Engineering, University of Michigan) Caitlin Williams (Undergraduate Research Opportunity Program, University of Michigan)

COMMITEES

Biomedical IRB (member), Boise State University *Strategic Planning Committee,* College of Health Sciences, Boise State University *Strategic Planning Committee,* Department of Kinesiology, Boise State University

CERTIFICATIONS

Principal Investigator (Biomechanics), NSRDEC, Natick Soldier Systems Center, U.S. Army Certified Strength and Conditioning Specialist, National Strength and Conditioning Association

PROFESSIONAL AFFILATIONS

American Society of Biomechanics American College of Sports Medicine International Society of Biomechanics National Strength and Conditioning Association

DECEMBER 20, 2018

Attachment 1

Kurtis D. Cantley Assistant Professor

Department of Electrical and Computer Engineering Boise State University Phone: 208-426-5715 Email: kurtiscantley@boisestate.edu http://coen.boisestate.edu/crg/

Kurtis D. Cantley, PhD

Assistant Professor, Department of Electrical and Computer Engineering Affiliate Faculty, Micron School of Materials Science and Engineering Boise State University 1910 University Drive, MS-2075 Boise, ID, 83725-2075

Professional Preparation

Education

Ph.D. Electrical Engin	December 2011		
Dissertation: Artificia Nano-Crystalline	l Neural Systems Using Memristive Synapses and Silicon Thin-Film Transistors	Advisor: Eric M. Vogel	
M.S. Electrical and Co Purdue University, W	omputer Engineering /est Lafayette, Indiana	August 2007	
Thesis: Performance Transistors – A De	Potential of III-V Materials in Nanoscale evice Simulation Perspective	Advisor: Mark S. Lundstrom	
B.S. Electrical EngineeringMay 20Washington State University Honors College, Pullman, WashingtonMinors: Math, Physics, Music			
Professional Exp	erience		
July 2013 – Present	Assistant Professor, Electrical and Computer Engine and Affiliate Faculty, Micron School of Materials Sci and Engineering, Boise State University	eering Boise, ID ience	
January 2012 – June 2013	Postdoctoral Research Associate, Department of M Science and Engineering, University of Texas at Dall	aterials Richardson, TX las	
August 2007 – December 2011	Graduate Research Assistant, Department of Electr Engineering, University of Texas at Dallas	ical Richardson, TX	
August 2005 – August 2007	Graduate Research Assistant, Department of Electric Computer Engineering, Purdue University	ical and West Lafayette, IN	
May – August 2004, 2005	National Security Internship Program, Pacific North National Laboratory	west Richland, WA	

Honors and Awards

- National Science Foundation Faculty Early Career Development (CAREER) Award, 2018
- Defense Threat Reduction Agency (DTRA) Young Investigator Award, 2017
- Air Force Office of Scientific Research (AFOSR) Young Investigator Award, 2014
- National Defense Science and Engineering Graduate (NDSEG) Fellowship, 2007 2010
- UT Dallas Excellence in Education Award, 2009

DECEMBER 20, 2018

Attachment 1

Kurtis D. Cantley Assistant Professor

Department of Electrical and Computer Engineering Boise State University Phone: 208-426-5715 Email: kurtiscantley@boisestate.edu http://coen.boisestate.edu/crg/

Research and Scholarly Activities

External Research Funding: Approximately \$2.75M external funding to date as PI

Funding Period	Project Title	Funding Source	Role	Total Funding	Share of Funding
TBD (Rec. for Funding)	Layout, Analysis, and Characterization of CMOS Circuits Designed with Evolutionary Algorithms	US Army Research Laboratory (Sciences for Maneuver Campaign)	PI	\$56,000	\$56,000
7/1/2018 – 6/30/2023	CAREER: Spiking Neural Circuits and Networks with Temporally Dynamic Learning	National Science Foundation (CISE Directorate)	PI	\$548,882	\$548,882
4/10/2017 – 4/9/2020	Impact of Radiation on Pattern Recognition in Memristor-Based Neuromorphic Circuits	Defense Threat Reduction Agency (PerF-YIP-Topic 4: Radiation Effects in Non- Conventional Computing Approaches)	PI	\$322,866	\$322,866
7/1/2015 – 6/30/2018	Enhancing Capabilities in Nanotechnology and Microfabrication at Boise State	Idaho Higher Education Research Council (HERC), Idaho Global Entrepreneurial Mission (IGEM)	PI	\$1,500,000	\$1,500,000
8/1/2014 – 7/30/2017	Spike Timing-Dependent Learning Circuits for Temporal Pattern Recognition and Classification	Air Force Office of Scientific Research (Computational Cognition and Machine Intelligence)	PI	\$359,429	\$359,429

Other Research Funding

Funding Period	Project Title	Funding Source	Role	Total Funding	Share of Funding
Fall 2014	Advanced Electrophysiological and Neural Interface Measurement System	ECE Department Internal Proposal 2015	ΡI	\$22,759	\$22,759
1/1/2014 – 12/31/2014	2-D Crystals as an Extracellular Matrix for Cell/Neuron Growth and Differentiation	Boise State Center of Biomedical Research Excellent (COBRE) Pilot Grant	Co-PI	\$49,991	~\$20,000
Spring 2013	Enabling Infrastructure for Advanced Plasma- Enhanced Chemical Vapor Deposition	ECE Department Internal Capital Investment	ΡI	\$19,495	\$19,495

DECEMBER 20, 2018

Attachment 1

Assistant Professor

Kurtis D. Cantley

Department of Electrical and Computer Engineering Boise State University Phone: 208-426-5715 Email: kurtiscantley@boisestate.edu http://coen.boisestate.edu/crg/

Journal Articles: h-index=11

- 1. S. Rastegar, J. Stadlbauer, T. Pandhi, L. Karriem, K. Fujimoto, K. Kramer, D. Estrada, and K. D. Cantley, "Signalto-Noise Ratio Enhancement In Graphene-Based Passive Microelectrode Arrays," *Submitted to IEEE Transactions on Biomedical Engineering (draft available upon request)*.
- 2. R. Ivans and K. D. Cantley, "Spike-Timing Dependent Learning in Memristor-Based Neural Networks Using Dynamic Resistance Elements," Under Review at IEEE Transactions on Neural Networks and Learning Systems (draft available upon request).
- 3. E. Krueger, A. Chang, D. Brown, J. Eixenberger, R. Brown, S. Rastegar, K. D. Cantley, and D. Estrada, "Graphene Foam as a 3-Dimensional Platform for Myotube Growth," *ACS Biomaterials Science and Engineering*, vol. 2, pp. 1234-1241, 2016.
- J. W. Murphy, L. Smith, J. Calkins, G. R. Kunnen, I. Mejia, K. D. Cantley, R. A. Chapman, J. Sastra-Hernandez, R. Mendoza-Perez, G. Contreres-Puente, D. R. Alee, M. A. Quevedo-Lopez, and B. E. Gnade, "Thin film cadmium telluride charged particle sensors for large area neutron detectors," Applied Physics Letters, vol. 105, no. 112107, 2014.
- 5. Subramaniam, K. D. Cantley, and E. M. Vogel, "Logic Gates and Ring Oscillators based on Ambipolar Nanocrystalline-Silicon TFTs," *Active and Passive Electronic Components*, vol. 2013, no. 525017, 2013.
- 6. Subramaniam, K. D. Cantley, G. Bersuker, D. Gilmer, and E. M. Vogel, "Spike-Timing-Dependent Plasticity using Biologically Realistic Action Potentials and Low-Temperature Materials," *IEEE Transactions on Nanotechnology*, vol. 12, no. 3, pp. 450-459, 2013.
- Subramaniam, K. D. Cantley, H. J. Stiegler, R. A. Chapman, and E. M. Vogel, "Low Temperature Fabrication of Spiking Soma Circuits Using Nanocrystalline-Silicon TFTs," *IEEE Transactions on Neural Networks and Learning Systems*, vol. 24, no. 9, pp. 1466-1472, 2013.
- 8. K. D. Cantley, A. Subramaniam, H. J. Stiegler, R. A. Chapman, and E. M. Vogel, "Neural Learning Circuits Utilizing Nano-Crystalline Silicon Transistors and Memristors," *IEEE Transactions on Neural Networks and Learning Systems*, vol. 23, no. 4, pp. 565-573, 2012.
- 9. P. G. Fernandes, H. J. Stiegler, M. Zhao, K. D. Cantley, B. Obradovic, R. A. Chapman, H.-C. Wen, G. Mahmud, and E. M. Vogel, "SPICE Macromodel of Silicon-on-Insulator-Field-Effect-Transistor-Based Biological Sensors," *Sensors and Actuators B: Chemical*, vol. 161, no. 1, pp. 163-170, 2012.
- Chakrabarti, H. Kang, B. Brennan, T. J. Park, K. D. Cantley, A. Pirkle, S. McDonnell, J. Kim, R. M. Wallace, and E. M. Vogel, "Investigation of Tunneling Current in SiO₂/HfO₂ gate stacks for flash memory applications," *IEEE Transactions on Electron Devices*, vol. 58, no. 12, pp. 4189-4195, 2011.
- 11. K. D. Cantley, A. Subramaniam, H. J. Stiegler, R. A. Chapman, and E. M. Vogel, "Hebbian Learning in Spiking Neural Networks with Nano-Crystalline Silicon TFTs and Memristive Synapses," *IEEE Transactions on Nanotechnology*, vol. 10, pp. 1066-1073, 2011.
- Subramaniam, K. D. Cantley, H. J. Stiegler, R. A. Chapman, and E. M. Vogel, "Submicron Ambipolar Nanocrystalline Silicon Thin-Film Transistors and Inverters," *IEEE Transactions on Electron Devices*, vol. 59, no. 2, pp. 359-366, 2011.
- K. D. Cantley, A. Subramaniam, R. R. Pratiwadi, H. C. Floresca, J. Wang, H. J. Stiegler, R. A. Chapman, M. J. Kim, and E. M. Vogel, "Hydrogenated Amorphous Silicon Nanowire Transistors with Schottky Barrier Source/Drain Junctions," *Applied Physics Letters*, vol. 97, no. 14, 2010.
- 14. H. S. Pal, K. D. Cantley, S. S. Ahmed, and M. S. Lundstrom, "Influence of Bandstructure and Channel Structure on the Inversion Layer Capacitance of Silicon and GaAs MOSFETs." *IEEE Transactions on Electron Devices*, vol. 55, no. 3, pp. 904-908, 2008.

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Conference Proceedings

- 1. S. Gandharava Dahl, R. Ivans, and K. D. Cantley, "Modeling Memristor Radiation Interaction Events and the Effect on Neuromorphic Learning Circuits," *International Conference on Neuromorphic Systems (ICONS)*, Knoxville, TN, July 2018.
- 2. S. Gandharava Dahl and K. D. Cantley, "Behavioral Modeling of Memristor Radiation Interaction Events," *IEEE Workshop on Microelectronic Devices (WMED) Invited Contribution*, Boise, ID, April 2018.
- 3. R. C. Ivans, J. M. Shumaker, and K. D. Cantley, "A CMOS Synapse Design Implementing Tunable Asymmetric Spike Timing-Dependent Plasticity," in 60th International Midwest Symposium on Circuits and Systems (MWSCAS), Boston, MA, August 2017.
- S. Rastegar, J. Stadlbauer, K. Fujimoto, K. McLaughlin, D. Estrada, and K. D. Cantley, "Signal-to-Noise Ratio Enhancement Using Graphene- Based Passive Microelectrode Arrays," in 60th International Midwest Symposium on Circuits and Systems (MWSCAS), Boston, MA, August 2017.
- S. Rastegar, J. Stadlbauer, K. McLaughlin, K. Fujimoto, D. Estrada, and K. D. Cantley, "Enhanced Signal-to-Noise Ratio Using Nanomaterial-Based Passive Neural Electrodes," in 59th Electronic Materials Conference, 2017.
- 6. K. D. Cantley, R. C. Ivans, A. Subramaniam, and E. M. Vogel, "Spatio-Temporal Pattern Recognition in Neural Circuits with Memory-Transistor-Driven Memristive Synapses," accepted to *International Joint Conference on Neural Networks (IJCNN)*, Anchorage, AK, May 2017.
- 7. S. Gandharava, C. A. Walker, and K. D. Cantley, "Electrical Characteristics of Nanocrystalline Silicon Resistive Memory Devices," in *Workshop on Microelectronic Devices (WMED)*," Boise, ID, April 2017.
- 8. J. W. Murphy, A. Eddy, G. R. Kunnen, I. Mejia, K. D. Cantley, D. R. Allee, M. A. Quevedo-Lopez, and B. E. Gnade, "Sol gel ZnO films doped with Mg and Li evaluated for charged particle detectors," *SPIE Defense, Security, and Sensing Conference*, paper 8730-17, Baltimore, MD, May 2013.
- Mejia, A. L. Salas-Villasenor, J. W. Murphy, G. R. Kunnen, K. D. Cantley, D. R. Allee, B. E. Gnade, and M. A. Quevedo-Lopez, "High-performance logic circuits using solution-based, low-temperature semiconductors for flexible electronics," *SPIE Defense, Security, and Sensing Conference*, paper 8730-2, Baltimore, MD, May 2013.
- 10. K. D. Cantley, P. G. Fernandes, M. Zhao, H. J. Stiegler, R. A. Chapman, and E. M. Vogel, "Noise Effects in Field-Effect Transistor Biological Sensor Detection Circuits," *IEEE International Midwest Symposium on Circuits and Systems (MWSCAS)*, Boise, ID, August 2012.
- 11. Subramaniam, K. D. Cantley, R. A. Chapman, H. J. Stiegler, and E. M. Vogel, "Submicron Ambipolar Nanocrystalline-silicon TFTs with High-κ Gate Dielectrics," *International Semiconductor Device Research Symposium (ISDRS)*, College Park, MD, 2011.
- 12. K. D. Cantley, A. Subramaniam, H. J. Stiegler, R. A. Chapman, and E. M. Vogel, "Spike Timing-Dependent Synaptic Plasticity Using Memristors and Nano-Crystalline Silicon TFT Memories," *11th International Conference on Nanotechnology (IEEE Nano)*, Portland, OR, August 2011.
- 13. Subramaniam, K. D. Cantley, R. A. Chapman, B. Chakrabarti, and E. M. Vogel, "Ambipolar Nano-crystallinesilicon TFTs with Submicron Dimensions and Reduced Threshold Voltage Shift," in 69th Annual Device Research Conference (DRC) Digest, Santa Barbara, CA, June 2011.
- 14. K. D. Cantley, A. Subramaniam, H. J. Stiegler, R. A. Chapman, and E. M. Vogel, "SPICE Simulation of Nanoscale Non-Crystalline Silicon TFTs in Spiking Neuron Circuits," *International Midwest Symposium on Circuits and Systems (MWSCAS)*, Seattle, WA, August 2010.
- 15. K. D. Cantley, Y. Liu, H. S. Pal, T. Low, S. S. Ahmed, and M. S. Lundstrom, "Performance Analysis of III-V Materials in a Double-Gate nano-MOSFET," *IEDM Technical Digest*, Washington, D.C., December 2007.

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16. M. S. Lundstrom, K. D. Cantley, and H. S. Pal, "Nanoscale Transistors: Physics and Materials," *Materials Research Society Fall Proceedings, Symposium L*. Boston, MA, November 2006.

Book Chapters

Kurtis D. Cantley

1. K. D. Cantley, A. Subramaniam, and E. M. Vogel, "Spike Timing-Dependent Plasticity Using Memristors and Nano-Crystalline Silicon TFT Memories," Chapter 26 in *Nanoelectronic Device Applications Handbook*, Ed. by J. Morris and K. Iniewski: CRC Press, 2013.

Invited Talks (Bold=presenter)

- 1. **Sumedha Gandharava** and Kurtis D. Cantley, "Behavioral Modeling of Memristor Radiation Interaction Events." Workshop on Microelectronics and Electron Devices (WMED), Boise, ID, April 2018.
- Kurtis D. Cantley, "Neural Systems and Interfaces: Building Circuits That Emulate and Communicate With the Brain." Northwest Nazarene University Engineering and Physics Seminar Series, Nampa, ID, February 2, 2017.
- 3. Kurtis D. Cantley, "Artificial Neural Networks with Rate and Timing-Dependent Learning." US Army Research Laboratory, Aberdeen Proving Ground, MD, June 2015.
- 4. Kurtis D. Cantley, "Neuro-Inspired Architectures: A New Paradigm in Computing." Gonzaga University School of Engineering and Applied Science Distinguished Lecture Series, Spokane, WA, November 19, 2014.
- 5. **Kurtis D. Cantley**, "Electronic Materials and Devices for Biologically Realistic Neural Systems." Lehigh University Department of Materials Science and Engineering Seminar, Bethlehem, PA, October 28, 2014.
- 6. Eric M. Vogel, Kurtis D. Cantley, and Anand Subramaniam, "Nanocrystalline Silicon Thin-Film Transistors for Neuromorphic Applications," ECI ULSIC vs. TFT Conference, Grenoble, France, July 2013.
- 7. Kurtis D. Cantley, Anand Subramaniam, and **Eric M. Vogel**, "Neuromorphic Electronics Using Nanoscale Non-crystalline Silicon Devices," *SRC/NRI Teleseminar*, July 2010.
- 8. Eric M. Vogel and Kurtis Cantley, "Neuromorphic Electronics Using Nanoscale Non-crystalline Silicon Devices," *TechConnect World Nanotech Conference and Expo*, Anaheim, CA, June 2010.
- 9. Kurtis D. Cantley, Ramapriyan Pratiwadi, and Eric M. Vogel, "Electronic Materials and Devices for Artificial Neural Systems," *SRC/NRI SWAN Teleseminar*, July 2008.

Oral Presentations and Posters (Bold=presenter)

- 1. **Sumedha Gandharava Dahl**, Robert Ivans, and Kurtis D. Cantley, "Modeling Memristor Radiation Interaction Events and the Effect on Neuromorphic Learning Circuits." *International Conference on Neuromorphic Systems (ICONS)*, Knoxville, TN, July 2018. Oral presentation, **poster contest winner**.
- 2. **Sepideh Rastegar**, Justin Stadlbauer, Kari McLaughlin, Kiyo Fujimoto, David Estrada, and Kurtis D. Cantley, "Enhanced Signal-to-Noise Ratio Using Nanomaterial-Based Passive Neural Electrodes." *Workshop on Microelectronics and Electron Devices (WMED)*, Boise, ID, April 2018. <u>Won Best Poster Award.</u>
- 3. **Sumedha Gandharava Dahl**, Robert Ivans, and Kurtis D. Cantley, "Behavioral Modeling of Memristor Radiation Interaction Events." Boise State Graduate Student Showcase, April 2018.
- 4. **Sepideh Rastegar**, Justin Stadlbauer, Twinkle Pandhi, Lynn Karriem, Kiyo Fujimoto, Kyle Kramer, David Estrada, and Kurtis D. Cantley, "Signal-to-Noise Ratio Enhancement In Graphene-Based Passive Microelectrode Arrays." Boise State Graduate Student Showcase, April 2018.
- Sepideh Rastegar, Justin Stadlbauer, Kari McLaughlin, Kiyo Fujimoto, David Estrada, and Kurtis D. Cantley, "Enhanced Signal-to-Noise Ratio Using Nanomaterial-Based Passive Neural Electrodes." 59th Electronic Materials Conference, South Bend, IN, June 2017.

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- Sumedha Gandharava, Catherine Walker, and Kurtis D. Cantley, "Electrical Characterization of Nanocrystalline Silicon Resistive Memory Devices." Workshop on Microelectronic Devices (WMED), Boise, ID, April 21, 2017.
- 7. **Kurtis D. Cantley**, Robert C. Ivans, Anand Subramaniam, and Eric M. Vogel, "Spatio-Temporal Pattern Recognition in Neural Circuits with Memory-Transistor-Driven Memristive Synapses." *International Joint Conference on Neural Networks (IJCNN)*, Anchorage, AK, May 18, 2017.
- 8. **Robert Ivans** and Kurtis D. Cantley, "Hardware-Based Spatio-Temporal Pattern Recognition." *Boise State Graduate Student Showcase*, Boise, ID, April 3, 2017.
- 9. **Kyle Kramer**, Sepideh Rastegar, David Estrada, and Kurtis D. Cantley, "Determining Electrical Signal Integrity of Passive Microelectrode Arrays." *Idaho Conference on Undergraduate Research (ICUR)*, Boise, ID, July 26-27, 2017.
- 10. **Susy Camargo-Reyes**, Robert Ivans, and Kurtis D. Cantley, "Characterization and Testing of Neuromorphic Electronic Circuits." *Idaho Conference on Undergraduate Research (ICUR)*, Boise, ID, July 26-27, 2017.
- 11. **Susy Camargo-Reyes**, Robert Ivans, and Kurtis D. Cantley, "Characterization and Validation of CMOS Spiking Neuron Circuits." *Idaho Conference on Undergraduate Research (ICUR)*, Boise, ID, July 2016.
- 12. **Conor S. Perry** and Kurtis D. Cantley, "Processing and Characterization of Inkjet-Printed Silver and Carbon Nanotube Features." *Idaho Conference on Undergraduate Research (ICUR)*, Boise, ID, July 2016.
- 13. Justin W. Stadlbauer, Sepideh Rastegar, and Kurtis D. Cantley, "Measurement of Signal-to-Noise Ratio in Neural Microelectrodes." *Idaho Conference on Undergraduate Research (ICUR)*, Boise, ID, July 2016.
- 14. **Catherine A. Walker,** Sumedha Gandharava, and Kurtis D. Cantley, "Characterization of Nanocrystalline Silicon Thin Films from Plasma-Enhanced Chemical Vapor Deposition." *Boise State Conference on Undergraduate Research*, Boise, ID, April 2016.
- Justin W. Stadlbauer, Sepideh Rastegar, A. Nicole Chang, Kari Pribble, Eric Krueger, David Estrada, and Kurtis D. Cantley, "Signal-to-Noise Characteristics of Graphene-Based Cellular Electrodes." 5th Biennial NIH IDeA Western Regional Conference, Coeur d' Alene, ID, October 2015.
- 16. Kurtis D. Cantley, "Temporal Pattern Recognition Using Spike Timing-Dependent Learning Circuits." *AFOSR Young Investigator Program Annual Meeting*, Arlington, VA, June 2015.
- 17. Samantha M. D'az, Justin Stadlbauer, and Kurtis D. Cantley, "Electrically Controlling the Environmental Interactions of Neurons Cultured on Graphene." *Idaho Conference on Undergraduate Research (ICUR)*, Boise, ID, July 29-30, 2015.
- 18. **Catherine A. Walker** and Kurtis D. Cantley, "Investigating the Piezoelectric Response of p(VDF-TrFE) Copolymer Strands." *Idaho Conference on Undergraduate Research (ICUR)*, Boise, ID, July 30-31, 2014.
- John W. Murphy, Alexander Eddy, George R. Kunnen, Israel Mejia, Kurtis D. Cantley, David R. Allee, Manuel A. Quevedo-Lopez, and Bruce E. Gnade, "Sol gel ZnO films doped with Mg and Li evaluated for charged particle detectors," SPIE Defense, Security, and Sensing Conference, paper 8730-17, Baltimore, MD, May 2013.
- Israel Mejia, Ana L. Salas-Villasenor, John W. Murphy, George R. Kunnen, Kurtis D. Cantley, David R. Allee, Bruce E. Gnade, and Manuel A. Quevedo-Lopez, "High-performance logic circuits using solution-based, lowtemperature semiconductors for flexible electronics," *SPIE Defense, Security, and Sensing Conference*, paper 8730-2, Baltimore, MD, May 2013.
- 21. John W. Murphy, George R. Kunnen, Kevin Larosa, Kurtis D. Cantley, Israel Mejia, David R. Allee, Manuel A. Quevedo-Lopez, Bruce E. Gnade, "Polycrystalline zinc oxide as a material for radiation detectors," Materials Research Society Spring Meeting, *Materials Research Society (MRS) Spring Meeting*, Symposium WW, San Francisco, CA, April 2013.

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- 22. Kurtis D. Cantley, Poornika G. Fernandes, Mingyue Zhao, Harvey J. Stiegler, Richard A. Chapman, and Eric M. Vogel, "Noise Effects in Field-Effect Transistor Biological Sensor Detection Circuits," *IEEE International Midwest Symposium on Circuits and Systems (MWSCAS)*, Boise, ID, August 2012.
- Eric M. Vogel, Anand Subramaniam, and Kurtis D. Cantley, "A Low-temperature Approach to Spiking Neural Circuits," 4th International Conference on Smart Materials, Structures, and Systems (CIMTEC), Tuscany, Italy, June 2012.
- 24. **Mingyue Zhao**, Kurtis D. Cantley, Harvey J. Stiegler, Poornika G. Fernandes, Richard A. Chapman, Huang-Chun Wen, Gazi A. Mahmud, and Eric M. Vogel, "Models for Nanoscale Silicon Chemical and Biological Sensors," *TxACE Analog Symposium*, Richardson, TX, October 2011.
- 25. **Kurtis D. Cantley**, Anand Subramaniam, Harvey J. Stiegler, Richard A. Chapman, and Eric M. Vogel, "Spike Timing-Dependent Plasticity Using Memristors and Nano-Crystalline Silicon TFT Memories," 7th International Conference on Nanotechnology, Portland, OR, August 2011.
- Anand Subramaniam, Kurtis D. Cantley, Richard A. Chapman, Bhaswar Chakrabarti, and Eric M. Vogel, "Ambipolar Nano-crystalline-silicon TFTs with Submicron Dimensions and Reduced Threshold Voltage Shift," 69th Annual Device Research Conference (DRC), Santa Barbara, CA, June 2011.
- 27. Kurtis D. Cantley, Anand Subramaniam, and Eric M. Vogel, "Design of Spiking Artificial Neural Networks with Learning Capability using SPICE," *TxACE Analog Symposium*, Richardson, TX, November 2010.
- 28. Kurtis D. Cantley, Anand Subramaniam, Harvey J. Stiegler, Richard A. Chapman, and Eric M. Vogel, "SPICE Simulation of Nanoscale Non-Crystalline Silicon TFTs in Spiking Neuron Circuits," *International Midwest Symposium on Circuits and Systems (MWSCAS)*, Seattle, WA, August 2010.
- 29. Kurtis D. Cantley, Harvey J. Stiegler, Richard A. Chapman, and Eric M. Vogel, "Fabrication and SPICE Modeling of Hydrogenated Amorphous Silicon Nanowire Transistors for Artificial Neural Systems," *SRC/NRI SWAN Site Review*, Austin, TX, September 2009.
- 30. Kurtis D. Cantley, Harvey J. Stiegler, Richard A. Chapman, and Eric M. Vogel, "Fabrication and SPICE Modeling of Hydrogenated Amorphous Silicon Nanowire Transistors for Artificial Neural Systems," *The Fifth International Nanotechnology Conference (INC5)*, Los Angeles, CA, May 2009.
- 31. Kurtis D. Cantley, Ramapriyan Pratiwadi, and Eric Vogel, "Nanoelectronic Devices for Artificial Neural Systems," *SRC/NRI SWAN Site Review*, Austin, TX, September 2008.
- 32. Ramapriyan Pratiwadi, Kurtis D. Cantley, and Eric M. Vogel, "Nano-scale Amorphous Silicon Materials and Devices for a Neuro-inspired Architecture." *Materials Research Society Spring Meeting, Symposium B*, San Francisco, CA, March 2008.
- 33. Kurtis Cantley, Ram Pratiwadi, and Eric Vogel, "Nanoelectronic Devices for Neuromorphic Systems," UT *Metroplex Day*, Dallas, TX, February 2008.
- 34. **Kurtis D. Cantley**, Yang Liu, Himadri S. Pal, Tony Low, Shaikh S. Ahmed, and Mark S. Lundstrom, "Performance Analysis of III-V Materials in a Double-Gate nano-MOSFET," *IEEE International Electron Devices Meeting (IEDM)*, December 2007.

Other Research Activities

- Intel Neuromorphic Research Community, July 2018 present.
- DARPA PolyPlexus, July 2018 present.

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Teaching

Courses Taught

Course #	Title	Term	Credits	Enrollment
ECE 210	Introduction to Electric Circuits	Fall 2018	3	39
ECE 520	Advanced Device Design and Simulation	Spring 2018	3	10
ECE 493	Internship	Spring 2018	1	1
ECE 210	Introduction to Electric Circuits	Fall 2017	3	43
ECE 590	Practicum/Internship	Fall 2017	1	1
ECE 590	Practicum/Internship	Summer 2017	1	1
ECE 420/520	Advanced Device Design and Simulation	Spring 2017	3	7
ECE 697	Electrical Characterization of Semiconductor Materials and Devices	Fall 2016	3	9
ECE 420/520	Advanced Device Design and Simulation	Spring 2016	3	14
ECE 212	Circuit Analysis and Design	Fall 2015	3	23
ECE 420/520	Advanced Device Design and Simulation	Spring 2015	3	9
ECE 212	Circuit Analysis and Design	Fall 2014	3	23
ECE 420/520	Advanced Device Design and Simulation	Spring 2014	3	9
ECE 212	Circuit Analysis and Design	Fall 2013	3	29
ECE 212L	Circuit Analysis and Design Lab	Fall 2013	1	26

Other Teaching Experience

- "Neural Interface Technology." Guest Lectures in Introduction to Biomedical Engineering (ME 112), March 29, 2016, April 4, 2017, and March 12, 2018.
- Teaching assistant, Introduction to Nanotechnology (UT Dallas CHEM 4V01, EE 4V95, PHYS 4V10, BIOL 4V00), spring 2009.
- Substitute course lectures at UT Dallas:
 - "Lithography and Process Integration Issues for Nanoscale TFTs" in *Lithography and Nanofabrication* (EE/MSEN 6348), spring 2013.
 - "Chapter 7: Carrier Lifetimes" and "Chapter 9: Charge-Based and Probe Characterization" in Semiconductor Material and Device Characterization (MSEN 7V80), spring 2013.
 - "Introduction to Quantum Mechanics I and II" and "Introduction to Statistical Mechanics I and II" in Introduction to Nanoscience and Nanotechnology (NANO 3301), spring 2013.
 - "Elementary Quantum Physics," in *Electronic, Optic and Magnetic Materials* (MSEN 6324), fall 2012.
 - "Time-Independent Schrodinger Equation Solutions," in *Modern Physics I* (PHYS 3352), spring 2012.
 - "Nanothermodynamics," and "Engine Cycles," in *Thermodynamics of Materials* (MSEN 5310), fall 2011 and fall 2012.
 - "Applying Quantum Mechanics to Atoms and Molecules," "The 1-D Bloch Theorem and the 1-D Kronig-Penney Model," and "The Shockley Semiconductor Equations," in *Fundamentals of Semiconductor Devices* (EE/MSEN 6320), spring 2010.

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Teaching Development

- WIDER PERSIST Capstone Catalyst Grant, "Re-structuring ECE 210 with Mastery-Based Learning." \$4,322 to support improving the learning experience in the Introduction to Electric Circuits class in Fall 2018 and beyond. Organized and facilitated a one-day workshop with seven total faculty, worked on course organization and assessment problem development.
- iClicker Faculty Learning Community Member, Fall 2017 (\$300 stipend). Participated in multiple discussion sessions with other faculty from across the university interested in educational technology and utilizing the iClicker app to facilitate learning. Gave final presentation open to all faculty on my iClicker techniques.
- Boise State Center for Teaching and Learning (CTL) Course Design Institute, Boise, ID, May 19-23, 2014.
 Focused on developing new interactive learning activities for ECE 212 course.
- ABET Fundamentals of Program Assessment Workshop, Seattle, WA, October 18, 2014.

Mentorship

Graduate Advisees

- Sepideh Rastegar (Boise State PhD expected 2019). August 2014 present. Passed comprehensive exam Spring 2016. Passed dissertation proposal Fall 2017. <u>Awards Received:</u> 2018 Boise State Graduate College 3-Minute Thesis Winner (1st place), 2018 Workshop on Microelectronics and Electron Devices (WMED) Best Poster Award.
- Sumedha Gandharava (Boise State PhD expected 2019), January 2015 present. Passed comprehensive exam Summer 2016. <u>Awards Received:</u> International Conference on Neuromorphic Systems (ICONS) 2018 Student Poster Contest Winner.
- Robert Ivans (Boise State PhD expected 2020), May 2016 present. Passed comprehensive exam Fall 2017.

Undergraduate Researchers and Interns

- Kyle Kramer (Boise State ECE), Summer 2017. Electrophysiology measurements on microelectrode arrays.
- Susy Camargo-Reyes (Boise State ECE), May December 2016. Electrical characterization of neuromorphic circuits.
- Kameron Sellers (Boise State ECE), July 2016 August 2017. Development of hardware artificial neural network stimulator.
- Catherine Walker (Boise State MSE), September 2013 May 2018. Various projects including piezoelectric polymers, nanoparticle attachment, and materials characterization.
- Conor S. Perry (Cal Poly MSE), Summer 2016. Inkjet printing of silver and carbon nanotubes patterns.
- Justin Stadlbauer (Boise State ECE), January 2015 September 2016. Electrophysiology and neural interfaces.
- Samantha D'az (Boise State ECE), Summer 2015. Development of electrophysiology test setup.
- Vlad Calugaru (Boise State ECE), September 2014 December 2015. Artifical neural network interface development.
- Sierra Bush (Meridian Technical Charter High School), September 2015 May 2016. Electrical characterization of resistive memory devices.

Thesis and Dissertation Committees

- Md Kamrul Hassan Majumdar, ECE Comprehensive Exam, Fall 2018.
- Ashita Chandnani, "Printed and Flexible Electronics." ECE Comprehensive Exam, Spring 2018.
- Al-Amin Ahmed Simon, "Phase Change Temperature Sensor for High Radiation Environment." ECE Comprehensive Exam, Fall 2017.
- Nikki Chang, "Graphene Foam as a 3D Biocompatible Scaffolding for Myotube Growth and Differentiation." MSMSE, Spring 2016.
- Shaun Stickel, "Dual-Input DC-to-DC Converter Topologies and Control Schemes." MSEE, Fall 2015.

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- Dale Brown, "An Open Source, Automated Chemical Vapor Deposition System for the Production of 2D Materials." MSMSE, Fall 2015.
- Kolton T. Drake, "Biomimetic Application of Ion-Conducting-Based Memristive Devices in Spike-Timing-Dependent-Plasticity." MSEE, Summer 2015.

Other Mentorship Activities

- Boise State SAGE Program faculty mentor. Fall 2018 Spring 2019. Meet each of two students approximately monthly to discuss goals and academic progress.
- Boise State SAGE Program faculty mentor. Fall 2017 Spring 2018. Meet each of three students approximately once per month to discuss goals and academic progress.
- ECE Senior Design Team Sponsor: Hardware Artificial Neural Network Stimulator II (HANNS II). September 2016-April 2017.
- Idaho Diversity Network Mentoring Conference: Strategies for Student and Faculty Mentors, February 8-9, 2017.
- ECE Senior Design Team Sponsor: Hardware Artificial Neural Network Stimulator (HANNS). September 2015 – April 2016.
- ECE Senior Design Team Sponsor: Artificial Neural Network Interface (ANNi). September 2014 April 2015.

Service

Departmental Service

- ECE Department Graduate Committee, August 2015 present. Review graduate applications and implement new policies to help graduate students succeed in the program.
- ECE Circuits Area Faculty Search Committee, Spring 2017. Successful search resulted in the hiring of Dr. Benjamin C. Johnson.
- ECE Microfabrication Faculty Search Committee (Chair), Spring 2016. Successful search resulted in the hiring of Dr. Harish Subbaraman.
- ECE Outreach and Recruiting Committee, August 2014 July 2015. Helped organize and execute numerous outreach activities. Also worked to increase visibility of the ECE graduate program and recruit top-quality students to Boise State from around the Pacific Northwest and the nation.
- ECE Continuous Improvement (ABET) Committee, 2014.

Service to College of Engineering

- Idaho Microfabrication Laboratory Faculty Committee, 2014 present. The objective of this group is to
 assist the IML director in determining budgetary and equipment needs and priorities for the primary users
 of the IML.
- IML Technical Support Engineer Search Committee Chair, Spring 2016. Successful search resulted in the hiring of Travis Gabel.

Service to Boise State University

 Institutional Biosafety Committee, June 2016 – present. This is the University's main administrative compliance committee overseeing research and academic activities involving biohazardous materials and procedures.

Professional Service

 National Science Foundation (NSF) Graduate Research Fellowship Program (GRFP) Evaluation Panel, 2015 and 2016. Evaluated and scored ~30 applications at the undergraduate and graduate level based on

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transcripts, test scores, a three page personal statement, two page research statement, and three letters of recommendation per applicant.

- American Society for Engineering Education (ASEE) SMART Scholarship Evaluation Panel, 2014. Evaluated and scored 27 total application packages at the bachelor's, master's, and Ph.D. level in terms of transcripts and test scores, extracurricular and volunteer activities, leadership and teamwork experiences, personal narratives outlining research and DoD career goals, and three letters of recommendation per applicant.
- Session Chair, "Flexible Electronics IV" (Conference 8730), SPIE Defense, Security, and Sensing 2013, Baltimore, MD. Introduced five presenters and led question and answer sessions.
- Publication Review for: VLSI (1), Sensors (1), Journal of Vacuum Science and Technology B (1), Advanced Functional Materials (1), Journal of Applied Physics (3), Applied Physics Letters (1)
- IEEE member, 2001 Present
 - Chair, 2017 Workshop on Microelectronic Devices (WMED) session on Circuits and Systems
 - Chair, 2016 Workshop on Microelectronic Devices (WMED) session on Circuits and Systems
 - Chair, 2012 IEEE International Midwest Symposium on Circuits and Systems (MWSCAS) Poster Session C1P-K, "Image Processing Applications".
 - Reviewer for Transactions on Nanotechnology (7), Transactions on Fuzzy Systems (2), Transactions on Neural Networks and Learning Systems (5), Electron Device Letters (4), Transactions on Circuits and Systems (1), Journal of the Electron Device Society (1), International Midwest Symposium on Circuits and Systems (MWSCAS) 2018

Community Service and Outreach

- Boise State e-Camp: Build an electric motor project. June 5, 2018 (~100 students).
- Idaho Science Olympiad, Judge and Volunteer for "Experimental Design, B Division." April 7th, 2018.
- Caldwell Public Library Teen Science Café. March 15th, 2018 (8 students).
- Mary McPherson Elementary School STEM Night: Little Bits Electric Circuits. February 1st, 2018 (~200 students).
- Boise Downtown Library Teen Science and Engineering Café. January 18th, 2018 (10 students).
- Boise State Summer Research Community: Ten Talks. June 30, 2016.
- Evening with a faculty. Boise State University Engineering Residential College, April 4th, 2016 (~30 students).
- Boise State Engineering and Science Festival (STEM Exploration Day): SnapCircuits. February 7th, 2015, February 6th, 2016, February 4th, 2017, and February 3rd, 2018 (~100 students each event).
- Boise State University e-Day: Build an electric motor project. April 5, 2014 (~50 students).

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1

BOISE STATE UNIVERSITY

DAVID ESTRADA

Assistant Professor		
Center for Advanced Energy Studies		
Micron School of Materials Science and Enginee	ering	
Electrical and Computer Engineering Department	t Affiliate Faculty	
Boise State University		
2153 Environmental Research Building		
1910 University Dr.		
Boise, ID 83725-2090		
Telephone: (208) 426-5693 Email: daveestrada	@boisestate.edu	
Education		
University of Illinois at Urbana-Champaign	Electrical Engineering	Ph.D., 2013
Dates attended: 8/15/2009 – 5/15/2013	0 0	
Dissertation Title: Reliability, power dissipation,	sensing, and thermal transport	in carbon
nanomaterials and devices.		
Advisor: Prof. Eric Pop		
University of Illinois et Urbana Champaign	Flootrical Engineering	MS 2000
Dates attended: 8/15/2007 8/14/2009	Electrical Engineering	Ivi.S., 2009
Thesis Title: <i>Flectrical and thermal characteriza</i>	tion techniques for carbon nand	otube transistors
and networks	non reenniques for earbon nanc	
Advisor: Prof. Eric Pop		
Boise State University	Electrical Engineering	B.S., 2007
Dates attended: 1/15/2004 – 5/15/2007	5 5	,
University of Phoenix	Electronics Technology	A.A., 2003
Dates attended: 1/15/2003 – 8/15/2003		

Relevant Career Experience

2013 - Present	Assistant Professor, Micron School of Materials Science and Engineering,
	Boise State University
2017 - Present	Graduate Adjunct Faculty, Department of Mechanical Engineering,
	University of Idaho
2014 - 2017	Graduate Program Coordinator, Micron School of Materials Science and
	Engineering, Boise State University
2013	Postdoctoral Research Associate in Bioengineering, University of Illinois
	at Urbana-Champaign. Advisor: Prof. Rashid Bashir
2009 - 2013	National Defense Science and Engineering Graduate (NDSEG) Fellow &
	National Science Foundation Graduate Research Fellow, University of
	Illinois at Urbana-Champaign
2007 - 2009	Graduate Research Assistant, University of Illinois at Urbana-Champaign
2004 - 2007	Undergraduate Research Assistant, Boise State University and University
	of California at Berkeley

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1998 - 2004 Electronics Warfare Technician, United States Navy, USS Curtis Wilbur, Yokosuka, Japan – *Veteran of Operation Enduring Freedom* (SECRET Clearance)

Selected Honors

Friends of NAEOP TRIO Achiever Award	2018
NSF Travel Award to World Congress of Biosensors for T. Pandhi	2018
2 nd Place Poster Award, Flex Conference	2017
Best Poster Award, International Conference on Thermoelectrics	2017
Selected to the AAC&U PKAL Leadership Institute	2017
International Association of Advanced Materials Medal	2016
Faculty Choice 1st Place Award, Idaho INBRE Statewide Conference	2016
Selected as AFOSR Summer Faculty Fellow (RYDD)	2016
Best Poster Award, IEEE Workshop for Microelectronics and Electron Devices (WMED) 2015
Best Poster Award, Idaho Academy of Science and Engineering Annual Meeting	2015
Education Committee Award, Annual Biophysical Society Meeting	2015
Society of Hispanic Professional Engineers Innovator of the Year	2015
Idaho Business Review's Accomplished Under 40	2015
Selected as AFOSR Summer Faculty Fellow (RYDD)	2015
Selected to the Boise State Mobile Learning Scholars Cohort	2014
Gregory Stillman Semiconductor Graduate Research Award	2012
John Bardeen Graduate Research Award	2011
Lt. General Thomas M. Rienzi Graduate Research Award	2011
Best Paper Award, Society of Hispanic Professional Engineers National Conference	2010
Best Poster Award, Hispanic Engineering National Achievement and Awards Conference	2
(HENAAC)	2010
Best Poster Award, Society of Hispanic Professional Engineers National Conference	2010
University of Illinois at Urbana-Champaign SURGE Graduate Fellow 20	07-2013
Micron Technology Foundation Graduate Fellow 20	07-2010
Boise State University Founders Leadership Society (FLS)	2007
Boise State University, College of Engineering,	
Undergraduate Student Award for Excellence	2007
Associated Students of Boise State University Hall of Fame Award	2007
Best Poster Award, IEEE Workshop for Microelectronics and Electron Devices (WMED) 2007
Boise State University Ronald E. McNair Scholar 20	04-2007
NASA Idaho Space Grant Consortium Scholar 20	05-2007
Micron Technology Foundation Scholar 20	06-2007
Naval Achievement Medal (awarded twice)	2003

Summary of Scholarly Activity

- H-index 18; ~ 1900 total citations (Google Scholar)
- 39 peer-reviewed journal publications
- 98 refereed conference proceedings and abstracts
- 45 invited talks and panels
- \$7.43 Million in external funding as PI, Co-PI and Senior Personnel

Professional Memberships

• IEEE Member, 2006 – Present



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- APS Member, 2007 Present
- ACS Member, 2007 Present
- MRS Member, 2007 Present
- BPS Member, 2014 Present
- Tau Beta Pi Charter Member, Idaho Gamma Chapter, 2010 Present
- Society of Hispanic Professional Engineers Member, 2005 Present
- IAAM Member, 2016 Present

Service

Conferences Chaired or Organized	
 SHPE National Conference, Faculty Development Institute 	2017
 Materials Research Society, Electronic Materials Conference 	2017
 American Advanced Materials Congress. 	
Optical, Electronic, and Magnetic Materials Session	2016
 SHPE National Conference, Faculty Development Institute 	2016
 IEEE International Integrated Reliability Workshop 	2016
Technical Poster Chair	
 Materials Research Society. Electronic Materials Conference 	2016
 SHPE National Conference, Hispanic Faculty Congress 	2015
 57th Annual Idaho Academy of Sciences and Engineering Symposium 	2010
 Materials for Energy and Sustainability Session Organizer 	2015
 IEEE Workshop on Microelectronics and Electron Devices 	2010
 Session Chair 	2015
 Society of Hispanic Professional Engineers National Conference 	2015
 Energy and Sustainability Symposium Co-Organizer 	2014
 IEFE Workshop on Microelectronics and Electron Devices 	2011
 Session Chair 	2014
 Illinois Summer Research Symposium 	2014
Session Chair	2012
Paar Raview	2012
Panels and Fellowshins	
<u>I ancis and Periovships</u> National Science Foundation Division of Undergraduate Education	2018
 National Science Foundation Division of Ondergraduate Education Air Force Summer Faculty Fellowship Program 	2018
 All Force Summer Faculty Fenowship Frogram National Science Foundation Chemical Bioengineering Environmental and 	2010
- National Science Foundation – Chemical, Divergineering, Environmental, and Transport Systems	2017
 National Science Foundation Graduate Research Fellowshin 	2017
 National Science Foundation Graduate Research Fenowship Air Force Summer Faculty Fellowship Program 	2017
 National Science Foundation - Chemical Bioengineering Environmental and 	2010
Transport Systems	2016
 Louisiana Board of Reagents EPSCOR 	2010
 Department of Energy Basic Energy Sciences 	2015
 Air Force Summer Faculty Fellowship Program 	2015
 National Science Foundation Division of Undergraduate Education 	2013
 National Science Foundation Division of Electrical Communications and Cyber 	2014
Systems	2014
 National Defense Science and Engineering Graduate Fellowship Program 2013 	2014
Tutional Defense Selence and Engineering Oraduate Fenowship (10grafii 2013,	2014

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Joi	urnals - Year indicates initial year of request to review	
-	2D Materials	2017
-	Materials Today Communications	2016
-	Soft Matter	2016
-	Nanoscale	2016
-	Advanced Materials	2015
-	Advanced Functional Materials	2018
-	Applied Physics Letters	2015
-	Carbon	2014
-	IEEE Transactions on Electron Devices	2014
-	Journal of Applied Physics	2014
-	Journal of Physics D	2011
-	Journal of Physical Chemistry	2016
-	Journal of Physical Chemistry C	2013
-	Journal of Solid State Electronics	2010
-	Measurement Science and Technology	2015
-	MRS Communications	2015
-	New Journal of Physics	2010
-	Nanotechnology	2012
-	Physica Status Solidi	2011
-	PLOS One	2015
-	Scientific Reports	2015
<u>Cc</u>	onferences	
-	Society for Advancement of Chicanos and Native Americans in Science	(SACNAS)
	National Conference	2013
-	Institute for Electrical and Electronics Engineers 14 th annual Internationa	l Conference
	on Nanotechnology	2014
Congr	ressional Visits	
-	Northwest Association of Education Opportunity Programs	2014
-	Materials Research Society	2014
Depar	tmental Committees and Service	
	Materials Science and Engineering Graduate Program Coordinator	2015 - 2017
-	Materials Science and Engineering PhD Program Admissions, Recruitme	ent, and
	Retention	2014 - 2017
-	Materials Science and Engineering PhD Program Curriculum and Comp	rehensive
	Exam Committee	2015 - 2017
	Materials Science and Engineering Undergraduate Curriculum Committee	ee 2014
Colleg	ge Committees and Service	
•	Graduate Committee	2015 - 2017
•	Club Advisor – Society of Hispanic Professional Engineers	2013 – 2016
	Idaho Microfabrication Laboratory Committee	2014 – 2015

Teaching and Educational Initiatives

- MSE 280 "Introduction to Materials Science Lab Practices," (1 credit hour)
 o Spring 2018 (Secs. 001, 002, 003) 28 students enrolled
- MSE 602 "Survey of Materials Science and Engineering," (3 credit hours)

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- Fall 2017 12 students enrolled
- MSE 497/597 "Nanoscale Transport," (3 credit hours)
 O Spring 2017 8 students enrolled
- MSE 601 "Graduate Orientation," (1 credit hour)
 - Fall 2016 9 students enrolled
- MSE 690 "Masters Comprehensive Exam," (1 credit hours)
 o Fall 2016 2 students enrolled
- MSE 691 "Doctoral Comprehensive Exam," (1 credit hours)
 - \circ Fall 2016 2 students enrolled
- MSE 310/ECE 340 "Electronic Properties of Materials," (4 credit hours)
 - o Fall 2015 27 students enrolled
- MSE 496 Independent Study in Materials Science and Engineering
 - Fall 2015: Electrochemical Delamination of 2D Materials, 1 student enrolled, (3 credit hours)
 - Spring 2016: Structure-Property-Processing Correlations of Graphene, 1 student enrolled, (3 credit hours)
- MSE 596 Independent Study in Materials Science and Engineering
 - Spring 2016: Transport in Low Dimensional Materials and Devices, 1 student enrolled, (3 credit hours)
 - Spring 2016: Thermal Properties of Materials, 1 student enrolled, (3 credit hours)
- MSE 590 Practicum/Internship in Materials Science and Engineering
 - Fall 2015: Internship at Naval Research Laboratory, 1 student enrolled, (3 credit hours)
 - Summer 2016: Internship at Micron Technology 1 student enrolled, (3 credit hours)
 - o Fall 2016: Internship at SpaceX, 1 student enrolled, (3 credit hours)
- ENGR 245 "Introduction to Materials Science and Engineering," (3 credit hours)
 - Spring 2014 107 students enrolled
 - Fall 2014 122 students enrolled
 - Spring 2015 153 students enrolled
 - Spring 2016 116 students enrolled
- ENGR 245L "Introduction to Materials Science and Engineering Laboratory," (1 credit hour)
 - \circ Spring 2015 10 students enrolled
- ENGR 197 "Peer Led Team Learning in MSE", Course Director.
 - o Fall 2014 24 students enrolled
 - Spring 2015 22 students enrolled
- Teaching Assistant, ECE 441 "Physics and Modeling of Semiconductor Devices", 2012
- Teaching Assistant and Course Grader, ECE 598 "Hot Chips: Atoms to Heat Sinks," 2008, 2009
- <u>Production and Characterization of Graphene and Other 2-dimensional Nanomaterials:</u> An AP high school chemistry guided inquiry laboratory developed with an AP high school chemistry teacher as part of a National Science Foundation Research Experience for Teachers program. Details to be presented at the ASEE 2015 National Meeting.



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- <u>Computer Guts:</u> A lesson plan designed to meet State and National education standards in science and technology while enabling middle-school students to discover the basic components and operational theory of a desktop personal computer (PC). The lesson plan was made freely available to K-12 educators on the Illinois Researchers in Partnership with K-12 Science Educators website (iRISE), 2011.
- <u>Web-Enabled Remote Lab:</u> An interface for measuring electronic devices through the Internet. Devices connected in the lab can be measured on any web browser (even on an iPhone), anywhere in the world. Developed with undergraduates S. Dutta and S. Prakash. First tested in course ECE 440, Spring 2010. Source code at <u>http://remotelab.sourceforge.net</u>. Details in IEEE Trans Educ. (2011)

Peer Reviewed Journal Publications

in preparation, submitted, and in review: blue; *denotes undergraduate author

- 39. J. C. Reeck, C. Scott. S. Tuft, K. M. Yocham, A. Frederiksen, K. Fujimoto. R. Brown, I. A. Solov'yov, T. J. Lujan, D. Estrada, J. T. Oxford, "Prechondrogenic ATDC5 Cell Differentiation on Graphene Foam: Modulation by Surface Functionalization with Fibronectin," in preparation. (Draft available on request).
- 38. C. Hollar, Z. Lin, M. Kongara, X. Duan, Y. Zhang, D. Esrada, "High-Performance Flexible Bismuth Telluride Thin Film from Solution Processed Colloidal Nanoplates," in preparation. (Draft available on request).
- 37. T. Varghese, J. Richardson, N. Kempf, C. Hollar, D. Plumlee, D. Estrada, Y. Zhang, "High Performance Screen-printed Flexible Thermoelectric films by Liquid Phase Sintering", in preparation. (Draft available on request).
- 36. H. Kabir, H. Zhu, J. May, K. Hamal, Y. Kan, T. Williams, E. Echeverria, D.N. McIlroy, D. Estrada, P.H. Davis, T. Pandhi, A. Clearfield, I.F. Cheng, "The sp²-sp³ Carbon Hybridization Content of the Pseudo-Graphite GUITAR, Comparison of Electrochemistry and Physical Properties with Other Carbon Forms and Alltropes," *Carbon*, in review.
- 35. P. M. Wojcik, N. Rajabi, H. Zhu, D. Estrada, P. Davis, K. Higginbotham, K. M. Yocham, T. Pandhi, I. F. Cheng, D. N. McIlroy, "The Negative Temperature Coefficient, Electrical Resistivity, and Surface Morphology of Single, Carbon Coated Silica Nanospring", *Journal of Applied Physics*, in review.
- L. Godwin[†], D. Brown[†], R. Livingston^{*}, T. Webb^{*}, L. Karriem^{*}, E. Graugnard, D. Estrada,
 "Open Source, Automated Chemical Vapor Deposition System for Production of Two-Dimensional Nanomaterials" *PLOS One*, in review.

[†]Denotes equal contribution

- 33. D. Estrada, Z. Li, G.-M. Choi, S.N. Dunham, A. Serov, J. Lee, Y. Meng, F. Lian, N.C. Wang, A. Perez*, R.T. Haasch, J.-M. Zuo, W.P. King, J.A. Rogers, E. Pop, "Thermal Anisotropy in Layer-by Layer Assembled Polycrystalline Graphene Films", 2D Materials and Applications, in review.
- 32. S. Rastegar, J. Stadlbauer, K. Fujimoto, K. McLaughlin, L. Karriem, T. Pandhi, D. Estrada, K.D. Cantley, "Signal-to-Noise Ratio Enhancement Using Graphene-Based Passive Microelectrode Arrays", *IEEE Transactions on Biomedical Circuits and Systems*, in review.



Attachment 1

ADVANCED

MATERIALS

- T. Pandhi, E. Kreit, R. Aga, K. Fujimoto, S. Mohammad, S. Khademi, A.N. Chang, F. Xiong, J. Koehne, E.M. Heckman, D. Estrada, "Electrical Transport and Power Dissipation in Aerosol-Jet-Printed Graphene Interconnects", *Scientific Reports*, 8, 10842 (2018).
- K.M. Yocham, C. Scott, K. Fujimoto, R. Brown, E. Tanasse*, J.T. Oxford, T.J. Lujan, D. Estrada, "Mechanical Properties of Graphene Foam and Graphene Foam – Tissue Composites", *Advanced Engineering Materials*, DOI:10.1002/adem.201800166.

Selected as cover article of Advanced Engineering Materials.

 Selected as cover article of Advanced Engineering Materials.
 wwww

 Featured in R&D Magazine, the American Ceramic Society, Orthopedic Design & Technology Magazine, American Society of Engineering Education First Bell, and more.

 J. Shim, S. Banerjee, H. Qiu, K. Smithe, D. Estrada, J. Bello, E. Pop, K. Schulten, R. Bashir, "Detection of Biomolecules using Nanopores in CVD grown MoS₂ Membrane", *Nanoscale*, 9, 14836 (2017).

Selected as cover article of Nanoscale October 21st, 2017 issue

 T. Varghese, C. Hollar, N. Kempf, C. Han, D. Estrada, R. Mehta, Y. Zhang, "High-efficiency and flexible nanostructured thermoelectric materials by lowcost printing of solution-processed nanoplate crystals", *Scientific Reports*, 33135 (2016).



Featured on ScienceDaily.com (https://www.sciencedaily.com/releases/2016)

27. E. Krueger, J. Shim, A. Fathizadeh, A.N. Chang, B. Subei, K.M. Yocham, P.H. Davis, E. Graugnard, F. Khalili-Araghi, R. Bashir, D. Estrada, D. Fologea, "Modeling and Analysis of Intercalant Effects on Circular DNA Topology", *ACS Nano*, **10**, 8910 (2016).

Featured on ScienceDaily.com (https://www.sciencedaily.com/releases/2016)

26. E. Krueger, A.N. Chang, D. Brown, J. Eixenberg, R. Brown, S. Rastegar, K.M. Yocham K. Cantley, D. Estrada, "Graphene as a 3-Dimensional Platform for Myotube Growth", *ACS Biomaterials Science and Engineering*, **2**, 1234 (2016).

Featured on ScienceDaily.com (https://www.sciencedaily.com/releases/2016)

- 25. F. Lian, J. Llinas, Z. Li, D. Estrada, E. Pop, "Thermal Conductivity of Chirality-Sorted Carbon Nanotube Networks", *Applied Physics Letters*, **108**, 103101 (2016).
- 24. P. Yasaei, A. Fathizadeh, R. Hantehzadeh, A.K. Majee, A. El-Ghandour, D. Estrada, C. Foster, Z. Aksamija, F. Khalili-Araghi, A. Salehi-Khojin, "Bimodal Phonon Scattering in Graphene Grain Boundaries", *Nano Letters*, **15**, 4532 (2015).

Featured on ScienceDaily.com (https://www.sciencedaily.com/releases/2015)

23. H. Hu, S. Banerjee, D. Estrada, R. Bashir, W.P. King, "Tip-Based Nanofabrication of Arbitrary Shapes of Graphene Nanostructures for Device Applications", *RSC Advances*, **5**, 37006, (2015).



Attachment 1

 J.-W. Do, N. Chang, D. Estrada, H. Cha, J. Duan, E. Pop, G.S. Girolami, J.W. Lyding, "Solution-Mediated Self-Aligned and Self-Limiting Nanometer Scale Metal Deposition at Carbon Nanotube Junctions for Improved Device Performance", ACS Nano, 9, 4806 (2015).

Featured in R&D Magazine (https://www.rdmag.com/news/2015/)

- K. L. Grosse, V. E. Dorgan, D. Estrada, J.D. Wood, I. Vlassiouk, G. Eres, W.P. King, E. Pop, "Direct Observation of Resistive Heating at Graphene Wrinkles and Grain Boundaries", *Applied Physics Letters*, **105**, 143109 (2014).
- J.-W. Do, D. Estrada, X. Xie, N. Chang, G.S. Girolami, J.A. Rogers, E. Pop, J.W. Lyding, "Nanosoldering Carbon Nanotube Junctions with Metal via Local Chemical Vapor Deposition for Improved Device Performance", *Nano Letters*, 13, 5844 (2013)

Featured on ScienceDaily.com (http://www.sciencedaily.com/releases/2013)

- B. E. Walling, Z. Kuang, Y. Hao, D. Estrada, J. D. Wood, F. Lian, R. T. Haasch, J. W. Lyding, A. B. Shah, J. L. Jeffries, E. Pop, G. W. Lau, "Helical Carbon Nanotubes Inhibit Macrophage-Mediated Phagocytosis of *Pseudomonas aeruginosa*", *PLOS ONE*, 8, e80283 (2013)
- 17. M.P. Gupta, A. Behnam, F. Lian, D. Estrada, E. Pop, S. Kumar, "Effect of Channel Geometry and Network Morphology on Breakdown Characteristics of Carbon Nanotube Thin Film Transistors", *Nanotechnology*, **24**, 405204 (2013)
- K.-M. Min, B. Kumar, M. Bashirzadeh, A. Brati-Farimani, M.-H. Bae, D. Estrada, E. Pop, N. Aluru, A. Salehi-Khojin, "External Defects and Gate Effects in Graphene Chem-FETs", *Nano Letters*, 13, 1962 (2013) Featured on ScienceDaily.com (http://www.sciencedaily.com/releases/2013)
- S. Banerjee, J. Shim, J. Rivera, X. Jin, D. Estrada, V. Solovyeva, X. You, J. Pak, E. Pop, N. Aluru, R. Bashir, "Electrochemistry at the Edge of a Single Graphene Layer in a Nanopore", ACS Nano 7, 834 (2013)
- A. Behnam, V. Sangwan, X. Zhong*, F. Lian, D. Estrada, D. Jariwala, A.J. Hoag*, L.J. Lauhon, T.J. Marks, M.C. Hersam, E. Pop, "High-field transport, thermal dissipation, and breakdown of electronic type-enriched carbon nanotube network transistors," *ACS Nano* 7, 482 (2013)
- J. Koepke, J.D. Wood, D. Estrada, E. Pop, J.W. Lyding, "Scanning Tunneling Microscopy and Spectroscopy of Grain Boundaries in Graphene Grown by Chemical Vapor Deposition on Copper Foil", ACS Nano 7, 75 (2013) Featured on ScienceDaily.com (http://www.sciencedaily.com/releases/2013)
- 12. M. P. Gupta, L. Chen, D. Estrada, A. Behnam, E. Pop, S. Kumar, "Impact of Thermal Boundary Conductance on Power Dissipation and Electrical Breakdown of Carbon Nanotube Network Transistors", *Journal of Applied Physics* **112**, 124506 (2012)
- M.Y. Timmermans, D. Estrada, A.G. Nasibulin, J.D. Wood, A. Behnam, D.-M. Sun, Y. Ohno, J.W. Lyding, A. Hassanien, E. Pop, and E.I. Kauppinen, "Effect of Carbon Nanotube Network Morphology on Thin-Film Transistor Performance", *Nano Research* 5, 307 (2012)



Attachment 1

A. Salehi-Khojin, D. Estrada[†]/K.Y. Lin[†], K. Ran, R.T. Haasch, J.-M. Zuo, E. Pop, and R. I. Masel, "Randomly Stacked Oxide-free Graphene Film as a Chemiresistor", *Applied Physics Letters* 100, 033111 (2012)

[†]Denotes equal contribution

Featured on ScienceDaily.com (http://www.sciencedaily.com/releases/2012) Selected for republication in the Virtual Journal of Nanoscale Science & Technology 25, no. 5 (2011)

- B. M. Venkatesan, D. Estrada, S. Banerjee, X. Jin, V.E. Dorgan, J. Oliver, N. Aluru, E. Pop, and R. Bashir, "Stacked Graphene-Al₂O₃ Nanopore Sensors For Sensitive Detection of DNA and DNA – Protein Complexes", ACS Nano 6, 441 (2012)
- A. Salehi-Khojin[†] / D. Estrada[†], K. Y. Lin, M.-H. Bae, F. Xiong, E. Pop, R. I. Masel, "Polycrystalline Graphene Ribbons as Chemiresistors", *Advanced Materials* 24, 53 (2011).
 [†]Denotes equal contribution Selected as Communications Frontispiece Featured on ScienceDaily.com (http://www.sciencedaily.com/releases/2011)



- R.-H. Kim, M.-H. Bae, D.G. Kim, H. Cheng, B.H. Kim, D.-H. Kim, M. Li, J. Wu, F. Du, H.-S. Kim, S. Kim, D. Estrada, S.W. Hong, Y. Huang, E. Pop, and J.A. Rogers, "Stretchable, Transparent Graphene Interconnects for Arrays of Microscale Inorganic Light Emitting Diodes on Rubber Substrates", *Nano Letters* 11, 3881 (2011) <u>Selected for *Nature* Research Highlights Vol. 477, 373 (2011)</u>
- F. Xiong, A. Liao, D. Estrada, E. Pop, "Low Power Switching of Phase-Change Materials with Carbon Nanotube Electrodes", *Science* 332, 568 (2011) <u>Selected for *Nature Nanotechnology* Research Highlights Vol. 6, 194 (2011)</u> <u>Selected as cover article of Science April 29th, 2011 issue</u> <u>Highlighted for perspective by Salinga & Wuttig, Science 332, 543 (2011).</u> <u>Selected for republication in the *Virtual Journal of Nanoscale Science &* <u>Technology</u> 23, no. 18 (2011)
 </u>



- D. Estrada and E. Pop, "Infrared Imaging of Power Dissipation of Carbon Nanotube Thin-Film Transistors", *Applied Physics Letters* 98, 073102 (2011)
 <u>Selected for republication in the Virtual Journal of Nanoscale Science & Technology</u> 23, no. 8 (2011)
- 4. S. Dutta*, S. Prakash*, D. Estrada, E. Pop, "A Web Service and Interface for Electronic Device Characterization", *IEEE Trans. on Education* **54**, 646 (2011)
- D. Estrada, S. Dutta*, A. Liao, E. Pop, "Reduction of Hysteresis for Carbon Nanotube Mobility Measurements Using Pulsed Characterization", *Nanotechnology*, 21, 085702 (2010)

Featured on nanotechweb.org (http://nanotechweb.org/cws/article/tech/41941)



BOISE STATE UNIVERSITY

 M.-H. Bae, Z.-Y. Ong, D. Estrada, E. Pop, "Imaging, Simulation, and Electrostatic Control of Power Dissipation in Graphene Devices", *Nano Letters*, 10, 4787 (2010)
 Selected as cover article of Nano Letters December 2010 issue



 D. Estrada, M. L. Ogas, R. G. Southwick III, P. M. Price, , R. J. Baker, W. B. Knowlton, "Impact of Single pMOSFET Dielectric Degradation on NAND Circuit Performance", *Microelectronics Reliability* 48, 3 (2008)

Peer Reviewed Conference Publications and Presentations

in preparation, submitted, and in review: blue; *denotes undergraduate author

- 98. A. Crawford and D. Estrada, "Advanced Sensors and Measurement Technologies", 11th International Conference on Nuclear Plant Instrumentation, Control & Human–Machine Interface Technologies (NPIC & HMIT 2019), (Orlando, FL; Feb. 2019)
- 97. M.D. McMurtrey, D. Estrada, E. Jankowski, L. Li, H. Subbaraman, "Advanced Manufacturing of In-Pile Sensors for Test Reactors", 11th International Conference on Nuclear Plant Instrumentation, Control & Human–Machine Interface Technologies (NPIC & HMIT 2019), (Orlando, FL; Feb. 2019)
- 96. T. Unruh, K. Fujimoto, D. Estrada, "Advanced Manufactured Sensors for Nuclear Applications", 11th International Conference on Nuclear Plant Instrumentation, Control & Human–Machine Interface Technologies (NPIC & HMIT 2019), (Orlando, FL; Feb. 2019)
- 95. T. Pandhi, E. Kreit, R. Aga, K. Fujimoto, S. Mohammad, S. Khademi, A.N. Chang, F. Xiong, J. Koehne, E.M. Heckman, D. Estrada, "Emerging 2D Nanomaterials for Additive Manufacturing of Space-Grade Flexible Electronics", 69th International Aeronautics Congress (IAC), (Bremen, Germany; Oct. 2018)
- 94. C. Hollar, Z. Lin, X. Duan, Y. Zhang, D. Estrada, "Thermoelectric Properties of High-Performance and Flexible Cu2Se and Bi2Te3 Thin Films Fabricated by Wet-Deposition Methods", *Energy Policy Research Conference (EPRC)*, (Boise, ID; Sep. 2018).
- 93. T. Varghese, R. J. Mehta, D. Estrada, Y. Zhang, "Ultrafast Additive Manufacturing of Flexible Thermoelectric Films by Aerosol Jet Printing and Photonic Curing", *37*th *International Conference on Thermoelectrics (ICT)*, (Normandy, France; Jul. 2018)
- T. Pandhi, D. Estrada, J. Koehne, "Fully inkjet printed graphene-based biosensor for flexible and wearable electronics', 28th World Congress on Biosensors, (Miami, FL; Jun. 2018). [NSF Travel Award]
- 91. T. Pandhi, D. Estrada, J. Koehne, "Inkjet Printing of Graphene for Wearable and Flexible Electrochemical Sensors", *233rd Electrochemical Society Meeting*, (Seattle, WA; May 2018)
- 90. C. Hollar, T. Varghese, M. Kongara, Z. Lin, X. Duan, D. Estrada, and Y. Zhang, "High-Performance Flexible Thermoelectric Thin Films from Solution Processed Colloidal Nanoplates", NASA In-Space Manufacturing and Printed Electronics Workshop, (Huntsville, AL; Apr. 2018)
- K. Fujimoto, T. Unruh, J. Watkins, H. Subbaraman, and D. Estrada, "Additive Manufacturing of In – Pile Nuclear Sensors", *NASA In-Space Manufacturing and Printed Electronics Workshop*, (Huntsville, AL; Apr. 2018)

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- 88. T. Pandhi, E. B. Kreit, R.S. Aga, K. Fujimoto, M. Sharbati, S. Khademi, A.N. Chang, H. Subbaraman, F. Xiong, J. Koehne, E.M. Heckman, and D. Estrada, "Emerging 1-D and 2-D Materials for Printed and Flexible Electronics", *NASA In-Space Manufacturing and Printed Electronics Workshop*, (Huntsville, AL; Apr. 2018)
- M. Hondros, S. Tuft, L. Karriem*, T. Pandhi, A. Chandnani, D. Convertino, C. Coletti, H. Subbaraman, J. T. Oxford, D. Estrada, "Differential Gene Expression in C2C12 Cells Due to Scaffold Structure-Property-Processing Correlations", *Materials Research Society Spring Meeting*, (Phoenix, AZ; Apr. 2018)
- J. Bello, Y. Kim, S. Banerjee, K. Smithe, D. Estrada, S. Myong, A. Nardulli, E. Pop, R. Bahsir, J. Shim, "Detection of Methylation on dsDNA at Single-Molecule Level using SolidState Nanopores", *Biophysical Society National Meeting*, (San Francisco, CA; Feb., 2018)

Published in the Biophysical Journal 114 (3), 216a.

- 85. J. Cox*, A. Chandnani, D. Wilson, D. Estrada, H. Subbaraman, "Inkjet Printing of Dense Interconnect Arrays for Flexible Silicon Circuit Integration on Flexible Substrates", *Flex Conference*, (Monterrey, CA; Feb. 2018)
- 84. A. Rodriguez*, H. Subbaraman, D. Wilson, D. Estrada, "Anisotropic Conductive Adhesives for Flexible Hybrid Electronics", *Flex Conference*, (Monterrey, CA; Feb. 2018)
- T. Pandhi and D. Estrada, "Emerging 2D Materials for Aerosol Jet Printing of Flexible Electronics", 9th Annual International Optomec Users Meeting, (Santa Clara, Ca; Nov. 2017)
- K. Fujimoto, K. Davis, K. Tsai, J. Watkins, T. Unruh, D. Estrada, "Aerosol Jet Printing of In-Pile Nuclear Sensors", 9th Annual International Optomec Users Meeting, (Santa Clara, Ca; Nov. 2017)
- 81. K. Lewandowska,^{*} M. Seas, T. Pandhi, A. Chandnani, H. Subbaraman, P. Johnson, D. Estrada, "Powder River Basin Graphene Inks" *Society of Hispanic Professional Engineers (SHPE) National Conference,* (Kansas City, Mo; Nov., 2017)
- 80. A. Perez*, S. Letourneau, E. Graugnard, D. Estrada, "An Electrical Thermometry Platform for Thermal Conductivity Measurements of 2D Materials" *Society of Hispanic Professional Engineers (SHPE) National Conference*, (Kansas City, Mo; Nov., 2017)
- 79. J. Shim, S. Banerjee, Q. Hu, K. Smithe, D. Estrada, J. Bellow, E. Pop, R. Bashir, "Detection of Methylation in DNA using Nanopores in MoS₂ Membrane", *Biomedical Engineering Society Annual Meeting*, (Phoenix, AZ; Oct. 2017)
- 78. K. Yocham, C. Scott, K. Fujimoto, E. Tanasse*, J. Oxford, T. Lujan, D. Estrada, "Three-Dimensional Graphene Foam for Musculoskeletal Tissue", Biomedical Engineering Society Annual Meeting, (Phoenix, AZ; Oct. 2017)
- 77. K. Yocham, E. Krueger, J. Shim, C. Scott, R. Brown, K. Fujimoto, E. Tanasse*, M. Hondros, R. Bashir, T. Lujan, J.T. Oxford, D. Estrada, "Applications of Atomically Thin Materials from Biomolecules to Engineered Tissue", *European Advanced Materials Congress*, (Stockholm, SE; Aug. 2017)



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- 76. S. Rastegar, J. Stadlbauer*, K. Fujimoto, K. McLaughlin*, D. Estrada, K. Cantley, "Signalto-Noise Ratio Enhancement Using Graphene-Based Passive Microelectrode Arrays", *IEEE International Midwest Symposium on Circuits and Systems*, (Boston, Ma; Aug. 2017)
- 75. T. Varghese, C. Han, J. Richardson, N. Kempf, C. Hollar, R. Danaei, R. Panat, R. J. Mehta, Z. Ren, D. Estrada, Y. Zhang, "High-Performance and Low-Cost Printed Flexible Thermoelectric Devices", 36th International Conference on Thermoelectrics (ICT), (Pasedena, Ca; Jul. 2017) [Best Poster Award]
- K. Fujimoto, K. Davis, T. Unruh, D. Estrada, "Additive Manufacturing of In-Pile Nuclear Sensors", 6th International School for Materials for Energy and Sustainability, (Pasadena, Ca; Jul. 2017)
- 73. T. Pandhi, E. Kreit, R. Aga, K. Fujimoto, S. Mohammad, S. Khademi, F. Xiong, J. Koehne, E.M. Heckman, D. Estrada, "Emerging Materials for Aerosol Jet Printing of Flexible Electronics", *International Society for Optics and Photonics (SPIE) International Workshop on Thin-films for Electronics, Electro-Optics, Energy and Sensors (TFE3S)*, (Dayton, OH; Jun 2017)
- S. Rastegar, J. Stadlbauer*, K. McLaughlin*, K. Fujimoto, D. Estrada, K. Cantley, "Enhanced Signal-to-Noise Ratio Using Nanomaterial-Based Passive Neural Electrodes", *Materials Research Society Electronic Materials Conference*, (South Bend, IN; Jun 2017)
- 71. T. Pandhi, E. Kreit, R. Aga, K. Fujimoto, S. Mohammad, S. Khademi, F. Xiong, J. Koehne, E.M. Heckman, D. Estrada, "Electrical Transport and Power Dissipation in Aerosol-Jet-Printed Graphene Interconnects", *Materials Research Society Electronic Materials Conference*, (South Bend, IN; Jun 2017)
- T. Pandhi, E. Kreit, R. Aga, K. Fujimoto, S. Mohammad, S. Khademi, F. Xiong, J. Koehne, E.M. Heckman, D. Estrada, "Aerosol-Jet Printing of Graphene and MoS2 Based Devices for Flexible Electronics", *FLEX Conference*, (Monterrey, CA; Jun 2017) [2nd Place Poster Award]
- 69. R. Torsi*, A. Chandnani, B. Joshi, D. Estrada, and H. Subbaraman, "Inkjet Printed Carbon Nanotube Thin Film Transistors," *IEEE Workshop on Microelectronics and Electron Devices (WMED)*, (Boise, ID; Apr. 2017)
- 68. I. Cheng, D. Estrada, P. Davis, A. Clearfield, J. Foutch, K. Livingston, K. M. Yocham, T. Pandhi, C. Nwamba, Y. Kan, A. Blumenfeld, H. Kabir, "Graphene From the University of Idaho Thermolyzed Asphalt Reaction (GUITAR): Is it an Amorphous Carbon, Graphite or a New Carbon Allotrope?," *American Chemical Society (ACS) 253rd National Meeting & Expo*, (San Francisco, CA; Apr., 2017)
- L. Steiner, A. Christy, J. Harris, D. Estrada, "Nanostructured Lithography Through Self Assembly of Diblock Copolymers," *American Chemical Society (ACS)* 253rd National Meeting & Expo, (San Francisco, CA; Apr., 2017)
- 66. K. Yocham, C. Scott, K. Fujimoto, E. Tanasse*, J. Oxford, T. Lujan, D. Estrada, "Three-Dimensional Graphene Foam for Musculoskeletal Tissue", Orthopaedic Research Society (ORS) Annual Meeting, (San Diego, CA; Mar. 2017)

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- 65. K. Yocham*, C. Scott, K. Fujimoto, T. Lujan, D. Estrada, "Cartilage Tissue Grown within a Three-Dimensional Graphene Foam Scaffold", *Idaho INBRE Statewide Research Conference*, (Moscow, ID; Aug. 2016) [1st Place Faculty Choice Award]
- 64. J.W. Stadlbauer*, S. Rastegar, D. Estrada, K.D. Cantley, "Measurement of Signal-to-Noise Ratio in Neural Microelectrodes", *Idaho INBRE Statewide Research Conference*, (Moscow, ID; Aug. 2016)
- 63. R. Brown, C. Scott, A.N. Chang, E. Tanasse*, K. Fujimoto, K. Yocham*, E. Krueger, T. Lujan, J.T. Oxford, D. Estrada, "Graphene Foam as a Bioscaffold for Musculoskeletal Tissue Engineering", *American Advanced Materials Congress*, (Miami, FL; Dec 2016) Invited
- 62. A.N. Chang, Eric Krueger, D. Brown, J. Eixenberg, R. Brown, S. Rastegar, K. Cantley, D. Estrada, "Growth and Differentiation of Myoblasts on Graphene Foam Bioscaffolds", *Biomedical Engineering Society Annual Meeting*, (Minneapolis, MN; Oct 2016)
- 61. C. Scott, R. Brown, E. Tanasse*, K. Fujimoto, K. Yocham*, A.N. Chang, E. Krueger, T. Lujan, D. Estrada, J.T. Oxford "Three-Dimensional Graphene Scaffolds for Engineering Musculoskeletal Tissue", Orthopaedic Research Society (ORS) 46th International Sun Valley Workshop: Musculoskeletal Biology, (Sun Valley, ID; Aug. 2016)
- 60. E. Krueger, A.N. Chang, D. Brown, J. Eixenberg, R. Brown, S. Rastegar, K. Cantley, D. Estrada, "Graphene as a 3-Dimensional Platform for Myotube Growth", *Materials Research Society Electronic Materials Conference*, (Newark, DE; Jun 2016)
- 59. J.W. Stadlbauer*, S. Rastegar, A.N. Chang, K. McLaughlin*, E. Krueger, D. Estrada, K. Cantley, "Signal-to-Noise Characteristics of Graphene-Based Cellular Electrodes", *NIH IDeA Western Regional Conference*, (Coeur d'Alene, ID; Oct. 2015)
- 58. A.J. Christy*, N.L. McKibben*, D. Estrada, J.D Harris, "Nanostructured Polymer Lithography for Photovoltaic Applications", *IEEE Workshop for Microelectronics and Electron Devices (WMED)*, (Boise, ID; Mar., 2015) [Best Poster Award]
- 57. N.A. La Combe*, B. Ward, P. Davis, D. Estrada, E. Graugnard, "Correlated Optical and Atomic Force Microscopy Characterization of 2-Dimensional Atomic-Layered Materials", *Idaho Academy of Science and Engineering 57th Annual Meeting*, (Boise, ID; Mar., 2015)
- 56. A.N. Chang, D. Brown, E. Krueger, K. McLaughlin^{*}, D. Estrada, "Emerging biomedical applications of graphene and graphene foam", *Idaho Academy of Science and Engineering 57th Annual Meeting*, (Boise, ID; Mar., 2015) [Best Poster Award]
- 55. D. Brown, A. N. Chang, R. Livingston^{*}, D. Estrada, "Toward Controlled In-Solution Stacking of Solvent Exfoliated 2-Dimensional Nanoflakes and Heterostructures", *American Physical Society Meeting*, (San Antonio, TX; Mar., 2015)
- 54. E. Krueger, J. Shim, A. N. Chang, B. Subei, A. Fathizadeh, K. Livingston^{*}, P. Davis, E. Graugnard, F. Khalili-Araghi, R. Bashir, D. Estrada, D. Fologea, "Nanopore Sensors for Analysis of Circular DNA Topology", *Biophysical Society National Meeting*, (Baltimore, MD; Feb., 2015) [Education Travel Award] Published in the Biophysical Journal 108 (2), 351a - 352a.

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- 53. A. Fielding, D. Brown, R. Livingston^{*}, C. Heishman^{*}, L. Nadelson, D. Estrada, "Production and Characterization of Graphene and Other 2-dimensional Nanomaterials: An AP High School Inquiry Lab", *American Society for Engineering Education Annual Conference*, (Seattle, WA; June, 2015)
- 52. N. McKibben^{*}, A.J. Christy^{*}, J.D. Harris, D. Estrada, J. McNatt, "Nanostructured Polymer Lithography for Photovoltaic Applications", *23rd Space Photovoltaic Research and Technology Conference* (Cleveland, OH; Oct., 2014).
- 51. R. Livingston^{*}, D. Brown, A. N. Chang, C. Kezerle^{*}, Y. Zhang, D. Estrada, "Optical, Electrical, and Thermal Properties of 2-Dimensional Nanoflake Composites", *American Chemical Society (ACS) Northwest Regional Meeting*, (Missoula, MT; June, 2014)
- 50. B. Ward, D. Brown, R. Livingston*, A.N. Chang, D. Estrada, E. Graugnard, "Structure-Property-Processing Correlation of 2D TMDCs via Multiprobe SPM", *International Conference on Nanoscience + Technology*, (Vail, CO; July, 2014)
- J.-W. Do, D. Estrada, X. Xie, N.N. Chang, J. Mallek, G.S. Girolami, J.A. Rogers, E. Pop, J.W. Lyding, "Self-Limiting and Selective Nanosoldering of Carbon Nanotube Junctions for Improved Device Performance", *International Conference on Nanoscience + Technology*, (Vail, CO; July, 2014)
- 48. F. Lian, J.P. Llinas^{*}, Z. Li, D. Estrada, E. Pop, "Thermal Transport in Chirality-Sorted Carbon Nanotube Networks", *Materials Research Society (MRS) Spring Meeting*, (San Francisco, CA; April, 2014)
- J.-W. Do, D. Estrada, X. Xie, N.N. Chang, J. Mallek, G.S. Girolami, J.A. Rogers, E. Pop, J.W. Lyding, "Self-Limiting and Selective Nanosoldering of Carbon Nanotube Junctions for Improved Device Performance", *Materials Research Society (MRS) Spring Meeting*, (San Francisco, CA; April, 2014)
- 46. M.P. Gupta, D. Estrada, A. Behnam, E. Pop and S. Kumar, "Impact of Network Morphology on Electrical Breakdown of Carbon Nanotube Thin-Film Transistors", *ASME International Technical Conference and Exhibition on Packaging and Integration of Electronic and Photonic Microsystems (InterPACK)*, (Burlingame, CA; July, 2013)
- 45. M.P. Gupta, D. Estrada, A. Behnam, E. Pop and S. Kumar, "Size effects on Heat Dissipation and Thermal Reliability of Carbon Nanotube Thin-Film Transistors", *Materials Research Society (MRS) Spring Meeting*, San Francisco, CA; April, 2013)
- 44. D. Estrada, Z. Li, S.N. Dunham, G.-M. Choi, N. Wang, Y. Meng, F. Lian, J. Lee, J.-M. Zuo, W.P. King, J.A. Rogers, D.G. Cahill, E. Pop, "Thermal Anisotropy of Layer-by-Layer Assembled Graphene Films", *Materials Research Society (MRS) Spring Meeting* (San Francisco, CA; April, 2013)
- 43. F. Lian, D. Estrada, H. Tian, A.J. Hoag, J. P. Llinas, M.Y. Timmermans, A.G. Nasibulin, E.I. Kauppinen, S. Sinha, E. Pop, "Thermal Imaging and Analysis of Carbon Nanotube Composites", *Materials Research Society (MRS) Spring Meeting*, (San Francisco, CA; April, 2013)
- 42. S. Banerjee, J. Shim, J. Rivera, X. Jin, D. Estrada, V. Solovyeva, X. You, J. Pak, E. Pop, N. Aluru, R. Bashir, "Electrochemistry of Graphene Edge Embedded Nanopores", *American Physical Society (APS) March Meeting*, (Baltimore, MD; March, 2013)

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- 41. S. Banerjee, J. Shim, J. Rivera, X. Jin, D. Estrada, E. Pop, N.R. Aluru, and R. Bashir, "Stacked Graphene-Al₂O₃ Architecture for DNA Detection", *IEEE-EBMS Micro and Nanotechnology in Medicine Conference (MNMC)*, (Ka'anapali, HI; Dec. 2012)
- 40. M. P. Gupta, L. Chen, D. Estrada, A. Behnam, E. Pop, S. Kumar, "Impact of Thermal Boundary Conductance on Power Dissipation and Electrical Breakdown of Carbon Nanotube Network Transistors", *Intl. Mechanical Engineering Congress and Expo* (*IMECE*), (Houston, TX; Nov. 2012)
- J.-W. Do, D. Estrada, X. Xie, N. Chang, G. Girolami, J. Rogers, E. Pop, and J. W. Lyding, "Nanosoldering Carbon Nanotube Junctions with Metal via Local Chemical Vapor Deposition for Improved Device Performance", *IEEE International Conference on Nanotechnology*, (Birmingham, UK; July 2012)
- J. Shim, V. Solovyeva, D. Estrada, S. Banerjee, J. Rivera, E. Pop, and R. Bashir, "Graphene Nanopores for Nucleic Acid Analysis", *IEEE International Conference on Nanotechnology*, (Birmingham, UK; July 2012)
- J. C. Koepke, J. D. Wood, D. Estrada, Z.-Y. Ong, E. Pop, and J.W. Lyding, "Atomic-Scale Study of Scattering and Electronic Properties of CVD Graphene Grain Boundaries", *IEEE International Conference on Nanotechnology*, (Birmingham, UK; July 2012)
- 36. A.Y. Serov, Z. Li, K.L. Grosse, A.D. Liao, D. Estrada, M.-H. Bae, F. Xiong, W.P. King, and E. Pop, "Nanoscale Power and Heat Management in Electronics", *IEEE International Conference on IC Design and Technology (ICICDT)*, (Austin, TX; May 2012)
- 35. A. Behnam, D. Estrada, V. Sangwan, X. Zhong^{*}, D. Jariwala, L. Lauhon, T.J. Marks, M. Hersam, and E. Pop, "Performance Limits and Degradation of Carbon Nanotube Network Transistors", *Materials Research Society (MRS) Spring Meeting*, (San Francisco, CA; April, 2012)
- 34. W. Ye, P. A. Pena Martin, N. Kumar, D. Estrada, S. R. Daly, A. A. Rockett, J. R. Abelson, E. Pop, and G. S. Girolami, J.W. Lyding, "Nanometalization of Single-Wall Carbon Nanotubes and Graphene Quantum Dots", *American Chemical Society (ACS) 243rd National Meeting & Expo*, (San Diego, CA; March, 2012)
- M. Prakash, D. Estrada, E. Pop, and S. Kumar, "Impact of Contact Resistances on Electrical and Thermal Transport in Carbon Nanotube Network Transistors", *ASME 2012 3rd Micro/Nanoscale Heat & Mass Transfer International Conference*, (Atlanta, GA; March, 2012)
- S. Banerjee, B. M. Venkatesan, D. Estrada, X. Jin, V.E. Dorgan, V. Solovyeva, M.-H. Bae, N. Aluru, E. Pop, and R. Bashir, "A Stacked Graphene-Al2O3 Nanopore Architecture for DNA Detection", *Biophysical Society 56th Annual Meeting*, (San Diego, CA; February, 2012)
 Publiched in the Biophysical Journal 102 (2), 720c

Published in the Biophysical Journal 102 (3), 730a.

31. V. Solovyeva, E. Chow, M.-H Bae, D. Estrada, S. Banerjee, A. Behnam, V.E. Dorgan, W.-J. Chang, E. Pop, and R. Bashir, "New Technique of DNA Sensing: Nanoribbon Transverse Electrodes", *Biophysical Society 56th Annual Meeting*, (San Diego, Ca; February, 2012) Published in the Biophysical Journal **102** (3), 428a.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1



- D. Estrada[†] / A. Salehi-Khojin[†], K. Y. Lin, M.-H. Bae, F. Xiong, E. Pop, R. I. Masel, "Polycrystalline Graphene Ribbons as Chemiresistors", *Society of Hispanic Professional Engineers (SHPE) National Conference*, (Anaheim, CA; October, 2011)
 [†]Denotes equal contribution
- 29. B.M. Venkatesan, D. Estrada, B. Dorvel, S. Banerjee, G. Humphreys, V. Dorgan, A. Nardulli, E. Pop, R. Bashir, "Nano-Fabricated Graphene-Al₂O₃ Nanopores and Nanopore Arrays for the Sensitive Detection of DNA and DNA-Protein Complexes", *Technologies for Future Micro and Nano Manufacturing 2011 (MFG11)* (Napa, Ca; August 2011)
- 28. M. Timmermans, D. Estrada, A. G. Nasibulin, E. Pop, Esko I. Kauppinen "Optimizing Carbon Nanotube Network Morphology for Thin Film Transistors", *International Conference on the Science and Application of Nanotubes 2011 (NT11)* (Cambridge, UK; July 2011)
- 27. D. Estrada, C.-M. Chin^{*}, D. Ortigara^{*}, E. Pop, "Dissipation and Breakdown in Carbon Nanotube Network Transistors", *International Conference on the Science and Application of Nanotubes 2011 (NT11)* (Cambridge, UK; July 2011)
- 26. J. Koepke, J. Wood, D. Estrada, E. Pop, J.W. Lyding, "Atomic Scale Electronic Characterization of Grain Boundaries in Graphene Grown by Chemical Vapor Deposition on Copper Foil", *Graphene 2011*, (Bilbao, Spain; April 2011)
- 25. J. Koepke, D. Estrada, J. Wood, E. Pop, J. Lyding, "The Electronic Structure of Grain Boundaries in Polycrystalline Graphene Grown by Chemical Vapor Deposition", *American Physical Society (APS) March Meeting*, (Dallas, TX; March 2011)
- 24. J. Koepke, D. Estrada, J. Wood, E. Pop, J. Lyding, "Scanning Tunneling Microscopy Study of Grain Boundaries in Graphene Grown by Chemical Vapor Deposition on Copper Foil", *Materials Research Society (MRS) Spring Meeting*, (San Francisco, CA; April 2011)
- 23. F. Xiong, A. Liao, M.-H. Bae, D. Estrada, E. Pop, "Integrating Carbon-Based Nanoelectronics with Chalcogenide Phase Change Memory", *IEEE Electron Devices and Solid-State Circuits (EDSSC)*, (Hong Kong; December, 2010)
- 22. D. Estrada and E. Pop, "Infrared Imaging of Power Dissipation in Carbon Nanotube Network Thin-Film-Transistors", *Society of Hispanic Professional Engineers (SHPE) National Conference*, (Cincinnati, OH; October, 2010) [Best Paper Award]
- 21. D. Estrada and E. Pop, "Infrared Imaging and Thermal Modeling of Carbon Nanotube Network Thin-Film-Transistors", *Hispanic Engineering National Achievement and Awards Conference (HENAAC)* (Orlando, FL; October, 2010) [Best Poster Award]
- 20. D. Estrada, S. Dutta^{*}, A. Liao, E. Pop, "Pulsed characterization for hysteresis-free carbon nanotube mobility measurements", *International Conference on the Science and Application of Nanotubes (NT10)*, (Montreal, CA; June 2010)
- 19. F. Xiong, A. Liao, D. Estrada, E. Pop, "Ultra-Low Power Phase Change Memory with Carbon Nanotube Interconnects", *IEEE Device Research Conference (DRC)* (Notre Dame, IN; June 2010)

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- 18. S. Dutta^{*}, S. Prakash^{*}, D. Estrada, E. Pop, "A Web Service and Interface for Electronic Device Characterization", *American Society of Engineering Education (ASEE) Annual Conference & Expo*, (Louisville, KY; June 2010)
- 17. V. Dorgan, M.-H. Bae, Z.-Y. Ong, D. Estrada, E. Pop, "High Field Effects in Graphene: Power Dissipation and Velocity Saturation", *6th Intl. Nanotechnology Conference on Communication and Cooperation (INC)*, (Grenoble, FR; May 2010)
- 16. M.-H. Bae, Z.-Y. Ong, D. Estrada, E. Pop, "Infrared images of heat dissipation in graphene ambipolar transistors", *Electrochemical Society (ECS) Meeting*, (Vancouver, BC; April 2010) Invited
- E. Pop, A. Liao, D. Estrada, Z. Ong and S. Dutta^{*} "Avalanche, Hysteresis, and Energy Dissipation in Carbon Nanotube Devices", *Electrochemical Society (ECS) Meeting*, (Vancouver, BC; April 2010) - Invited
- 14. M.-H. Bae, Z.-Y. Ong, D. Estrada, E. Pop, "Infrared imaging of power dissipation in graphene field effect transistors", *American Physical Society (APS) March Meeting*, (Portland, OR; Mar 2010)
- 13. D. Estrada, A. San Miguel^{*}, R. Pecora^{*}, E. Pop, "Tailored ION/IOFF Ratio of Nanotube Network Transistors by Pulsed Breakdown", *IEEE International Semiconductor Device Research Symposium (ISDRS)*, (Washington, DC; December, 2009)
- D. Estrada, A. San Miguel^{*}, R. Pecora^{*}, E. Pop, "Enhancement of the ION/IOFF Ratio of Carbon Nanotube Network Thin-Film-Transistors", *Society of Hispanic Professional Engineers (SHPE) National Conference,* (Washington, DC; October, 2009) [Best Poster Award]
- E. Pop, M.-H. Bae, D. Estrada, A. Liao, Z.-Y. Ong, F. Xiong, "Energy Efficiency in Nanoscale Electronic Devices", *Nanoelectronics Devices for Defense & Security (NANO-DDS)*, (Ft Lauderdale, FL; October, 2009)
- M-H. Bae, Z-Y. Ong, D. Estrada, E. Pop, "Infrared Microscopy of Joule Heating in Graphene Field Effect Transistors", *IEEE International Conference on Nanotechnology*, (Genoa, Italy; July 2009)
- 9. D. Estrada, S. Dutta^{*}, A. Liao, E. Pop, "Hysteresis-Free Mobility Measurements of Carbon Nanotube Transistors by Pulsed I-V Characterization", *IEEE Device Research Conference (DRC)*, (State College, PA; June, 2009)
- E. Pop, S. Dutta^{*}, D. Estrada, A. Liao, "Avalanche, Joule Breakdown and Hysteresis in Carbon Nanotube Transistors", *IEEE International Reliability Physic Symposium (IRPS)*, (Montreal, Canada; April 2009) - Invited
- 7. D. Estrada, A. Liao, Z.Y. Ong, E. Pop, "Power Dissipation and Heat Transport in Low-Dimensional Materials and Devices", *Center for Nanoscale Science and Technology (CNST) Annual Nanotechnology Workshop*, (Champaign, IL; August 2008)
- 6. D. Estrada, A. Liao, Z.Y. Ong, E. Pop, "Power Dissipation and Heat Transport in Dimensionally Mismatched Materials and Devices", *6th U.S and Japan Seminar on Nanoscale Transport Phenomena*, (Boston, MA; July 2008)



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- 5. D. Araujo, P. Price, J. Brotherton, D. Estrada, et al, "Self-Assembled Collagen Fibrils as Novel Biomolecular Nanowires for Sensor Applications", *Environmental Sensing Symposium (ESS)*, (Boise, ID; October 2007)
- D. Estrada^{*}, A. Oblea^{*}, C. Perkins^{*}, D. Araujo, P. Price^{*}, J. Brotherton^{*}, J. Oxford, A.J. Moll, W.B. Knowlton, "Preliminary Investigation of Electrical Characterization Techniques for Biological Nanowire Contacts", *IEEE Workshop for Microelectronics and Electron Devices (WMED)*, (Boise, ID; April 2007) [Best Poster Award]
- 3. D. Estrada^{*}, M. Ogas, T. Gorseth^{*}, W. B. Knowlton, "Investigation of the Effects of Single pMOSFET ultra-Thin Oxide Degradation on NOR Logic Circuit Operability", *IEEE International Integrated Reliability Workshop (IIRW)*, (Lake Tahoe, CA; October 2006)
- T. L. Gorseth^{*}, D. Estrada^{*}, J. Kiepert^{*}, M. L. Ogas, B. J. Cheek, P.M. Price^{*}, R. J. Baker, G. Bersuker, W.B. Knowlton, "Preliminary Study of NOR Digital Response to Single pMOSFET Dielectric Degradation", *IEEE Workshop for Microelectronics and Electron Devices (WMED)*, (Boise, Idaho; April 2006)
- 1. D. Estrada^{*}, A. Der Minassians, S.R. Sanders, "Design of a Variable Frequency Control System for a Multiple-Phase Free-Piston Stirling Engine", *Society of Hispanic Professional Engineers (SHPE) National Conference*, (Orlando, FL; January 2006)

Invited Talks and Panels

- 45. D. Estrada, Additive Manufacturing for Energy Applications, The Minerals, Metals & Materials Society (TMS), San Antonio, TX 2019.
- 44. D. Estrada, Optical science technologies for advanced security and defence systems, SPIE International Security and Defence Meeting, Berlin, German, Sep. 2018.
- 43. D. Estrada, American International Meeting on Electrochemistry and Solid State Science, ECS and SMEQ International Meeting, Cancun, MX, Sep. 2018.
- 42. D. Estrada, In Space Manufacturing Workshop, Marshal Space Flight Center, Huntsville, AL, Mar. 2018.
- 41. D. Estrada, InspireME Seminar, Boise State University, Feb. 2018.
- 40. K. Yocham and D. Estrada, European Advanced Materials Congress, Stockholm, Sweden, Aug. 2017
- 39. D. Estrada, CAES Materials Science Initiative Working Meeting, Boise, ID, Aug. 2017
- 38. T. Pandhi and D. Estrada, International Workshop on Thin Films for Electronics, Electro-Optics, Energy and Sensors (TFE3S), Dayton, OH, Jun. 2017
- 37. D. Estrada, American Advanced Materials Congress, International Association of Advanced Materials (IAAM), Miami, FL, Dec. 2016
- 36. D. Estrada, Physics Seminar, Boise State University, Boise, ID, Apr. 2016
- D. Estrada, Organic Electronics Association Meeting, Boise State University, Boise, ID, Feb. 2016
- 34. D. Estrada, Aerospace Day, Boise State University, Boise, ID, Feb. 2016

BOISE STATE UNIVERSITY

Attachment 1

- D. Estrada, Clackamas Community College, NIH Build EXITO Seminar, Clackamas, OR Jan. 2016
- 32. D. Estrada, Center for Nanotechnology, NASA Ames, Mountain View, CA, Dec. 2015
- 31. D. Estrada, RISE Symposium, Society of Hispanic Professional Engineers Conference, Baltimore, MD, Nov. 2015
- 30. D. Estrada, Chemistry Seminar, University of Idaho, Moscow, ID, Oct. 2015.
- 29. D. Estrada, IEEE International Integrated Reliability Workshop, Fallen Leaf Lake, CA, Oct. 2015.
- 28. D. Estrada, Sensors Directorate, Air Force Research Laboratory, Wright-Patterson Air Force Base, OH, July 2015.
- 27. D. Estrada, Keynote Speech, Hispanic Healthcare plus Manufacturing Conference Northwest Nazarene University, Nampa, ID, April 2015
- 26. D. Estrada, Chemistry Seminar, Boise State University, Boise, ID, February 2015
- 25. D. Estrada and M. Gonzalez, STEM Innovations Conference University of Idaho, Boise, ID, May 2014
- 24. D. Estrada, University of Illinois at Urbana-Champaign, Nov. 2013
- 23. D. Estrada, Graduate Institute, Society of Hispanic Professional Engineers Conference, Indianapolis, IN, Oct. 2013
- 22. D. Estrada, Northwest Nazarene University, Nampa, ID, Oct. 2013
- 21. D. Estrada, Louis Stokes Alliance for Minority Participation (LSAMP) Leadership Retreat, Boise State University, Boise, ID, Aug. 2013
- 20. D. Estrada, STEM Station Summer Research Community Applying to Graduate School, Boise State University, Boise, ID, Jul. 2013
- D. Estrada, Workshop on Ethnic Diversity in Materials Science and Engineering, Arlington, VA, Dec. 2012
- 18. D. Estrada, Engineering Research Symposium, Society of Hispanic Professional Engineers Conference, Dallas, TX, Nov. 2012
- 17. D. Estrada, Morrill Engineering Program System of Success Retreat, University of Illinois at Urbana-Champaign, Bloomington, IL, Sep. 2012
- 16. J.-W. Do, D. Estrada, X. Xie, N. Chang, G. Girolami, J. Rogers, E. Pop, J. W. Lyding, IEEE International Conference on Nanotechnology, Birmingham, UK, July 2012
- 15. J. C. Koepke, J. D. Wood, D. Estrada, Z.-Y. Ong, E. Pop, and J.W. Lyding, IEEE International Conference on Nanotechnology, Birmingham, UK, July 2012
- 14. J. Shim, V. Solovyeva, D. Estrada, S. Banerjee, J. Rivera, E. Pop, and R. Bashir, IEEE International Conference on Nanotechnology, Birmingham, UK, July 2012
- D. Estrada, Materials Science and Engineering Seminar, Boise State University, Boise, ID, May 2012



Attachment 1

- 12. D. Estrada, Tomorrow's Scientists, Technicians and Managers & Project Ready Conference, Quad County Urban League, Chicago, IL, June 2012
- A.Y. Serov, Z. Li, K.L. Grosse, A.D. Liao, D. Estrada, M.-H. Bae, F. Xiong, W.P. King, 11. E. Pop, IEEE International Conference on IC Design and Technology (ICICDT), Austin, TX, May 2012
- 10. D. Estrada, Nanohours Seminar, Beckman Institute for Advanced Science and Technology, University of Illinois at Urbana-Champaign, Urbana, IL, Nov. 2011
- 9. D. Estrada, Nanoscale Materials and Device Group, Boise State University, Boise, ID, Aug. 2011
- 8. D. Estrada, Region 6 Leadership Development Conference, Society of Hispanic Professional Engineers, Chicago, IL, April 2011
- 7. D. Estrada and E. Pop, Raman Characterization Workshop, Argonne Nat'l Labs, Argonne, IL, Oct. 2010
- 6. D. Estrada, Nanoscale Energy Transport Seminar, University of Illinois, Urbana, IL, Oct. 2010
- 5. M.-H. Bae, Z.-Y. Ong, D. Estrada, E. Pop, 217th ECS Meeting, Vancouver BC, Canada, Apr 2010
- 4. E. Pop, A. Liao, D. Estrada, Z.-Y. Ong, S. Dutta, 217th ECS Meeting, Vancouver BC, Canada, Apr 2010
- 3. E. Pop, S. Dutta, D. Estrada, and A. Liao, IEEE Intl. Reliability Physics Symp. (IRPS), Montreal CA, Apr 2009
- 2. D. Estrada, Materials Science and Engineering Seminar, Boise State University, Boise, ID, Sep. 2006
- 1. D. Estrada, Mexican American Studies Conference, Boise State University, Boise, ID, Mar. 2006

Intellectual Property

- T. Pandhi, D. Estrada, J. Koehne, "Fully Inkjet Printed Graphene-Based Biosensor for Flexible and Wearable Electronics" U.S. Patent Application Serial. No. 62/672,730.
- J. Watkins, A. Elquist, C. Warren, P. Riggs, D. Estrada, K. Fujimoto, H. Subbaraman, "Systems and Methods for Strain Sensing Using Aerosol Jet Printing of Flexible Capacitive Strain Gauges," U.S. Patent Application Serial. No. 15/970,380
- D. Brown, and D. Estrada, "Methods for the production of nanostructured coatings, films, and powders and for the production of nanostructured bulk materials", Provisional Patent Application 19975.046US00
- R. I. Masel, A. Salehi-Khojin, and D. Estrada, "Graphene-Based Sensors", United States Patent Application 20120212242

Students and Post-Docs Supervised

• *Postdoctoral Researchers* Eric Krueger 2014 – 2015

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1



• Graduate Students

*indicates completion of comprehensive exam and dissertation proposal

Florent Muramatsa Ph.D. MSE, expected graduation 2022 Kiyo Fujimoto Ph.D. MSE, expected graduation 2021 *Courtney Hollar Ph.D. ME, expected graduation 2019 *Twinkle Pandhi Ph.D. MSE, expected graduation 2019 *Tony Varghese (co-advised)Ph.D. MSE, expected graduation 2018 Roxanne Stone M.S. Interdisc. Studies - BME, expected graduation 2020 Naqsh-e-Mansoor M.S. MSE, expected graduation 2019 Katie Yocham M.S. MBE, Dec. 2017 M.S. MSE, Aug. 2016 Nikki Chang Dale Brown M.S. MSE, Dec. 2015

1 .. 2010

• Undergraduate Students

Angel Rodriguez	B.S. MBE, expected graduation 2019
Lynn Karriem	B.S. MSE, expected graduation 2019
Brady Garringer	B.S. MSE, expected graduation 2019
Alondra Perez	B.S. MBE, May 2018
Riccardo Torsi	B.S. MSE, May 2018
Emily Tanasse	B.S. MBE, May 2017
Kari McLaughlin	B.S. MSE, May 2016
Noelia Caloca	B.S. MBE, Dec. 2015
Hanna Meinikheim	B.S. CHEM, Dec. 2014
Richard Livingston	B.S. MBE, Dec. 2014

Summer Students

Jason Ward	NIH B2B, Summer 2018
Casey Cornwell	MSE REU, Summer 2018
Nate Ortiz	INBRE, Summer 2017
Katarzyna A Lewandowska	MSE REU, Summer 2017
Conor Perry	MSE REU, Summer 2016
Benjamin Knipfer	MSE REU, Summer 2015
Curtis Heishman	MSE REU, Summer 2014

- STEM Educators
 James Presnell
 Jim Verity
 Alison Fielding
 MSE RET, Summer 2015
 MSE RET, Summer 2014
- *Master's Supervisory Committees* Courtney Hollar MBE, Aug. 2016 Rici Morrill MBE, Aug. 2016
- Doctoral Supervisory Committees
 Ashita Chandnani ECE, expected graduation 2020


Sepideh Rastegar Christopher Schuck Changjian Deng Steve Letourneau Izaak Williamson ECE, expected graduation 2020 MSE, expected graduation 2019 MSE, expected graduation 2019 MSE, May 2018 MSE, May 2017

Former Advisors

<u>M.S. Thesis</u>: Eric Pop, University of Illinois at Urbana-Champaign <u>Ph.D. Dissertation</u>: Eric Pop, University of Illinois at Urbana-Champaign; <u>Postdoctoral Sponsor</u>: Rashid Bashir, University of Illinois at Urbana-Champaign

Attachment 1

CURRICULUM VITAE

Name: Matthew L. Ferguson

Citizenship: United States

Education:

1997	B.S. (Physics & Mathematics), Texas Christian University, Fort Worth, Texas
2002	M.S. (Physics), University of Maryland, College Park, Maryland
2007	Ph.D.(Physics), University of Maryland, College Park, Maryland

Brief Chronology of Employment:

1994-1997	Undergraduate Research Assistant, Department of Physics &
	Astronomy, Texas Christian University
1997-1999	Operations Research Analyst, Aeronautical Engineering, Lockheed
	Martin Tactical Aircraft Systems
1999-2000	Graduate Teaching Assistant, Department of Physics, University of
	Maryland College Park
2001-2003	Graduate Research Assistant, Institute for Research in Electronics
	and Applied Physics, University of Maryland College Park
2003-2007	Predoctoral IRTA, Laboratory of Integrative and Medical
	Biophysics, National Institute of Child Health and Human
	Development, NIH, Bethesda, MD
2007-2011	Postdoctoral Fellow, Centre de Biochimie Structurale, Centre
	National de Recherche Scientifique, Montpellier, France
2011-2013	Postdoctoral CRTA, Laboratory of Receptor Biology and Gene
	Expression, National Cancer Institute, NIH, Bethesda, MD
2013-present	Assistant Professor of Physics, Boise State University, Boise, ID

Societies:

American Physical Society Biophysical Society American Chemical Society American Society for Cell Biology

Honors and Other Special Scientific Recognition:

- Best Score on National Math Exam, Southwest High School, 1993
- Magna Cum Laude, Texas Christian University, 1997
- Senior Scholar in Physics, Texas Christian University, 1997
- Phi Beta Kappa, 1997
- Pi Mu Epsilon (National Mathematics Honors Society), 1997
- Golden Key, 1997
- Teaching Assistant of the Year, 2nd place, Department of Physics, University of Maryland, 2000
- Best Poster, Burgers Symposium, University of Maryland, College Park, MD, 2005
- NSF International Research Fellowship, The Physical Basis of Transcription in Bacilli. (OISE-0710816, \$92k), 2007
- Long Term Fellowship, (660-2008, €28k), EMBO 2009
- Marie Curie Incoming International Fellowship (237835, InVivoTrnsReg, €166k), European Commission, 2010
- Trio Achiever Award, McNair Program, Texas Christian University, March 2013.
- Keystone Symposia Early Career Investigator Travel Award, January 2014.
- Biophysical Society Bridge Funding Travel Award, March 2016.

- Scialog Molecules Come to Life, Invited to Participate by Research Corporation, March 2016.
- Reviewer for Analytical Biochemistry, CRC press, Physical Biology, Biophysical Journal
- Session Chair for APS March Meeting, 2013 and Biophysical Society Meetings, 2011 and 2014
- Panel reviewer for National Science Foundation since 2017 and Ad-Hoc for Human Science Frontiers Program in 2017

Research Interests:

The application of quantitative time resolved, live cell fluorescence microscopy to the study of genome biology in Eukaryotes.

Non-academic Training

- 2001 NSF Summer School on Nonequilibrium Statistical Physics, Boulder CO
- 2003-2007 Graduate Partnership Program, <u>National Institutes of Child Health and</u> <u>Human Development</u>, Bethesda, MD (w/ Ralph J. Nossal)
- 2007 BIOSAS: <u>Course on Biomacromolecules in Solution Studied by Small-Angle</u> <u>Scattering</u>, Copenhagen DK
- 2007-20011 NSF/EMBO/Marie Currie Postdoctoral Fellow, <u>Centre de Biochimie</u> <u>Structurale</u>, Montpellier, FR (w/ Catherine A. Royer)
- 2011-2013 National Cancer Institute Postdoctoral Fellow, <u>Systems Biology of Gene</u> <u>Expression</u>, Bethesda, MD (w/ Daniel R. Larson)
- 2012 GENEX 2012: <u>Course on Eukaryotic Gene Expression</u>, Cold Spring Harbor Laboratory, NY
- 2017 12th LFD Workshop: Laboratory for Fluorescence Dynamics, Irvine, CA

Patents Issued:

US Patent, 1997 - Porous sol-gel glass: Application in slow drug delivery

BIBLIOGRAPHY

- Sieminska, L., Ferguson, M., Zerda, T. W., and Couch, E. (1997) <u>Diffusion of steroids</u> in porous sol-gel glass: <u>Application in slow drug delivery</u>, Journal of Sol-Gel Science and Technology 8, 1105-1109.
- 2. Ferguson, M. L., Miller, B. N., and Thompson, M. A. (1999) *Dynamics of a gravitational billiard with a hyperbolic lower boundary*, Chaos 9, 841-848.
- 3. Pomerance, A., Matthews, J., Ferguson, M., Urbach, J. S., and Losert, W. (2005) <u>Actin</u> polymerization in a thermal gradient, Macromolecular Symposia 227, 231-242.
- Ferguson, M. L., Prasad, K., Sackett, D. L., Boukari, H., Lafer, E. M., and Nossal, R. (2006) <u>Conformation of a Clathrin Triskelion in Solution</u>, Biochemistry 45, 5916-5922.
- Ferguson, M. L., Prasad, K., Boukari, H., Sackett, D. L., Krueger, S., Lafer, E. M., and Nossal, R. (2008) <u>Clathrin Triskelia Show Evidence of Molecular Flexibility</u>, Biophysical Journal, 95(4), 1945-1955.
- Savatier, J., S. Jalaguier, M. L. Ferguson, V. Cavailles, and C. A. Royer. (2010) <u>Estrogen Receptor Interactions and Dynamics Monitored in Live Cells by FCCS</u>. Biochemistry 49(4), 772-781
- Chaix, D., M. L. Ferguson, N. Declerck, C. A. Royer. (2010) <u>Physical basis of the</u> <u>inducer-dependent cooperativity of the CggR protein/DNA complex</u>, Nucleic Acids Research, 38(17) 5944-5957
- 8. Ferguson, M. L., D. Le Coq, M. Jules, N. Declerck, C. A. Royer. (2011) <u>Absolute</u> <u>quantification of gene expression in individual bacterial cells using two-photon</u> <u>fluctuation microscopy</u>, Analytical Biochemistry, 419(2), 250-259
- 9. Ferguson, M. L., D. Le Coq, M. Jules, B. Chun, S. Aymerich, O. Radulescu, N. Declerck, C. A. Royer. (2011) *Reconciling molecular regulatory mechanisms with*

noise patterns of bacterial metabolic promoters in induced and repressed states, PNAS, 109(1), 155-160

- 10. Ferguson, M. L., and D. R. Larson. (2013) "Measuring Transcription Dynamics in Living Cells Using Fluctuation Analysis." In *Imaging Gene Expression: Methods and Protocols*, edited by Y. ShavTal, 1042, 47–60.
- Coulon* A, Ferguson* ML, de Turris V, Palangat M, Chow CC, Larson DR. (2014) <u>Kinetic competition during the transcription cycle results in stochastic RNA processing</u>. eLife, 3. doi:10.7554/eLife.03939. (*authors contributed equally)
- Moutin E, Compan V, Raynaud F, Clerte C, Bouquier N, Labesse G, Ferguson ML, Fagni L, Royer CA, Perroy J. (2014) <u>The stoichiometry of scaffold complexes in living</u> <u>neurons-DLC2 functions as a dimerization engine for GKAP</u>. Journal of Cell Science, 127: 3451–62.
- Panchapakesan SSS, Ferguson ML, Hayden EJ, Chen X, Hoskins AA, Unrau PJ. <u>Ribonucleoprotein Purification and Characterization using RNA Mango</u>. RNA. 2017

Talks

- 1. Department of Cellular and Molecular Biology, University of Texas Southwestern Medical Center, Dallas, TX, Spring 2018
- 2. Laboratory of Receptor Biology and Gene Expression, National Cancer Institute, Bethesda, MD, Fall 2017
- 3. Simon Fraser University, Burnaby BC, Fall 2017
- 4. Colorado State University, Fort Collins, CO, Spring, 2017
- 5. J. R. Simplot, October 2016, Boise, ID, Quantifying Gene Expression and Regulation in Living Cells by Fluorescence Fluctuation Imaging.
- 6. Physics Seminar, Brigham Young University, March 2016, Provo, UT, Quantifying Gene Expression and Regulation in Living Cells by Fluorescence Fluctuation Imaging.
- 7. Chemistry Seminar, Boise State University, February 2016, Boise, ID, Characterizing Transcription and Splicing Kinetics by 3D Orbital Tracking.
- 8. Physics Seminar, Boise State University, December 2015, Boise, ID, Characterizing Transcription and Splicing Kinetics by 3D Orbital Tracking.
- Biomedical and Pharmaceutical Sciences Seminar, Idaho State University, October 2015, Meridian, ID, Quantifying Gene Expression and Regulation in Living Cells by Fluorescence Fluctuation Imaging.
- Biomolecular Sciences Seminar, Boise State University, October 2015, Boise, ID, Quantifying Gene Expression and Regulation in Living Cells by Fluorescence Fluctuation Imaging.
- 11. NICHD Program in Physical Biology Seminar, National Institutes of Health, June 2015, Bethesda, MD, Characterization of Transcription and Splicing by 3D Orbital Tracking.
- 12. Physics Seminar, Idaho State University, April 2015, Pocatello, ID, Quantifying Gene Expression and Regulation in Living Cells by Fluorescence Fluctuation Imaging.
- 13. Physics Seminar, University of Idaho, October 2014, Moscow, ID, Quantifying Gene Expression and Regulation in Living Cells by Fluorescence Fluctuation Imaging.
- 14. Biophysical Society 58th Annual Meeting (session chair), February 2014, San Francisco, CA, In vivo RNA imaging of co- and post-transcriptional splicing dynamics.
- 15. Physics Seminar, Boise, State University, Boise, ID, March 2013, Quantifying Gene Expression and Regulation in Living Cells by Fluorescence Fluctuation Imaging
- 16. Physics Seminar, University of Arkansas, Fayetteville, AK, Febuary 2013, Quantifying Gene Expression and Regulation in Living Cells by Fluorescence Fluctuation Imaging
- 17. EMBO Fellows Meeting, Heidelberg, Germany, June 2011, Two Types of Transcriptional Repression in Living Cells of Bacillus Subtilis Characterized by Number and Brightness Analysis.
- Biophysical Society 55th Annual Meeting (session chair), March 2011, Baltimore, MD, Two Types of Transcriptional Repression in Living Cells of Bacillus Subtilis Characterized by Number and Brightness Analysis.

- Methods and Applications in Fluorescence Spectroscopy 11, Sept. 2009, Budapest, Hungary, Fluorescence Correlation Spectroscopy In Live Bacillus Subtilis Cells: An In Vivo Study Of Transcriptional Regulation.
- BioSAS 2007: Copenhagen Symposium on Biomacromolecules in Solution Studied by Small-Angle Scattering, November 2007, Copenhagen, DK, Biophysical Studies of Clathrin: Utilizing Light Scattering, Neutron Scattering and Structure Based Computer Modeling.
- Membrane Biophysics of Fusion, Fission, and Rafts in Health and Disease, September 2007, Wood's Hole, MA, Biophysical Studies of Clathrin: Utilizing Light Scattering, Neutron Scattering and Structure Based Computer Modeling.
- 22. Centre de Biochimie Structurale, May 2007, Montpellier, FR, Biophysical Studies of Clathrin: Utilizing Light Scattering, Neutron Scattering and Structure Based Computer Modeling.
- 23. The Scripps Research Institute, April 2007, La Jolla, CA, Biophysical Studies of Clathrin: Utilizing Light Scattering, Neutron Scattering and Structure Based Computer Modeling.
- 24. Texas Christian University, March 2007, Fort Worth, TX, Biophysical Studies of Clathrin: Utilizing Light Scattering, Neutron Scattering and Structure Based Computer Modeling.
- 25. UT Southwest Medical Center, March 2007, Dallas, TX, Biophysical Studies of Clathrin: Utilizing Light Scattering, Neutron Scattering and Structure Based Computer Modeling.
- 26. PhD Dissertation Defense, February 2007, University of Maryland, College Park, MD, Biophysical Studies of Clathrin: Utilizing Light Scattering, Neutron Scattering and Structure Based Computer Modeling.
- 27. Graduate Student Seminar, February 2007, Institute for Research in Electronics and Applied Physics, University of Maryland, College Park, MD, Biophysical Studies of Clathrin: Utilizing Light Scattering, Neutron Scattering and Structure Based Computer Modeling.
- 28. American Physical Society March Meeting, March 2006, Baltimore, MD, The Conformation of a Clathrin Triskelion.
- 29. American Physical Society, March 2005, Los Angeles, CA, The effect of solution conditions on the conformation of clathrin triskelion.
- 30. Applied Dynamics Seminar, Aug. 2004, IREAP, University of Maryland College Park, MD, Solution Conformations of Clathrin Triskelions. (Dissertation Research Proposal)
- 31. American Physical Society, March 2002, Indianapolis, IN, Pattern Formation in Polymer Blend Thin Films.

Posters

- 1. Scialog Molecules Come to Life, March 2017, Tucson, AZ, In vitro Binding of 6S RNA Mango to RNA Polymerase by two photon Fluorescence Cross Correlation Spectroscopy.
- Biophysical Society 61st Annual Meeting, March 2017, New Orleans, LA, In vitro Binding of 6S RNA Mango to RNA Polymerase by two photon Fluorescence Cross Correlation Spectroscopy.
- 3. Scialog Molecules Come to Life, March 2016, Tucson, AZ, Characterizing Transcription and Splicing Kinetics by 3D Orbital Tracking.
- 4. Biophysical Society 60th Annual Meeting, March 2016, Los Angeles, CA, Characterizing Transcription and Splicing Kinetics by 3D Orbital Tracking.
- 5. Keystone Symposium on Nuclear Receptors: Biological Networks, Genome Dynamics and Disease, Taos, NM, January 2014, Determining the oligomerization state and cofactor binding of fluorescently labeled nuclear receptors in living cells.
- 6. UMD-NCI Partnership for Cancer Technology Workshop, November 2011, Bethesda, MD Gene Expression and Regulation in single Bacillus subtilis cells Characterized by Number and Brightness analysis (N&B) and Raster Image Correlation Spectroscopy (RICS).

- 7. UMD-NCI Partnership for Cancer Technology Workshop, March 2011, College Park, MD, Counting up the Molecules in Live Bacillus Subtilis by Fluctuation Imaging and Analysis: an in vivo study of transcriptional regulation.
- 8. Biophysical Society Meeting, Feb. 2010, San Fransisco, CA, Counting up the Molecules in Live Bacillus Subtilis by Fluctuation Imaging and Analysis: an in vivo study of transcriptional regulation.
- 9. European Biophysical Society Meeting, 2009, Genoa, Italy, Fluorescence Correlation Spectroscopy In Live Bacillus Subtilis Cells: An In Vivo Study Of Transcriptional Regulation.
- The Biophysical Society Meeting, Feb. 2009, Boston, MA, Fluorescence Correlation Spectroscopy In Live Bacillus Subtilis Cells: An In Vivo Study Of Transcriptional Regulation.
- 11. Societie Francais Biophysique, Sept. 2008, Figeac, France, Fluorescence correlation spectroscopy in Bacillus subtilis.
- 12. Optical Microscopy in Good Shape, June 2008, Paris, France, FCS in live Bacillus subtilis cells.
- 13. Biophysical Society Meeting, Feb. 2007, Baltimore, MD, Small Angle Neutron Scattering studies of clathrin triskelia in solution show evidence of molecular flexibility.
- NICHD Lab of Integrative and Medical Biophysics/Lab of Physical and Structural Biology Retreat, March 2006, Harpers Ferry, WV, The Conformation of a Clathrin Triskelion.
- 15. NICHD Fellows Retreat, March 2006, College Park, MD, The Conformation of a Clathrin Triskelion.
- 16. American Society for Cell Biology, December 2005, San Francisco, CA, The Conformation of a Clathrin Triskelion.
- 17. Burgers Symposium, Nov. 2005, University of Maryland College Park, MD, The Conformation of a Clathrin Triskelion. (Best Poster Award \$)
- 18. Lab of Integrative and Medical Biophysics/Lab of Physical and Structural Biology Retreat, March 2005, Harpers Ferry, WV, The effect of solution conditions on the conformation of clathrin triskelion.
- 19. Biophysical Society, Feb. 2005, Long Beach, CA, The effect of solution conditions on the conformation of clathrin triskelion.
- 20. Burgers Symposium on Hydrodynamics, Nov. 2004, University of Maryland College Park, MD, Solution Conformations of Clathrin Triskelions.
- 21. NIH Research Festival, Oct. 2004, Bethesda, MD, Solution Conformations of Clathrin Triskelions.
- 22. NIH Graduate Student Retreat, Sept. 2004, Coolfont, WV, Solution Conformations of Clathrin Triskelions.
- 23. Lab of Integrative and Medical Biophysics/Lab of Physical and Structural Biology Retreat, March 2004, Harpers Ferry, WV, Solution Conformations of Clathrin Triskelions.
- 24. Biophysical Society Meeting, Feb. 2004, Baltimore, MD, Solution Conformations of Clathrin Triskelions.
- 25. Bioscience Day, Dec. 2003, University of Maryland College Park, MD, Solution Conformations of Clathrin Triskelions.
- 26. Dynamics Days, Jan. 2002, Baltimore, MD, Pattern Formation in Polymer Blend Thin Films.
- 27. Boulder Summer NSF School in Condensed Matter Physics: Nonequilibrium Statistical Mechanics, June 2001, Boulder, CO, Pattern Formation in Polymer Blend Thin Films.

Attachment 1

Clare K. Fitzpatrick, PhD

Department of Mechanical & Biomedical Engineering, Boise State University Office: ENGR 206, Ph: 208.426.4027, Email: clarefitzpatrick@boisestate.edu

Education

2008	Ph.D.	Mechanical Engineering, University College Dublin, Ireland
2003	BE	Mechanical Engineering, University College Dublin, Ireland

Professional Appointments / Experience

2016 -	Assistant Professor, Mechanical & Biomedical Engineering, Boise State University, Boise, ID
2015 -	Orthopaedic Residency Faculty, Mount Carmel Health System, Columbus, OH
2011 - 2016	Senior Research Engineer, University of Denver, Denver, CO
2009 - 2011	Post-doctoral Research Fellow, University of Denver, Denver, CO
2008 - 2009	Post-doctoral Research Fellow, University College Dublin, Dublin, Ireland
2003 - 2007	Graduate Research Assistant, University College Dublin, Dublin, Ireland

Professional Associations / Societies / Honors and Awards

Member, Orthopaedic Research Society (ORS)

Member, European Society of Biomechanics (ESB)

GCMAS Best Paper Award Nominee (2018): Erika Ramirez (MS student) was awarded Best Podium Presentation at the Gait & Clinical Movement Analysis Society (GCMAS) annual meeting and nominated for Best Paper (Role: Thesis Advisor).

Graduate Student Showcase (2018): Victoria Volk (PhD student) was awarded a Division of Research and Economic Development Award at Boise State's Graduate Student Showcase (Role: Dissertation Advisor).

Idaho INBRE Research Conference (2017): Colton Brodock (UG student) was awarded 1st Place in the Scholars/STEM Transition Trainees poster competition (Role: Project Mentor).

"Best of the ORS" (2016): Abstract submitted to the Orthopaedic Research Society Annual Meeting titled "Relationship between Patella Alta, MPFL Elongation, and Patellar Dislocation" was the top scored ORS abstract in the Knee category and an invited presentation at the American Academy of Orthopaedic Surgeons (AAOS) Annual Meeting.

"Best of the ORS" (2015): Abstract submitted to the Orthopaedic Research Society Annual Meeting titled "Factors influencing TKR joint mechanics in the varus knee" was the top scored ORS abstract in the Knee category and an invited presentation at the American Academy of Orthopaedic Surgeons (AAOS) Annual Meeting.

Flinders International Visiting Fellowship Award (2013): Awarded funding from Flinders University

(Adelaide, Australia) for collaborative research

JOR Featured Article (2013): Article titled "Mechanics of post-cam engagement during simulated dynamic activity" was the Journal of Orthopaedic Research (JOR) featured article in the July 2013 issue of ORS Connect.

University College Dublin Funding Award (2008): Young researchers with potential for research excellence

Scholarly Activity

Peer-Reviewed Journal Articles

- 1. Ramirez EB, Rhodes J, Tagawa A, and **Fitzpatrick CK**, "The impact of surgery on patellar bone strain in patients with crouch gait". *Gait & Posture*, in review.
- 2. Myers CA, **Fitzpatrick CK**, Huff DN, Laz PJ, and Rullkoetter PJ, "Development and calibration of a probabilistic finite element hip capsule representation". *Computer Methods and Biomechanics and Biomedical Engineering*, in review.
- 3. VanSickle D, Volk V, Freeman P, Henry J, Baldwin M, and **Fitzpatrick CK**, "Electrode placement accuracy in robot-assisted asleep deep brain stimulation". *Annals of Biomedical Engineering*, in review.
- 4. Smoger LM, **Fitzpatrick CK**, and Laz PJ, "Prediction of knee articular cartilage from bone geometry using a statistical shape model". *Journal of Biomechanics*, in review.
- Sintini I, Fitzpatrick CK, Clary CW, Castelli VP, and Rullkoetter PJ, 2018. "Computational evaluation of TKR stability using feedback-controlled compressive loading". *Journal of Orthopaedic Research*, 36, 1901-1909.
- 6. Rullkoetter PJ, **Fitzpatrick CK**, and Clary CW, 2017. "How can we use computational modeling to improve TKA? Modeling stability and mobility in the implanted knee". *Journal of American Academy of Orthopaedic Surgeons*, 25, S33-S39.
- 7. Fitzpatrick CK, Maag C, Clary CW, Metcalfe A, Langhorn J, and Rullkoetter PJ, 2016. "Validation of a new computational 6-DOF knee simulator during dynamic activities". *Journal of Biomechanics*, 49, 3177-3184.
- 8. Harris MD, Cyr AJ, Ali AA, **Fitzpatrick CK**, Rullkoetter PJ, Maletsky LP, and Shelburne KB, 2016. "A combined experimental and computational approach to subject-specific analysis of knee joint laxity". *Journal of Biomechanical Engineering*, 138, 081004-1-081004-8.
- 9. Navacchia A, Rullkoetter PJ, Schutz P, List R, **Fitzpatrick CK**, and Shelburne KB, 2016. "Subject-specific multiscale modeling of muscle force and knee contact in total knee arthroplasty". *Journal of Orthopaedic Research*, 34, 1576-1587.
- Ali AA, Shalhoub S, Cyr A, Fitzpatrick CK, Maletsky L, Rullkoetter PJ, and Shelburne KB, 2016. "Validation of predicted patellofemoral mechanics in a finite element model of the healthy and cruciatedeficient knee". *Journal of Biomechanics*, 49, 302-309.
- 11. Berahmani S, Janssen D, Wolfson D, de Waal Malefijt M, **Fitzpatrick CK**, Rullkoetter PJ, and Verdonschot N, 2016. "An FE analysis of the effects of simplifications in experimental testing on micromotions of uncemented femoral knee implants". *Journal of Orthopaedic Research*, 34, 812-819.
- 12. Fitzpatrick CK, Steensen RN, Tumuluri A, Trinh T, Bentley J, and Rullkoetter PJ, 2016. "Computational analysis of factors contributing to patellar dislocation". *Journal of Orthopaedic Research*, 34, 444-453.
- 13. Smoger LM, **Fitzpatrick CK**, Clary CW, Cyr AJ, Maletsky LP, Rullkoetter PJ, and Laz PJ, 2015. "Statistical modeling to characterize relationships between knee anatomy and kinematics". *Journal of Orthopaedic Research* 33, 1620-1630.

- 14. Fitzpatrick CK, and Rullkoetter PJ, 2014. "Estimating total knee replacement joint load ratios from kinematics". *Journal of Biomechanics* 47, 3003-3011.
- 15. Fitzpatrick CK, Komistek RD, and Rullkoetter PJ, 2014. "Developing simulations to reproduce in vivo fluoroscopy kinematics in total knee replacement patients". *Journal of Biomechanics* 47, 2398-2405.
- 16. Fitzpatrick CK, Hemelaar P, and Taylor M, 2014. "Computationally efficient prediction of bone-implant interface micromotion of a cementless tibial tray during gait". *Journal of Biomechanics* 47, 1718-1726.
- 17. Abo-Alhol TR, **Fitzpatrick CK**, Clary CW, Cyr AJ, Maletsky LP, Laz PJ, and Rullkoetter PJ, 2014. "Patellar mechanics during simulated kneeling in the natural and implanted knee". *Journal of Biomechanics* 47, 1045-1051.
- 18. Fitzpatrick CK, Baldwin MA, Clary CW, Maletsky LP, and Rullkoetter PJ, 2014. "Evaluating knee replacement mechanics during ADL with PID-controlled dynamic finite element analysis". *Computer Methods in Biomechanics and Biomedical Engineering* 17, 360-369.
- 19. Rao C, **Fitzpatrick CK**, Rullkoetter PJ, Maletsky LP, Kim R, and Laz PJ, 2013. "A statistical finite element model of the knee accounting for shape and alignment variability". *Medical Engineering and Physics* 35, 1450-1456.
- 20. Fitzpatrick CK, Clary CW, Cyr A, Maletsky LP, and Rullkoetter PJ, 2013. "Mechanics of post-cam engagement during simulated dynamic activity". *Journal of Orthopaedic Research* 31, 1438-1446.
- 21. Fitzpatrick CK, Kim R, Ali AA, Smoger LM, and Rullkoetter PJ, 2013. "Effects of resection thickness on mechanics of resurfaced patellae". *Journal of Biomechanics* 46, 1568-1575.
- 22. Clary CW, **Fitzpatrick CK**, Maletsky LP, and Rullkoetter PJ, 2013. "The influence of total knee arthroplasty geometry on mid-flexion stability: An experimental and finite element study". *Journal of Biomechanics* 46, 1351-1357.
- 23. Fitzpatrick CK, Clary CW, Laz PJ, and Rullkoetter PJ, 2012. "Relative contributions of design, alignment and loading variability in knee replacement mechanics". *Journal of Orthopaedic Research* 30, 2015-2024.
- 24. Fitzpatrick CK, Clary CW, and Rullkoetter PJ, 2012. "The role of patient, surgical, and implant design variation in total knee replacement performance". *Journal of Biomechanics* 45, 2092-2102.
- 25. Fitzpatrick CK, and Rullkoetter PJ, 2012. "Influence of patellofemoral articular geometry and material on mechanics of the unresurfaced patella". *Journal of Biomechanics* 45, 1909-1915.
- Hoops HE, Johnson D, Kim R, Dennis DA, Baldwin MA, Fitzpatrick CK, Laz PJ, and Rullkoetter PJ, 2012. "Control-matched computational evaluation of tendo-femoral contact in patients with PS TKA". *Journal of Orthopaedic Research* 30, 1355-1361.
- 27. Fitzpatrick CK, Baldwin MA, Clary CW, Wright A, Laz PJ, and Rullkoetter PJ, 2012. "Identifying alignment parameters affecting implanted patellofemoral mechanics". *Journal of Orthopaedic Research* 30, 1167-1175.
- Baldwin MA, Clary C, Fitzpatrick CK, Deacy JS, Maletsky LP, and Rullkoetter PJ, 2012. "Dynamic finite element knee simulation for evaluation of knee replacement mechanics". *Journal of Biomechanics* 45, 474-483.
- 29. Fitzpatrick CK, Baldwin MA, Laz PJ, FitzPatrick DP, Lerner AL, and Rullkoetter PJ, 2011. "Development of a statistical shape model of the patellofemoral joint for investigating relationships between shape and function". *Journal of Biomechanics* 44, 2446-2452.
- Fitzpatrick CK, Baldwin MA, Ali AA, Laz PJ, and Rullkoetter PJ, 2011. "Comparison of patellar bone strain in the natural and implanted knee during simulated deep flexion". *Journal of Orthopaedic Research* 29, 232-239.

- 31. Fitzpatrick CK, Baldwin MA, Rullkoetter PJ, and Laz PJ, 2011. "Combined probabilistic and principal component analysis approach for multivariate sensitivity evaluation and application to TKR patellofemoral mechanics". *Journal of Biomechanics* 44, 13-21.
- 32. Green CJ, Flavin R, **Fitzpatrick CK**, FitzPatrick D, Stephens M, and Quinlan W, 2011. "Definition of coordinate system for three-dimensional data analysis in the foot and ankle". *Foot and Ankle International*, 32, 193-199.
- 33. Fitzpatrick CK, Baldwin MA, and Rullkoetter PJ, 2010. "Computationally efficient finite element evaluation of natural patellofemoral mechanics". *Journal of Biomechanical Engineering* 132:121013-1-121013-8.
- 34. Green C, Molony D, **Fitzpatrick CK**, O'Rourke K, 2010. "Age-specific incidence of hip fracture in the elderly: a healthy decline". *Surgeon* 8, 310-313.
- 35. Daruwalla ZJ, Courtis P, **Fitzpatrick CK**, FitzPatrick D, and Mullett H, 2010. "An application of principal component analysis to the clavicle and clavicle fixation devices". *Journal of Orthopaedic Surgery and Research* 26, 5-21.
- 36. Daruwalla ZJ, Courtis P, **Fitzpatrick CK**, FitzPatrick D, and Mullett H, 2010. "Anatomic variation of the clavicle: A novel three-dimensional study". *Clinical Anatomy* 23, 199-209.
- 37. **Fitzpatrick CK**, FitzPatrick DP, and Auger DD, 2008. "Size and shape of the resection surface geometry of the osteoarthritic knee in relation to total knee replacement design". *Proceedings from the Institute of Mechanical Engineers Part H* 222, 923-932.
- 38. Fitzpatrick CK, FitzPatrick D, Lee J, and Auger D, 2007. "Statistical design of unicompartmental tibial implants and comparison with current devices". *Knee* 14, 138-144.
- 39. Fitzpatrick CK, FitzPatrick D, Auger D, and Lee J, 2007. "A tibial-based coordinate system for threedimensional data". *Knee* 14, 133-137.

Book Chapters

- 1. **Fitzpatrick CK**, Harman M, Baldwin MA, Clary CW, Maletsky LP, Laz PJ, and Rullkoetter PJ, 2015. "Toward Predicting the Performance of Joint Arthroplasty", *Computational Bioengineering, CRC Press, Taylor & Francis Group.* (ISBN 978-1-4665-1756-1).
- 2. **Fitzpatrick CK**, Baldwin MA, Ali AA, Laz PJ, and Rullkoetter PJ, 2011. "Does Strain in the Patella Change After TKA? A Finite Element Investigation of Natural and Implanted Patellae", *Insall-Scott Surgery of the Knee*, 5th edition. (ISBN 978-1-4377-1503-3).

Peer-Reviewed Conference Publications (most recent 30 publications from a total of 81)

- 1. Rullkoetter PJ (Invited Keynote Speaker), Clary CW, and **Fitzpatrick CK**, 2018. "Do pre-clinical tools for evaluation of TKR mechanics predict in vivo performance?", 8th World Congress of Biomechanics, Dublin, Ireland, July 2018.
- 2. Milholland A, Ramirez E, Rhodes J, Tagawa A, and **Fitzpatrick CK**, 2018. "Effect of corrective surgery on lower limb mechanics in patients with crouch gait". *8th World Congress of Biomechanics*, Dublin, Ireland, July 2018.
- 3. Ramirez EB, Rhodes J, Tagawa A, and **Fitzpatrick CK**, 2018. "Factors affecting patellar bone strain in patients with crouch gait". *Gait & Clinical Movement Analysis Society Annual Conference*, Indianapolis, IN, May 2018.

- 4. Ramirez EB, Rhodes J, Tagawa A, Coca O, and **Fitzpatrick CK**, 2018. "The impact of surgery on patellar bone strain in patients with crouch gait". *64rd Annual Meeting of the Orthopaedic Research Society*, New Orleans, LA, March 2018.
- 5. Snethen K, Harman MK, Lutzner J, Yao H, and **Fitzpatrick CK**, 2018. "Sensitivity of calculated ligament tensions to differences in intraoperative knee kinematics: A FE computational study". *64rd Annual Meeting of the Orthopaedic Research Society*, New Orleans, LA, March 2018.
- 6. **Fitzpatrick CK**, and Rullkoetter PJ, 2017. "Impact of anatomic alignment on TKA joint mechanics", 63rd Annual Meeting of the Orthopaedic Research Society, San Diego, CA, March 2017.
- 7. Myers CA, **Fitzpatrick CK**, Laz PJ, and Rullkoetter PJ, 2017. "Development and calibration of a populationbased hip capsule representation", 63rd Annual Meeting of the Orthopaedic Research Society, San Diego, CA, March 2017.
- Smoger LM, Fitzpatrick CK, Rullkoetter PJ, and Laz PJ, 2017. "Prediction of knee articular cartilage from 3D bone geometry using a statistical shape model", 63rd Annual Meeting of the Orthopaedic Research Society, San Diego, CA, March 2017.
- 9. **Fitzpatrick CK**, Clary C, and Rullkoetter PJ, 2016. "Tendofemoral contact in TKR posterior-stabilized designs during deep flexion", *International Society for Technology in Arthroplasty Annual Congress*, Boston, MA, October 2016.
- 10. Rullkoetter PJ, **Fitzpatrick CK**, and Clary CW, 2016. "Impact of design on potential for tendofemoral contact and crepitus in PS TKA", *ICJR 3rd Annual Pan Pacific Orthopaedic Congress*, Kona, HI, August 2016.
- 11. Rullkoetter PJ and **Fitzpatrick CK**, 2016. "Potential changes in TKA mechanics with anatomic alignment: How far can we go?", *ICJR 3rd Annual Pan Pacific Orthopaedic Congress*, Kona, HI, August 2016.
- 12. **Fitzpatrick CK**, Steensen RN, and Rullkoetter PJ, 2016. "Relationship between patella alta, MPFL elongation, and patellar dislocation", *62st Annual Meeting of the Orthopaedic Research Society*, Orlando, FL, March 2016.
- 13. **Fitzpatrick CK**, Navacchia A, Shelburne KB, and Rullkoetter PJ, 2016. "Analysis of muscle loading requirements for TKR stability: Comparison of current implants", 62st Annual Meeting of the Orthopaedic Research Society, Orlando, FL, March 2016.
- 14. **Fitzpatrick CK**, Maag C, Clary CW, Metcalfe A, and Rullkoetter PJ, 2016. "Computational representation of a 6-DOF knee simulator during dynamic activities", 62st Annual Meeting of the Orthopaedic Research Society, Orlando, FL, March 2016.
- 15. Huff D, **Fitzpatrick CK**, Rullkoetter PJ, Laz PJ, and Leopold J, 2016. "The effect of implant positioning on location of peak liner contact stress in THA", *62st Annual Meeting of the Orthopaedic Research Society*, Orlando, FL, March 2016.
- 16. **Fitzpatrick CK**, Navacchia A, Shelburne KB, and Rullkoetter PJ, 2015. "Dynamic stability in current total knee arthroplasty", *ICJR 2nd Annual Pan Pacific Orthopaedic Congress*, Kona, HI, July 2015.
- 17. Sintini I, **Fitzpatrick CK**, and Rullkoetter PJ, 2015. "Compressive loading for current TKA to reproduce natural knee stability", *ICJR 2nd Annual Pan Pacific Orthopaedic Congress*, Kona, HI, July 2015.
- 18. **Fitzpatrick CK**, Tumuluri A, Steensen RN, Trinh TQ, Bentley JC, and Rullkoetter PJ, 2015. "Computational analysis of factors contributing to patellar dislocation", *61st Annual Meeting of the Orthopaedic Research Society*, Las Vegas, NV, March 2015.
- 19. **Fitzpatrick CK**, Woods S, and Rullkoetter PJ, 2015. "Factors influencing TKR joint mechanics in the varus knee", *61st Annual Meeting of the Orthopaedic Research Society*, Las Vegas, NV, March 2015.
- 20. Harris MD, Cyr AJ, Ali A, **Fitzpatrick CK**, Rullkoetter PJ, and Shelburne KB, 2015. "A combined experimental and computational approach to subject-specific analysis of human knee joint laxity", *61st Annual Meeting of the Orthopaedic Research Society*, Las Vegas, NV, March 2015.

- 21. Hollenbeck JFM, Cain CM, Fattor J, **Fitzpatrick CK**, Rullkoetter PJ, and Laz PJ, 2015. "Variation in lumbar anatomy for healthy and disc degenerated populations", *61st Annual Meeting of the Orthopaedic Research Society*, Las Vegas, NV, March 2015.
- 22. Ali AA, Clary CW, Smoger LM, **Fitzpatrick CK**, Rullkoetter PJ, and Laz PJ, 2015. "Efficient computational framework for population based evaluation of TKR-implanted joint mechanics", *61st Annual Meeting of the Orthopaedic Research Society*, Las Vegas, NV, March 2015.
- 23. Ali AA, Cyr AJ, Harris M, Shalhoub S, **Fitzpatrick CK**, Rullkoetter PJ, and Shelburne KB, 2015. "Specimenspecific validation of patellofemoral joint mechanics in a finite element model of the knee", *61st Annual Meeting of the Orthopaedic Research Society*, Las Vegas, NV, March 2015.
- 24. Fitzpatrick CK, Nakamura T, Niki Y, and Rullkoetter PJ, 2014. "Influence of TKA geometry on extensor mechanics in patients with excessive external tibial torsion", *International Society for Technology in Arthroplasty Annual Congress*, Kyoto, Japan, September 2014.
- 25. **Fitzpatrick CK**, Clary CW, Nakamura T, and Rullkoetter PJ, 2014. "The effect of component and lower limb alignment on TKA joint mechanics", *International Society for Technology in Arthroplasty Annual Congress*, Kyoto, Japan, September 2014.
- 26. Rullkoetter PJ, Kim RH, Dennis DA, and **Fitzpatrick CK**, 2014. "Computational evaluation of tendo-femoral contact in PS TKA", *ICJR Pan Pacific Orthopaedic Congress*, Kona, HI, July 2014.
- 27. Rullkoetter PJ, **Fitzpatrick CK**, and Laz PJ, 2014. "Mechanics of anatomic and dome patellae", *ICJR Pan Pacific Orthopaedic Congress*, Kona, HI, July 2014.
- 28. **Fitzpatrick CK**, Fitzwater F, Maletsky LP, and Rullkoetter PJ, 2014. "Estimating total knee replacement joint load ratios from kinematics", 7th World Congress of Biomechanics, Boston, MA, July 2014.
- 29. Hollenbeck JFM, Cain C, Fattor J, **Fitzpatrick CK**, Rullkoetter PJ, and Laz PJ, 2014. "Statistical shape and alignment modeling to characterize disc degeneration in the lumbar spine", 7th World Congress of Biomechanics, Boston, MA, July 2014.
- 30. Ali AA, **Fitzpatrick CK**, Clary CW, Smoger LM, Rullkoetter PJ, and Laz PJ, 2014. "Statistical shape modeling for population-based evaluation of total knee replacement implants", 7th World Congress of Biomechanics, Boston, MA, July 2014.

Invited Presentations

- 1. <u>Invited Keynote Speaker:</u> Fitzpatrick CK, Alvarez O, Gibbons K, Laz P, and Rullkoetter PJ, "Integration of statistical shape models of the knee with finite element simulations", 8th World Congress of Biomechanics, Dublin, Ireland, July 2018.
- 2. Rullkoetter PJ, Laz PJ, **Fitzpatrick CK**, "Probabilistic FE Modeling for Evaluation of Implant Mechanics," *Regulatory Review of Computational Modeling Workgroup, Food and Drug Administration*, March 1, 2013.
- 3. **Fitzpatrick CK**, Hoops HE, Johnson D, Kim R, Dennis DA, Baldwin MA, Laz PJ, Rullkoetter PJ, "Control-Matched Computational Evaluation of Tendo-Femoral Contact in Patients with PS TKA," *Insall Traveling Fellows Conference*, University of Colorado, October, 2010.

Current Graduate Students

Adelle Milholland	2016 -	(MS, Mechanical Engineering, Boise State, EGD 2019)
Victoria Volk	2017 -	(PhD, Material Science, Boise State, EGD 2021)

Attachment 1

Erika Ramirez	2017 -	(MS, Mechanical Engineering, Boise State, EGD 2019)
Oliver Alvarez	2017 -	(MS, Mechanical Engineering, Boise State, EGD 2018)
Grace McConnochie	2017 -	(MS, Mechanical Engineering, Boise State, EGD 2019)
Kalin Gibbons	2017 -	(MS, Mechanical Engineering, Boise State, EGD 2019)
Cailin Wilson	2017 -	(MS, Mechanical Engineering, Boise State, EGD 2019)

Current Undergraduate Stu	dents_	
Hayden Golay	2018 -	(BS, Mechanical Engineering, Boise State)

Current Funding at Boise State

• Alliance for Regenerative Rehabilitation Research and Training (AR³T) - **\$134,000**. "Replicating Marrow Mechanics of Stem Cells Ex vivo". Role: Co-I.

Completed Funding at Boise State

- Clinical Translational Research Infrastructure Network (CTR-IN) Pilot Grant **\$68,120**. "Optimizing Surgical Treatment of Crouch Gait on a Patient-Specific Basis". Role: PI.
- Institute of Translational Health Sciences (ITHS) Translational Research Scholars Program (TRSP) **\$10,000**. "Musculoskeletal Adaptation Mechanisms in Healthy and Pathological Subjects". Role: PI.
- Higher Education Research Council (HERC) fellowship provided by the Institute for STEM & Diversity Initiatives to fund one undergraduate student (Jessica Carlson) to engage in research in the Computational Biosciences Laboratory for the spring 2018 semester.
- Higher Education Research Council (HERC) fellowships provided by the Institute for STEM & Diversity Initiatives to fund two undergraduate students (Carlee Miller, Nardos Ashenafi) to engage in research in the Computational Biosciences Laboratory for the Spring 2017 semester.
- INBRE & WWAMI Fellowship to fund one undergraduate student (Carlee Miller) to engage in research in the CBL during summer 2017.
- Idaho STEM Transition Trainee funding for one student (Colton Brodock) to participate in research during their transition summer from high school to freshman year during summer 2017.
- Louis Stokes Alliance for Minority Participation (LSAMP) funding for one undergraduate student (Olivia Coca) to participate in a Summer Research Experience during summer 2017.

Teaching Activity

Teaching Experience

Instructor, ME 356, Intro to Solid Biomechanics, Boise State University, Spring 2017, Spring 2018.

Developed and taught a 3-credit (3-0-3) undergraduate 300-level biomechanics course. This course can be broadly divided into three areas: human motion, tissue mechanics, and artificial devices. The objectives of the course focused on providing students with fundamental knowledge and skills to apply the principles of engineering mechanics to the human body. The course culminated in a design project which students presented both orally and through an in-depth written report.

Instructor, ME470 / ME 570, Finite Element Methods, Boise State University, Fall 2016, Fall 2017, Fall 2018.

Developed and taught a 3-credit (3-0-3) graduate/undergraduate level finite element methods course. This course focused on three areas: understanding the theory of finite element formulation for truss, 2D continuum and 3D continuum elements; implementation of theoretical knowledge for students to develop their own finite element solver (Matlab); solve engineering problems using commercial software (Abaqus) and compare predictions from the commercial solver with in-house developed Matlab solutions.

Internship Advisor, ME 493, Biomedical Research Internship, Boise State University, Fall 2017, Fall 2018.

Advisor to undergraduate students engaged in a 3-credit internship in the Computational Biosciences Lab. Students perform a research study on a biomedical research project and present her/his work to the MBE biomedical faculty and research students, and compile a writen report of her/his work.

Teaching Professional Development

Enrolled in Boise State's Center for Teaching and Learning (CTL) "Ten Before Tenure" program and have completed the following workshops:

Just-in-Time Teaching (attended 2/21/2018)

On the Job Training: Successful Student Mentoring (attended 1/25/2018)

Designing Effective Lectures (attended 10/18/2017)

Efficient and Effective Assessment Techniques (attended 10/14/2017)

"Managing" Time to Benefit Your Scholarship, Your Students, and Your Sanity (attended 08/31/2017)

An Introduction to Effective Course Design (attended 11/4/2016)

In spring 2018, the CTL staff performed a mid-term assessment (MAP) in my Solid Biomechanics course (ME356)

Professional, Community and University Service

Reviewing and Moderating

Reviewer for Journal of Biomechanics Journal of Orthopaedic Research Journal of Applied Biomechanics

Attachment 1

Medical Engineering & Physics Computer Methods in Biomechanics and Biomedical Engineering Clinical Biomechanics Proceedings of the IMechE Part H: Journal of Engineering in Medicine ASME Journal of Biomechanical Engineering Computers in Biology and Medicine Annals of Biomedical Engineering Knee Surgery, Sports Traumatology, Arthroscopy PLOS ONE The Knee Journal of Experimental Orthopaedics

Session Moderator for the Orthopaedic Research Society Annual Meeting, New Orleans, LA, March 2018 Session Moderator for the Orthopaedic Research Society Annual Meeting, San Diego, CA, March 2017 Session Moderator for the Orthopaedic Research Society Annual Meeting, Orlando, FL, March 2016

Reviewer of conference abstracts for the Orthopaedic Research Society Annual Meeting 2019, 2018, 2017, 2016, 2015

Ad-hoc reviewer for National Science Foundation (Research Initiation Awards track), February 2015 Reviewer on National Institutes of Health R15 panel, November 2013

University Committees

MBE Department Graduate Committee, Interim Chair, spring 2018 - current

This committee is responsible for program operations, policy, and student affairs associated with the Graduate Program.

Computing PhD Admissions Committee, Member, fall 2017 - current

This committee evaluates applications submitted for admission to the Computing PhD program.

MBE Department Graduate Committee, Member, fall 2016 - current

This committee is responsible for program operations, policy, and student affairs associated with the Graduate Program.

MBE Department Biomedical Committee, Member, fall 2016 - current

This committee is responsible for the fostering the growth of biomedical community, and specifically the Biomedical Minor program, within the MBE department. This included organizing an annual informational evening on biomedical engineering in fall 2016 and fall 2017 (**Biomedical Engineering: Getting Involved**) presented by the MBE biomedical faculty and hosted by the Engineering and Innovation Living Learning Community.

Thesis Committees

Advisor and thesis committee chair for Oliver Alvarez

Attachment 1

MS ME, expected graduation fall 2018 •

Thesis committee member for Derek Nesbitt (Advisor: Trevor Lujan) •

MS ME, expected graduation fall 2018

Thesis committee member for Maddie Krentz (Advisor: Trevor Lujan)

• MS ME, graduated summer 2018

Thesis committee member for Nicolas Lobb (Advisor: Tyler Brown)

• MS Kinesiology, graduated spring 2018

Thesis committee member for AuraLea Fain (Advisor: Tyler Brown)

• MS Kinesiology, graduated spring 2018

Thesis committee member for Katie Yocham (Advisor: David Estrada)

• MS ME, graduated fall 2017

Thesis committee member for Micah Sandusky (Advisor: Inanc Senocak)

• MS ME, graduated summer 2017

Community Outreach

Spring 2018, National Biomechanics Day

Hosted 10 high school students from the Treasure Valley region at Boise State's Center for Orthopaedic and Biomechanics Research to learn about biomechanics through interactive lab experiences.

Spring 2017, National Biomechanics Day

Hosted 30 high school students from the Treasure Valley region at Boise State's Center for Orthopaedic and Biomechanics Research to learn about biomechanics through interactive lab experiences.

Stephanie E. Greufe-Hall, PhD

Assistant Professor Department of Kinesiology Boise State University Boise, ID sehall@boisestate.edu

EDUCATION

2009-2013 University of Northern Colorado, Greeley, CO
Exercise Physiology, PhD.
Applied Statistics and Research Methods, Doctoral Minor
2004-2009 University of Northern Colorado, Greeley, CO
Exercise Physiology, MS

2000-2004 University of Iowa, Iowa City, IA Health Promotion, BA

2018-Present

ACADEMIC EXPERIENCE

Assistant Professor Kinesiology Boise State University 2015-2018 Clinical Assistant Professor Kinesiology Boise State University 2009-2013 Instructor of Record/Teaching Assistant Exercise Science University of Northern Colorado 2012-2013 Graduate Assistant McNair Scholars Program University of Northern Colorado

2005-2006 Graduate Assistant – Internship Program Exercise Science University of Northern Colorado

RESEARCH EXPERIENCE	2013-2015 Postdoctoral Associate Applied Physiology and Kinesiology University of Florida 2009-2013 Research Laboratory Member Rocky Mountain Cancer Rehabilitation Institute Animal Laboratory University of Northern Colorado 2005-2006 Graduate Assistant Rocky Mountain Cancer Rehabilitation Institute University of Northern Colorado
GRADUATE EXPERIENCE	 2013-2015 Doctoral Student Mentor University of Florida 2014 Graduate Student Research Symposium Judge University of Florida 2010-2013 Graduate Course Instructor University of Northern Colorado
TEACHING EXPERIENCE	Cardiac Rehabilitation – Graduate and Undergraduate Level Anatomical Kinesiology Anatomical Kinesiology Laboratory Exercise Physiology I & II Exercise Testing and Prescription Laboratory Activities for Stress Management
COURSES DEVELOPED	Inquiry-based Exercise Physiology II Laboratory

Attachment 1

PUBLISHED MANUSCRIPTS	Kavazis, A. N., Morton, A. B., Hall, S. E ., & Smuder, A. J. (2017). Effects of doxorubicin on cardiac muscle subsarcolemmal and intermyofibrillar mitochondria. <i>Mitochondrion</i> , <i>34</i> , 9-19.
	Kwon, O. S., Smuder, A. J., Wiggs, M. P., Hall, S. E ., Sollanek, K. J., Morton, A. B., & Powers, S. K. (2015). AT 1 receptor blocker losartan protects against mechanical ventilation-induced diaphragmatic dysfunction. <i>Journal of Applied Physiology</i> , <i>119</i> (10), 1033-1041.
	Gibson, N. M., Greufe, S. E ., Hydock, D. S., and Hayward, R. (2013). Doxorubicin-induced vascular dysfunction and its attenuation by exercise preconditioning. <i>Journal of Cardiovascular Pharmacology</i> , 62, 355-360.
	Hayward, R., Hydock, D., Gibson, N., Greufe, S ., Bredahl, E., and Parry, T. (2013). Tissue retention of doxorubicin and its effects on cardiac, smooth, and skeletal muscle function. <i>Journal of Physiology and Biochemistry</i> , 69, 177-187.
	Wonders, K., Hydock, D., Greufe, S ., Schneider, C., Hayward, R. (2009) Endurance Exercise Training Preserves Cardiac Function in Rats Receiving Doxorubicin and the HER-2 Inhibitor GW2974. <i>Cancer</i> <i>Chemotherapy and Pharmacology</i> , 64, 1105-1113.
MANUSCRIPTS IN REVIEW	Hall, S. E ., Ahn, B., Smuder, A. J., Morton, A. B., Hinkley, J. M, Wiggs, M. P., Sollanek, K. J., and Powers, S. K. (2018) The Renin-angiotensin System Contributes to Ventilator-Induced Diaphragm Dysfunction.
MANUSCRIPTS IN PREPARATION	 Hall, S. E. and Hayward, R. Effect of endurance exercise on the combination of streptozotocin-induced diabetes and doxorubicin. Hall, S. E. and Hayward, R. Effects of calorie restriction and voluntary exercise on doxorubicin-induced cardiac dysfunction.

PROFESSIONAL PRESENTIONS	Hall, S.E. Stretch Activation of Angiotensin II Type 1 receptor Contributes to Ventilation-induced Diaphragm Dysfunction. <u>Experimental Biology</u> , 2015, Boston.
	Hall, S. E. Potential Therapeutic Targets to Prevent Skeletal Muscle Atrophy. Symposium title: Targeting Angiotensin II to Prevent Skeletal Muscle Atrophy. <u>Southeast American College of Sports Medicine</u> <u>Annual Meeting</u> , 2015, Jacksonville.
	Hall, S. E. Cardiovascular Adaptations to Endurance Exercise. University of Florida, 2014, Gainesville.
	Greufe, S. , Gibson, N., Hydock, D., Schneider, C., and Hayward, R. Combined Effects of Streptozotocin and Doxorubicin on Cardiac Function in Rats. <u>Experimental Biology Meeting</u> , 2013, Boston.
	Greufe, S ., Gibson, N., Frank, A., Hydock, D., Schneider, C., and Hayward, R. Calorie Restriction and Voluntary Exercise Extend Life Span of Rats Treated with Doxorubicin. <u>American College of Sports</u> <u>Medicine</u> <u>Annual Meeting</u> , 2013, Indianapolis.
	Greufe, S ., Gibson, N., Parry, T., Hydock, D., Schneider, C., and Hayward, R. Effects of Calorie Restriction and Voluntary Exercise on Doxorubicin-induced Cardiac Dysfunction. Thematic poster presentation, <u>National American College of Sports Medicine Annual</u> <u>Meeting,</u> San Francisco, 2012.
	Greufe, S ., Gibson, N., Parry, T., Hydock, D., Schneider, C., and Hayward, R. Effects of Calorie Restriction and Voluntary Exercise on Doxorubicin-induced Cardiac Dysfunction. Slide presentation, <u>Rocky</u> <u>Mountain American College of Sports Medicine Annual Meeting</u> , Colorado Springs, 2012.
	Greufe, S ., Cheng, H., Repka, C., Hayward, R., and Schneider, C. The Effect of Cancer Stage on Physiological and Psychological Parameters Following Supervised Exercise training. Poster presentation, <u>American College of Sports Medicine Annual Meeting</u> , Denver, 2011.
	Greufe, S ., Cheng, H., Repka, C., Hayward, R., and Schneider, C. The Effect of Cancer Stage on Physiological and Psychological Parameters Following Supervised Exercise training. Slide presentation, <u>University of Northern Colorado Annual Research Day</u> , Greeley, 2011.
	Greufe, S ., Wonders, K., Hydock, D., Schneider, C., and Hayward, R. Effects of Exercise training on Cardiac Caspase Expression in Rats Receiving Doxorubicin and GW2974. Poster presentation, <u>American</u> <u>College of Sports Medicine Annual Meeting</u> , Baltimore, 2010.

Attachment 1

GRANTS	2018, NIH R03 Grant, \$281,000, Protective Effects of Exercise in a Transgenic Rat Model of Alzheimer's Disease, <i>Under Review.</i>
	2018, NIH R15 Grant, \$297,760, Project title: Role of Renin- Angiotensin System in Aging. <i>Not Awarded</i>
	2018, NIH P20 Grant, Program title: Proteostasis in Aging, \$1,026,541 (my project total), Project title: Role of Renin-Angiotensin System in Aging. <i>Not Awarded</i>
	2018, Intramural Pilot Project Program, \$20,000, Protective Effects of Exercise in a Transgenic Rat Model of Alzheimer's Disease, <i>Awarded</i> .
	2017, Institute of Translational Health Sciences, KL2 Career Award, \$342,000, 2018 Cohort, <i>Not Awarded</i>
	2017, Institute of Translational Health Sciences, Collaboration Grant, \$50,000, Effect of Exercise in a Transgenic Rat Model of Alzheimer's Disease. <i>Not Awarded</i>
	2017, Institute of Translational Health Sciences, Catalyst Grant, \$5,000, Skeletal Muscle Mitochondrial Function and the Effect of Exercise in Alzheimer's Disease. <i>Not Awarded</i>
	2017, Idaho Network of Biomedical Research Excellence, Pilot Project Grant, \$50,000, Skeletal muscle mitochondrial function and the effect of exercise in Alzheimer's disease. <i>Not Awarded</i>
	2017, Institute of Translational Health Sciences, Scholars Grant, \$10,000, Role of BDNF in the Exercise-induced Improvements in Brain Function. <i>Not Awarded</i>
	2016, Institute of Translational Health Sciences, Collaboration Grant, \$50,000. Ventilator Induce Diaphragmatic Dysfunction Study. <i>Not Awarded</i>
	2012, Research Grant, \$2,000, Frontiers of Science, University of Northern Colorado. The effects of endurance exercise on the combination of STZ-induced diabetes and doxorubicin. <i>Funded</i>
	2010, Research Grant, \$600, Graduate Student Association, University of Northern Colorado. Effects of voluntary exercise and calorie restriction on chronic doxorubicin treatment. <i>Funded</i>
	2010, Research Grant, \$523, Graduate Student Association, University of Northern Colorado. The cardiac effects of voluntary exercise and calorie restriction on doxorubicin-induced cardiotoxocity. <i>Funded</i>
	2009, Research Grant, \$529, Graduate Student Association, University of Northern Colorado. The effects of calorie restriction on cardiac function in older animals following treatment with doxorubicin. <i>Funded</i>

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SERVICE	2018-2021, Treasurer American College of Sports Medicine Northwest Executive Board
	2017-2018, Committee Chair Department Strategic Planning Committee
	2017- , Ad hoc reviewer Journal of Kinesiology and Wellness
	2016- , Ad hoc reviewer Research Quarterly for Exercise and Sport
	2014, Research Judge Graduate Student Research Symposium Health and Human Performance University of Florida
	2013, Research Judge Longs Peak Science and Engineering Fair Mathematics and Science Teaching Institute College of Natural and Health Sciences University of Northern Colorado
	2012, Research Mentor Frontiers of Science Institute Mathematics and Science Teaching Institute College of Natural and Health Sciences University of Northern Colorado

Attachment 1

Benjamin C. Johnson

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Research Interests

- MIXED-SIGNAL IC DESIGN: ULTRA-LOW-POWER DESIGN, SENSOR INTERFACES, IMAGERS
- NEUROSCIENCE INSTRUMENTATION: MICROELECTRODE ARRAYS, LAB-ON-A-CHIP
- MEDICAL DEVICES: NEUROMODULATION, DEEP BRAIN STIMULATION
- **BIOELECTRONIC MEDICINE**: IMPLANTABLE MICROSYSTEMS, PERIPHERAL NERVE STIMULATORS

Education_

Cornell University

PH.D. IN ELECTRICAL ENGINEERING
Thesis Committee: Alyosha Molnar (Advisor), Thomas A. Cleland, and Amit Lal

• Dissertation: Optimized Circuitry for Sensor Interfaces in CMOS and in Brains

Cornell University

M.ENG. IN ELECTRICAL ENGINEERING

Oklahoma Christian University

B.S. IN ELECTRICAL ENGINEERING WITH HONORS

Research & Professional Experience

Boise State University Assistant Professor

Cortera Neurotechnologies, Inc. Director of Technology

University of California, Berkeley Research Scientist

Cortera Neurotechnologies, Inc. Senior Hardware Engineer

Cornell University Postdoctoral Researcher

Cornell University GRADUATE RESEARCHER

Analog Circuit Works Design Engineer Intern

Martin Bionics/Orthocare Innovations Hardware Engineer Ithaca, NY Dec. 2013

Ithaca, NY May 2008

Oklahoma City, OK May 2007

Boise, ID January 2018 - Present

Berkeley, CA March 2016 - Present

Berkeley, CA April 2016 - December 2017

> Berkeley, CA June 2014 - Feb. 2016

> *Ithaca, NY* Jan. 2014 - May 2014

> *Ithaca, NY* May 2008 - Dec. 2013

Sudbury, MA Jan. 2011 - May 2011

Oklahoma City, OK May 2006 - Aug. 2008

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Teaching Experience

Boise State	University
ECE 497/597	BIOMEDICAL INSTRUMENTATION

ECE 411/511 CMOS ANALOG IC DESIGN

Cornell University

ECE 4740 DIGITAL VLSI DESIGN

Publications.

JOURNAL PUBLICATIONS

A. Zhou¹, B. C. Johnson¹, R. Muller, "Toward true closed-loop neuromodulation: artifact-free
 recording during stimulation," Current Opinion in Neurobiology, Vol. 50, June 2018, pp. 119-127.
 ¹Joint authorship.

D. Piech¹, **B. C. Johnson**¹, K. Shen, M. M. Ghanbari, K. Y. Li, R. M. Neely, J. E. Kay, J. M. Carmena, M. M. Maharbiz, R. Muller, "StimDust: A 2.2mm³, precision wireless neural stimulator with ultrasonic power and communication," arXiv preprint arXiv:1807.07590, July 2018. ¹Joint authorship.

A. Zhou¹, S. R. Santacruz¹, **B. C. Johnson**¹, G. Alexandrov, A. Moin, F. L. Burghardt, J. M. Rabaey, J. M. Carmena, R. Muller, "WAND: A 128-channel, closed-loop, wireless artifact-free neuromodulation device," accepted for publication in *Nature Biomedical Engineering* July 2017. ¹Joint authorship.

S.T. Peace, **B.C. Johnson**, G. Li, M.E. Kaiser, I. Fukunaga, A.T. Schaefer, A.C. Molnar, T.A. Cleland,
"Coherent olfactory bulb gamma oscillations arise from coupling independent columnar oscillators," bioRxiv 213827, Nov. 2017.

A. Zhou¹, S. R. Santacruz¹, **B. C. Johnson**¹, G. Alexandrov, A. Moin, F. L. Burghardt, J. M. Rabaey, J. M. Carmena, R. Muller, "WAND: A 128-channel, closed-loop, wireless artifact-free neuromodulation device," arXiv preprint arXiv:1708.00556, Aug. 2017. ¹Joint authorship.

S. Sivaramakrishnan¹, C. Lee¹, **B. Johnson**¹, A. Molnar, "A Polar Symmetric CMOS Image Sensor for
Rotation Invariant Measurement," *Sensors Journal, IEEE*, vol. 16, no. 5, pp. 1190-1199, Mar. 2016. ¹Joint authorship. Sensors Journal Best Paper Award for 2017

C. Lee, **B. Johnson**, T. Jung, A. Molnar, "A 72 x 60 Angle-Sensitive SPAD Imaging Array for Lens-less FLIM," *Sensors* vol. 16, no. 9, pp. 1422, Sept. 2016.

2015 C. Lee, **B. Johnson**, A. Molnar, "Angle Sensitive Single Photon Avalanche Diode," *Appl. Phys. Lett.* 106, June 2015.

B. Johnson, S. T. Peace, A. Wang, T. A. Cleland, A. Molnar, "A 768-Channel CMOS Microelectrode Array
with Angle Sensitive Pixels for Neuronal Recording," *Sensors Journal, IEEE*, vol. 13, no. 9, pp. 3211-3218, Sept. 2013.

B. Johnson, A. Molnar, "An Orthogonal Current-Reuse Amplifier for Multi-Channel Sensing," *IEEE J. Solid-State Circuits*, vol. 48, no. 6, pp. 1487-1496, June 2013.

C. Andrews, L. Diamente, D. Yang, **B. Johnson**, A. Molnar, "A Wideband Receiver With Resonant Multi-Phase LO and Current Reuse Harmonic Rejection Baseband," *IEEE J. Solid-State Circuits*, vol. 48, no. 5, pp. 1188-1198, May 2013.

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Boise, ID Fall 2018

Spring 2018

Ithaca, NY Spring 2013

PEER-REVIEWED CONFERENCE PUBLICATIONS

B. C. Johnson, K. Shen, D. Piech, M. M. Ghanbari, K. Y. Liu, R. Neely, J. M. Carmena, M. M. Maharbiz, R.
 Muller, "A 6.5mm³ wireless ultrasonic implantable peripheral nerve stimulator with 82% peak efficiency," 2018 IEEE Custom Integrated Circuits Conference (CICC), Apr. 2018.

B. C. Johnson, S. Gambini, I. Izyumin, A. Moin, A. Zhou, S. Santacruz, J. Rabaey, J. Carmena, R. Muller,
 "An Implantable 700uW 64-channel Neuromodulation IC for Simultaneous 70nV/rtHz Recording, 5mA Stimulation, and Rapid Artifact Recovery," 2017 Symposium on VLSI Circuits, June 2017.

A. Moin, G. Alexandrov, B. C. Johnson, I. Izyumin, F. Burghardt, S. Pannu, E. Alon, R. Muller, J. Rabaey,
"Powering and Communication for OMNI: A Distributed and Modular Closed-Loop Neuromodulation Device," 2016 IEEE Engineering in Medicine and Biology Society Conference (EMBC), Aug. 2016.

C. Lee, **B. Johnson**, A. Molnar, "An On-chip 72x60 Angle-Sensitive Single Photon Image Sensor Array
for Lens-less Time-resolved 3-D Fluorescence Lifetime Imaging," *2014 Symposium on VLSI Circuits*, pp. 1-2, June 2014.

B. Johnson, S. T. Peace, T. A. Cleland, A. Molnar, "A 50μm Pitch, 1120-Channel, 20kHz Frame Rate
 Microelectrode Array for Slice Recording," *IEEE Biomedical Circuits and Systems Conference (BioCAS)*, pp. 109-112, Nov. 2013.

C. Lee, **B. Johnson**, A. Molnar, "A Sub-threshold Voltage Ladder Rectifier for Orthogonal Current-reuse Neural Amplifier," *IEEE Biomedical Circuits and Systems Conference (BioCAS)*, pp. 358-361, Nov. 2013.

B. Johnson¹, C. Lee¹, S. Sivaramakrishnan¹, A. Molnar, "A High-Speed Polar-Symmetric Imager for Contact-less, Real-time Readout and Calibration of Rotational Inertial Sensors," *Sensors, 2013 IEEE*, pp. 1-4, Nov. 2013. ¹Joint authorship.

C. Andrews, L. Diamente, **B. Johnson**, A. Molnar, "A <12mW, 0.7-3.2GHz Receiver With Resonant
Multi-Phase LO and Current Reuse Harmonic Rejection Baseband," *Radio Frequency Integrated Circuits Symposium (RFIC), 2012 IEEE*, pp. 43-46, June 2012.

2011 **B. Johnson**, S. T. Peace, T. A. Cleland, A. Molnar, "A Scalable CMOS Sensory Array for Neuronal Recording and Imaging," *Sensors, 2011 IEEE*, pp. 924-927, Oct. 2011.

B. Johnson, D. DeTomaso, A. Molnar, "A Low-Power Orthogonal Current-Reuse Amplifier for Parallel
 Sensing Applications," *IEEE European Solid-State Circuits Conference (ESSCIRC)*, pp. 318-321, Sept. 2010.

Talks & Posters

DBS: Placement & Neuromonitoring Invited Talk, Hope Conference, Northwest Parkinson's Foundation	Boise, ID June 2018
Bioelectronic Medicine and StimDust: A Miniaturized Wireless Peripheral Nerve Stimulator Invited Talk, Mechanical Engineering Seminar, Boise State University	Boise, ID Feb. 2018
StimDust: An Ultrasonically Powered Neural Stimulator with Temporally Precise Waveform Control Poster, Society For Neuroscience	Washington, D.C. Nov. 2017

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OMNI: A Wireless, 128-channel Closed-Loop Neuromodulation Device Poster, Society for Neuroscience	Washington, D.C. Nov. 2017
Advances in Bioelectronic Medicine	Boise, ID
INVITED TALK, ELECTRICAL AND COMPUTER ENGINEERING SEMINAR, BOISE STATE University	Feb. 2017
OMNI: A Distributed and Modular Device for Wireless Neural Recording and Closed-Loop Neuromodulation	San Diego, CA
Poster, Society for Neuroscience	Nov. 2016
StimDust: An Ultrasound-powered Wireless Peripheral Nerve Stimulator Poster, Berkeley Wireless Research Center Retreat	Berkeley, CA Nov. 2016
OMNI: A Distributed, Modular, Closed-Loop Neuromodulation Device for the Treatment of Neuropsychiatric Disorders	Berkeley, CA
Poster, Berkeley Wireless Research Center Retreat	Nov. 2016
GABA(a) receptor independent gamma oscillations in olfactory bulb slices Poster, Society for Neuroscience	San Diego, CA Nov. 2013
Integrated Circuits for Neural Interfaces Invited Talk to Electron Device Society, Cornell University	<mark>Ithaca, NY</mark> Oct. 2012
Persistent gamma oscillations in olfactory bulb slices Poster, Society for Neuroscience	Washington, D.C. Nov. 2011

Peer Reviewing_

- IEEE Journal of Solid State Circuits
- IEEE Sensors Journal

- Transactions on Circuits and Systems-I
 Transactions on Biomedical Circuits and Systems
 Journal of Emerging and Selected Topics in Circuits and Systems
 International Symposium on Circuits and Systems
 Custom Integrated Circuits Conference

- Symposium on VLSI Circuits

Service & Outreach

- Boise State SAGE Scholars Program faculty mentor, Fall 2018 Spring 2019.
- Hope Conference, Northwest Parkinson's Foundation, June 22nd, 2018.
- Boise State Engineering and Science Festival (STEM Exploration Day), Feb. 3rd, 2018.

Jorcyk Curriculum Vitae, p. 1

Curriculum Vitae—Research Cheryl L. Jorcyk, Ph.D. Department of Biological Sciences Boise State University

Business Address:

Boise State University Department of Biological Sciences Science Building, Room 227 1910 University Drive Boise, ID 83725-1515 Office: (208) 426-4287 E-mail: <u>cjorcyk@boisestate.edu</u>

Lab: (208) 426-4805 Fax: (208) 426-1040

Education:

1984-1991 Doctor of Philosophy (Biology), The Johns Hopkins University, Baltimore, MD

1979-1983 Bachelor of Science (Biology), Pennsylvania State University, State College, PA

Awards and Societies:

2014-present	Associate Director of Sigma Xi Pacific Division	
2014-present	Board Member of Expedition Inspiration (Breast Cancer Research Foundation)	
2014-present	Executive Council of the American Association for the Advancement of Science (AAAS)	
_	Pacific Division	
2014 present	Conference Organizer for the Idaho Academy of Sciences and Engineering (IASE)	
-	Annual Symposium, March 19-21, 2015, Boise, ID.	
2013-present	Executive Council of the Idaho Academy of Sciences and Engineering	
2013-present	International Cytokine Society, Member	
2012	Golden Apple Award, Boise State University	
2011	Women of the Year Honoree, Idaho Business Review	
2011-present	Metastasis Research Society, Member	
2008	Educator Award, Health Care Heroes	
1998-present	American Association for Cancer Research, Active Member	
1998-present	American Association for the Advancement of Science, Member	
1998-2009	Sigma Xi Scientific Research Society, Boise State University Chapter, Full Member	
1998-present	Idaho Academy of Science, Member	
1995-1997	American Association for Cancer Research, Associate Member	
1992-1997	Intramural Research Training Award, Postdoctoral Fellowship, NIH	
1982-1983	The Hammond Biological Scholarship and Award	

Grant Review Panels:

2018	NIH R21/R03 NCI Clinical and Translational Exploratory/Developmental Studies (R21)/
	NCI Small Grants Program for Cancer Research (NCI Omnibus R03 Special Emphasis Panel
2018	NIH P01 Program Project Review III ZCA1 RPRB-6 (01) Panel
2016	Nevada NIH INBRE DRP Review Panel
2015-present	NIH/F09B Oncological Sciences Review Panel
2014	Department of Defense (DoD), Tobacco-Related Disease Research Program (TRDRP),
	Career Development: Biological Systems Study Section

Jorcyk Curriculum Vitae, p. 2

2013-present	California Breast Cancer Research Program (CBCRP), Clinical, Prevention, & Biological	
_	Sciences Study Section	
2011-present	Department of Defense (DoD), Congressionally Directed Medical Research Program	
	(CDMRP) Breast Cancer Pathobiology-2 Panel.	
2011	California Tobacco-Related Disease Research Program (TRDRP), Cancer Study Section.	
2010-2011	1 Department of Defense (DoD), Congressionally Directed Medical Research Program	
	(CDMRP) Breast Cancer Immunology/Endocrinology Panel.	
2009	NIH, CSR, Challenge Grant Program, Bioengineering Sciences and Technologies Panel.	
2008	Department of Defense (DoD), Congressionally Directed Medical Research Program	
	(CDMRP) Prostate Cancer Immunology Panel.	
2008	Department of Defense (DoD), Congressionally Directed Medical Research Program	
	(CDMRP) Prostate Cancer Pathology Panel. Ad-hoc Reviewer.	
2007-2010	California Breast Cancer Research Program (CBCRP), Pathology Study Section.	
2006-2007	Cancer Research UK. Ad-hoc Reviewer.	
2006	Veterans Administration (VA) Merit Grant Program. Ad-hoc Reviewer.	

Patents and Patent Disclosures:

2014	Boise State University Patent Application "Oncostatin M (OSM) antagonists for
	preventing cancer metastasis and IL-6 related disorders". 14478175 9/5/14.
2013	Boise State University Provisional Patent Application "Inhibition of oncostatin M (OSM)
	with small molecule inhibitors for breast cancer intervention". 083956-0025 12/12/2013.
2013	Boise State University Provisional Patent Application "Inhibition of oncostatin M (OSM)
	with small molecule inhibitors for prostate cancer intervention". 083956-0033
	12/12/2013.
2009	Boise State University Invention Disclosure "Simple Agarose Gel for Analyzing
	RNA Quality". BSTU.006P 10/14/2009.

Professional Experience:

2016-present	<u>Director</u> , Clinical/Translational Research, Boise State University, Boise, ID. This position is situation in the Office of Research and Economic Development and was announced 3-28-16.	
2011-present	<u>Full Professor</u> , Department of Biological Sciences, Boise State University, Boise, ID. Determination of the role of the cytokine oncostatin M in tumor progression and metastasis.	
2010-present	Affiliate Associate Professor, Department of Microbiology, Molecular Biology, and Biochemistry (currently being reorganized), College of Agriculture and Life Sciences, University of Idaho, Moscow, ID.	
2007-2010	Director of Undergraduate Studies, Department of Biological Sciences, Boise State University, Boise, ID.	
2003-2011	<u>Associate Professor</u> , Department of Biological Sciences, Boise State University, Boise, ID. Determination of the role of the cytokine oncostatin M in tumor progression and metastasis.	
2001-2009	<u>Affiliate Member</u> , Chronic Illness Research Center (formally called the Cancer Prevention and Research Center, Washington State University, Pullman, WA.	
1998-present	Affiliate Member, Cancer Research Section, Mountain States Tumor and Medical Research Institute (MSTMRI), Boise, ID.	

Jorcyk Curriculum Vitae, p. 3

- 1999-2003 <u>Project Director</u>, J.A. & Kathryn Albertson Foundation grant. Student Research Fellowships and Hands-On Science Education Reform for Vallivue and Kuna School Districts.
- 1997-2003 <u>Assistant Professor</u>, Department of Biology, Boise State University, Boise, ID. Elucidation of molecular mechanisms involved in tumor progression utilizing mouse prostate and mammary cell lines.
- 1995 <u>Instructor</u>, Frederick Community College, Frederick, MD. Lecturer for a Nutrition class; involved the complete organization and teaching of this course.
- 1994 <u>Instructor</u>, Frederick Community College, Frederick, MD Lecturer and Laboratory Instructor for Introductory Biology; consisted of two 75-minute lectures and one three-hour lab section per week.
- 1992-1997 <u>Postdoctoral Fellow with Dr. Jeffrey E. Green</u>, Laboratory of Molecular Oncology, NCI, NIH, Frederick, MD. Studying prostate cancer and tumor progression by the establishment of cell lines from transgenic mice expressing SV40 large T-antigen. Utilizing the transgenic mice as a model for immunotherapy treatment of prostate and mammary cancers. Studying the function of the cellular oncogene, <u>Ets</u>-1, by utilizing 1) homologous recombination in ES cells to produce mice lacking a functional Ets-1 protein; 2) mice producing transgenic ETS proteins.
- 1985-1991 Doctoral Student with Dr. Takis Papas, mentored by Dr. Denise Watson at NCI-Frederick, The Johns Hopkins University, Baltimore, MD. Doctoral Dissertation: "The Human *Ets1* Gene: Genomic Structure, Promoter Characterization and Alternative Splicing."

Publications: (Over 55 publications total)

- 1. Lautenberger, J. A., Seth, A., Jorcyk, C. and Papas, T. S.: Useful modifications of the Escherichia coli expression plasmid pJL6. Gene Anal. Tech. 1: 63-66, 1984.
- 2. Samuel, K. P., Lautenberger, J. A., Jorcyk, C. L., Josephs, S., Wong-Staal, F. and Papas, T. S.: Diagnostic potential for human malignancies of bacterially produced HTLV-I envelope protein. Science 226: 1094-1097, 1984.
- 3. Sisk, W. P., Chirikjian, J. G., Lautenberger, J. A., Jorcyk, C., Papas, T. S., Berman, M. L., Zagursky, R. and Court, D. L.: A plasmid vector for cloning and expression of gene segments: expression of an HTLV-I envelope gene segment. Gene 48: 183-193, 1986.
- 4. Schweinfest, C. W., Jorcyk, C. L., Fujiwara, S. and Papas, T. S.: A heat shock inducible eukaryotic expression vector. Gene 71: 207-210, 1988.
- 5. Koizumi, S., Fisher, R. J., Fujiwara, S., Jorcyk, C. L., Bhat, N. K., Seth, A. and Papas, T. S.: Isoforms of the human <u>ets-1</u> protein: Generation by alternative splicing and differential phosphorylation. Oncogene 5: 675-681, 1990.
- 6. Schweinfest, C. W., Jorcyk, C. L. and Papas, T. S.: Efficient inducible expression of HIV-1 tat cDNA in transfected T-cells. In Streilein, J.W., Ahmad, F., Bialy, H., Black, S., Blomberg, B., Chin, Y.H., Lopez, D., Malek, T., Podack, E.R., Rabin, M.B., Stein-Streilein, J., Van Brunt, J. and

Jorcyk Curriculum Vitae, p. 4

Whelan, W.J. (Eds.): Advances in Gene Technology: The Molecular Biology of Immune Diseases and the Immune Response, Oxford, IRL Press, 1990, p. 31.

- Papas, T. S., Blair, D. G., Watson, D. K., Yuan, C. C., Ruscetti, S. K., Fujiwara, S., Seth, A. K., Fisher, R. J., Bhat, N. K., Mavrothalassitis, G., Koizumi, S., Jorcyk, C. L., Schweinfest, C. W. and Ascione, R.: The <u>ETS</u> family of genes: Structural analysis, gene projects, and involvement in neoplasia and other pathologies. In Patterson, D. and Epstein, C.J. (Eds.): Molecular Genetics of Chromosome 21 and Down Syndrome. New York, Wiley-Liss, 1990, pp. 137-168.
- Papas, T. S., Watson, D. K., Sacchi, N., Fujiwara, S., Seth, A. K., Fisher, R. J., Bhat, N. K., Mavrothalassitis, G., Koizumi, S., Jorcyk, C. L., Schweinfest, C. W., Kottaridis, S. D. and Ascione, R.: The <u>ETS</u> family of genes in leukemia and Down syndrome. Am. J. Med. Genet. (Suppl.) 7: 251-261, 1990.
- 9. Watson, D. K., Mavrothalassitis, G. J., Jorcyk, C. L., Smyth, F. E. and Papas, T. S.: Molecular organization and differential polyadenylation sites of the human <u>ETS</u>2 gene. Oncogene 5: 1521-1527, 1990.
- Papas, T. S., Blair, D. G., Watson, D. K., Yuan, C.-C., Ruscetti, S. K., Fujiwara, S., Seth, A. K., Fisher, R. J., Bhat, N. K., Mavrothalassitis, G., Koizumi, S., Jorcyk, C. L., Schweinfest, C. W. and Ascione, R.: The ETS family of genes: Structural analysis, gene products, and involvement in neoplasia and other pathologies. Prog. Clin. Biol. Res. 360: 137-168, 1990.
- 11. Jorcyk, C. L., Watson, D. K., Mavrothalassitis, G. J. and Papas, T. S.: The human <u>ETS1</u> gene: Genomic structure, promoter characterization and alternative splicing. Oncogene 6: 523-534, 1991.
- 12. Jorcyk, C. L., Watson, D. K., Mavrothalassitis, G. J. and Papas, T. S.: Regulation and processing of the human <u>ETS1</u> gene. Miami Short Rep. 1: 78, 1991.
- 13. Shibata, M.-A., Maroulakou, I. G., Jorcyk, C. L., Gold, L. G., Ward, J. M. and Green, J. E.: p53independent apoptosis during mammary tumor progression in C3(1)/SV40 large T antigen transgenic mice: suppression of apoptosis during the transition from preneoplasia to carcinoma. Cancer Res. 56: 2998-3003, 1996.
- Wigginton, J. M., Komschlies, K. L., Green, J. E., Cox, G. W., Jorcyk, C. L., Back, T. C., Franco, J. L., Brunda, M. J. and Wiltrout, R. H.: Evaluation of the antitumor activity of the interleukin-12/pulse interleukin-2 combination. Ann. N.Y. Acad. Sci. 795: 434-439, 1996.
- 15. Jorcyk, C. L., Garrett, L. J., Watson, D. K., Maroulakou, I. G. and Green, J. E.: Multiple regulatory regions control the expression of the Ets-1 protooncogene in the developing mouse: vascular expression conferred by intron I. Cellular and Molecular Biology 42: 211-225, 1997.
- 16. Jorcyk, C. L., Liu, M.-L., Maroulakou, I. G., Shibata, M.-A., Komschlies, K. L., McPhaul, M. J., Resau, J. H. and Green, J. E.: Development and characterization of a mouse prostate adenocarcinoma cell line: ductal formation determined by extracellular matrix. The Prostate 34: 10-22, 1998.
- Maroulakou, I. G., Shibata, M.-A., Jorcyk, C. L., Chen, A., Ward, J. M. and Green, J. E.: Loss of p53 expression is associated with mammary tumor metastases in C3(1)/TAG transgenic mice. Molecular Carcinogenesis 19: 168-174, 1997.

- 18. Ward, J., Konishi, N., Ohshima, M., Lamb, P.L., Jorcyk, C. and Barrett, J.: Kail expression in paraffin embedded sections of prostate cell lines and normal, hyperplastic and neoplastic human prostate. Pathology International 48: 87-92, 1998.
- Shibata, M.-A., Jorcyk, C. L., Devor, D., Yoshidome, K., Rulong, S., Resau, J., Roche, N., Roberts, A., Ward, J., and Green, J. E.: Altered expression of transforming growth factor βs during urethral and bulbourethral gland tumor progression in transgenic mice carrying the androgen-responsive C3(1) 5' flanking region fused to SV40 large T antigen. Carcinogenesis 19: 195-205, 1998.
- Shibata, M.-A., Jorcyk, C. L., Liu, M.-L., Yoshidome, K., Gold, L., Green, J. E.: The C3(1)/SV40 T antigen transgenic mouse model of prostate and mammary cancer. Toxicologic Pathology 26: 177-182, 1998.
- Yoshidome, K., Shibata, M.-A., Maroulakou, I. G., Liu, M.-L., Jorcyk, C. L., Gold, L. G., Welch, V. N., and Green, J. E.: Genetic alterations in the development of mammary and prostate cancer in the C(3)1/Tag transgenic mouse model (Review). International Journal of Oncology 12: 449-453, 1998.
- 22. Liu, M.-L., Von Lintig, F. C., Liyange, M., Shibata, M.-A., Jorcyk, C. L., Ried, T., Boss, G. R. and Green, J. E.: Amplification of Ki-ras and elevation of MAP kinase activity during mammary tumor progression in C3(1)/SV40 tag transgenic mice. Oncogene 18: 2403-2411, 1998.
- Maroulakou, I. G., Shibata, M.-A., Anver, M., Jorcyk, C. L., Liu, M.-L., Roche, N., Roberts, A. B., Tsarfaty, I., Reseau, J., Ward, J., and Green, J. E.: Heterotopic endochondrial ossification with mixed tumor formation in C3(1)/Tag transgenic mice is associated with elevated TGF-beta1 and BMP-2 expression. Oncogene 18: 5435-5447, 1999.
- 24. Shibata, M.-A., Yoshidome, K., Shibata, E., Jorcyk, C.L. and Green, J.E.: Suppression of mammary carcinoma growth in vitro and in vivo by inducible expression of the Cdk inhibitor p21. Cancer Gene Therapy 1: 1-10, 2000.
- 25. Green, J.E., Shibata, M.A., Yoshidome, K., Kiu, M.L., Jorcyk, C., Anver, M.R., Wigginton, J., Wiltrout, R., Shibata, E., Kaczmarczyk, S., Wang, W., Liu, Z.Y., Calvo, A. and Couldrey, C.: The C3(1)/SV40 T-antigen transgenic mouse model of mammary cancer: ductal epithelial cell targeting with multistage progression to carcinoma. Oncogene 19: 1020-1027, 2000.
- 26. Wigginton, J.M., Park, J.W., Gruys, M.E., Young, H.A., Jorcyk, C.L., Back, T.C., Brunda, M.J., Strieter, R.M., Ward, J., Green, J.E. and Wiltrout, R.H.: Complete regression of established spontaneous mammary carcinoma and the therapeutic prevention of genetically programmed neoplastic transition by IL-12/pulse IL-2: induction of local T cell infiltration, fas/fas ligand gene expression, and mammary epithelial apoptosis. J. Immunol. 166: 1156-1168, 2001.
- 27. Calvo, A., Xiao, N., Simon, R., Kang, J., Best, C., Emmert-Buck, M., Jorcyk, C.L., and Green, J.E.: Identification of genes in prostate tumor progression by cDNA microarray analysis in an in vitro model derived from C3(1)/T-antigen transgenic mice: down-regulation of selenoprotein-P in mouse and human prostate cancer. Cancer Research 62: 5325-35, 2002.
- 28. Soares, C., Shibata, M.-A., Green, J.E. and Jorcyk, C.L.: Development of PIN and prostate adenocarcinoma cell lines: a model system for multistage tumor progression. Neoplasia 4: 112-120, 2002.

Jorcyk Curriculum Vitae, p. 6

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Jorcyk Curriculum Vitae, p. 8

Current Research Support:

	NSF/BSF (Jorcyk, PI) United States-Israel Binational Science Foundation OSM-LOXL2 axis in the switch from tumor dormancy to met	09-01-2018—08-31-2022 tastatic growth.
	NIH/NIGMS (Jorcyk, PI) R25 The Southwest Idaho Bridges to the Baccalaureate	09-01-2017—08-31-2022
	METAvivor (Jorcyk, PI) The Quinn-Davis Northwest Arkansas METSquerade Fund R High impact therapeutic for the elimination of breast cancer n	04-01-2018—03-31-2020 Research Award netastasis to bone.
	NIH/NIGMS (Bohach, PI; Jorcyk, Investigator) Idaho INBRE Pilot Project High-impact anti-inflammatory therapeutic for the treatment metastatic breast cancer.	05-01-2017—04-30-2019 t and possible prevention of
	M.J. Murdock Charitable Trust (Jorcyk, PI) Partners in Science Program Inflammation-induced chemokines in prostate cancer metasta	05-01-2018—04-30-2021 sis
	NIH/NIGMS (Oxford, PI; Jorcyk, Grantee) COBRE—Center of Excellence in Matrix Biology OSM promotes breast tumor cell-ECM disruption resulting in	06-1-2014-05/31/2019 n invasion and metastasis
Research Rece	ently Completed (last five years):	
	M.J. Murdock Charitable Trust (Jorcyk, PI) Partners in Science Program Investigating prostate tumor cell migration	02/25/2016-02/24/2018
	Osher Lifelong Learning Institute (Jorcyk, PI) Osher Faculty Grant Program Are inflammatory proteins associated with breast cancer meta	05/01/2016-04/30/2017 astasis?
	M.J. Murdock Charitable Trust (Jorcyk, PI) Partners in Science Program.	06/01/2014-01/31/2017
	The main goal of the grant is to develop preliminary data add in prostate cancer <i>in vitro</i> .	dressing a function for OSM
	HERC Idaho State Board of Education (Jorcyk, PI) Business Incubation Fund Small Molecule Inhibitors for the Reduction of Cancer Metas The main goal of this project is to develop and test OSM-SM	7/1/2014 –6/30/2015 stasis Is <i>in vitro</i> .
	NASA, EPSCoR (Jorcyk, PI) Idaho NASA EPSCoR Research Initiation Grant Molecular mechanisms of inflammatory cytokines in bone he The main goal of this pilot study is to determine the effects of on bone health under conditions of radiation and microgravity	9/1/2013 – 8/31/2015 alth. f inflammatory cytokines y.

Jorcyk Curriculum Vitae, p. 9

NIH/ITHS (Jorcyk, PI) Pilot Grant (through U. of Washington) Development of breast cancer therapeutics to inhibit OSM-medi	8/1/2013-7/20/2015 ated metastasis.
W.M. Keck Foundation (Hughes, PI; Jorcyk, Co-PI) Medical Research/Science and Engineering Research Programs Synthetic DNA reactions for low-cost diagnosis and treatment o	8/1/2011 – 7/31/2015 f disease.
NIH/NIGMS (Jorcyk, PI) Clinical Translation Research CTR-IN Pilot Grant Correlating serum OSM levels with metastatic breast cancer and The main goal of this pilot study is to determine if oncostatin M	1/1/2014—6/30/15 therapeutic options. serum levels are elevated
in patients with breast cancer. MSTMRI Small Project Grant (Jorcyk, PI)	7/1/2013 - 6/30/2015
MSTMRI Seed Grant Program Oncostatin M synergizes with general inflammation to increase The main goal of this grant is to perform a pilot <i>in vivo</i> study to OSM and chronic systemic inflammation during breast cancer pr	breast cancer metastasis. address synergy between rogression.
American Cancer Society RSG-09-276-01-CSM (Jorcyk, PI) American Cancer Society Research Scholar Grant Breast cancer metastasis to the bone: the role of oncostatin M.	7/1/2009 - 12/30/2014
Susan G. Komen for the Cure KG100513 (Jorcyk, PI) Susan G. Komen Breast Cancer Research Program Analysis of oncostatin M in breast cancer metastasis to bone for disease progression.	6/21/2010 – 6/20/2014 the purpose of inhibiting
NASA NNX10AN29A (Jorcyk, Oxford, Rohn, Mitchell, Co-PIs Molecular mechanisms of cellular mechanoreception in bone.	9)10/01/2010 -9/30/2013
NIH NCI R15CA137510 (Jorcyk, PI) Oncostatin M-induced VEGF in human breast cancer is HIF1 α -mediated.	4/1/2009 - 3/30/2013
NIH NCRR P20RR016454 (Bohach, PI; Jorcyk, Team Member) Idaho IDeA Network for Biomedical Research Excellence. Coll1a1 function during development, structure and signaling osteoclast cell signaling.) $4/1/2009 - 3/31/2014$ is to address osteoblast-
M.J. Murdock Charitable Trust (Jorcyk, PI) Partners in Science Program. Regulation of oncostatin M by the extracellular matrix protein on breast cancer metastasis.	06/01/2012—01/31/2014 Coll1a1: potential effects

Attachment 1

Curriculum Vitae

Trevor J. Lujan, Ph.D.

Associate Professor Mechanical & Biomedical Engineering Boise State University Cell: (208) 283-3811 • Office: (208) 426.2857 trevorlujan@boisestate.edu

PERSONAL

Date of Birth:	May 22, 1975. Minneapolis, Minnesota.
Spouse:	Tenneal E. Lujan, married June 22, 2002
Children:	Cecilia M. Lujan, born Feb. 25, 2009 Atticus S. Lujan, born Nov. 21, 2012

EDUCATION

Dec. 2007	Ph.D., Bioengineering University of Utah, Salt Lake City
May 1998	B.S., Mechanical Engineering University of Wisconsin, Madison
May 1998	Technical Communications Certificate University of Wisconsin, Madison

PROFESSIONAL / ACADEMIC / TEACHING

8/2017 – present	Associate Professor Mechanical and Biomedical Engineering Boise State University, Idaho
1/2012 - 07/2017	Assistant Professor Mechanical and Biomedical Engineering Boise State University, Idaho
5/2012 – present	Director Northwest Tissue Mechanics Laboratory Boise State University, Idaho
Attachment 1

11/2010 - 12/2011	Assistant Scientist Biomechanics Laboratory Legacy Research, Oregon
8/2010 - 12/2011	Adjunct Assistant Professor Mechanical Engineering University of Portland, Oregon
10/2007 - 10/2010	Research Associate Biomechanics Laboratory Legacy Research, Oregon
8/2002 - 9/2007	Research Assistant Bioengineering University of Utah, Utah
11/2001 - 4/2002	Research Assistant Mechanical Engineering University of Canterbury, New Zealand
9/1998 - 7/2000	Technical Analyst Accenture (formerly Andersen Consulting) San Francisco, CA
5/1997 – 9/1997	Engineering Intern St. Jude Medical St. Paul, MN
5/1996 – 8/1996	Engineering Intern VA Hospital, Bioengineering Madison, WI
Teaching (past 3 years)	
Fall 2018	Instructor, Continuum Mechanics (ME 510, 12 students, 3 cr) Mechanical and Biomedical Engineering, Boise State.
Spring 2018	Instructor, Failure Mechanics (ME 597, 8 students, 3 cr) Mechanical and Biomedical Engineering, Boise State.
Fall 2017	Instructor, Machine Design (ME 352, 44 students, 3 cr) Mechanical and Biomedical Engineering, Boise State.
Spring 2017	Instructor, Intro to Biomed Eng (ME 112, 29 students, 1 cr)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1

Mechanical and Biomedical Engineering, Boise State.

Spring 2017	Ins Me	tructor, Continuum Mechanics (ME 510, 17 students, 3 cr) echanical and Biomedical Engineering, Boise State.	
Fall 2016	Ins Me	Instructor, Machine Design (ME 352, 58 students, 3 cr) Mechanical and Biomedical Engineering, Boise State.	
Spring 2016	Ins Me	tructor, Continuum Mechanics (ME 510, 18 students, 3 cr) echanical and Biomedical Engineering, Boise State.	
Fall 2015	Ins Me	Instructor, Machine Design (ME 352, 52 students, 3 cr) Mechanical and Biomedical Engineering, Boise State.	
Spring 2015	Ins Me	Instructor, Intro to Biomed Eng (ME 112, 12 students, 1 cr) Mechanical and Biomedical Engineering, Boise State.	
Stoff			
Stephanie Frahs	2015-	(Technician, Part-time, Molecular Biology)	
Graduate Students –	Current		
Edgar Rios Soltero	2017-	(Ph.D., Material Science, Boise State, EGD 2021).	
Katie Hollar	2017-	(Ph.D., Material Science, Boise State, EGD 2021)	
Derek Nisbett	2017-	(M.S., Mechanical Eng., Boise State, EGD 2018)	
Undergraduate Students – Current			
Undergraduate Stude	ents – Curi	rent	
Undergraduate Stude Bradley Henderson	ents – Curr 2017-	rent (B.S., Mechanical Eng., Boise State, EGD 2019)	
Undergraduate Stude Bradley Henderson Sean Nelson	ents – Curr 2017- 2017-	rent (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2018)	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel	ents – Curr 2017- 2017- 2018-	rent (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2018) (B.S., Mechanical Eng., Boise State, EGD 2020)	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth	ents – Curr 2017- 2017- 2018- 2018-	rent (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2018) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020)	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield	ents – Curr 2017- 2017- 2018- 2018- 2018- 2018-	rent (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2018) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019)	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield Graduate Students –	ents – Curr 2017- 2017- 2018- 2018- 2018- 2018- Alumni	(B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2018) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019)	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield Graduate Students – Maddie Krentz	ents – Curr 2017- 2017- 2018- 2018- 2018- Alumni 2017-2018	 (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2018) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019) 	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield Graduate Students – Maddie Krentz John Everingham	ents – Curr 2017- 2017- 2018- 2018- 2018- 2018- Alumni 2017-2018 2015-2017	 (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2018) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019) (M.S., Mechanical Eng., Boise State) (M.S., Mechanical Eng., Boise State) 	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield Graduate Students – Maddie Krentz John Everingham Rici Morrill	ents – Curr 2017- 2017- 2018- 2018- 2018- Alumni 2017-2018 2015-2017 2014-2016	 (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2018) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019) (M.S., Mechanical Eng., Boise State) 	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield Graduate Students – Maddie Krentz John Everingham Rici Morrill Jaremy Creechley	ents – Curr 2017- 2017- 2018- 2018- 2018- 2018- Alumni 2017-2018 2015-2017 2014-2016 2013-2016	 (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2018) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019) (M.S., Mechanical Eng., Boise State) (M.S., Mechanical Eng., Boise State) 	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield Graduate Students – Maddie Krentz John Everingham Rici Morrill Jaremy Creechley Christina Sundgren	ents – Curr 2017- 2017- 2018- 2018- 2018- 2018- Alumni 2017-2018 2015-2017 2014-2016 2013-2016 2012-2014	 (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019) (M.S., Mechanical Eng., Boise State) 	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield Graduate Students – Maddie Krentz John Everingham Rici Morrill Jaremy Creechley Christina Sundgren Undergraduate Stude	ents – Curr 2017- 2017- 2018- 2018- 2018- Alumni 2017-2018 2015-2017 2014-2016 2013-2016 2012-2014 ents – Alum	 (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019) (M.S., Mechanical Eng., Boise State) 	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield Graduate Students – Maddie Krentz John Everingham Rici Morrill Jaremy Creechley Christina Sundgren Undergraduate Stude Alvaro Morfin	ents – Curr 2017- 2017- 2018- 2018- 2018- 2018- 2018- 2017-2018 2015-2017 2014-2016 2013-2016 2012-2014 ents – Alum 2018	 (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019) (M.S., Mechanical Eng., Boise State) 	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield Graduate Students – Maddie Krentz John Everingham Rici Morrill Jaremy Creechley Christina Sundgren Undergraduate Stude Alvaro Morfin Abdullah Ahmad	ents – Curr 2017- 2017- 2018- 2018- 2018- 2018- Alumni 2017-2018 2015-2017 2014-2016 2013-2016 2012-2014 ents – Alum 2018 2017-18	 (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019) (M.S., Mechanical Eng., Boise State) 	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield Graduate Students – Maddie Krentz John Everingham Rici Morrill Jaremy Creechley Christina Sundgren Undergraduate Stude Alvaro Morfin Abdullah Ahmad Pete Martin [*]	ents – Curr 2017- 2017- 2018- 2018- 2018- 2018- Alumni 2017-2018 2015-2017 2014-2016 2012-2014 ents – Alum 2018 2017-18 2016-17	 (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019) (M.S., Mechanical Eng., Boise State) 	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield Graduate Students – Maddie Krentz John Everingham Rici Morrill Jaremy Creechley Christina Sundgren Undergraduate Stude Alvaro Morfin Abdullah Ahmad Pete Martin [*] Derek Nisbett [*]	ents – Curr 2017- 2017- 2018- 2018- 2018- 2018- 2018- 2017-2018 2015-2017 2014-2016 2013-2016 2012-2014 ents – Alun 2018 2017-18 2016-17 2016-17	 (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019) (M.S., Mechanical Eng., Boise State) (M.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, 2017) (B.S., Mechanical Eng., Boise State, 2017) (B.S., Mechanical Eng., Boise State, 2017) 	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield Graduate Students – Maddie Krentz John Everingham Rici Morrill Jaremy Creechley Christina Sundgren Undergraduate Stude Alvaro Morfin Abdullah Ahmad Pete Martin [*] Derek Nisbett [*] Katie Hollar	ents – Curr 2017- 2017- 2018- 2018- 2018- 2018- Alumni 2017-2018 2015-2017 2014-2016 2012-2014 ents – Alum 2018 2017-18 2016-17 2016-17 2015-17	 (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019) (M.S., Mechanical Eng., Boise State) (M.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, 2017) 	
Undergraduate Stude Bradley Henderson Sean Nelson Danielle Siegel Katie Cudworth Kate Benfield Graduate Students – Maddie Krentz John Everingham Rici Morrill Jaremy Creechley Christina Sundgren Undergraduate Stude Alvaro Morfin Abdullah Ahmad Pete Martin [*] Derek Nisbett [*] Katie Hollar Maddie Krentz [*]	ents – Curr 2017- 2017- 2018- 2018- 2018- 2018- 2018- 2017-2018 2017-2018 2015-2017 2014-2016 2013-2016 2012-2014 ents – Alum 2018 2017-18 2016-17 2015-17 2015-17	 (B.S., Mechanical Eng., Boise State, EGD 2019) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, EGD 2019) (M.S., Mechanical Eng., Boise State) (M.S., Mechanical Eng., Boise State, EGD 2020) (B.S., Mechanical Eng., Boise State, 2017) 	

Attachment 1

Katie Yocham	2016-17	(B.S., Mechanical Eng., Boise State, 2017)
Carly Frank	2016-17	(B.S., Mechanical Eng., Boise State, EGD 2018)
Aza Tulepbergenov	2015-16	(B.S., Computer Science, Boise State, EGD 2017)
Jillian Helms	2015-16	(B.S., Mechanical Eng., Boise State, 2016)
John Everingham	2015-16	(B.S., Mechanical Eng., Boise State, 2015)
German Martinez	2014-15	(B.S., Mechanical Eng., Boise State, EGD 2017)
John Cashin	2014-15	(B.S., Material Science, Univ. of Wash., EGD 2017)
Kevin Warburton	2014-15	(B.S., Mechanical Eng., Boise State, 2015)
Roshani Lamichane	2014	(B.S., Computer Science, Boise State, EGD 2017)
Evan Rust	2012-2014	(B.S., Mechanical Eng., Boise State, 2014)
Stephen Porter	2013-2014	(B.S., Computer Science, Boise State, 2014)
Matt Smull	2013-2014	(B.S., Mechanical Eng., Boise State, EGD 2017)
Noelia Caloca	2013	(B.S., Mechanical Eng., Boise State, 2015)
Ashley Madsen	2012-2013	(B.S., Mechanical Eng., Boise State, 2015)
Susanna Cai	2011	(B.S., Mechanical Eng., Duke Univ., 2015)
Kevin Burfeind	2009-2011	(B.S., Exercise Science, Willamette Univ., 2011)
Kyle Wirtz	2008-2010	(B.S., Mechanical Eng, Portland State Univ, 2009)
Josiah Brown	2010	(B.S., Mechanical Eng., Duke Univ., 2013)
Meghan O'Donovan	2008	(B.S., Mechanical Eng., U. of Rochester, 2009)
Nathan Jacobs	2006-2007	(B.S., Biomedical Eng., U. of Utah, 2007)
Brent Thompson	2003-2006	(B.S., Biomedical Eng., U. of Utah, 2006)
Tim Plazier	2003-2004	(B.S., Electrical Eng., U. of Utah, 2006)
Spencer Lake	2002-2003	(B.S., Biomedical Eng., U. of Utah, 2006)
Michael Small	2001-2003	(B.S., Chemistry, U. of Utah, 2006)
Academic Advising		
2015-present	Specialty a	dvisor for biomedical minor (100 undergraduates)
2014-2015	30 Underg	raduates (Juniors to Seniors)

2014-2015	30 Undergraduates (Juniors to Seniors)
2013-2014	30 Undergraduates (Juniors to Seniors)
2013-2014	40 Undergraduates (Freshman to Seniors)
2012-2013	30 Undergraduates (Seniors)

HONORS AND AWARDS

1st Place – M.S. Student Paper Competition – WCB – 2018 (Senior Author)
2nd Place – B.S. Student Paper Competition – SB3c – 2017 (Senior Author)
3rd Place – B.S. Student Paper Competition – SB3c – 2017 (Senior Author)
Honored Faculty Member - Top Ten Scholar (Katie Hollar) – Boise State – 2017
1st Place – Poster Competition – Idaho INBRE Conference – 2016 (Senior Author)
Honored Faculty Member - Top Ten Scholar (John Everingham) – Boise State – 2016
1st Place – B.S. Student Paper Competition – SB3c – 2015 (Senior Author)
Honored Faculty Member - Top Ten Scholar (Kate Jette) – Boise State – 2016
1st Place – M.S. Student Paper Competition – SB3c – 2015 (Senior Author)
Honored Faculty Member - Top Ten Scholar (Kate Jette) – Boise State – 2015
Honored Faculty Member - Top Ten Scholar (Kevin Warburton) – Boise State – 2015
Honored Faculty Member - Top Ten Scholar (Kevin Warburton) – Boise State – 2015
Honored Faculty Member - Top Ten Scholar (Evan Rust) – Boise State – 2014
New Investigator Recognition Award - Othopaedic Research Society – 2013 (Co-Author)

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1

Award of Excellence - Academy of Orthopaedic Surgeons – 2010 (Co-Author) Mid America Award – Best Paper – 2010 (Co-Author) Provost's Honor list at U. of Utah – All semesters enrolled, Fall 2002 to Spring 2007 Provost's Honor list at U. of Wisconsin – All semesters enrolled, Fall 1993 to Spring 1998 Runner-up, Bioengineering graduate student poster competition – 2004, U. of Utah Team member on national champion hybrid car team – 1997/98, U. of Wisconsin Team lead on award winning engineering EXPO exhibit – 1996/97, U. of Wisconsin Rogers Design Scholarship – 1996/97 Academic Year, U. of Wisconsin Elliot Scholarship – 1995/96 Academic Year, U. of Wisconsin

INVITED SPEAKER

NIH IDeA Western Regional Conference, "Experimental and Computational Models to Study Matrix Remodeling in Injured Ligament", Jackson Hole WY, Oct. 2017.

InspireME Seminar, "How to Start a Career in Biomedical Engineering", Boise State University, Boise, Nov. 2017.

InspireME Seminar, "The Application of Biomechanics and Mechanobiology to Enhance Ligament Healing", Boise State University, Boise, Feb. 2016.

COBRE/INBRE Treasure Valley Research Meeting, "Software Development for Orthopaedic Healthcare", Hampton Inn, Boise ID, Nov. 2015.

COBRE/INBRE Treasure Valley Research Meeting, "Mechanobiology of Ligament Repair", Hampton Inn, Boise ID, Jan. 2015.

Idaho Department of Commerce, Committee Meeting for Idaho Global Entrepreneurial Mission (IGEM), "Preclinical Testing for Hip Resurfacing Technology", Idaho Commerce Building, Jan. 2014.

Material Science and Engineering Seminar, "A Novel Mechatronic System to Advance Cartilage Tissue Engineering", Boise State University, Boise, Sept. 2012.

Osteosynthesis & Trauma Care Foundation Workshop. "Periosteal Callus Quantification from Plain Radiographs", Barcelona, Spain, Oct. 2011.

Legacy Research Institute Seminar, "Advancing Orthopaedic Surgery using Principles of Mechanobiology", Portland, OR, Sept. 2011.

SERVICE

Grant Review

Panelist, NSF BMMB Program, Arlington VA (4 proposals, 2 as primary, Jun. 2018)

Attachment 1

Reviewer, OREF, Warren Soft Tissue Grants (6 proposals, 3 as primary, Jul. 2016)

Journal Review

Reviewer, Journal of Biomechanics Reviewer, Journal of Bone and Joint Surgery Reviewer, Journal of Mechanical Behavior of Biomedical Materials Reviewer, Connective Tissue Research Reviewer, Injury Reviewer, Journal of Applied Biomechanics Reviewer, Tissue Engineering Reviewer, Medical & Biological Engineering & Computing Reviewer, Biomechanics and Modeling in Mechanobiology Reviewer, Annals of Biomedical Engineering

Organization and Chairing at Scientific Meetings

Session Co-Chair, SB3c, Tucson (Extracellular Matrix Biomechanics, Jun. 2017)
Session Co-Chair, SB3c, National Harbor (Signaling and Mechanotransduction, Jun. 2016)
Judge, SB3c, National Harbor (Student Competition, Jun. 2016)
Session Co-Chair, SB3c, Salt Lake City (Soft Tissue Biomechanics, Jun. 2015)
Judge, SB3c, Salt Lake City (Student Competition, Jun. 2015)
Reviewer, SB3c, Salt Lake City (Student Competition, Jun. 2015)
Judge, World Congress of Biomechanics, Boston (Student Competition, Jun. 2014)
Reviewer, World Congress of Biomechanics, Boston (Student Competition, Jun. 2014)
Session Chair, ASME SBC (Soft Tissue Biomechanics, Jun. 2013)
Reviewer, ASME SBC (Student Paper Competition, Jun. 2011)
Reviewer, ASME SBC (Student Paper Competition, Jun. 2012)

University Committee Membership

Member, College of Engineering, Tenure/Promotion Committee, Boise State, '18-present' Chair, MBE Dpt., Biomedical Minor Committee, Boise State, '14-present' Member, MBE Dpt., Solid Mech. Curriculum Alignment Team, Boise State, '15-present' Member, MBE Dpt., ABET Committee, Boise State, '17-present' Member, MSE Department, Graduate Curriculum Committee, '13-17' Member, MBE Department, MBE Faculty Search Committee, Boise State '14-15' Member, College of Engineering, Tenure and Promotion, Boise State, '13' Member, College of Engineering, Safety Committee, Boise State, '12-14' Member, College of Engineering, Scholarship Committee, Boise State '14-15' Member, MBE Department, Biomedical Minor Committee, Boise State '14-15' Member, MBE Department, Graduate Committee, Boise State, '12-14' Member, MBE Department, Graduate Committee, Boise State '12-14' Member, MBE Department, Biomedical Minor Committee, Boise State '12-14' Member, MBE Department, Graduate Committee, Boise State, '12-14' Member, MBE Department, Graduate Committee, Boise State, '12-14' Member, MBE Department, Graduate Committee, Boise State, '12-00'

Community Service and Outreach

Presenter, Boise River Montessori, Boise, May 2018

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Presenter, Sage Element School, Boise, May 2017 Presenter, Idaho Research at the Capitol Rotunda, Boise, Jan. 2016 Speaker, Evening with Faculty, Boise State, Oct. 2015. Presenter, Idaho Technology Reception, Boise, Mar. 2015 Speaker, Critical Paths Event for Undergraduate Engineers, Boise State, Oct. 2013 Speaker, Critical Paths Event for Undergraduate Engineers, Boise State, Oct. 2013

SOCIETIES

American Society of Mechanical Engineers, since 2013 American Society of Engineering Education, since 2012 Orthopaedic Research Society, since 2008 Biomedical Engineering Society, since 2005

SOFTWARE DEVELOPMENT

OrthoRead 1.0. Launch Date: Aug. 2014. Development Team: **Lujan TJ** and Porter SM (lead programmer). Summary: This software application automates the measurement of fracture callus in plain radiographs. The software was developed in Dr. Lujan's lab and was validated in a publication in JOR. Free Download: *http://coen.boisestate.edu/ntm/orthoread/*

FiberFit 1.0. Launch Date: Sep. 2015. Development Team: **Lujan TJ**, Morrill EE, and Tulepbergenov AN (lead developer). Summary: This software application automates the quantification of average orientation and dispersion in two-dimensional images of fiber networks. This software was developed in Dr. Lujan's lab and was validated in a publication in BMMB. Free Download: *http://coen.boisestate.edu/ntm/fiberfit/*

FiberFit 2.0. Launch Date: Jul. 2016. Development Team: **Lujan TJ**, Morrill EE, and Tulepbergenov AN (lead developer). Summary: This software update included additional features to improve the graphic user interface and enhance the generation of reports after measurement. Free Download: *http://coen.boisestate.edu/ntm/fiberfit/*

PUBLICATIONS

Thesis/Dissertation

Lujan TJ: Multiscale Relationships in Ligament Mechanics. PhD Dissertation, University of Utah, Dec. 2007. (http://mrl.sci.utah.edu/papers/lujan_dissertation_final.pdf)

Pending Refereed Journal Articles (* = corresponding author)

 Everingham JB, Martin PT, *Lujan TJ. A Hand-Held Device to Apply Instrument-Assisted Soft Tissue Mobilization at Targeted Compression Forces and Stroke Frequencies. In review, ASME Medical Devices.

Published or Accepted Refereed Journal Articles (* = corresponding author)

- 1. Frahs SM, Oxford JT, Neumann EE, Brown RJ, Keller-Peck CR, Pu X, *Lujan TJ. Extracellular matrix expression and production in fibroblast-collagen gels: Towards an in vitro model for ligament wound healing. 2018 Jun. 5. Annals of Biomedical Engineering [Epub ahead of print].
- Yocham KM, Scott C. Fujimoto K, Tanasse E, Oxford JT, Lujan TJ, *Estrada D. Mechanical Properties of Graphene Foam and Graphene Foam – Tissue Composites. Advanced Engineering Materials. Accepted Jun. 2018.
- Stender CJ, Rust E, Martin PT, Neumann EE, Brown RJ, *Lujan TJ. Modeling the Effect of Collagen Fibril Organization on Ligament Mechanical Behavior. Biomech Model Mechanobiol. Biomechanics and Modeling in Mechanobiology. 2018 Apr; 17(2):543-557.
- 4. Hollar KA, Ferguson DS, Everingham JB, Helms JL, *Lujan TJ. Quantifying Wear Depth in Hip Prostheses using a 3D Optical Scanner. Wear. 2018 Jan. 394-395:195-202.
- Warburton KJ, Everingham JB, Helms JL, Hollar KA, Kazanovicz A, Brourman J, Fox S, *Lujan TJ. Wear Testing of a canine hip resurfacing implant that uses highly crosslinked polyethylene. J Orthop Res. 2018 Apr. 36(4): 1196-1205
- Creechley JJ, Krentz ME, *Lujan TJ. Fatigue Life of Bovine Meniscus under Longitudinal and Transverse Tensile Loading. J Mech Behavior of Biomed Materials. 2017 May; 69:185-192. PMID: 28088070
- Lamb C, Perkins D, Fewkes M, Lujan TJ, Morrill EE, Cholico G, *Mitchell K. Aryl hydrocarbon receptor activation by TCDD modulates expression of extracellular matrix remodeling genes during experimental liver fibrosis. Biomed Research International. 2016. 5309328
- 8. Morrill EE, Tulepbergenov AN, Stender CJ, Lamichhane R, Brown RJ, *Lujan TJ. A Validated Software Application to Measure Fiber Organization in Soft Tissue. Biomech Model Mechanobiol. 2016 Dec; 15(6):1467-1478.
- Lack W, Elkins J, Lujan TJ, Peindl R, Kellam J, Anderson DD, *Marsh, JL. Motion Predicts Clinical Callus: Construct-Specific Finite Element Analysis of Supracondylar Femur Fractures. J Bone Joint Surg Am. 2016 Feb 17; 98(4):276-84. PMID: 26888675
- Porter SM, Dailey HL, Hollar KA, Klein K, Harty JA, *Lujan TJ. Automated measurement of fracture callus in radiographs using portable software. J Orthop Res. 2016 Jul; 34(7): 1224-33. PMID: 26714245.
- 11. *Augat P., Morgan E., **Lujan T**., MacGillivray T.J., Cheung L. Imaging Techniques for the Assessment of Fracture Repair. Injury. 2014 Jun;45 Suppl 2:S16-22.
- *Bottlang M., Doornink J, Lujan TJ, Fitzpatrick DC, Madey SM. Biomechanics and Use of Far Cortical Locking in Orthopaedic Trauma. Orthopaedic Knowledge Online. Aug. 2012.
- *Lujan TJ, Wirtz, Madey SM, Bottlang M. A novel bioreactor for the dynamic stimulation and mechanical evaluation of multiple tissue engineered constructs. Tissue Engineering Part C Methods. 2011 Mar;17(3):367-74
- 14. Bahney CS, Lujan TJ, Hsu CW, Bottlang M, West JL, *Johnstone B. Visible light photoinitiation of mesenchymal stem cell-laden bioresponsive hydrogels. European Cells and Matrix. 2011 Jul 15;22:43-55.

- 15. Henderson CE, Lujan TJ, Bottlang M, Fitzpatrick DC, *Marsh JL: Healing of Distal Femur Fractures Treated with Locked Plates. Accepted Nov. 2010, Clinical Orthopaedics and Related Research. 2011 Jun;469(6):1757-65. Epub 2011 Mar 22.
- 16. *Lujan TJ, Madey SM, Fitzpatrick DC, Byrd GD, Sanderson JM, Bottlang M: A Computational Technique to Measure Fracture Callus in Radiographs. Journal of Biomechanics, 43(4):792-5, 2010.
- 17. **Lujan TJ**, Henderson CE, Madey SM, Fitzpatrick DC, Marsh JL, *Bottlang M: Locked Plating of Distal Femur Fractures Leads to Inconsistent and Asymmetrical Callus Formation: Journal of Orthopaedic Trauma, 24(3):156-62, 2010.
- 18. *Bottlang M., Doornink J, Lujan TJ, Fitzpatrick DC, Marsh JL, Augat P, Rechenberg B, Lesser M, Madey SM. Effects of Construct Stiffness on Healing of Fractures Stabilized with Locking Plates. Journal of Bone and Joint Surgery (Am), Dec; 92 Suppl 2:12-22, 2010.
- 19. Henderson CE, **Lujan TJ**, Bottlang M, Fitzpatrick DC, *Marsh JL: Stabilization of distal femur fractures with IM nails and locking plates: differences in callus formation. Iowa Orthopaedic Journal, 30:61-8, 2010.
- 20. **Lujan TJ**, Underwood CJ, Jacobs N, *Weiss JA: Contribution of glycosaminoglycans to viscoelastic tensile behavior of human ligament. Journal of Applied Physiology 106(2): 423-31, 2009.
- Lujan TJ, Dalton MS, Thompson BM, Ellis BJ, *Weiss JA: Effect of ACL Deficiency on MCL strains and joint kinematics. Journal of Biomechanical Engineering 129(3):386-92, 2007.
- 22. Lujan TJ, Underwood CJ, Henninger HB, Thompson BM, *Weiss JA: Effect of dermatan sulfate glycosaminoglycans on the quasi-static material properties of the human medial collateral ligament. Journal of Orthopaedic Research 25(7):894-903, 2007.
- 23. Ellis BJ, Lujan TJ, Dalton MS, *Weiss JA: MCL insertion site and contact forces in the ACL-Deficient knee. Journal of Orthopaedic Research 24(4):800-810, 2006.
- 24. *Weiss JA, Gardiner JC, Ellis BJ, Lujan TJ, Phatak NS: Three-dimensional finite element modeling of ligaments: Technical aspects. Medical Engineering and Physics 27(10):845-61, 2005.
- 25. Lujan TJ, Lake SP, Plaizier TA, Ellis BJ, *Weiss JA: Simultaneous measurement of threedimensional joint kinematics and tissue strains with optical methods. ASME Journal of Biomechanical Engineering, 127:193-197, 2005.

GRANTS

Active

Organization: National Science Foundation Title: CAREER: Characterization and Simulation of Failure Mechanisms in Soft Fibrous Tissue Role: Project Investigator Dates: 3/1/16 - 2/29/21 Amount: \$500,000 total costs over 5 years.

Attachment 1

Synopsis: This research grant will support the mechanical testing of meniscus tissue under cyclic loading. Finite element models will be developed, in collaboration with Idaho National Lab, to predict and visualize failure during testing.

Organization: National Institutes of Health / DHHS
Title: Replicating Marrow Mechanics of Stem Cells Ex Vivo
Role: Co-Investigator
Dates: 1/1/18 - 12/31/19
Amount: \$133,050 total costs over 2 years.
Synopsis: This research grant will support the mechanical testing of meniscus tissue under cyclic loading. Finite element models will be developed, in collaboration with Idaho National Lab, to predict and visualize failure during testing.

Pending

Organization: National Institutes of Health, NIAMS, R15
Title: The Biomechanical and Microstructural Consequences of Soft Tissue Mobilization
Amount: \$300,000 (3 years)
Role: PI
Submission: Feb 25th, 2018
Synopsis: This research project will investigate the physical mechanisms that promote healing in ligament.

Past, Extramural

Organization: National Institutes of Health, GMS, P20
Title: Matrix Mechanobiology of Ligament Repair
Role: Project Investigator
Dates: 9/1/14 - 8/31/17
Amount: \$165,000 annual direct costs to Dr. Lujan in first two years, \$100,000 direct costs in third year.
Synopsis: This project investigated the role of mechanical stimulation in ligament repair

Synopsis: This project investigated the role of mechanical stimulation in ligament repair and remodeling. The research grant is included in a P20 COBRE grant to develop a Center for Matrix Biology (PI: Dr. Julia Oxford). In May 2016, Dr. Lujan graduated as junior investigator in the COBRE program, and now serves as a mentor on this grant. This project resulted in 5 manuscripts, 13 abstracts, 1 software application, and 1 pending patent.

Organization: Higher Education Research Council of Idaho, IGEM Program Title: Preclinical Testing of Hip Resurfacing Technology Amount: \$110,454 total costs Role: PI Dates: 2/1/14 - 3/31/16

Synopsis: This project successfully developed and experimentally verified a novel hip resurfacing device for canines, which has potential to reduce the cost of hip replacement surgery by 25%. This project resulted in 2 manuscripts, 4 abstracts, and pending patents from the industry collaborator.

Attachment 1

Curriculum Vitae: August 2018

Julia Thom Oxford

Stueckle Endowed Chair in Biology Distinguished Professor Director, Center of Biomedical Research Excellence in Matrix Biology Director, Biomolecular Research Center (208) 426-2395 joxford@boisestate.edu

Degrees:

Doctor of Philosophy, Biochemistry and Biophysics	1986
Washington State University, Pullman, WA	
Dissertation: "Export of Protein in Escherichia coli"	
Advisor: Prof. Linda L. Randall	
Department of Biochemistry and Biophysics	
Washington State University	
Master of Sciences, Biochemistry and Biophysics	1985
Washington State University, Pullman, WA	
Bachelor of Arts, Chemistry and Biology (cum Laude)	1981
Linfield College, McMinnville, OR	

Positions Held:

Associate Chair, Department of Biological Sciences, 2014-present

Professor, Department of Biological Sciences, Boise State University, 2008-present

Affiliate Faculty, University of Washington, School of Medicine, Department of Biochemistry, 2003-2010

Affiliate Faculty, University of Idaho, Dept of Microbiology, Molecular Biology and Biochemistry, 2002-2011

Associate Professor, Department of Biology, Boise State University, 2003-2008

Assistant Professor, Biology, Boise State University, 2000-2003.

Affiliate Faculty, Oregon Health Sciences University, School of Dentistry, 2000-2002.

Research Assistant Professor, Integrative Biosciences Department (formerly Oral Molecular Biology), School of Dentistry, and Biochemistry and Molecular Biology, School of Medicine, Oregon Health Sciences University, 1995-2000.

Visiting Assistant Professor of Clinical Sciences, Equine Orthopaedics, Colorado State University, 1996-1998. Senior Research Associate, Shriners Hospital for Crippled Children, Portland, 1992-1996.

Postdoctoral fellow, Shriners Hospital for Crippled Children and Department of Biochemistry and Molecular Biology, Oregon Health Sciences University, 1988-1992.

Postdoctoral fellow, Biochemistry/Biophysics Program, Washington State University, 1988. Postdoctoral fellow, Dept of Cellular Biology, Swiss Institute for Experimental Cancer Research, 1987-1988. Graduate Research Assistant, Dept of Biochemistry/Biophysics, Washington State University, 1981-1986.

Honors and Awards:

C. Glenn King Fellowship, Chemistry Dept. Washington State University, 1981-1982. ISREC Postdoctoral Fellowship, 1987 and 1988. Arthritis Investigator Award, Arthritis Foundation, 1996. Gerlinger Research Foundation Award, 1999. Oregon Medical Research Foundation Award, 2000. Boise State University Foundation Scholar Award, Research and Creative Activity, 2006. Lori and Duane Steuckle Dean's Distinguished Faculty Award, 2005-2009 MMACHS Distinguished Lecture Series February 10, 2011 Boise State University Distinguished Professor 2011-present Stueckle Endowed Chair in Biology, 2017-present Top Ten Scholar Honored Faculty Member, 2018

Attachment 1

Teaching

Undergraduate Courses:

Boise State University

Biology/Materials Science/ Mechanical&Biomedical Engineering 477 Biomaterials Science
Biology 497 Biochemistry of Cell Signaling
Biology 497 Introduction to Bioinformatics
Biology 191 General Biology
Biology 493 Internship in Laboratory Research
Biology 451 Developmental Biology, lecture and laboratory
Biology 301 Cell Biology
Biology 202 General Zoology lecture and laboratory
Chem 405 Research in Chemistry
CID 200, 300, 400, 500 Vertically Integrated Projects –Plasma Medicine

Portland State University (adjunct professor)

Chemistry 450 Biochemistry, 1991-1994. Chemistry 250 Nutrition, 1991.

Lewis and Clark College, Portland, Oregon (adjunct professor) Chemistry 335 and 336, Biochemistry lecture and laboratory, 1992.

Graduate Courses:

Boise State University

Biology/Materials Science/Mechanical&Biomedical Engineering 577 Biomaterials Science
Biology 598 Biomaterials Graduate Seminar
Biology 597 Biochemistry of Cell Signaling
Biology 597 Introduction to Bioinformatics
Biology 465/565 Advanced Topics in Molecular Biology Techniques
Biology 466/566 Advanced Topics in Cancer and Developmental Biology
Biology 596 Directed Research, Boise State University
Biology 591 Developmental Biology, lecture and laboratory
Biology 543 Advanced Developmental Biology
Biology 650 Scientific Writing in the Biomedical Sciences
BMOL 606 Scientific Proposal Writing

Oregon Health Sciences University

Oral Biology 513, Bone Physiology; endochondral and intramembranous ossification, 1998-2000.

Colorado State University (visiting professor)

PS 796, Grant writing course, Department of Physiology, 1996. **VS630**, Molecular biology applications in Orthopaedic research, Veterinary Teaching Hospital, 1996.

Other: Item Writer for Medical College Admission Test, American College Testing Program, 1989-2009.

Attachment 1

Directed research Graduate Student Research Projects:
28 graduate students mentored from 1994 – present (current and most recent listed here);
information about undergraduate students available upon request
28. Stephanie Frahs, 2018 – present
Novel regulation of differentiation and mineralization in adult stem cells
27. Joe Christianson , 2018 – present
Targeting LIFR signaling in Stuve-Wiedemann syndrome
26. Roxanne Stone , 2017 – present
Decellularized cartilage scaffold for stem cell differentiation and cartilage regeneration
25. Kali Woods , 2017 – present
Mechanisms of stem cell mechanotransduction
24. Jae Martini, 2017 – present
Proteomic analysis of mitochondrial stress in fluoroquinolone-induced tendon damage
23. Makenna Hardy, 2017 – present
Role of minor fibrillar collagens in inner ear hair cell biomechanics
22. Aaron Sheetz , 2016 – 2018
Mechanism of fluoroquinolone-induced tendon damage
21. Alexandria Hughes, 2014-2015
ER stress and the Unfolded Protein Response in Stickler Syndrome type II
Began doctoral degree program at University of Colorado, 2015
20.Neda Shefa , 2012-2015
BMP-2 and PTHrP in alternative splicing in skeletal development
Recipient of Sigma Xi Grant-in-aid-of-Research, 2013-2014
Began Medical School at University of Utah, 2015
19. Jonathon Reeck , 2010-2017
Zebrafish model system for osteogenesis; cell polarity in chondrogenesis
Recipient of Sigma Xi Grant-in-aid of research, 2011
18. Ken Weekes , 2013- 2014, Characterization of a new adult stem cell line
Recipient of Sigma Xi Grant-in-aid-of-Research, 2013
Began Dental School/ PhD program at OHSU in 2014
17. Hannah Parker , 2013-2014, Extracellular Matrix in Breast Cancer Progression
First author publication on DiGeorge Syndrome
Began Medical School in 2014
16. Travis Baker , 2013-2014, Mechanotransduction in bone and cartilage cells
Contributing author on publication
Began Medical School in 2014
15. Anthony Hafez , 2012-2013 Mineralization of the developing skeleton
First author publication in J. Dev. Biol.
Began Medical School in 2013
14. Ming Fang, 2007-2010 Zebrafish Craniofacial Development
Recipient of ISU Molecular Core Facility Grant for DNA Sequencing
First author on Gene Expression Pattern 2010
Began doctoral program at Cincinnati Children's Hospital, 2010.
Employed by Novartis
13. Kendra Coonse , 2006-2010, Master of Science, Collagen-Biglycan interactions
Began Medical School 2010
Additional information on students, 1994-2005, available upon request.

Grants for Educational Purpose:

1. Microarray analysis of gene expression for developmental studies, Course Development grant, 2002, Boise State University, \$980.

2. Enhancement of Developmental Biology Laboratory Course, 2004, Boise State University, \$650.

3. Merck/AAAS grant for undergraduate research at the interface of Chemistry and Biology, November 2, 2007, \$60,000 funded for three years, Co-P.I.s; Cornell, Jorcyk, McDougal, Charlier, Tinker, Oxford.

4. M.J. Murdock Charitable Trust Partners-in-Science 2012-2014, \$15,000 for two years, to host high school teacher in laboratory during the summer, P.I.: Julie Oxford

5. National Science Foundation, Gateway Scholarships in Biological Sciences, 2017 – 2022, \$1,000,000 for academically talented STEM students with demonstrated financial need, P.I.: Julie Oxford

Research

Refereed Publications -- Citations: 2475; h-index: 24; i10 index: 43 1985 -2005 available upon request

- 32. Warner, L., Brown, R., Yingst, S and <u>Oxford, J</u> "Isoform-specific heparan sulfate binding within the amino terminal noncollagenous domain of collagen α1(XI)", (2006) Journal of Biological Chemistry, 281:39507-16. PMC2948787.
- Warner, L., Blasick, C., Brown, R., <u>Oxford, J</u>. "Expression, purification and refolding of recombinant collagen a1(XI) amino terminal domain splice variants", (2007) Protein Expression and Purification, 52:403-409. PMC2713663.
- Dufty, BM, Warner, LR, Hou, ST, Jiang, SX, Gomez-Isla, T, Leenhouts, KM, <u>Oxford, JT</u>, Feany, MB, Masliah, E, Rohn TT, "Calpain-cleavage of a-synuclein; connecting proteolytic processing to disease-linked aggregation" (2007) Neurobiology 170:1725-38. PMC1854966.
- 35. Takata, T, <u>Oxford JT</u>, Brandon, TR, Lampi KJ, "Deamidation alters the structure and decreases the stability of human lens betaAlpha3-crystallin" (2007) **Biochemistry**, 46:8861-71. PMC2597435.
- Gerritsen, M, <u>Oxford, J.T.</u>, Frary, M., Henderson, J., Hampikian, J.M. "Immuno-SEM characterization of developing bovine cartilage", (2008) Materials Science and Engineering: C, 28:341-346.
- Kahler, R., Yingst, S., Krawczak, D., <u>Oxford, J.</u> and Westendorf, J. "Collagen 11a1 is indirectly activated by Lymphocyte Enhancer-binding factor 1 (Lef1) and negatively regulates osteoblast maturation" (2008) **Matrix Biology**, 27(4):330-8. PMCID: PMC2431459.
- Bowen, KB, Reimers, AP, Luman, S, Kronz, JD, Fyffe, WE, <u>Oxford, JT</u> "Immunohistochemical localization of collagen type XI alpha 1 and alpha 2 chains in human colon tissue" (2008) Journal of Histochemistry and Cytochemistry, 56:275-283. PMCID: PMC2324180.
- Halsted, KC, Bowen, KB, Bond, L, Jorcyk, CJ, Fyffe, WE, Kronz, JD, <u>Oxford, JT</u> "Collagen XI a1 in normal and malignant breast tissue", (2008) Modern Pathology. 21:1246-54. PMC2586035.
- 40. Takumi Takata, <u>Julie T Oxford</u>, Borries Demeler, and Kirsten J Lampi, "Deamidation destabilizes and triggers aggregation of a lens protein, A3-crystallin", (2008) **Protein Science**. 17:1565-75. PMCID: PMC2525517.

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- Yingst, S, Cole, J., Warner, L., Bloxham, K., Brown, R., Kenoyer, L., Knowlton, B., <u>Oxford, JRT</u>., "Characterization of Collagenous Matrix Assembly in a Chondrocyte Model System" (2009) Journal of Biomedical Materials Science, 90:247-55. PMC2842207.
- Toumpoulis IK, <u>Oxford JT</u>, Cowan DB, Anagnostopoulos CE, Rokkas CK, Chamogeorgakis TP, Angouras DC, Shemin RJ, Navab M, Ericsson M, Federman M, Levitsky S, McCully JD. "Differential expression of collagen type V and XI alpha-1 in human ascending thoracic aortic aneurysms", (2009), Ann Thorac Surg. 88:506-13. PMC2834780.
- Fang M, Adams JS, McMahan BL, Brown RJ, <u>Oxford JT</u>. The expression patterns of minor fibrillar collagens during development in zebrafish (2010) Gene Expr Patterns Oct-Dec;10(7-8):315-22. Epub 2010 Jul 18, PMC2956583.
- 44. Gorski JP, Huffman NT, Chittur S, Midura RJ, Black C, <u>Oxford J</u>, Seidah NG. Inhibition of SKI-1 proprotein convertase and caspase-3 blocks transcription of key extracellular matrix genes regulating osteoblastic mineralization,(2011) J **Biol Chem**. 286(3): 1836-49. PMC3023479.
- Tawara, Kenneth, <u>Oxford, Julia Thom</u>, Jorcyk, CL. "Clinical significance of interleukin (IL)-6 in cancer metastasis to bone: potential of anti-IL-6 therapies." (2011) Cancer Management Research, 2011;3:177-89. Epub 2011 May 18. PMC3101113.
- Brown, R., Mallory, C., McDougal, O.M., <u>Oxford, J.T.</u> "Proteomic analysis of Col11a1-associated protein complexes". (2011) **PROTEOMICS**, 11(24):4660-76. PMC3463621.
- Mallory C , McDougal OM , <u>Oxford JT.</u> Collagen Type XI alpha-1 Chain Amino Propeptide Structural Model and Glycosaminoglycan Interactions in Silico, in Proceedings of 2011 International Conference on Bioinformatics & Computational Biology (ISBN #: 1-60132-172-4/CSREA), Editors: Hamid R. Arabnia and Quoc-Nam Tran, pp.: 632-635, Las Vegas, USA, 2011
- 48. McDougal,O.M., Mallory, C., Warner, L.R., <u>Oxford, J.T.</u> "Predicted structure and binding motifs of alpha 1 (XI) collagen" (2011) **JBio** (GSTF International Journal of BioScience), vol. 1:43-48.
- Fang M, Jacob R, McDougal O, <u>Oxford JT.</u>, Minor fibrillar collagens, variable regions alternative splicing, intrinsic disorder, and tyrosine sulfation. (2012) Protein Cell. Jun;3(6):419-33. PMC3484837.
- 50. Shea KG, Jacobs JC, Carey JL, Anderson AF. <u>Oxford JT</u>. Osteochondritis Dissecans Knee Histology Studies Have Variable Findings and Theories of Etiology,(2013) Clinical Orthopaedics and Related Research Apr;471(4):1127-36. PMC3586021
- Berger JM, Rohn TT, <u>Oxford JT</u>. Autism as the Early Closure of a Neuroplastic Critical Period Normally Seen in Adolescence. (2013) Biol Syst. Aug 20;1. doi: 10.4172/2329-6577.1000118. PMC3864123.
- Bullock C, Cornia N, Jacob R, Remm A, Peavey T, Weekes K, Mallory C, <u>Oxford JT</u>, McDougal OM, Andersen TL. DockoMatic 2.0: high throughput inverse virtual screening and homology modeling. (2013) J Chem Inf Model. Aug 26;53(8):2161-70. doi: 10.1021/ci400047w. Epub 2013 Aug 8. PMC3916141.
- McDougal OM, Cornia N, Sambasivarao SV, Remm A, Mallory C, <u>Oxford JT</u>, Maupin CM, Andersen T. Homology modeling and molecular docking for the science curriculum. (2014) Biochem Mol Biol Educ. Mar;42(2):179-82. doi: 10.1002/bmb.20767. Epub 2013 Dec 20. PubMed PMID: 24376157.
- 54. Mikelonis D, Jorcyk CL, Tawara K, <u>Oxford JT</u>. Stüve-Wiedemann syndrome: LIFR and associated cytokines in clinical course and etiology. (2014) **Orphanet J Rare Dis**. Mar 12;9(1):34. doi: 10.1186/1750-1172-9-34. PMC3995696.
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- Frahs SM, <u>Oxford JT</u>, Neumann EE, Brown RJ, Keller-Peck CR, Pu X, Lujan TJ. Extracellular Matrix Expression and Production in Fibroblast-Collagen Gels: Towards an In Vitro Model for Ligament Wound Healing. **Ann Biomed Eng.** 2018 Jun 5. doi: 10.1007/s10439-018-2064-0. [Epub ahead of print] PubMed PMID: 29873012.
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Invited Lectures and Presentations: < 70 presented from 1983 – present) available upon request

Contributed papers and posters at professional meetings: < 200 conference papers and posters from 1990 to present) available upon request

Attachment 1

Research Funding (<\$30 M awarded; 1987-present):

Current funding:

- TITLE: Idaho INBRE Program (PI: Carolyn Hovde Bohach) DURATION: 7/15/04 to 6/31/19; FUNDING SOURCE: NIH (NIGMS) ROLE ON PROJECT: Boise State University Administrator, Steering committee member TOTAL AWARD: \$2.6 M to Boise State University for INBRE 1, \$4.1 M to Boise State University for INBRE 2, \$443,751 for ARRA supplement, and \$868,750 to Boise State University for INBRE 3)
 TITLE: Center of Biomedical Research Excellence in Matrix Biology DURATION: 8/1/14 to 5/31/19; FUNDING SOURCE: NIH/NIGMS ROLE ON PROJECT: Principal Investigator, Program Director;
- TOTAL AWARD: \$10 M
 TITLE: Gateway Scholarships in Biological Sciences NSF #1644233 DURATION: 02/15/17-02/14/22, FUNDING SOURCE: National Science Foundation ROLE ON PROJECT: Oxford (PI); TOTAL AWARD: \$1,000,000
- TITLE: Replicating Marrow Mechanics of Stem Cells Ex vivo DURATION: 3/07/18-3/06/20; FUNDING SOURCE: National Institutes of Health (federal flow-through from University of Pittsburg) P2CHD086843 subaward 126873-13 Uzer (PI) ROLE ON PROJECT: Co-I

Previous funding:

- 1. Topoisomerase II and the regulation of gene expression by higher-ordered chromatin structure; January 1987-December 1988, Postdoctoral fellowship, Funded by ISREC, Swiss Institute for Experimental Cancer Research, SF 45,000.
- 2. Cartilage Matrix Proteins; 1989-1995, Postdoctoral Fellowship, Funded by Shriners Hospital.
- 3. The role of type XI collagen in the functional integrity of normal and osteoarthritic cartilage; July 1996-June 1999, Principal Investigator, Funded by Arthritis Foundation, Biomedical Science Grant, \$225,000.
- 4. Biological resurfacing of large articular cartilage defects; July 1996-September 1998 Co-Investigator, (P.I. C.W. McIlwraith) Funded by Steadman-Hawkins Sports Medicine Foundation and National Football League Charities (NFL) \$60,000.
- Application of a small sample extraction technique and quantitative polymerase chain reaction in the analysis of mRNA, DNA and protein from normal and osteoarthritic equine articular cartilage; July 1996-June 1997 Co-Investigator, (P.I. Gayle Trotter) Funded by CSU College Research Council, \$9,400.
- Synovial fluid and tissue expression of degradative enzymes, inflammatory mediators and cytokines in naturally occurring joint disease in horses; July 1997-June 1998 Co-Investigator, (P.I. Gayle Trotter) Funded by CSU College Research Council, \$34,000.
- 7. Synovial fluid and tissue expression of degradative enzymes, inflammatory mediators and cytokines in naturally occurring joint disease in horses--equipment; September 1997, Co-Investigator, (P.I. Gayle Trotter) Funded by Southern California Equine Foundation, \$11,095.
- 8. The treatment of osteoarthritis in exercised horses using interleukin-1 receptor antagonist delivered using gene therapy; January 1998 Principal Investigator, Funded by Southern California Equine Foundation, \$49,306.
- 9. Collagen Type XI in skeletal development and disease; February 1999, Principal Investigator, Funded by Gerlinger Foundation, \$24,988.
- 10. X-ray diffraction studies of protein structures, 1998, Collaborator (P.I. Oren Anderson) Funded by Research Corporation, \$25,000.
- 11. Type XI collagen in extracellular matrix assembly; March 1, 2000 to February 28, 2001 Principal Investigator, MRF, OHSU, \$25,000.
- 12. Biomedical Optics for Medical Research and Clinical Care; June 1, 2000 to May 31, 2005, NIH, Investigator (P.I. Steven Jacques) \$3,115,625 total, of which \$210,000 is designated for "Biomechanical and Optomechanical characterization of laboratory-generated cartilage" subproject-JTO).
- 13. NSF-EPSCOR "Acquisition of a peptide synthesizer" duration: 1 year, 2002, amount requested: \$15,000.

- 14. NSF MRI/RUI "Acquisition of an EPR Spectrometer for Collaborative Research and Materials Science Education", \$338,795 09/01/03 to 08/31/06.
- 15. Biomedical Research Infrastructure Network for Idaho, October 1, 2001 to June 30, 2004, NIH Co-Investigator (Michael Laskowski, PI), \$6,000,000 total of which \$1,383,947 was designated for BSU.
- 16. Supplement to Biomedical research infrastructure Network for Idaho, \$2,000,000 total, of which \$496,583 was designated for BSU.
- 17. MSMRI "Role of MeCP2 in neuronal cell differentiation and Rett syndrome", \$5,000, June, 2003-May, 2004.
- 18. Molecular regulation of bone density and trabecular structure. 10/2005 to 6/2006, NASA Idaho EPSCoR, \$4000.
- NSF MRI/RUI "Acquisition of a Transmission Electron Microscope for Multidisciplinary Research and Education" 09/01/05 to 08/31/07, Co-PI, \$691,910.
- 20. Collaborative Grant Improvement Initiative, 07/01/05 to 06/30/07, Boise State University, Principal Investigator, \$150,000.
- 21. Investigating the role of collagen type XI in the structural integrity of cartilage tissue, 03/15/05 to 03/14/07, NASA Idaho Space Grant consortium, Principal Investigator, \$30,000.
- 22. Type XI collagen isoforms in skeletal biology, February 1, 2001 to January 31, 2008, NIH RO1, Principal Investigator, \$1,349,811.
- 23. Type XI collagen isoforms in skeletal biology-Independent Scientist Award, Career Development Grant, September 1, 2002 to August 31, 2007, NIH, Principal Investigator, \$385,516.
- NSF MRI/RUI:Acquisition of a Confocal Microscope for Multidisciplinary Research & Education, 09/01/06 to 08/31/10, NSF, Principal Investigator, \$348,000.
- 25. MJMurdock Charitable Trust, Investigating mechanisms of alcohol-induced liver fibrosis using a zebrafish model system (P.I.: Kristen Mitchell), 5/17/10 to 12/31/11, Collaborator, \$15,000
- 26. Musculoskeletal Research Center, 07/01/07 to 06/30/11, Idaho State Board of Education, HERC, Principal Investigator, \$1,000,000
- Acquisition of a Liquid Chromatography Tandem Mass Spectrometer (LC/MS)(P.I.: Ken Cornell) Sept 2009 August 2012 NSF Co-PI; \$597,877
- 28. NSF Engineering Education Research to Practice (E2R2P) (Don Pumlee, Linda Huglin, Steve Villachica, P.I.)10/01/2010 9/30/2013, NSF, Sounding board member, \$150,000
- 29. MRI Acquisition of a tiled-display GPU/CPU cluster for Research and Education, NSF, (PI: Inanc Senocak, Co-I Julie Oxford, Peter Mullner, Tim Andersen, HP Marshall), 10/1/2012-9/30/2015, \$555,384
- The Effects of Simulated Microgravity on Articular Cartilage Travel Grant; College of Arts and Sciences, Boise State University; 2012, \$800.
- 31. Boise State Research Vivarium Equipment; M.J. Murdock Charitable Trust; PI: Oxford, \$248,000
- Induction of Early Stages of Osteoarthritis after Exposure to Microgravity (Postdoctoral Fellowship), November 2011 to October 2013, NASA National Space Biomedical Research Institute; Role on project: mentor; \$100,000 for two years
- 33. Extracellular Matrix is a Key Factor in Cancer Progression; MJMurdock Charitable Trust Partners in Science Program; Role on project: PI & Mentor, \$15,000
- 34. The effects of microgravity on cartilage health, June 25, 2011-June 24, 2013; NASA Idaho Space Grant Consortium; PI: Liliana Mellor, PhD; role on project: Co-PI/ Mentor, \$50,000 for two years;
- 35. Regulation of cell signaling by Col11a1 during craniofacial development in the zebrafish, 09/01/09 to 08/31/13, NIH (NICHD), Role on project: PI, \$211,500
- 36. Molecular Mechanisms of Cellular Mechanoreception in Bone, 9/1/2010 8/30/14, NASA, role on project: PI, \$716,733
- 37. Role of R-spondin1 to prevent joint damage after exposure to radiation and simulated microgravity, 1/1/14 12/31/14, Idaho Space Grant Consortium, PI, \$29,000
- 38. Tertiary methacrylamides and thiourethane additives as novel dental composite restorative systems (PI: Carmem Pfeifer), 07/01/14 06/30/18, NIH/NIDCR, Collaborator, \$54,002
- 39. Clinical and Translational Research Infrastructure Network IDeA-CTR (PI: Langer) 7/1/13 6/30/18; NIH/NIGMS, ROLE ON PROJECT: Subaward PI, \$115,780
- 40. Molecular Mechanisms of Inflammatory Cytokines in Bone Health, Jorcyk (PI), 01/01/14-09/01/15, FPK175-SB005, NASA EPSCoR Idaho Space Grant Consortium, Role: Collaborator, \$30,000
- 41. Role of Cellular Connectivity in Maintaining Osteogenesis Under Simulated Microgravity in Response to Mechanical Challenges, Uzer (PI), 04/15/17-04/30/18, FPK548-SB-008, National Aeronautics & Space Administration, Role: Co-PI, \$30,000
- 42. Matrix Assisted Laser Desorption Ionization Time of Flight Mass Spectrometry (MALDI TOF MS), Oxford (PI), 11/01/14-02/31/17, 2014092:MNL:11/20/2014, M.J. Murdock Charitable Trust, Role: PI, \$270,000
- 43. COBRE Administrative Supplement for core consolidation, Oxford (PI), 6/1/17 5/31/18, NIH/NIGMS, Role: PI, \$300,000.
- 44. Hilda D. Elliott Foundation Fund; Osteoarthritis Research; \$160,000

Attachment 1

Service

Professional service:

American Society for Bone and Mineral Research, Orthopedic Resarch Society Sigma Xi American Society for Matrix Biology

Grant Application Review: arc (Arthritis Research Council, UK), Burroughs Wellcome Trust, NSF Merit Review of grant applications for Graduate Student fellowships and for Major Research Instrumentation, Study Section (ad hoc) National Institute of Arthritis, Musculoskeletal and Skin Diseases, NIH, Skeletal Biology, Structure and Regeneration, 2001, 2004, 2005, Mountain West Clinical and Translational Research Infrastructure Network, 2015

Manuscript Peer Review for the following journals: International Journal of Cell Biology, Brain Research, Journal of Histochemistry, Journal of Neurochemistry, BMC Developmental Biology, Journal of Dentistry, Journal of Biomedical Materials Research, Gene Expression Patterns, Acta Biochimica Biophysica, Journal of Cell Biology, Journal of Histochemistry and Cytochemistry, iConceptPress Basic Methods in Protein Purification and Analysis, Orphanet Journal of Rare Diseases, BMJ Case Reports, Scanning, SpringerPlus, DNA and Cell Biology, Therapeutics and Clinical Risk Management, British Journal of Medicine and Medical Research, PLoSOne

Institutional service:

Andrus Center Women and Leadership Conference Panelist, September 9-11, 2015 Associate Chair Department of Biological Sciences, 2014-present Faculty Advisor for Microgravity University at Boise State 2010-2014 College of Arts and Sciences Promotion and Tenure committee, 2011-2013 Faculty Advisor for Mu Delta student organization at Boise State (March of Dimes) 2010-2011 Boise State Research Scholars group 2008-2009 STEM Education Director, Biomolecular Research Center, 2004-present Co-director, Musculoskeletal Research Institute, 2007-2014 Department of Biological Sciences Graduate Student Oversight Committee member, 2007-2010 Department of Biological Sciences Tenure and Promotion Committee member, 2008-2012 INBRE Senior Research Advisory Committee member, 2004-present University Foundations Scholars Awards Committee Member, 2007-2008 College of Arts and Sciences Honors and Awards Committee Member, Fall 2007 Biology Department Research Committee member 2005-2007 Advising Freshmen in Express Program, June 2005 "NIH Funding" presented by Julie Oxford, Thursday, September 22, 2005 Biotechnology Legislative Task Force presentation, Idaho State Capitol Building, September 7, 2005 President of Boise State chapter of Sigma Xi, 2003-2005 Pre-Dental School review Committee member, 2002 Science Day, Boise State University, 2001

Community service:

Adaptive skiing program, Shriners Hospital, 1990-1995 Career Mentor Program, Linfield College, 1993-2006 Advocates for Women in Science, Engineering and Mathematics, 1995-2000 Expanding Your Horizons (Youth science career program), Yakima, WA, 1995 Advisory Board, BSU Children's Center, 2001-2002 Alumni Mentor Program, Washington State University, 1989-2006

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Medical Advisory Board, BioLogic Aqua, Rogue Valley Natural Springs 1998-2005 Discovery Center Volunteer, 2004, 2005

Biology Outreach Workshop: DNA Fingerprinting; Mountain Cove High School, Boise, Idaho, 2005 Treasure Valley Arthritis Awareness Campaign member, 2006; Idaho Arthritis in Motion, 2006-2008 Computer Lab, Riverside Elementary School, 2004-2007

DNA isolation activity, Riverside Elementary, Oct 19, 2007

Treasure Valley Arthritis In Motion (I-AIM) Arthritis Symposium with St Alphonsus Regional Medical Center, April, 2009

Volunteer for local chapter of the National Arthritis Foundation, JA Family Day for families of children with juvenile rheumatoid arthritis, September, 2009 - 2012

Treasure Valley Arthritis In Motion (I-AIM) Arthritis Symposium with St Alphonsus Regional Medical Center, June, 2010-2011.

Rare Disease Day, February 28

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS **DECEMBER 20, 2018 SHAWN R. SIMONSON CURRICULUM VITA**

Attachment 1

(208) 426 - 3973	Human Performance Laboratory
ShawnSimonson@BoiseState.edu	Department of Kinesiology
	Center for Teaching and Learning

Boise State University 1910 University Drive Boise, Idaho 83725-1710

Education

University of Northern Colorado, Greeley, CO. (1998) Doctor of Education, Physical Education, Physiological Kinesiology Cognate Areas: Exercise Immunology and Space Physiology Dissertation Title: The Effects of Acute and Chronic Weight Training by Moderately Conditioned and Weight Trained Individuals On Selected Immune Parameters.

University of Northern Colorado, Greeley, CO. (1990) Master of Arts, Physical Education, Coaching

Colorado State University, Fort Collins, CO. (1986) Bachelor of Science, Biology

Additional Study

Aims Community College, Greeley, CO. (1990) Emergency Medical Technician - Basic, I.V., M.A.S.T.

Colorado State University, Fort Collins, CO. (1987) Secondary Science Education

Research and Professional Experience

- Professor, Department of Kinesiology, College of Health Sciences, Boise State University, Boise, ID. (2017 – Present) Instruct in pertinent areas, advise students, advise graduate student research, conduct discipline related research, maintain professional certifications and participation in national organizations, participate in faculty governance and committees, maintain working and personal relationships within the university, and serve in the community. (Associate Professor, 2012 – 2017. Assistant Professor, 2008 – 2012. Visiting Assistant Professor, 2007 – 2008.)
- Adjunct Professor, Center for Professional Education, Seattle Pacific University, Seattle, WA (2016 - Present). Instruct EDSC 5715 Writing POGIL Activities.
- Faculty Associate, Center for Teaching and Learning, Boise State University, Boise, ID (2014 Present) Provide leadership for teaching and learning at Boise State, with particular foci on the Scholarship of Teaching and Learning and pedagogical tools. Assist with general consultations and Mid-Semester Assessment Processes. Conduct workshops. Facilitate Faculty Learning Communities. Contribute to assessment and planning in the Center for Teaching and Learning.
- Dive Master, Dive Magic, Boise, ID (2013 Present). Lead recreational divers as they experience the underwater world. Provide instructional and safety support to scuba instructors, new divers, and divers wishing to generally improve their diving experience.
- Director Human Performance Laboratory, Department of Kinesiology, College of Health Sciences, Boise State University, Boise, ID. (2009 - Present) Plan, develop, organize, implement, direct and evaluate laboratory operations and performance. Coordinate and foster collaboration with various clients, agencies, and researchers. Develop, implement, and make available accurate, valid, and reliable testing procedures, results reporting, and facility policies. Ensure a safe environment for test participants and technicians. Engage and oversee qualified employees, graduate and undergraduate research assistants, and interns. Ensure

Attachment 1 Simonson, Vita 2

optimum facility and equipment upkeep and operation. Develop and implement an operations budget within business goals. Lead and direct the development, communication and implementation of effective growth strategies and processes. Direct a successful community outreach program that provides laboratory services to the community and raises funds for laboratory maintenance and growth.

Program Coordinator – Kinesiology Bachelor's Degree (formerly Exercise Science), Department of Kinesiology, College of Education, Boise State University, Boise, ID. (2008 – 2015) Responsible for the shared management of the largest degree program in the Kinesiology Department and for managing curriculum and opportunities for student success (i.e. advising, internships, conduct) Work with other Kinesiology program faculty to set annual program goals and a member of the Kinesiology Department administrative team. Lead and direct the development, communication and implementation of effective growth strategies and processes. Initiated the annual Career Symposium that has grown from a few presenters to a department-wide multi-day conference (2011). Coordinated the re-writing and merging of three undergraduate degrees into one with three emphasis areas (2012). Developed a Student Success program to enhance timely degree completion and post-degree opportunities (2013).

Reviewer

Clinical Case Reports and Reviews. (2015)

Education Sciences. (2018)

Journal of Kinesiology and Wellness. (2015 – Present)

Journal of Sports Medicine and Physical Fitness. (2015 – Present)

Lippincott, Williams and Wilkins. (2009 - Present) Textbooks.

Professional and Organizational Development (POD) Network in Higher Education. (2015

– Present) Annual Conference presentations.

Research Quarterly for Exercise and Sport. (2008 – Present)

Science Education and Civic Engagement: An International Journal. (2012)

Strength and Conditioning Journal. (2010 – Present)

The POGIL Project. (2012 – Present) Teaching/Learning activities.

To Improve the Academy: A Journal of Educational Development. (2015 – Present)

Wadsworth Thomson Learning Publishers, Health and Physical Education Division. (2002 – 2003) Textbooks.

Wolters Kluwer. (2014 – Present) Textbooks.

Women in Sport and Physical Activity Journal. (2009)

Program Development Specialist, LifeMasters Supported SelfCare, Inc. Albuquerque, NM. (2006 – 2007) Create and implement new metabolic syndrome product. Develop relevant participant focus, identify and create multimedia deliverables, establish program objectives, metrics, and workflows, identify health educator needs and develop materials to support. Oversee health educator team development and performance.

Corporate Wellness Workplace Initiative Development Team, LifeMasters Supported SelfCare, Inc. Albuquerque, NM. (2005 – 2006) Develop and implement corporate wellness program. Initiated with chair-based exercises designed to reduce repetitive motion and hypokinetic conditions and followed by wellness education and services within and outside the workplace.

- *Ergonomics Evaluator,* LifeMasters Supported SelfCare, Inc. Albuquerque, NM. (2005 2007) Evaluation of workplace and worksite appropriateness for specific employees, recommended, and implemented necessary changes.
- *Health Educator,* LifeMasters Supported SelfCare, Inc. Albuquerque, NM. (2005 2007) Disease management using telephonic health assessments, education, and monitoring of participants with chronic diseases (asthma, chronic obstructive pulmonary disease, coronary artery disease, chronic heart failure, diabetes, and low back pain) to proactively improve health and quality of life. Act as a preceptor for new nursing and health education staff.
- *Executive Director*, Doc's Body Shop, Albuquerque, NM. (2004 2005) Owned and operated personal training gym catering to those with special needs such as injury rehabilitation and prevention, disease management, and obesity. Assessed individual goals, capabilities, and fitness levels. Designed innovative, enjoyable, and effective exercise programs to achieve a myriad of goals. Creatively educated and motivated members to achieve fitness ambitions. Educated members in the correct use of the equipment, diplomatically supervised daily use of the facility, supervised the daily operation and maintenance of equipment and facility, generated business proposal and plan, secured funding, opened new fitness center.
- *Personal Trainer,* The Training Sensation, Albuquerque, NM. (2003 2004) Assessed individual goals, capabilities, and fitness levels. Designed innovative, enjoyable, and effective exercise programs to achieve a myriad of goals. Creatively educated and motivated members to achieve fitness ambitions (specializing in injury and illness rehabilitation). Educated members in the correct use of the equipment, diplomatically supervised daily use of the facility, assisted in the cleaning and maintenance of equipment and facility.
- Assistant Professor, Exercise Sciences, Department of Wellness and Movement Sciences, School of Health Sciences and Human Performance, Western New Mexico University, Silver City, NM. (2000 – 2003) Instructed in pertinent areas, advised students, coordinated exercise science laboratory, managed department wellness center, conducted discipline related research, maintained professional certifications and participation in national organizations, participated in faculty governance and committees, maintained working and personal relationships within the university, and served in the community.
- *Consultant*, Countermeasure Evaluation and Validation Program, Lockheed Martin Engineering and Sciences Company, NASA Ames Research Center, Moffett Field, CA. (2001 – 2003) Provide expertise and assistance in training staff, protocol preparation, and preparing the exercise physiology laboratory and bed rest facility for upcoming countermeasure studies.
- Reviewer, International Technical Review, NASA Ames Research Center, Moffett Field, CA. (2000) Review applications and proposals for scientific and technical merit to evaluate the feasibility of developing and implementing proposed in-flight experiments.
- Research Physiologist, Lockheed Martin Engineering and Sciences Company, NASA Ames Research Center, Moffett Field, CA. (1998 – 2000) Managed the Human Environmental Physiology Laboratory. This included supervision of laboratory technicians and graduate students, advising of graduate student research, budget management, acquisition of subjects and supplies, testing of responses to acceleration, exercise, and orthostatic challenge before and after conditioning and deconditioning, data collection and evaluation, preparations of final reports and grant applications.
- *Fitness Director*, Miramont Sport Center, Fort Collins, CO. (1998) Successfully managed department resources in a full-service health club. Oversaw fitness specialists, personal training, aerobics, senior fitness, programming, wellness education, and member retention.

This included personnel and material scheduling and evaluation, recommend equipment purchases and maintenance, and program and staff development and promotion.

- Research Assistant, NASA-ASEE Summer Faculty Fellowship Program Graduate Student Fellowship, Human Environmental Physiology Laboratory, NASA-Ames Research Center, Moffett Field, CA. (1997) Researched fluid shifts and the subsequent orthostatic intolerance in response to simulated microgravity. Developed protocols for analysis of the physiologic responses to the human powered centrifuge.
- *Clinical Exercise Physiologist*, Pulse Rehab Center, Fort Collins, CO. (1997 1998) Injury treatment specialist that assessed patient functional status, designed and implemented training programs to improve function. Developed and monitored conditioning programs to assist patients in returning to, and surpassing, pre-injury levels. Dealt mostly with neck and back injuries.
- Self-Defense Instructor, The Conditioning Spa, Greeley, CO. Fort Collins Pulse Aerobic and Fitness Center, Fort Collins, CO. (1996 – 1997) Taught self-defense, movement, awareness, and strategic skills. Instructed victimization prevention.
- *Fitness Director*, Fort Collins Pulse Aerobic and Fitness Center, Fort Collins, CO. (1995 1998) Successfully managed department resources in northern Colorado's most successful health club. Included personnel and material scheduling and evaluation, recommending equipment purchases and maintenance, and program development and promotion. Developed and supervised a highly sought after practicum and internship program. Edited and/or wrote the monthly fitness column for distribution to the members.
- *Tutor*, Disabled Student Services, University of Northern Colorado, Greeley, CO. (1995) Assisted undergraduate students in grasping kinesiology course material and increasing their opportunity for achievement.
- *Fitness Instructor/Personal Trainer*, Fort Collins Pulse Aerobic and Fitness Center, Fort Collins, CO. (1994 1998) Creatively educated and motivated members to achieve fitness goals (specializing in injury and illness rehabilitation), educated members in the correct use of the equipment, diplomatically supervised daily use of the facility, assisted in the cleaning and maintenance of equipment and facility, assisted in program development and instruction, and mentored fitness practicum students and interns.
- *Personal Trainer*, Fitness Plus, Fort Collins, CO. (1994) Successfully instructed members in the proper use of equipment, designed and implemented fitness programs based on a wide variety of individual goals and limitations, performed membership sales, and assisted in the daily management of the health club.
- *Instructor*, KINE 332, Sport Physiology, University of Northern Colorado, Greeley, CO. (1993) Used a wide variety of instructional techniques to teach the basics and practical implementation of exercise physiology and the principles of conditioning to undergraduate coaching minors with the intent of promoting safe and effective program design and exercise prescription.
- Graduate Research Assistant, Exercise Physiology, University of Northern Colorado, Greeley, CO. (1991 1997) Assisted in the conduct of original research in exercise physiology, immunology, and space physiology with funding from a NASA/JOVE (JOint VEnture) grant. Prepared manuscripts and grant applications. Instructed in the use of, and interpretation of results obtained from, performance and anthropometric assessment equipment.

- Student Athletic Trainer, Athletic Training Clinical Program, University of Northern Colorado, Greeley, CO. (1991 – 1992) Assisted certified personnel in athletic injury care and prevention, especially in the areas of taping and wrapping, therapeutic exercise, and treatment modalities.
- Martial Arts Instructor/Personal Trainer, Fort Collins, CO. (1990 1998) Taught self-defense, movement, awareness, and strategic skills. Provided guidance and motivation to improve fitness and performance based on individual goals and abilities.
- Science/Health Teacher, Milliken Middle School, Weld County School District Re-5J, Milliken, CO. (1987 – 1990) Imparted knowledge and skills to middle school children using a myriad of approaches. Taught the scientific method of problem solving, managed financial and material resources, developed curriculum, submitted and received educational grants, and dealt with the community.
- Assistant Coach, Milliken Middle School, Weld County School District Re-5J, Milliken, CO. (1987 1990) Football, wrestling, and track. Demonstrated and taught motor skills, motivated individuals and teams of varying skill levels, managed equipment and personnel, advised conditioning and minor injury rehabilitation within one of the top programs within the athletic conference.
- *Research Assistant*, NeuroAnatomy, Colorado State University. (1986) Developed and carried out research procedures, gathered data, and assisted in laboratory and equipment maintenance. Studied spinal cord regeneration and the effects of exercise and pharmacological interventions on step pattern generation.

Refereed Publications

- Taylor, T.J., S.R. Simonson, S.A. Conger, Y. Gao. Iron deficiency's effect on training reductions in college distance runners. *Journal of Strength and Conditioning Research*. Submitted 10/4/16. In revision.
- Simonson, S.R. Boise State University students went to great depths to learn. *Alert Diver*. Submitted 7/27/16. In revision.
- Mecham, C.P, and Simonson, S.R. A Proposed Conditioning Program for Emergency Services Divers. *Aerospace Medicine and Human Performance*. Submitted 5/13/16. In revision.
- 26. Simonson, S.R. Control systems and muscle physiology. TBLC Resource Portal. XX. 2018.
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- 23. Simonson, S.R. To flip or not to flip: What are the questions? *Education Science*. 7(71):1-10, 2017. doi: 10.3390/educsci7030071
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- 21. Wade, S., Z.C. Pope, and S.R. Simonson. How prepared are college freshmen athletes for the rigors of college strength and conditioning? A survey of college Strength and conditioning Coaches. *Journal of Strength and Conditioning Research*. 28(10):2746-2753, 2014.

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- 13. Sutherland, L.L., D.M. Weiler, L. Bond, **S.R. Simonson**, and J. Reis. Northwest Latinos' health promotion lifestyle profiles according to diabetic risk status. *Journal of Immigrant and Minority Health*. 14(6):999 1005, 2012.
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- 9. Simonson, S.R. Teaching the resistance training class: a circuit training curriculum for the strength and conditioning coach. *Strength and Conditioning Journal*. 32(3):90 96, 2010.
- 8. Simonson, S.R. and C.G.R. Jackson. Leukocytosis occurs in response to resistance exercise in men. *Journal of Strength and Conditioning Research*. 18(2):266-271, 2004.
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- 1. Wyatt, F.B. and **S.R. Simonson**. Comparison of ventilatory threshold for treadmill and supine cycle ergometry. *International Sports Journal*. Summer:17-23, 1997.

Other Publications

- 20. Simonson, S.R. *Exercise Physiology: A Guided Inquiry*. The POGIL Press, John Wiley and Sons. In revision.
- 19. Simonson, S.R. Encouraging completion of pre-class assignments with the roll of a die. In Teaching Tips, Teaching Issues Writing Consortium, 2018-2019. XX.
- 18. Simonson, S.R. (Ed). POGIL: An Introduction to Process Oriented Guided Inquiry Learning for Those Who Wish to Empower Learners. Stylus Publishing. 2019.
- Simonson, S.R. Assessment, Metacognition, and Grading in POGIL. In: POGIL: An Introduction to Process Oriented Guided Inquiry Learning for Those Who Wish to Empower Learners. S.R. Simonson (Ed.). Stylus Publishing. p. XX-XX. 2019.
- Simonson, S.R. Test bank questions (chapters 9, 10, 11, 15, 16, 20, 21, 22, 23, 24). In: Stanfield, C.L. *Principles of Human Physiology* (5th Ed). Upper Saddle River, NJ. Pearson Publishing. 2012.
- Simonson, S.R. and C.G.R. Jackson. Endurance training for the older adult. In: *Nutrition and Exercise Concerns of Middle Age.* J.A. Driskell (Ed.). Boca Raton, FL. CRC Press. p. 317-352. 2009
- 14. **Simonson, S.R.** *Exercise Coaching.* A multimedia interactive tutorial designed to educate Health Educators and Nurse Consultants in the basics of exercise science and exercise prescription. And to further enhance their counseling of participants with chronic diseases as they assist the participants in improving their overall wellness, positively impact their physical health, and reduce healthcare costs. LifeMasters Supported SelfCare, Inc. 58 pp. March 2007.
- 13. **Simonson, S.R.** *Diet Coaching.* A multimedia interactive tutorial designed to educate Health Educators and Nurse Consultants in the basics of nutrition science and diet prescription. And to further enhance their counseling of participants with chronic diseases as they assist the participants in improving their overall wellness, positively impact their physical health, and reduce healthcare costs. LifeMasters Supported SelfCare, Inc. 58 pp. February 2007.
- 12. Simonson, S.R. *Wellness Coaching*. A multimedia interactive tutorial designed to educate Health Educators and Nurse Consultants in the basics of coaching behavior change. And to further enhance their counseling of participants with chronic diseases as they assist the participants in improving their overall wellness, positively impact their physical health, and reduce healthcare costs. LifeMasters Supported SelfCare, Inc. 76 pp. February 2007.
- 11. **Simonson, S.R**. *Metabolic Syndrome One-pagers*. An interactive educational series of one-page (two sided) documents designed to provide participants with the basic information regarding the various aspects of metabolic syndrome and its management, to generate thought and discussion, and to serve as a visual reminder of their commitment to change and health management. (5 A Day, Abdominal Obesity, Dietary Approach to Stop Hypertension,

Dyslipidemia, FITT, Food Labels, Getting Started with Physical Activity I & II, Healthy Diet, Hypertension, Insulin Resistance, Mediterranean Diet, Nutrients: Carbohydrates, Nutrients: Lipids, Nutrients: Micronutrients, Nutrients: Protein, Nutrients: Supplements, OPS, Physical Activity Pyramid, Portion Control, Weight Management, What is Metabolic Syndrome). LifeMasters Supported SelfCare, Inc. December 2006.

- 10. **Simonson, S.R.** *Metabolic Syndrome Jump Page.* A multimedia interactive web page designed to provide Health Educators with access to pertinent information regarding metabolic syndrome to enhance their counseling of participants with metabolic syndrome as they assist the participants in improving their overall wellness, positively impact their physical health, and reduce healthcare costs. LifeMasters Supported SelfCare, Inc. September 2006.
- 9. Simonson, S.R. Metabolic Syndrome: A new health concern and a new product at LifeMasters. *The HIStorian: The LifeMasters Health Improvement Services Newsletter*. Fall:6, 2006.
- 8. **Simonson, S.R.** Immobilization and disuse muscular atrophy. In: *Deconditioning and Reconditioning*. J.E. Greenleaf (Ed.). Boca Raton, FL. CRC Press. p. 47-60, 2004.
- 7. Greenleaf, J.E., S.R. Simonson, J.M. Stocks, J. Evans, C.F. Knapp, S.A. Cowell, K.N. Pemberton, H.W. Wilson, J.M. Vener, S.N. Evetts, P.A. Hardy, R.E. Grindeland, H. Hinghofer-Szalkay, S.M. Smith, M.G. Ziegler, D.R. Brown, D.G. Evans, F.B. Moore, and D.T. Quach. Effect of Exercise Training and +Gz Acceleration Training on Men. NASA Technical Memorandum 2001-210926. 2001.
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- Chou, J.L., G.P.N. Leftheriotis, N.J. Stad, N. Arndt, C.G.R. Jackson, S. Simonson, P.R. Barnes, and J.E. Greenleaf. Human physiological responses during +Gz acceleration with cycle ergometer leg exercise. NASA Technical Memorandum 98-112237. 1998.
- 3. Simonson, S.R. Strong all over. Living Fit Magazine. March/April:102-109 1996.
- Jackson, C.G.R. and S.R. Simonson. The relationship between human energy transfer and nutrition. In: *Nutrition and the Recreational Athlete*. C.G.R. Jackson (Ed.). Boca Raton, FL. CRC Press. p. 19-36, 1995.
- Hardesty, A.J., J.E. Greenleaf, S. Simonson, A. Hu, and C.G.R. Jackson. Exercise, exercise training, and the immune system: a compendium of research (1902 - 1991). Moffett Field, CA: NASA Technical Memorandum 93-108778. 1993.

Invited Presentations

- 36. Delayed Onset Muscle Soreness, Inflammation, Adaptation, and Recovery: The Immune System in Conditioning. *NSCA Idaho State Clinic*. Boise, ID. January 2017.
- 35. Boyer's Model of Scholarship: An Introduction to the New Addition of Promotion and Tenure Criteria. *Albertson's Library Faculty Development,* Boise State University. Boise, ID. October 2015.
- 34. Research Application: Panel Discussion. *American Society of Exercise Physiologist National Meeting*. Oklahoma City, OK. October 2015. With F.B. Wyatt and S. Raiyani.

- 33. Undergraduate Exercise Physiology: Required of Everyone, Verified by None. Keynote Address, *American Society of Exercise Physiologists National Meeting*. Oklahoma City, OK. October 2015.
- 32. What do you mean "I POGIL?" *Idaho Conference on Undergraduate Research*. Boise, ID. July 2015.
- 31. The modified Monte Carlo Quiz format for increasing student motivation, participation, and content retention. *POGIL Northwest Regional Workshop*. Portland, OR. July 2015.
- 30. Team-Based Learning in Active Learning in Large Enrollment Classes. College of Business and Economics, Boise State University. Boise, ID. April 2015.
- 29. The role that internships and field experiences play in college-to-career transitions. *Treasure Valley Skills Summit 2014*. Boise, ID. October 2014.
- 28. What do you mean "I POGIL?" in Innovations in Teaching Biomechanics. World Congress of Biomechanics World Council of Biomechanics. Boston, MA. July 2014.
- 27. Why do I use TBL? in ACSM Exercise Science Education Special Interest Group. *American College of Sports Medicine*. Orlando, FL. May 2014.
- 26. Investigating Student Learning: Using classroom assessment projects to inform your teaching. *Center for Teaching and Learning*. Boise State University, Boise, ID. February 2014. With J.A. Goodman and M. Genuchi.
- Active Learning @ Lunch Guided Inquiry Encouraging Students to Develop Curiosity in the Classroom: A Look at POGIL. *Center for Teaching and Learning*. Boise State University, Boise, ID. February 2013.
- 24. The physiology of obesity. *Honors Seminar: Obesity Crisis in America*. Boise State University, Boise, ID. February 2013.
- 23. Engaging Students in Applying Content through Case Studies: Building and Revealing the Case with Interesting Twists and Turns. *Center for Teaching and Learning*. Boise, ID. September 2012. With J.A. Goodman.
- 22. Exercise on the road to wellness. *Diabetes and Latino Health in Our Community Conference,* Nampa, ID. April 2012.
- 21. What can you do with a degree in Exercise Science? KINES (101) 201 Foundations of Kinesiology. Boise State University, Boise, ID.
 h. October 2014
 g. February 2014
 f. September 2013
 e. February 2013
 d. October 2012
 c. April 2012
 b. October 2011
 a. March 2011
- 20. Implementing Process Oriented Guided Inquiry Learning (POGIL). KINES 598 Graduate Seminar. Boise State University, Boise, ID. November 2010.
- 19. Introduction to Cardiac Function *in* <u>Improving Facilitation</u>. *POGIL Northwest Regional Meeting*. Seattle, WA. July 2010.
- 18. Seizing the Magic Pill of Fitness. 2009 St. Alphonsus Regional Medical Center Arthritis Symposium: *Keeping in Step Living Well with Arthritis*. Boise, ID. May 2009.
- 17. The Needs Analysis: Designing an Effective Conditioning Program. *NSCA Idaho Annual State Meeting*. Boise, ID. October 2008.
- 16. The neglected regulator: A discussion of the immune response to endurance exercise in the heat. *The Hotter 'n Hell Science and Medicine in Cycling 2008,* Wichita Falls, TX. August 2008.

- 15. Arthritis and exercise on the road to wellness. *Idaho Arthritis in Motion, monthly support meetings,* Boise, ID. March 2008.
- 14. Exercise Physiology. USA Cycling Level 2 Coaching Certification Clinic, Boise, ID. February 2008.
- 13. Exercise on the road to wellness. *Blue Cross of Idaho Wellness Challenge*, Meridian, ID. January 2008.
- 12. Promoting exercise adherence. Developing Physical Activity Programs in Your Community. La Vida, HMS, Diabetes Resource Center, Silver City, NM. April 2003.
- 11. Exercise guidelines for diabetes. Developing Physical Activity Programs in Your Community. La Vida, HMS, Diabetes Resource Center, Silver City, NM. April 2003.
- 10. The relationships between exercise physiology and diabetes. *Developing Physical Activity Programs in Your Community. La Vida, HMS, Diabetes Resource Center*, Silver City, NM. April 2003.
- 9. Writing the biomechanical analysis: the composite of writing styles. Writing Across the Curriculum Workshop. Western New Mexico University, Silver City, NM. November 2002.
- 8. Writing the wellness plan in "Concepts of Fitness and Wellness." Writing Across the Curriculum Workshop. Western New Mexico University, Silver City, NM. April 2001.
- 7. The effects of space flight and proposed countermeasures on the immune system. *San Francisco State University*, San Francisco, CA. February 1999.
- 6. Care and protection of the low back in the construction environment. *Colorado Department of Transportation*, Denver, CO. January 1998.
- 5. Introduction to a career in personal training. *Career Pathways Day. Poudre High School*, Fort Collins, CO. October 1997.
- 4. Introduction to a career in personal training. *Colorado State University Wellness Club. Colorado State University*, Fort Collins, CO.
 - b. December 1997
 - a. February 1997.
- 3. Case studies. American College of Sports Medicine, Health/Fitness Instructor Workshop. Denver Technical College, Denver and Colorado Springs, CO.
 - d. March 1998 b. March 1997
 - c. September 1997 a. September 1996.
- Exercise leadership. American College of Sports Medicine, Health/Fitness Instructor Workshop. Denver Technical College, Denver and Colorado Springs, CO.
 - d. March 1998c. September 1997

- b. March 1997
- a. September 1996.
- Pathophysiology/risk factors. American College of Sports Medicine Health/Fitness Instructor Workshop. Denver Technical College, Denver and Colorado Springs, CO.
 d. March 1998
 b. March 1997
 c. September 1997
 a. September 1996.

Abstracts/Presentations

- 42. Simonson, S.R. and M. Frary. A proposed rubric for evaluating teaching effectiveness. *POGIL National Meeting*, St. Louis, *MO*. June 2018.
- McDonough, D.J., S.R. Simonson, Y. Gao, and S.A. Conger. Oral creatine hydrochloride supplementation: acute effects on intermittent, submaximal bouts of resistance exercise. *American College of Sports Medicine*. Minneapolis, MN. May 2018.

- Frary, M. and S.R. Simonson. A proposed rubric for evaluating teaching effectiveness. *Great Ideas in Teaching and Learning Symposium, Center for Teaching and Learning*, Boise State University. Boise, ID. January 2018.
- Youell, J.D., S.R. Simonson, M.E. Darnell, S.A. Conger. The Effects of Carbohydrate Mouth Rinse Concentration on Cycling Time Trial Performance. *American College of Sports Medicine*. Denver, CO. May 2017.
- Dobbs, T.J., S.R. Simonson, and S.A. Conger. Improving Power Output in Older Adults Utilizing Plyometrics in an AlterG Treadmill. *American College of Sports Medicine*. Denver, CO. May 2017.
- 37. Bercier, K., **S.R. Simonson**, Y. Gao, and J. Shimon. Effect of weight loss training protocol using two different treadmills for obese individuals.
 - b. American College of Sports Medicine. Orlando, FL. May 2014.

a. Graduate Student Research Symposium, Boise State University. Boise, ID. May 2014.

- 36. **Simonson, S.R.** Making students do the thinking: Team-Based Learning in an exercise physiology laboratory course.
 - b. American College of Sports Medicine. Orlando, FL. May 2014.
 - a. Great Ideas in Teaching and Learning Symposium, Center for Teaching and Learning, Boise State University. Boise, ID. January 2014.
- 35. Simonson, S.R. Team-Based Learning (TBL) in the laboratory class: Where students answer the questions. *Great Ideas in STEM Education Research, STEM Station*, Boise State University. Boise, ID. January 2014.
- 34. Simonson, S.R. The modified Monte Carlo Quiz format for increasing student motivation, participation, and content retention.
 - d. American College of Sports Medicine. San Diego, CA. May 2015.
 - c. Great Ideas in Teaching and Learning Symposium, Center for Teaching and Learning, Boise State University. Boise, ID. January 2014.
 - b. *Great Ideas in STEM Education Research, Boise State University, STEM Station.* Boise, ID. January 2014.
 - a. International Society for Exploring Teaching and Learning. Orlando, FL. October 2013.
- 33. Weiler, D.M., L. Sutherland, J. Glogowski, and S.R. Simonson. Hemoglobin A1c: The new gold standard in type 2 DM screening? *The Endocrine Society Annual Meeting and Exposition*. Houston TX. June 2012.
- 32. Gao, Y., C. Gunderson, M. Schaal, S.R. Simonson, K. Larsen and K. Kennedy. Variation of walking METs among individuals in different weight categories. *AAHPERD National Convention and Exposition, Research Consortium Conference.* Boston, MA. March 2012.
- Grieser, J.D., Y. Gao, S.R. Simonson, and L. Ransdell. Determining intensity levels of selected Wii-Fit activities in college aged individuals. *AAHPERD National Convention and Exposition, Research Consortium Conference.* Boston, MA. March 2012.
- 30. Kennedy, K., Y. Gao, C. Gunderson, M. Schaal, S.R. Simonson, and K. Larsen. A comparison of ActiGraph activity counts in controlled and perceived speed walking across weight categories. AAHPERD National Convention and Exposition, Research Consortium Conference. Boston, MA. March 2012.
- 29. Shimon, J.M., S.R. Simonson, E.M. Long, B. Lester AlterG Anti-Gravity Treadmill Walking Program on an Extremely Obese Female. *AAHPERD National Convention and Exposition*, *Research Consortium Conference*. San Diego, CA. March 2011.

- 28. Simonson, S.R., G. Hynes, J. Galanter, S. Price, J. Oxford, and K.G. Shea. The effect of treadmill walking exercise with a partial reduction of body weight on knee osteoarthritis disease progression. Abstract. St. Alphonsus Regional Medical Center Arthritis Symposium: *Keeping in Step Living Well with Arthritis*. Boise, ID. June 2010.
- Shea, K.G., N.L. Grimm, S.R. Simonson, J. Jacobs. ACL and knee injury prevention programs for young athletes: Do they work?
 American Orthopaedic Society for Sports Medicine 2010 Annual Meeting. Providence, RI. July 2010.

a. Pediatric Orthopaedic Society of North America. Waikoloa, HI. May 2010.

- 26. Glogowski, J., D.M. Weiler, L. Sutherland, J. Vanty, and S.R. Simonson. Latino population assessment: foundation, process, and discovery. Western Institute of Nursing Annual Research Conference. Glendale, AZ. April 2010. Communicating Nursing Research 43, WIN Assembly 18, Nursing Science: Informing Practice and Driving Policy. 117, 2010.
- Simonson, S.R, J. Glogowski, D.M. Weiler, L. Sutherland. Anthropometric divergence in a Latino population. Western Institute of Nursing Annual Research Conference. Glendale, AZ. April 2010. Communicating Nursing Research 43, WIN Assembly 18, Nursing Science: Informing Practice and Driving Policy. 122, 2010.
- 24. Weiler, D.M., L. Sutherland, J. Glogowski, and S.R. Simonson. Assessing diabetes risk among Latino adults: current vs. new recommendations. Western Institute of Nursing Annual Research Conference. Glendale, AZ. April 2010. Communicating Nursing Research 43, WIN Assembly 18, Nursing Science: Informing Practice and Driving Policy. 121, 2010.
- 23. Simonson, S.R. and S. Shadle. Implementing process oriented guided inquiry learning (POGIL) in undergraduate biomechanics: lessons learned by a novice.
 b. *Hawaii International Conference on Education*. Honolulu, HI. January 2010.
 a. Northern Rocky Mountain Region Education Association. Jackson Hole, WY. October 2009.
- 22. Cooper, B., M. Sabick, S. Kuhlman, R. Pfeiffer, **S.R. Simonson**, and K.G. Shea. Peak traction coefficients of cleated athletic shoes at various angles of internal rotation on artificial turf. *American Society of Biomechanics Annual Meeting*. University Park, PA. August 2009
- 21. Cooper, B., M. Sabick, S. Kuhlman, R. Pfeiffer, **S.R. Simonson**, and K.G. Shea. Peak traction coefficients of cleated athletic shoes at various angles of internal rotation on artificial turf. Abstract. *ASB Northwest Regional Meeting*. Pullman, WA. June 2009.
- 20. Simonson, S.R., G. Hynes, J. Galanter, S. Price, J. Oxford, and K.G. Shea. The effect of treadmill walking exercise with a partial reduction of body weight on knee osteoarthritis disease progression. Abstract. St. Alphonsus Regional Medical Center Arthritis Symposium: *Keeping in Step Living Well with Arthritis*. Boise, ID. May 2009.
- Cooper, B., M. Sabick, S. Kuhlman, R. Pfeiffer, S.R. Simonson, and K.G. Shea. Peak traction coefficients of cleated athletic shoes at various angles of internal rotation on artificial turf. Abstract. St. Alphonsus Regional Medical Center Arthritis Symposium: *Keeping in Step – Living Well with Arthritis*. Boise, ID. May 2009.
- Simonson, S.R. Longer duration circuit training improves flexibility and strength in college men and women. Abstract. *American College of Sports Medicine*, Annual meeting. San Francisco, CA. May 2003. *Medicine and Science in Sport and Exercise*. 35(5S):1515, 2003.
- Greenleaf, J.E., S.R. Simonson, J.M. Stocks, J.M. Evans, and C.F. Knapp. Exercise versus +Gz acceleration training. Presentation. *Tenth International Conference on Environmental Ergonomics.* Fukuoka, Japan. September 2002.

- Vener, J.M., S.R. Simonson, J. Stocks, S. Evetts, K. Bailey, S. Cowell, H. Biagini, C.G.R. Jackson, and J.E. Greenleaf. Cardiopulmonary responses to supine cycling during short-arm centrifugation. Abstract. *American College of Sports Medicine*, Annual meeting. Saint Louis, MO. May 2002. *Medicine and Science in Sport and Exercise*. 34(5S):1223, 2002.
- Vener, J.M., S.R. Simonson, J. Stocks, S. Evetts, K. Bailey, S. Cowell, H. Biagini, C.G.R. Jackson, and J.E. Greenleaf. Cardiopulmonary responses to supine cycling during short-arm centrifugation. Abstract. *American College of Sports Medicine - Southwest Chapter*, Annual meeting. San Diego, CA. November 2001.
- 14. Simonson, S.R., P. Norsk, and J.E. Greenleaf. Acute heart rate and blood pressure variables during lower body negative pressure (-15 mmHg and -50 mmHg) do not discriminate higher and lower orthostatic tolerance men. Abstract. *International Congress of Physiological Societies*. Christchurch, New Zealand. August 2001.
- Simonson, S.R., J.M. Stocks, S.A. Cowell, K.N. Pemberton, J. Evans, and J.E. Greenleaf. Effect of exercise and acceleration training on resting and orthostasis induced changes in hematological variables. Presentation. *Bioastronautics Investigators Workshop*. Galveston, TX. January 2001.
- Simonson, S.R., S.A. Cowell, J.M. Stocks, H.W. Biagini, J.M. Vener, S.N. Evetts, K.N. Bailey, J. Evans, C. Knapp, and J.E. Greenleaf. The influence of passive acceleration and exercise+acceleration on work capacity and orthostasis. Abstract. *International Academy of Astronautics, Humans in Space Symposium*. Santorini, Greece. May 2000.
- Evans, J.M, S.R. Simonson, C.F. Knapp, J.M. Stocks, H.W. Biagini, S.A. Cowell, K.N. Bailey, J.M. Vener, S.N. Evetts, F.B. Moore, M.B. Stenger, C.M. McIntosh, and J.E. Greenleaf. Differences in acceleration training and exercise training on resting cardiovascular parameters. Abstract. *Experimental Biology*. San Diego, CA. April 2000. *FASEB Journal*, 14:A616, 2000.
- Greenleaf, J.E., T.W. Petersen, A. Gabrielsen, B. Pump, P Bie, N.J. Christensen, J. Warberg, R. Videbaek, S.R. Simonson, and P. Norsk. Low LBNP tolerance in men is associated with attenuated activation of the renin-angiotensin system. Abstract. *Experimental Biology*. San Diego, CA. April 2000. *FASEB Journal*, 14:A58, 2000.
- Chou, J.L., N.J. Stad, G.P.N. Leftheriotis, N. Arndt, C.G.R. Jackson, S. Simonson, P.R. Barnes, and J.E. Greenleaf. Human physiological responses during +Gz acceleration with cycle ergometer exercise. Abstract. *Eighth International Conference on Environmental Ergonomics*. San Diego, CA. October 1998.
- Simonson, S.R. Immune phage numbers increase in response to resistance exercise. Abstract. National Strength and Conditioning Association, National conference. Nashville, Tennessee. June 1998. Journal of Strength and Conditioning Research, 12(4):277, 1998.
- Simonson, S.R. and C.G.R. Jackson. Natural Killer Cells increase in response to resistance training. Abstract. *American College of Sports Medicine*, National meeting. Orlando, Florida. June 1998. *Medicine and Science in Sport and Exercise*. 30(5S):108, 1998.
- Simonson, S.R. and C.G.R. Jackson. Natural Killer Cells increase in response to resistance training. Abstract. *American College of Sports Medicine - Rocky Mountain Chapter*, Annual meeting. Frisco, CO. February 1998.
- Simonson, S.R. Acute hematological responses to resistance training in unconditioned individuals. Abstract. *American College of Sports Medicine - Rocky Mountain Chapter*, Winter meeting. Winter Park, CO. January 1997.

- 4. Simonson, S.R., F.B. Wyatt, S. Rodearmel, and J.K. Moffit. Comparison of Cardiovascular parameters for the supine cycle ergometer and the treadmill. Abstract. *American College of Sports Medicine - Rocky Mountain Chapter*, Winter meeting. Frisco, CO. January 1995.
- 3. Wyatt, F.B., **S.R. Simonson,** S. Rodearmel, and J.K. Moffit. Comparison of ventilatory threshold for the treadmill and supine cycle ergometer. Abstract. *American College of Sports Medicine Rocky Mountain Chapter,* Winter meeting. Frisco, CO. January 1995.
- Simonson, S.R., C.G.R. Jackson, and J.E. Greenleaf. Leukocyte counts and plasma volume during supine cycle ergometry in men. Abstract. *American College of Sports Medicine - Rocky Mountain Chapter*, Winter meeting. Frisco, CO. January 1994.
- 1. Simonson, S.R. Findings of the 1993 RMC-ACSM. Membership Questionnaire. Presented at the winter meeting, *American College of Sports Medicine Rocky Mountain Chapter*. Frisco, CO. January 1994.

Workshops

- 30. Writers' Retreat. The POGIL Project. St. Louis, MO. July 2018. With K. Deavers.
- 29. On the job training: successful student mentoring. *Center for Teaching and Learning*, Boise State University. Boise, ID. January 2018.
- 28. Introduction to Team-Based Learning series. *Center for Teaching and Learning*, Boise State University. Boise, ID.
 - c. Creating effective group assignments, case studies, and problems. November 2017.
 - b. Groups or teams? How to form and manage effective collaborative learning. October 2017.
 - a. Scratch-off tests, the Readiness Assessment Process, and getting students to do the reading. September 2017.
- 27. Asking questions about student learning: How do I know what works and how do I tell others about it? *Center for Teaching and Learning*, Boise State University. Boise, ID. April 2017.
- 26. Getting students to do something in class: active learning strategies for the classroom. Boise State University. *Center for Teaching and Learning*, Boise, ID. October 2016.
- Writing POGIL Activities. Round Lake School District. Round Lake, IL. With M. Sullivan. c. June 2018.
 - b. May 2017.
 - a. June 2016.
- 24. Student Development: Where are they, where do we want them to go, and how do we get them there? *Boise State Concurrent Enrollment*. Boise State University. Boise, ID. May 2016. With T. Focarile.
- 23. Writing Guided Inquiry Activities Series. *Center for Teaching and Learning*, Boise State University. Boise, ID.
 - c. Guided Inquiry Activity Structure. March 2016.
 - b. Designing Guided Inquiry Models. February 2016.
 - a. Writing Learning Objectives. January 2016.
- 22. Introduction to Team-Based Learning (TBL).
 - b. Hall International Academy for Arts and Humanities. Boise, ID. April 2017.
 - a. Great Ideas in Teaching and Learning Symposium, Center for Teaching and Learning, Boise State University. Boise, ID. January 2016.

- Process Oriented Guided Inquiry Learning (POGIL). 1-day workshop. Round Lake High School. Round Lake, IL. With M. Sullivan, U. Halliday, and K. Plessel.
 b. March 2016.
 a. January 2016.
- 20. Developing Soft Skills. *Treasure Valley Skills Summit.* Boise State University. Boise, ID. October 2015.
- 19. Writing Guided Inquiry Activities so that the Students do the Thinking. *Center for Teaching and Learning*, Boise State University. Boise, ID.
 b. December 2015.
 a. October 2015.
- Boyer's Model of Scholarship: An Introduction to the New Addition of Promotion and Tenure Criteria. *Center for Teaching and Learning*, Boise State University. Boise, ID. September 2015.
- 17. Grading: The Necessary Evil of Teaching. *Teaching Assistant Orientation, Center for Teaching and Learning*, Boise State University, Boise, ID.
 - e. August 2018.
 - d. August 2017.
 - c. Teaching Assistant Orientation. August 2016.
 - b. New Faculty Orientation. January 2016.
 - a. Teaching Assistant Orientation. August 2015.
- 16. Team-based learning: I was flipping the classroom when flipping wasn't cool. *Center for Teaching and Learning*, Boise State University. Boise, ID. March 2015. With K. Johnson.
- 15. Asking questions about student learning: how do I know what I am doing is making a difference? *Center for Teaching and Learning,* Boise State University. Boise, ID. January 2015.
- 14. Process Oriented Guided Inquiry Learning (POGIL), 1-day workshop. *Center for Teaching and Learning*. Red Deer College. Red Deer, AB Canada. January 2015.
- 13. Team-based inquiry labs: making students do the thinking. *Center for Teaching and Learning,* Boise State University. Boise, ID. October 2014.
- 12. The promising syllabus. *Center for Teaching and Learning,* Boise State University. Boise, ID. d. *Course Design Institute 2.* May 2016.
 - c. Course Design Institute 1. May 2016.
 - b. Course Design Institute. May 2015.
 - a. Course Design Institute. May 2014.
- 11. Teaching and learning activities and group assignment design. *Center for Teaching and Learning,* Boise State University. Boise, ID.
 - d. Course Design Institute 2. May 2016.
 - c. Course Design Institute 1. May 2016.
 - b. Course Design Institute. May 2015.
 - a. Course Design Institute. May 2014.
- 10. Team-Based Learning (TBL) in the laboratory class: where the students answer the questions. *International Society for Exploring Teaching and Learning*. Orlando, FL. October 2013.
- 9. Process Oriented Guided Inquiry Learning (POGIL), 1-day workshop. *Boise Independent School District and Center for Teaching and Learning*, Boise State University. Boise, ID. October 2013.
- 8. Making Students do the Thinking: TBL in a Laboratory Course. *Boise State Teaching Scholars, Center for Teaching and Learning,* Boise State University. May 2013.

- 7. Process Oriented Guided Inquiry Learning (POGIL), 1/2-day workshop. *Idaho Science Teachers Association*. Boise, ID. October 2012.
- 6. Introduction to POGIL, Intermediate POGIL, and Advanced POGIL. *POGIL Northwest Regional Meeting*, 3-day workshop co-facilitator.
 - e. Tacoma, WA. July 2016.
 - d. Portland, OR. July 2015.
 - c. Tacoma, WA. June 2014.

b. McMinnville, OR. June 2013. (Regional coordinator.)a. Seattle, WA. July 2012.

- Process Oriented Guided Inquiry Learning (POGIL), 1/2-day workshop. American Chemical Society Northwest Regional Meeting and the American Association for the Advancement of Science. Boise, ID. June 2012. With S.E. Shadle.
- 4. Process Oriented Guided Inquiry Learning (POGIL). 1-day workshop. College of Western Idaho. Nampa, ID. June 2012. With S.E. Shadle.
- 3. Process Oriented Guided Inquiry Learning (POGIL). 1-day workshop. *American College of Sports Medicine*. San Francisco, CA. May 2012.
- 2. Managing Student resistance to cooperative learning: generating student buy-in to group learning. *Center for Teaching and Learning*, Boise State University. March 2012.
- 1. Process Oriented Guided Inquiry Learning (POGIL) Laboratories in Exercise Science Classes: Cooperative, Student-Centered, Teaching to Increase Engagement and Learning. *Hawaii International Conference on Education.* Honolulu, HI. January 2012.

Consulting

- 4. Mills, R.A., Attorney. Anderson, Julian & Hull, LLP. Boise, ID. 2016.
- Chittoori, B. NSF IUSE grant: Permeating Sustainability and Resiliency Concepts in Civil Engineering Curriculum. Department of Civil Engineering, College of Engineering, Boise State University. Boise, ID. 2016 – 2018.
- 2. Salzman, E, Attorney. Ada County Public Defender. Boise, ID. 2016.
- 1. Crane, T.J., Attorney. Anderson, Julian & Hull, LLP. Boise, ID. 2016.

Interviews

- 9. Hollingshead, N. More than just a fashion accessory: Fitness wearables. *Community Magazine*. May/June 2017, 23 26.
- 8. Sharp, S. and N. Snyder. <u>The Human Performance Laboratory</u>. *Boise State University In the* <u>Community Television</u>. March 27, 2016.
- 7. Mullen, J. <u>Shawn Simonson discusses resistance training for incoming college swimmers</u>. *Swim* <u>Sci</u>. October 31, 2014.
- 6. Poore, R. Faculty flip the classroom to encourage new way of learning. *Focus on Boise State University*. Fall 2013, 20-23.
- 5. Cripe, C. Davis Cup: the science of tennis in Boise. Idaho Statesman. March 31, 2013, S1,S3.
- Montenegro, M. <u>Test yourself: Fix these common moves</u>. *Simply Healthy by Marta*. February 6, 2013.
- 3. Lamay, C. Living well with arthritis. Idaho Statesman. April 27, 2009.
- 2. Getting quality help: selecting a gym and personal trainer. *The Morning Show with Nick Seibol. KNFT AM Radio.* Silver City, NM. May 22, 2002.
- 1. Getting started: exercise myths and fallacies. *The Doctor Mom Show with Jay Trent. KNFT AM Radio.* Silver City, NM. April 29, 2002.

Grants/Funding Received

- 18. Simonson, S.R. Boise City Fire Department. (2013) Assessment of Firefighting Training Officers. \$8,586.04
- 17. Simonson, S.R. Peak Power Cycling, Boise, ID. (2010) Proof of concept for a novel strength training apparatus for improving anaerobic cycling performance. \$6,507.00
- 16. Simonson, S.R. Center for Teaching and Learning Investigating Student Learning Grant. Boise State University, Boise, ID. (2010) A comparison of traditional expository laboratory teaching to Process Oriented Guided Inquiry Learning (POGIL) laboratory teaching in KINES 331 Laboratory for Exercise Physiology. \$3,500.00
- Simonson, S.R. Boise State University, Boise, ID. (2010) Service-Learning Planning Grant.
 \$300.00
- 14. Simonson, S.R. College of Education Faculty Research Grant Program. Boise State University, Boise, ID. (2009) *The effect of body weight supported treadmill walking exercise on knee osteoarthritis disease progression.* \$4,250.00
- 13. Simonson, S.R. Immunodiagnostic Systems, Inc. Fountain Hills, AZ. (2009) Research support. The effect of body weight supported treadmill walking exercise on knee osteoarthritis disease progression. (Gift-in-kind) \$4479.45
- 12. Simonson, S.R. Idaho Sports Medicine Institute. (2009) Research support. The effect of body weight supported treadmill walking exercise on knee osteoarthritis disease progression. (Gift-in-kind) \$2,500.00
- 11. Simonson, S.R. Hearing and Balance Center at Idaho Elks. (2009) Research support. *The effect of body weight supported treadmill walking exercise on knee osteoarthritis disease progression*. (Gift-in-kind) \$7,250.00
- 10. Simonson, S.R. AlterG, Inc. Freemont, CA. (2009) Research support. The effect of body weight supported treadmill walking exercise on knee osteoarthritis disease progression. (Gift-in-kind) \$80,000.00
- Weiler, D.M., L. Sutherland, M. Vallez, J. Glogowski, S.R. Simonson, B. Lind, Z.K. Hansen, and T. Soelberg. College of Health Sciences Developmental Research Grant. Boise State University, Boise, ID. (2008) *Diga Si a la Salud*. \$5,000.00
- Simonson, S.R. Boise State University, Boise, ID. (2008) Service-Learning Planning Grant.
 \$300.00
- Simonson, S.R. Center for Teaching and Learning, Travel Award. Boise State University, Boise, ID. (2008) Attendance at the Process Oriented Guided Inquiry Learning (POGIL) Workshop. \$300.00
- Simonson, S.R. Boise State University, Boise, ID. (2007) Service-Learning Planning Grant.
 \$300.00
- 5. Simonson, S.R., and M.J. Osmick. LifeMasters Supported SelfCare, Inc., South San Francisco, CA. (2007) Proof of concept pilot: Demonstration of the use of a personal computerized energy expenditure device coupled with individual and group coaching on participant motivation and weight loss. \$5,000.00
- 4. Simonson, S.R. C & I Benefit Solutions, Albuquerque, NM. (2004) Doc's Body Shop, small business start-up funding. \$150,000.00
- Niederman, R., and S.R. Simonson. Western New Mexico University, Silver City, NM. (2002) Western New Mexico University, Faculty Research Grant, Effect of Tai Chi practice on indices of balance and coordination. \$1000.00
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- Simonson, S.R. Western New Mexico University, Silver City, NM. (2000) Western New Mexico University, Faculty Research Grant. Acute indicators or orthostatic intolerance. \$1000.00
- 1. Doughty, M., and **S.R. Simonson.** American Heart Association, Heart Health Education Grant. (1987) Milliken Middle School, Milliken CO. \$500.00

Teaching Assignments:

Boise State University (2007 – present) KINES 330 Exercise Physiology KINES 331 Exercise Physiology Lab KINES 370 Biomechanics KINES 371 Biomechanics Lab KINES 432 Conditioning Procedures KINES 436 Exercise Testing and Prescription KINES 510 Physiology of Activity KINES 515 Exercise Physiology Lab KINES 520 Biomechanics

Seattle Pacific University (2016 – present) EDSC 5715 Writing POGIL Activities

Western New Mexico University (2000 – 2003) MVSC 100 Lifetime Wellness MVSC 106 Self Defense MVSC 109 Circuit Training MVSC 110 Patrol Fitness MVSC 111 Patrol Fitness II MVSC 121 Outdoor Experiences MVSC 213 First Aid MVSC 240 Anatomical and Physiological Kinesiology MVSC 307 Teaching Rhythm and Fitness KINES 540 Applied Principles of Conditioning
KINES 545 Clinical Exercise Physiology and Testing
KINES 552 Applied Statistical Methods
KINES 580 Selected Topics: Hyperbaric Physiology
KINES 593 Thesis
KINES 688 Thesis Proposal
KINES 696 Directed Research

MVSC 341 Physiology of Exercise MVSC 343 Biomechanics MVSC 400 Motor Behavior MVSC 402 Adapted Physical Education MVSC 408 Assessment in Physical Education MVSC 440 Exercise Prescription for Special Populations MVSC 441 Principles of Conditioning WELL 300 Nutrition and Diet Therapy

Service Activity

Department Administrative Duties and Committees

- Human Performance Laboratory. Director. (2009 Present)
- Sport and Exercise Psychology Position Search. Committee member. (2015 2016)
- Kinesiology (formally Exercise Science) Program Area, Coordinator. (2008 2015)
- Exercise Science/Physiology Position Search. Chair. (2012 2013) Successfully lead search that resulted in the hiring of the department's first choice.
- *Facilities.* Chair. (2007 2008) Purchased equipment to upgrade the teaching weight room located in the Kinesiology Annex. Continue to serve as a resource for decisions regarding this facility.
- *Biomechanics Position Search.* Chair. (2008 2009) Successfully lead search that resulted in the hiring of the department's first choice.
- Kinesiology Fundraising Reception. Co-chair with Jennifer Neil and Kris Kamann of the Boise State University Foundation. (2010 – 2012) Created, planned, and executed the first

annual Kinesiology department reception and fundraising event on November 16, 2010. Coordinated the two subsequent events and increased the size of the event and the number of gifts to the department.

Scholarship. Member. (2008 – 2013), Chair (2013 – present) Serve as the Exercise Science program representative to review and award student department scholarships.

College Committees

Technology. Member. (2007 – 2014) Represent the Kinesiology department's needs to the College of Education Technology committee resulting in the addition of approximately \$100,000.00 worth of equipment to Kinesiology. Purchases range from activity monitoring systems to high speed cameras.

University Service

University Foundations Review. Review of the Foundational Studies Program – Specifically University Foundations 100, with Mac Test (2016)
Center for Teaching and Learning. Faculty Associate (2014 – Present)
Treasure Valley Skills Summit. (2014 – 2017)
Core Reform Participant – Intellectual Foundations Work Group. (July 29, 2010)
Faculty Connections program. Mentor (2011 – 2012)

Scholarly/Professional Organizations/State Committees or Educational Agencies NSCA ID State Clinic. 2017, Co-host with D. Jaconi (January);

2009, Co-host with L. Ransdell (March);

2008, Host (October)

NSCA ID Sate Clinic Planning Committee. Member (2007 - 2012, 2016 - Present)

POGIL NW Regional Steering Committee. Member (2011 – Present).

Coordinator (2012 – 2013)

POGIL Project National Steering Committee. Member (2016 – 2019). POGIL TAPAS Curator. 2013 – 2017

Community Engagement

Presentations

- Arthritis and exercise on the road to wellness. Idaho Arthritis in Motion, monthly support meetings, Boise, ID. Invited. March 3 and 18, 2008
- *Exercise on the road to wellness.* Blue Cross of Idaho Wellness Challenge, Meridian, ID. Invited. January 30, 2008

Workshops/Seminars

Seizing the Magic Pill of Fitness. 2009 St. Alphonsus Regional Medical Center Arthritis Symposium: Keeping in Step – Living Well with Arthritis. Boise, ID. Invited. May 2, 2009

Consulting

Sun Valley Nordic Ski Olympic Training Center (2012 – present) Treasure Valley YMCA: Trim Kids. (2007 – 2008)

Achievements and Honors

Service Learning Faculty Award, Nomination. Service-Learning in Action, Boise State University. (2012). Nominated for use of service-learning in the classroom.

Service Learning Faculty Award, Nomination. Service-Learning in Action, Boise State University. (2011). Nominated for use of service-learning in the classroom.

- *The Golden Apple,* Nomination. Associated Students of Boise State University. (2009) Nominated for excellence in teaching.
- Merit Award Metabolic Syndrome Product Development, LifeMasters Supported SelfCare, Inc., South San Francisco, CA. (2007)
- Achievement Award Participant Monitoring, LifeMasters Supported SelfCare, Inc. Albuquerque, NM. (2006)
- Achievement Award Participant Self-Monitoring, LifeMasters Supported SelfCare, Inc. Albuquerque, NM. (2006)
- *Certificate of Appreciation,* Human Environmental Physiology Laboratory, NASA-Ames Research Center, Moffett Field, CA. (2000) Dedication and contribution to project.
- Lightning Award, Lockheed Martin Space Operations Corporation, NASA-Ames Research Center, Moffett Field, CA. (2000) Exceptional performance and contribution.
- *Graduate Student Fellowship*, NASA-ASEE Summer Faculty Fellowship Program, NASA-Ames Research Center, Moffett Field, CA. (1997)

Sandan Black Belt, Shimpu-kai Kempo Karate, Ames Community College, Greeley, CO. (1993)

Certificate of Appreciation, American Heart Association, Heart Health Education Grant Program. (1988)

Certifications

- Certified Strength and Conditioning Specialist (CSCS)*, National Strength and Conditioning Association (NSCA). 1996
- Coach, Level 1*, American Coaching Effectiveness Program (Now the American Sport Education Program, ASEP). 1988
- Dive Master*, Professional Association of Dive Instructors (PADI). 2013
- Emergency Medical Technician (EMT), Weld County, CO. 1990
- ACSM Certified Exercise Physiologist (EP-C)*, American College of Sports Medicine (ACSM). 1994

POGIL Facilitator, The POGIL Project.* 2011

Professional Lecturer, Physical Fitness, New Mexico Department of Public Safety Training and Recruiting Division. 2001

Secondary Science Teacher, Class A Certificate, Colorado Department of Education. 1987

Basic Cardiac Life Support, American Heart Association. 2005

American Red Cross Certifications

Cardiopulmonary Resuscitation.* 1999 Cardiopulmonary Resuscitation for the Professional Rescuer. 2000 First Aid.* 1999 Responding to Emergencies. 2000 American Red Cross Instructor Certifications Community First Aid and Safety. 2000 Cardiopulmonary Resuscitation for the Professional Rescuer. 2000 Responding to Emergencies. 2000 Workplace Standard First Aid. 2000

(*Certification maintained.)

Professional Organizations

Aerospace Medical Association (AsMA). 1999 - 2001

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American College of Sports Medicine (ACSM). 1993 – Present American Society of Exercise Physiologists (ASEP). 2015 - Present International Society of Exercise and Immunology (ISEI). 1995 - 2003 International Society for Exploring Teaching and Learning (ISETL). 2013 – 2014 National Strength and Conditioning Association (NSCA). 1995 - Present State Clinic Committee. Participant in scheduling and planning the 2008, 2009, 2017 Idaho State Clinics in Boise, ID. 2007 – 2012, 2016 – 2017 Process Oriented Guided-Inquiry Learning (POGIL). 2008 - Present POGIL Project National Steering Committee. Member (2016 – 2019) POGIL NW Regional Steering Committee. Member. 2011 - Present POGIL NW Regional Coordinator. 2012 – 2013 TAPAS Curator. 2013 - Present Professional and Organizational Development (POD) Network in Higher Education. 2014 -Present Professional Association of Dive Instructors (PADI). 2013 - Present Rocky Mountain Chapter of the American College of Sports Medicine (RMC-ACSM). 1993 -1998

- *Special Projects Committee.* Created and implemented membership interest survey. Compiled survey results to create a membership directory and provide the RMC-ACSM board with member input and programming recommendations. Assisted in scheduling and planning the 1994 Winter Meeting in Frisco, CO. 1993
- Student Representative to the RMC-ACSM board. Provided the students' perspective in the chapter decision-making process and coordination of the semi-annual meetings. 1994
- *Liaison to the ACSM Student Affairs Committee.* Provided the student perspective in the chapter decision-making process. Involved in establishing criteria for evaluating student poster presentation at the chapter's winter meetings. Represented the Rocky Mountain Region to the National Student Affairs Committee. 1995 1998

Team-Based Learning Collaborative. 2012 - Present

Undersea and Hyperbaric Medicine Society. 2003

Professional Activities

- American College of Sports Medicine Health/Fitness Instructor Workshop. Denver, CO; September 1994.
- American College of Sports Medicine Rocky Mountain Chapter, Annual meeting. Frisco, CO; February 1998. Winter Park, CO; January 1997. Frisco, CO; January 1996. Frisco, CO; January 1995. Frisco, CO; January 1994.
- American College of Sports Medicine Rocky Mountain Chapter, Fall symposium. Fort Collins, CO; October 1997. Greeley, CO; October 1996. Denver, CO; September 1995.
- American College of Sports Medicine Southwest Chapter, Annual meeting. Las Vegas, NV; November 1998.
- American College of Sports Medicine, Annual meeting. San Diego, CA; May 2015. Orlando, FL; May 2014. San Francisco, CA; May 2012. Seattle, WA; May 2009. Denver, CO; May 2006. San Francisco, CA; May 2003. Saint Louis, MO; May 2002. Orlando, FL; June 1998. Denver, CO; May 1997. Cincinnati, OH; May 1996. Minneapolis, MN; May 1995. Indianapolis, IN; May 1994.

- American Society of Exercise Physiologist, National meeting. Oklahoma City, OK; October 2015. Bioastronautics Investigators Workshop. Galveston, TX; January 2001.
- Course Design Institute. Boise State University, Boise, ID; May 2017. May 2016. May 2015. May 2014. May 2012. May 2009.
- Faculty Advising Institute. Boise State University, Boise, ID; October 2007.
- Hawaii International Conference on Education, Honolulu, HI; January 2012, January 2010.
- The Hotter 'n Hell Science and Medicine in Cycling, Wichita Falls, TX; August 2008.
- International Academy of Astronautics, Humans in Space Symposium. Santorini, Greece; May 2000.
- National Conference for Advanced POGIL Practitioners. Allentown, PA; June 2017.
- International Congress of Physiological Societies. Christchurch, New Zealand; August 2001.
- International Society for Teaching and Learning. Orlando, Florida; October 2013.
- National Science Foundation Day at Boise State University. Boise, ID; April 2010.
- National Strength and Conditioning Association, Idaho State Clinic. Boise, ID; January 2017. March 2009. October 2008.
- National Strength and Conditioning Association, National Conference. Las Vegas, NV; July 2008. Nashville, TN; June 1998. Las Vegas, NV; June 1997.
- NIH Regional Seminar on Program Funding and Grants Administration. Portland, OR; June 2001.
- Northern Rocky Mountain Region Education Association. Jackson Hole, WY; October 2009.
- Northwest Biomechanics Symposium. Boise, ID; May 2008.
- POGIL (Process Oriented Guided Inquiry Learning) Facilitator Training. Myrtle Beach, SC; January 2011.
- POGIL (Process Oriented Guided Inquiry Learning) National Meeting. St. Louis, MO; June 2018. St. Louis, MO; June 2017. June 2016. June 2013. June 2012. June 2011.
- POGIL (Process Oriented Guided Inquiry Learning) Northwest Regional Workshop. Tacoma, WA, July 2016; Portland, OR; July 2015. Tacoma, WA; June 2014. McMinnville, OR; June 2013. Seattle, WA; July, 2012. Seattle, WA; July, 2010. McMinnville, OR; June 2009. McMinnville, OR; June 2008.
- POD (Professional and Organizational Development) Network in Higher Education Annual Conference. Louisville, KY; November 2016. San Francisco, CA; November 2015. Dallas, TX; November 2014.
- St. Alphonsus Regional Medical Center Arthritis Symposium: Keeping in Step Living Well with Arthritis. Boise, ID; May 2009.
- Team-Based Learning Collaborative Annual Workshop/Meeting. Orlando, FL; March 2017. St. Petersburg, FL; March 2012.
- U.S. Navy Recruiting: Educators' Orientation Visit. San Diego, CA; August 2008. World Council of Biomechanics. Boston, MA. July 2014.

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Attachment 1

Gunes Uzer, PhD

1910 University Drive, MS-2085 Boise State University, Boise, ID 83725-2085 <u>Ph. Office:</u> (208) 426-4461, <u>Email: gunesuzer@boisestate.edu</u>

Education

Doctor of Philosophy, Biomedical Engineering Stony Brook University, Stony Brook, NY	2012
Master of Science, Mechanical Engineering Stony Brook University, Stony Brook, NY	2008
Bachelor of Science, Physics Celal Bayar University, Manisa, Turkey	2005
Professional Appointments	
Assistant Professor Department of Mechanical & Biomedical Engineering Boise State University, Boise, ID	2016-Present
Adjunct Assistant Professor Department of Medicine, Division of Endocrinology University of North Carolina, Chapel Hill, NC	2016-Present
Research Associate Department of Medicine, Division of Endocrinology University of North Carolina, Chapel Hill, NC	2016-2016
Postdoctoral Research Fellow Department of Medicine, Division of Endocrinology University of North Carolina, Chapel Hill, NC	2012-2016
Research Assistant Department of Biomedical Engineering Stony Brook University, Stony Brook, NY	2008-2012
Research Assistant Department of Mechanical Engineering Stony Brook University, Stony Brook, NY	2005-2008

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

DECEMBER 20, 2018

CURRICULUM VITAE

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TEACHING EXPERIENCE

Instructor

ME/MSE/BIOL 477&577, Biomaterials, Boise State University, Boise, ID

Instructor

ME310, Experimental Methods Laboratory, Boise State University, Boise, ID

Research Team

Current Employees Scott Birks, PhD Student Matthew Goelzer, PhD Student Josh Newberg, MS Student Alexander Regner, MS Student Kali Woods, MS Student Matthew Thomson, MS Student Stacie Loisate, Undergraduate Researcher

Honors and Awards

STEM CELLS Young Investigator Award, STEM CELLS, 2016

NSBRI First Award Fellowship, National Space Biomedical Research Institute, 2015 Harold Frost Young Investigator Award, American Society of Bone and Mineral Research, 2015

Young Investigator Travel Award, American Society of Bone and Mineral Research, 2015 Postdoctoral Award of Research Excellence, University of Carolina, 2015 Young Investigator Travel Award, American Society of Bone and Mineral Research, 2014 **IBFF Travel Award**, 12th International Bone Fluid Flow Workshop, 2014 President's Poster Award, American Society of Bone and Mineral Research, 2013 Sigma Xi Research travel Award, Stony Brook Chapter, Stony Brook University, 2012 NASA New York City Research Initiative (NYCRI) Achievement Award, 2009 Research Assistant Scholarship, Biomedical Engineering, Stony Brook University 2008-2013 Research Assistant Scholarship, Mechanical Engineering, Stony Brook University, 2005-2008

Fall 2016, 2017, 2018

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Spring 2016, 2017

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Invited Seminars

- Cell Mechanosensitivity is Enabled by the LINC Nuclear Complex, World Stem Cell Summit, West Palm Beach, Florida, December 8, 2016
- COBRE/INBRE Treasure Valley Research Meeting, "Cell Mechanosensitivity is Enabled by the LINC Nuclear Complex", Student Union Building, the Barnwell Room, Boise, Nov. 2016.
- Role of LINC in maintenance of MSC βcatenin signaling under microgravity, NSBRI Summer Bioastronautics Institute, Baylor College of Medicine, May 2016
- Role of nucleoskeleton in mechanical regulation of musculoskeletal tissues , Thurston Arthritis Research Center Seminars, University of North Carolina, NC, October 2015
- Nuclear-cytoskeletal tethering in mesenchymal stem cells: A role to sense and respond to mechanical input, East Carolina University, NC, October 2014
- Mechanical control of cell fate and function from a multi-scale perspective, Izmir Institute of Technology, Izmir, Turkey, September 2014
- How mechanical vibrations regulate bone cell metabolism: A Story from Outside to Inside the Cell, İzmir International Biomedicine and Genome Institute, Dokuz Eylul University, Izmir, Turkey, January 2014
- Wnt/LRP/β-Catenin signaling in bone, University of North Carolina, School of Medicine, Division of Endocrinology Grant Rounds, Chapel Hill, NC, July 2013

PUBLICATIONS

Published/In Press

- Pagnotti GM, Styner M, Uzer G, Patel V, Wright LE, PhD; Ness KK, Guise TA, Rubin J, Rubin CT. Combating Osteoporosis and Obesity with Exercise: Cell Mechanosensitivity, a Non-Drug Strategy to Stem Bone Loss and Fat Gain, Nature Reviews Endocrinology, 2018 *in press
- Uzer G, Thompson WR, Xie Z, Sen B, Bas G, Judex S, Rubin CT, Burridge K, Rubin J, Sunmediated Mechanical LINC between Nucleus and Cytoskeleton Regulates βcatenin Nuclear Access, Journal of Biomechanics, Vol. 74(6) p.32-40, 2018
- 3. Graham DM, Andersen T, Sharek L, **Uzer G**, Rothenberg K, Hoffman BD, Rubin J, Balland M, Bear J and Burrdge K. Enucleated cells reveal differential roles of the nucleus in cell migration, polarity and mechanotransduction. Journal of Cell Biology, Vol. 217(3) p.895-914, 2018
- 4. Rubin J, Styner M, Uzer G. Physical Signals May Affect Mesenchymal Stem Cell Differentiation Via Epigenetic Controls. Exerc Sport Sci Rev. Vol.46(1) p.42-47, 2018
- 5. Thompson WR, Yen S, **Uzer G**, Xie Z, Sen B, Styner M, Burridge K, Rubin J. LARG GEF and ARHGAP18 orchestrate RhoA activity to control mesenchymal stem cell lineage. Bone Vol.107 (2) p.172-180, 2018

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Attachment 1

- Sen B, Uzer G, Samsonraj RM, Xie Z, McGrath C, Styner M, Dudakovic A, van Wijnen AJ, Rubin J. Intranuclear Actin Structure Modulates Mesenchymal Stem Cell Differentiation. Stem Cells. Vol. 35(6) p.1624-1635, 2017
- Styner M, Pagnotti GM, McGrath C, Wu X, Sen B, Uzer G, Xie Z, Zong X, Styner MA, Rubin CT, Rubin J. Exercise Decreases Marrow Adipose Tissue Through B-Oxidation in Obese Running Mice. J Bone Miner Res. Vol. 32(8), p.1692-1702, 2017
- 8. **Uzer G**, Pongkitwitoon, Rubin J, Judex S, Cytoskeletal Configuration Modulates Mechanically Induced Changes in Mesenchymal Stem Cell Osteogenesis, Morphology and Stiffness, Scientific Reports, Oct;6:34791, 2016
- 9. Uzer G, Rubin CT, Rubin J, Cell Mechanosensitivity Is Enabled by the LINC Nuclear Complex, Current Molecular Biology Reports, Vol. 2(1), p. 36, 2016
- Uzer G, Fuchs RK, Rubin J, Thompson WR, Concise Review: Plasma and Nuclear Membranes Convey Mechanical Information to Regulate Mesenchymal Stem Cell Lineage, Stem Cells Vol. 34(6), p. 1455, 2016, Front Endocrinol, Vol.30(7):80, eCollection, 2016
- Sen B, Uzer G, Xie Z, C McGrath, Styner M, Dudakovic A, Samsonraj R, van Wijnen AJ, Rubin J Intranuclear actin structure modulates MSC differentiation, Stem Cells Vol. 33(10), p.3065-76, 2016
- 12. Morton TL, Galior K, McGrath C, Wu X, **Uzer G**, Uzer GB, Sen B, Xie Z, Tyson D, Rubin J, Styner M, Exercise Increases and Browns Muscle Lipid in High-Fat Diet-Fed Mice, 2016.
- 13. Uzer G, Thompson WR, Xie Z, Sen B, Judex S, Rubin CT, Burridge K, Rubin J, Cell mechanosensitivity to extremely low magnitude signals is enabled by a LINCed nucleus, Stem Cells, Vol. 33(6), p. 2063, 2015
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- Uzer G, Pongkitwitoon S, Chan ME, Rubin J, Judex S, Gap Junctional Communication in Osteocytes is Amplified by Low Intensity Vibrations in vitro, PLoS One, Vol. 9(3): e90840, 2014
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- Sen B, Xie Z, Case N, Thompson WR, Uzer G, Styner M, Rubin J, mTORC2 regulates mechanically induced cytoskeletal reorganization and lineage selection in marrow derived mesenchymal stem cells, Journal of Bone and Mineral Research, Vol. 29(1), p. 78, 2014

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- 26. **Uzer G** and Chiang FP, Mapping Full Field Deformation of Auxetic Foams using Digital Speckle Photography, Physica Status Solidi B, Vol.245(11), p. 2391, 2008
- 27. **Uzer G**, Chiang FP, Krukenkamp IB, Measuring Shape and Surface Strain of 3D Objects Using Digital Speckle Photography, Strain, Vol.45(5),p. 409, 2008

Conference Presentations

* = Graduate Student, † = Undergraduate Student, ¥= Research Staff

Podium Presentations

- Touchstone H^t, Uzer G, and S. Alwood J, The role of Nuclear Cytoskeleton in the Osteocytic response to Simulated Weightlessness. 33rd Annual Meeting of the American Society for Gravitational and Space Research, October 25-28, Seattle, WA 2017
- Uzer G, Bas G, Rubin J. Mechanical LINC between nucleus and cytoskeleton regulates βcatenin nuclear access. ORS 46th Sun Valley Workshop, Musculoskeletal Biology, August 7-10, Sun Valley, Idaho, 2016,*Received "Blue Ribbon Award"
- Uzer G, Bas G, Sen B, Xie Z, Rubin J. Role of LINC in maintenance of MSC βcatenin signaling under microgravity, NSBRI Summer Bioastronautics Institute, May 31-June 3, Houston, TX, 2016
- 4. Uzer G, Bas G, Thompson WR, Sen B, Xie Z, Rubin J. Nuclear envelope mechanosome regulates βcatenin nuclear transport. ORS 45th Sun Valley Workshop, Musculoskeletal

Biology, August 2-5, Sun Valley, Idaho, 2015. *Received "Harold Frost Young Investigator Award"

- 5. Thompson WR, **Uzer G**, Yen S, Sen B, Xie Z, Styner M, Rubin J. A Novel Osteocyte Model that Recapitulates in vivo Mechanical and Hormonal Responses. APTA CSM. Indianapolis, IN, 2015.
- 6. Uzer G, Thompson WR, Sen B, Xie Z, Sen S, Bas G, Styner M, Rubin CT, Rubin J. The nuclear envelope mechanosome regulates mechanical activation of βcatenin and its nuclear transport. Journal of Bone Mineral Research 29 (Suppl 1), 2014. *Received "Young Investigator Travel Award"
- Styner M, Wu X, Thompson WR, Uzer G, Xie Z, Sen B, Romaine A, Pagnotti GM, Rubin CT, Styner MA, Horowitz MC, Rubin J. Exercise regulation of marrow fat in the setting of PPARγ agonist treatment. ASBMR 36th Annual Meeting, Houston, TX, 2014
- Yen S, Thompson WR, Uzer G, Xie Z, Sen B, Case N, Styner M, Burridge K, Rubin J. Regulation of RhoA through the GTPase Activating Protein ARHGAP18 is Critical for Mesenchymal Stem Cell Lineage Commitment. 96th Annual Endocrine Society Meeting, Chicago, IL, 2014.
- 9. Uzer G, Chiang FP, Ding Y, Ho A, Rosenberger AH, Crack Propagation Characteristics in Lamellar TiAl, Proceedings of the SEM Annual Conference, June 4-6, Springfield, MA, 2007.
- 10. Uzer G, Ding Y, Chiang FP, Auxetic Foam as a Core Material for Sandwich Panels, Proceedings of the SEM Annual Conference, June 4-6, Springfield, MA, 2007.

Poster Presentations

- Touchstone H[†], Byrd R[†], S. Alwood J, Uzer G, Simulated Microgravity Decreases LINC Complex Expression in MSCs. 2018 Biomedical Engineering Society Annual Meeting, October 11-14, Phoenix, AZ 2017
- 12. Olcum M, Bas G[†], Ezcivici E, Rubin J., Uzer G LaminA/C knock down enhances adipogenesis but does not eliminate mechanical response in MSCs. ORS 47th Sun Valley Workshop, Musculoskeletal Biology, August 10-11, Sun Valley, Idaho, 2017.
- 13. Byrd R[†], Touchstone H[†], A Abend M^{*}, Patricelli M[†], **Uzer G**, The role of low intensity vibrations on MSC proliferation and osteogenesis under simulated microgravity, 2018 Idaho Conference on Undergraduate Research, July 26-27, Boise, ID, 2017
- 14. Schimpf J[†], Abend M^{*}, Patricelli M[†], **Uzer G**, Fologea D, Davis P Graugnard E, Advanced Atomic Force Microscopy for BioMaterials Research, 2018 Idaho Conference on Undergraduate Research, July 25-26, Boise, ID, 2017
- 15. **Uzer G**, Bas G[†], Sen B, Rubin J. Mechanical LINC between nucleus and cytoskeleton regulates βcatenin nuclear access. American Society of Cell Biology Annual Meeting, Musculoskeletal Biology, December 4-7, San Francisco, CA, 2016.
- 16. **Uzer G**, Bas G, Rubin J. Mechanical LINC between nucleus and cytoskeleton regulates βcatenin nuclear access. ORS 46th Sun Valley Workshop, Musculoskeletal Biology, August 7-10, Sun Valley, Idaho, 2016.

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- 17. Uzer G, Pongkitwitoon S, Haider B, Patel R, Jia S, Brouzes E, Judex S Nuclear-Cytoskeletal Imaging towards Identification of Cellular Mechanotransduction, ORS Annual Meeting, March 5-8, Orlando, FL, 2016.
- 18. Uzer G, Pongkitwitoon S, Judex S, Vibration Direction Differentially Regulates MSC Osteogenesis In Vitro, ORS Annual Meeting, March 5-8, Orlando, FL, 2016.
- Uzer G, Bas G, Sen B, Rubin J Nuclear Envelope Mechanosome Regulates Bcatenin Nuclear Transport, 2016 NASA Human Research Program Investigators' Workshop, February 8-11, Galveston, TX, 2016
- 20. Uzer G, Thompson WR, Sen B, Xie Z, Bas G, Judex S, Rubin J. Disruption of nucleocytoskeletal connectivity increases intranuclear actin and enhances MSC differentiation, ASBMR 2015 Annual Meeting, October 9-12, Seattle, Washington, 2015. * Received "Young Investigator Travel Award"
- 21. Thompson WR, Yen S, **Uzer G**, Sen B, Xie Z, Styner M, Rubin J. Actin Cytoskeletal Structure Influences MSC Lineage through Balanced Activity of LARG GEF and ARHGAP18. ASBMR 37th Annual Meeting, Seattle, WA, 2015.
- 22. Thompson WR, Yen S, **Uzer G**, Sen B, Xie Z, Styner M, Rubin J. Targeting RhoA GEFs and GAPs to Direct Mesenchymal Stem Cell Osteogenic Differentiation. APTA CSM. Indianapolis, IN, 2015.
- 23. Uzer G, Thompson WR, Sen B, Xie Z, Bas G, Judex S, Rubin J. LINCed Nucleus Enables sensing of High Frequency Vibrations but not Strain, 12^h Bone Fluid Flow Workshop, July 6-11, Houston, TX, 2014. *Received "IBFF Travel Award"
- 24. Uzer G, Thompson WR, Sen B, Xie Z, Bas G, Judex S, Rubin J. High Frequency Low Magnitude Vibrations but Not Strain is Enabled through Nucleo-Cytoskeletal Tethering., 7th World Congress of Biomechanics, July 6-11, Boston, MA, 2014.
- 25. Thompson WR, **Uzer G**, Yen S, Sen B, Xie Z, Brobst KE, Styner M, Rubin J. Sclerostin is Mechanically and Hormonally Regulated in a Novel in vitro Osteocyte Model. Journal of Bone Mineral Research 29 (Suppl 1), 2014.
- 26. Thompson WR, Yen S, **Uzer G**, Xie Z, Sen B, Styner M, Burridge K, Rubin J. LARG GEF and ARHGAP18 GAP Control Cytoskeletal Dynamics to Influence MSC Lineage Allocation. Journal of Bone Mineral Research 29 (Suppl 1), 2014.
- 27. Yen S, Thompson WR, **Uzer G**, Sen B, Xie Z, Styner M, Rubin J. Mechanical Regulation of LARG and ARHGAP18 Controls RhoA-Mediated Mesenchymal Stem Cell Fate. George F. Sheldon Resident Research Symposium, Chapel Hill, NC, 2014.
- 28. Thompson WR, **Uzer G**, Yen S, Sen B, Xie Z, Brobst KE, Styner M, Rubin J. Sclerostin is Mechanically and Hormonally Regulated in a Novel in vitro Osteocyte Model. 4th Annual IU SHRS Interdisciplinary Research and Education Conference, Indianapolis, IN, 2014.
- 29. Thompson WR, Yen S, **Uzer G**, Xie Z, Sen B, Styner M, Burridge K, Rubin J. LARG GEF and ARHGAP18 GAP Control Cytoskeletal Dynamics to Influence MSC Lineage Allocation. 4th Annual IU SHRS Interdisciplinary Research and Education Conference, Indianapolis, IN, 2014.
- 30. Uzer G, Sen B, Xie Z, Case N, Thompson WR, Styner M, Rubin CT, Judex S, Rubin J, Enhancement of Nucleo-Cytoskeletal Connectivity by Low Intensity Vibration

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Augments Mechanosensitivity in Mesenchymal Stem Cells, Journal of Bone Mineral Research 28 (Suppl 1), 2013. *Received "ASBMR President's Poster Award"

- 31. Uzer G, Chan ME, Pongkitwitoon S, Rubin J, Judex S, Vibrations Increase Osteocyte Gap Junctional Communication Independent of the Level of Fluid Shear, Journal of Bone Mineral Research 28 (Suppl 1), 2013.
- 32. Styner M, Kadari S, Galior K, **Uzer G**, Thompson WR, Case N, Sen B, Xie Z, Romaine A, Styner MA, Pagnotti G, Rubin CT, Horowitz M, Rubin J, Running decreases marrow adipose tissue in chow and high fat fed mice, Journal of Bone Mineral Research 28 (Suppl 1), 2013.
- 33. Thompson WR, Yen S, Xie Z, Sen B, Case N, **Uzer G**, Styner M, Rubin J, Mechanically Activated Fyn Modulates Adipogenic Commitment through mTORC2/Akt/RhoA Effects on Mesenchymal Stem Cell Cytoskeleton, Journal of Bone Mineral Research 28 (Suppl 1), 2013.
- 34. Uzer G, Manske S, Qin YX, Chan ME, Rubin CT, Frame MD, Judex S, Vibration Induced Mechanical Signals that Increase Proliferation and Osteogenic Commitment of Mesenchymal Stem Cells, Journal of Bone Mineral Research 27 (Suppl 1), 2012. *Received "Sigma Xi Research travel Award"
- 35. Uzer G, Manske S, Qin YX, Chan ME, Rubin CT, Frame MD, Judex S, Fluid Shear Modulates COX2 mRNA Expression but not Mineralization during Oscillatory Motions, Journal of Bone Mineral Research 26 (Suppl 1), 2011.
- 36. Manske S, Uzer G, Judex S, Does loading direction influence the cell's response to high frequency, low magnitude vibration?, Journal of Bone Mineral Research 26 (Suppl 1), 2011
- 37. **Uzer G** and Judex S, Fluid induced mechanical environment of cells during highfrequency oscillations in-vitro. IEEE 37th Northeast Bioengineering Conference, April 1-3, Troy, NY, 2011.
- 38. **Uzer G**, Fievisohn E, Chan, ME, Ferreri S, Qin YX, Judex S, Cell proliferation is modulated by oscillatory accelerations but not by differences in fluid shear, Journal of Bone Mineral Research 25 (Suppl 1), 2010.
- 39. Gupta S, **Uzer G**, Judex S, Recovery of Abdominal Adiposity and Vertebral Bone after Multiple Exposures to Mechanical Unloading, Journal of Bone Mineral Research 25 (Suppl 1), 2010.
- 40. **Uzer G**, Qin YX, Rubin CT, Judex S, Fluid Forces in the Bone Marrow during High Frequency Oscillatory Vibrations, Journal of Bone Mineral Research 24 (Suppl 1), 2009.
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- 43. **Uzer G** and Chiang FP, Mixed mode Brazilian tests of lamellar TiAl, Experimental Analysis of Nano and Engineering Materials and Structures. E. E. Gdoutos, Springer Netherlands: 209-210, 2007.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1

CURRICULUM VITAE

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- 44. Chiang FP and **Uzer G**, Measuring Strain in a Spherical Rubber Ball Using Speckles, Proceedings of the SEM Annual Conference, June 4-6, Springfield, MA, 2007.
- 45. Chiang FP, **Uzer G**, Ding Y, Ho A, Rosenberger AH, 3-D Shape Measurement Using a Micro/Nano Speckle Method, Proceedings of the SEM Annual Conference, June 4-7, St. Louis, MO, 2006.

GRANT ACTIVITY

Ongoing Research Support (Latest first)

ISGC Research Seed Grant

PI: Gunes Uzer Total Award Amount: \$45,000 Dates: 5/1/2018 - 4/30/2019 Title: Role of YAP-Dependent Inhibition of Radiation-Induced Cell Death Under Simulated Microgravity

National Institutes of Health AR3T Technology Development Grant

PI: Gunes Uzer Total Award Amount: \$133,000 Dates: 4/1/2018 – 4/1/2020 Amount: \$133,000 Title: Replicating Marrow Mechanics of Stem Cells Ex vivo

P20GM109095, National Institutes of Health (NIH), NIGMS

PI: Uzer, Gunes Total Award Amount: \$450,000 Dates: 9/1/16 - 8/31/19 Title: Nucleoskeleton regulation of the Chromatin Dynamics and Cell Fate in Response to Mechanical Signals

Completed Research Support

NNX15AK35A NASA EPSCoR Research Initiation Grant – SubAward-FPK548-SB-008

PI: Gunes Uzer Dates: 4/15/17 - 4/30/18 Amount: \$27,000 Title: Role Cellular Connectivity in Maintaining Osteogenesis Under Simulated Microgravity in Reponse to Mechanical Challenges

NNX15AI04H ISGC Undergraduate Research Grant – SubAward-FPK900-SB-033

PI: Gunes Uzer

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CURRICULUM VITAE

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Dates: 5/1/17 - 3/31/18 Amount: \$10,000 Title: Role Cellular Connectivity in Maintaining Osteogenesis Under Simulated Microgravity in Reponse to Mechanical Challenges

Grant to Enhance Undergraduate STEM Engagement proposal

Title: Boise State University Undergraduate Microgravity Research Team PI: Steve Swanson (Role: co-PI) Dates: 5/1/17 - 3/31/18 Amount: \$18,349

2214-A, The Scientific and Tech. Research Council of Turkey

12/30/15 – 11/31/16 PI: Melis Uzan, Role: Mentor Dates: Total Award Amount: \$30,000 Title: Age related changes in LINC mediated nuclear coupling

PF04304, National Space Biomedical Research Institute (NSBRI)

PI: Uzer, Gunes Total Award Amount: \$55,000 Dates: 11/01/15-7/31/16 Title: Role of LINC complex in Maintenance of MSC βcatenin Signaling Under Microgravity

Professional Organizations and Affiliations

- Advisory Board Member, ORS Musculoskeletal Biology Workshop, 2016-2020
- Member, American Society of Bone and Mineral Research, 2008- Present
- Member, Orthopedic Research Society, 2013-Present
- Member, Society of Experimental Mechanics, 2006- Present

Review and Editorial Duties

- Editorial Board, Scientific Reports (2017-2019)
- Editorial Board, AIMS Bioengineering (2016-2019)
- Accepted into Early Career Reviewer (ECR) program at the NIH Center for Scientific Review (CSR)
- Ad-hoc grant reviewer for Human Frontier Science Program (September 2016)
- Reviewer for
 - o Scientific Reports
 - o Tissue Engineering
 - o FEBBS Open Bio
 - o Stem Cells and Development

- o Experimental Cell Research
- o Bone
- o Journal of Biomechanics
- o Matrix Biology

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- Journal of Orthopaedic Research
- o Cell & Tissue Research
- o Calcified Tissue International
- o PLoS One
- o Cell & Tissue Research
- o PeerJ

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- o Rejuvenation Research
- Journal of Steroid
 Biochemistry and Molecular
 Biology
- Scandinavian Journal of Medicine and Science in Sports,
- o TUBITAK-Biology

EDUCATIONAL SERVICE AND COMMUNITY OUTREACH

- Advisor, The Boise State University Micro-g NExT Team, 2016-Current
- Workshop Organizer, "Build Your Own Computer" Reuseum educational, 2017-Current
- McNair Scholarship Program Mentor, 2017-Current
- The 2015 Oliver Smithies Nobel Symposium, Organizing Committee Member, 2015
- North Carolina Science and Engineering Fair, Judge, 2014-2015.
- Creekside Elementary School Science Night: Presenter, 2015
- NYCRI- Summer Internship Program, Lab Presenter, 2009

IDAHO STATE UNIVERSITY

SUBJECT

Master of Arts in Spanish

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness, Objective A: Workforce Alignment. IV. Increase in postsecondary programs tied to workforce needs.

BACKGROUND/DISCUSSION

The proposed online Master of Arts in Spanish will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. Program will provide high school teachers of Spanish the opportunity to attain the qualifications and language skill level required to participate effectively in dual enrollment language programs. Program will also support Spanish-speaking students learning English as a second language, comply with continuing education and promotion requirements in a meaningful and focused manner, and be better able to act in accordance with the Every Student Succeeds Act (ESSA).

The proposed program is a timely and practical response to the national, regional and statewide demographically driven need to increase the number of K-12 teachers qualified to teach in Spanish dual enrollment programs in accordance with National Alliance of Concurrent Enrollment Partnerships policies. Additionally, prepare to implement new, national ESSA standards into Idaho classrooms and address the documented need for more qualified foreign language/Spanish teachers.

IMPACT

The online program fee was set at \$330 per credit, which is less than graduate tuition, because the primary target student group is expected to be working public school educators, who are expected to enroll in one or two courses per semester. Enrolling in six credits will cost \$1,980 per semester. This is similar to programs in other states. In addition, this program has lower costs and can be offered at a discounted rate.

Current faculty resources are available to deliver the program. The four new courses that will be created can be covered through reallocating lower division coursework to adjunct faculty. Technology resources for online and distance-learning curriculum are already available through ITRC.

ATTACHMENTS

Attachment 1 – Proposal for the M.A. in Spanish

STAFF COMMENTS AND RECOMMENDATIONS

ISU's proposed M.A. in Spanish is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region V. Per Board Policy III.Z, no institution has the statewide program responsibility specifically for Spanish.

ISU has indicated the proposed MA in Spanish would help address a shortage of teachers qualified to teach dual credit Spanish. ISU currently has limited capacity to offer Spanish dual credit courses in high schools due to the level of educational attainment it requires for dual credit instructors. ISU has indicated that initial enrollment will be two students in the first year and will regularly enroll a total of 5-6 students and 10-12 part-time students once the program by its sixth year. While there is no graduate program in Spanish currently offered by Idaho public institutions, staff raised questions regarding the workforce need that this proposed program intends to address. Based on responses provided by ISU, staff continues to share questions regarding the need and demand for graduate education in this discipline as outlined in the proposal.

ISU is also requesting approval to assess an online program fee consistent with Board Policy V.R.3.a.x. at \$330 per credit hour. For the 30 credits required for completion of the proposed program, the total cost will be \$9,900. 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.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on November 15, 2018; and to the Committee on Instruction, Research, and Student Affairs (IRSA) on November 29, 2018.

Based on insufficient evidence of workforce demand in addition to the reallocation of resources needed to develop and deliver the proposed program, Board staff recommends ISU provide further assessment of the regional and statewide need for a graduate credential in this discipline area.

BOARD ACTION

I move to approve the request by Idaho State University to create an online, Master of Arts in Spanish as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

I move to approve the request by Idaho State University to designate an online program fee for the Master of Arts in Spanish in the amount of \$330 per credit in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Attachment 1

Institutional Tracking No.

2017-05 revised

Idaho State Board of Education Proposal for Graduate Degree Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	Arts and Letters
Name of Department(s) or Area(s):	Spanish (Global Studies and Languages)

Program Identification for Proposed New or Modified Program:

.

Program Title:	Ma	Masters in Spanish								
Degree:	M./	A. D	egree Designation		Un	dergrad	uate	х	Graduate	
Indicate if Online Program:	x	X Yes				No				
CIP code (consult IR /Registrar):	16.0905									
Proposed Starting Date:	August 2019									
Geographical Delivery:	Loc	Location(s) Pocatello, Idaho				gion(s)	IV, V	, VI		
Indicate (X) if the program is/has:		Self-Support				Professional Fee				
Indicate (X) if the program is:	x	X Regional Responsibility				Statewide Responsibility			nsibility	

Indicate whether this request is either of the following:

X New Degree Program		Consolidation of Existing Program	
Undergraduate/Graduate Certin more)	ficates (30 credits o	r New Off-Campus Instructional Prog	gram
Expansion of Existing Program		Other (i.e., Contract P rogram/Colla	aborative
Kanai to Jully-C	2 me 9/4/2	18	
College Dean (Institution)	Date	Vice President for Research (Institution; as	Date
Min	10/8/18	applicable)	
Graduate Dean or other official	Date	Academic Affairs Program Manager, OSBE	Date
(institution; as applicable)	- 16/8/10		
FVP/Chief Fiscal Officer (Institution) Date	Chief Academic Officer, OSBE	Date
Saun Murz	10/11/18		
Provost/VP for Instruction	Date	SBOE/Executive Director Approval	Date
(Institution) Herr Satter	- 10-16-18		
President	Date		

ISU 2017-05 revised M.A. in Spanish

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Attachment 1

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. <u>All guestions must be answered</u>.

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 Department of Global Studies and Languages in the College of Arts and Letters at Idaho State University proposes the creation of an online **Master of Arts (M.A.) in Spanish**. This **30**-credit graduate degree utilizes existing courses in the Department of Global Studies and Languages and the College of Arts and Letters to create a program of study that will provide high school teachers of Spanish the opportunity to attain the qualifications and language skill level required to participate effectively in dual enrollment language programs, support Spanish-speaking students learning English as a second language, comply with continuing education and promotion requirements in a meaningful and focused manner, and to be better able to act in accordance with the <u>Every Student Succeeds Act</u>. The proposed M.A. program would capitalize on existing undergraduate and graduate level course offerings already available online and in hybrid form to give students from our state and the region a unique, quality educational opportunity.

The proposed M.A. in Spanish will demonstrate our university's and our state's commitment to the standards established by the **National Alliance of Concurrent Enrollment Partnerships** (<u>NACEP</u>). The M.A. in Spanish at Idaho State University will provide our Early College Program (ECP) Spanish teachers with "meaningful, ongoing professional development" that will help our ECP teachers "adhere to the highest standards so students experience a seamless transition to college" (<u>http://www.nacep.org/</u>). The M.A. program in Spanish will be an effective vehicle for making patent our desire to uphold "high standards to ensure the academic integrity of college courses" in the high schools by engaging teachers in "quality improvement practices" (http://www.nacep.org/accreditation-institute/).

The ISU Department of Global Studies and Languages has demonstrated expertise in offering traditional Spanish and Spanish for Special Purposes curricula through Baccalaureate programs in Spanish for the Health Professions, the Baccalaureate program in Spanish, and a well-subscribed 15-credit Graduate Certificate in Spanish for the Health Professions. These programs include traditional, hybrid, and completely online course offerings in language, literature, culture, interpretation and translation in the field of literature, health professions interpretation and translation, professional writing, and interpretation for the courts. The proposed M.A., just like the existing graduate certificate, will be offered entirely online.

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.

The ISU **Master of Arts in Spanish** is a timely and practical response to the national, regional and state-wide demographically driven need to increase the number of K-12 teachers qualified to teach in Spanish dual enrollment programs in accordance with NACEP policies; able to assist Spanish-speaking students as they acquire core skills; prepared to implement new, national ESSA standards into Idaho classrooms; able to facilitate communication and cooperation between K-12 educators and Spanish- speaking parents/guardians; and prepared to address the documented need for more qualified foreign language/Spanish teachers. In addition, post-secondary institutions, business and industry are currently unable to depend upon the availability of qualified personnel to teach at community colleges, technical institutions, or at four-year institutions of higher learning.

ISUR2047-05 revised M.A. in Spanish

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Although a Ph.D. is required for tenure track positions, a Master's degree is the minimum requirement for adjunct instructors and lecturers at most four-year U.S. institutions of higher learning. Currently, Idaho post-secondary institutes often struggle to recruit qualified Spanish instructors because Idaho currently does not have an M.A. program in Spanish. In turn, this affects our capacity to offer dual enrollment courses in language, as the high school instructors have no in-state program available to allow them to complete a Master's program in the Spanish language. Idaho needs to "grow our own" secondary and post-secondary educational workforce by providing a M.A. in Spanish designed to serve our Spanish educational workforce needs. The ISU M.A. in Spanish will facilitate growth of Early College programming while insuring that our dual-enrollment programs are taught by appropriately qualified teachers, in accordance with NACEP accreditation standards.

In terms of the general teacher shortage, it has long been established and widely accepted among education scholars that teachers with a higher sense of efficacy exhibit greater enthusiasm for teaching (Hall, Burley, Villeme, & Brockmeier, 1992), have greater commitment to teaching (Coladarci, 1992), and are more likely to remain in teaching (Burley, Hall, Villeme, & Brockmeier, 1991). Specific to Second Language teachers, research on one's sense of efficacy in teaching languages has been related to career satisfaction in terms of the person/environment fit. Working from the perspective of aligning perceived ability to workplace environment, Swanson (2008) has investigated the relationship between Second Language (SL) teachers' perceptions of their vocational interests as they relate to workplace environment and their sense of efficacy in teaching languages. His study concludes that SL teachers whose professional interests, abilities, and competencies matched the dynamics and requirements of the workplace environment (schools) had an increased sense of efficacy in teaching languages (Swanson, 2012). A 2014 study by the same author suggests the higher one's belief about his or her abilities to teach Spanish, the higher the students' scores on the exams (Swanson 2014). Teacher efficacy has also been correlated to participants' future vocational plans, with higher efficacy correlating to a higher chance of teacher retention, whereas lower teacher efficacy correlates with higher teacher attrition. This research has implications for teacher preparation and professional development highlighting the importance of building a strong sense of efficacy in teaching Spanish. [Swanson, 2014).

It is well established that **"The quality of a student's teacher is the single-most influential in-school factor in academic achievement and future life outcomes"** (Rice, 2003). Benefits to the state and its students include but are not limited to the following: Idaho teachers of the Spanish language will be able to comply with continuing education requirements while completing graduate level coursework in the only completely online master's level graduate program in Spanish offered in our state and in our region. These better-qualified professionals will be able to participate in the State's Advanced Opportunities Program by qualifying to teach both traditional dual-enrollment courses in Spanish as well as courses in Spanish for Specific Purposes. Spanish for Specific Purposes – courses in Spanish for Health Care, Business, Tourism, or other courses designed to help students meet specific professional goals—offer students the opportunity to "practice language and navigate culture in the context of a specific field " (Crouse, 2013). Teachers qualified to teach Spanish for Specific Purposes will be a sought-after commodity in K-12 and in post-secondary education due to their role in the development of attributes needed by our students who enter the workforce.

In addition, because a large number of selective universities still require that applicants have basic language study prior to application, many Idaho students simply do not qualify to apply to more selective schools. Qualifying K-12 teachers to offer more levels and sections of language students will aid in making students more competitive candidates for admittance to selective colleges and universities, which in turn will contribute to improving Idaho's go-on rate, and the overall quality of the state's workforce.

Current and future teachers of Spanish in Idaho will be able to adhere to the State Certified Instructional Staff Salary schedule by means of the continuing education opportunities offered through the proposed online graduate program in Spanish. Teachers of Spanish will have the opportunity to improve mastery of their discipline, including the ability to teach Spanish for Special Purposes and dual enrollment courses. This will allow Idaho teachers to gain meaningful educational credits needed to receive increases in salary, which will

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result in better-qualified, better-paid teachers who will then support local economies. Students will benefit from better-educated, well-compensated teachers.

The Master of Arts in Spanish responds to documented Teacher Shortage Areas in Idaho and in the U.S.

Idaho's Hispanic population has increased by 63% in the last 10 years, as compared to a 21% increase in non-Hispanics in Idaho (*Idaho Commission on Hispanic Affairs* [ICHA], 2017). According to the 2010 US Census, approximately 11.2% of the total Idaho population is Hispanic. In seven Idaho counties Hispanics make up over 20% of the population with Clark county being 42.6% Latino, Jerome 34%, Minidoka 32%, Power county at 31%, and Canyon county at 24.5% (2010), all significantly higher than the average national percentage of 16.3%. There are large areas in southern Idaho in particular with more than 20% Hispanic/Latino populations. Furthermore, according to the ICHA, there are some schools in rural areas in which the Hispanic student population has risen to nearly 80%, with ten districts statewide at, near, or above a 50% Hispanic population in the schools (2015). As Idaho's Hispanic population increases, so does the Limited English Proficiency (LEP) Hispanic population. The 2010 census revealed that 61% of Idaho Hispanics come from homes speaking a language other than English, and the 2013 *Hispanic Profile Data Book* indicated that 32% of Idaho Hispanics spoke English "not well or not at all." The state's changing demographics present a set of challenges to Idaho's already overburdened K-12 education system. The increase in dual language programs in the U.S. is well documented—from just over 200 programs in 2000 to nearly 2,000 by 2011. The need for highly trained bilingual educational professionals to meet the needs of students in those programs remains unfulfilled.

According to the U.S. Department of Education, Idaho has had, and continues to have, documented teacher shortages in Foreign Languages and in English as a Second Language (*Teacher Shortage Areas*, 2015). Spanish was designated an area of "high need" in 2017 by the Idaho Association of School Administrators [IASA]. From 2007 to 2010, the percentage of Latino children enrolled in public schools increased from 12.4 to 15.9 percent; 60 percent of this population is housed in Southwest and South-Central districts, which include large rural areas. Idaho, as well as the rest of the country, needs educators both capable of working effectively and efficiently with this growing segment of our population and qualified to expand dual-enrollment programs.

As supported by data from the U.S. Department of Education and by the IASA, there simply are not enough teachers qualified to teach Spanish as a foreign language. Providing current teachers with the prospect of attaining the skill level necessary to teach Spanish in our high schools should be a priority. Many schools offer only one foreign language, usually Spanish, but do not have sufficient qualified personnel to offer enough sections or levels to ensure that all students have the opportunity to study Spanish, which perpetuates a shortage of proficient bilingual professionals in Idaho, including and especially in Education. On a national level, English Language Learners (ELL) represent 9.2% of the U.S. K-12 student population. Spanish-speaking teachers and counselors are necessary to ensure that Idaho students who are English Language Learners attain English proficiency and make appropriate progress in core academic areas.

Bilingual teachers work in districts with high numbers of Spanish speakers to help them succeed academically in English and in Spanish while other bilingual teachers support state dual-enrollment programs to enhance graduating seniors' success in college. Teachers with these language skills are not easy to find. Thirty-two states and D.C. report shortages of bilingual teachers, and the U.S. Education Department (*Teacher Shortage Areas*, 2015) identified bilingual education and English language acquisition as high-need fields that are experiencing nationwide teacher shortages at all developmental levels. Furthermore, with bilingualism in high demand in all fields, educators with language skills often leave schools for more lucrative careers. Appropriately certified Spanish bilingual teachers are in high demand.

Finally, the importance of recruiting Latinos into the field of education cannot be over emphasized. The U.S. Secretary of Education states: "Although Hispanic students have become the largest minority and represent nearly a quarter of the nation's student population, Hispanic teachers represent only 7.8% of the field" (White House Initiative on Educational Excellence for Hispanics [EEH], 2015). In Idaho, the number of Latino K-12 educators certainly lags behind in areas in which 48% -50% of school age children are Latino/Hispanic. Idaho needs to

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actively recruit Latinos into the field of teaching. Research shows quite clearly that ethnic minority students achieve greater academic success when presented with educational role models from their own culture. In Idaho, prospective teachers may certify in the traditional fashion or pursue alternative licensing. Our proposed program will actively recruit Latinos with the goal of providing an educational experience that will encourage students to pursue their teaching credential through traditional and alternative certification routes.

The ISU Graduate Program in Spanish reflects regional and national demographic trends in education needs.

On a national level, the U.S. Census projections predict that by the year 2050 the US Hispanic/Latino population will have reached 102.6 million, approximately 24.4% of the total U.S. population. The Hispanic population and Hispanic LEP (Limited English Proficient) population grew in every region of the United States between 2000 and 2010. The 2010 U.S. Census reported Hispanics are the largest minority group represented in the Intermountain West. Western states generally saw significant growth in their Hispanic populations, 34%, between 2000 and 2010. The nationwide increases have driven up the need for bilingual educators and other professionals across the country. In particular, Hispanic concentrations were found in counties within central Washington, in Kansas, Idaho, Oklahoma, Nebraska, and Colorado; around Chicago and along the East Coast from New York to Virginia; in central and southern Florida; and the District of Columbia. The nationwide shortage of bilingual K-12 teachers has school systems looking beyond the United States to fill the growing demand for qualified instructors.

According to a 2015 U.S. News report, "Today, more than 5 million students in the public school system are learning English, a number that has more than doubled since 1998, according to the Migration Policy Institute" (Camera). Camera also notes that the Council of Great City Schools, which represents the nation's largest school systems, found that there is a widespread shortage of teachers for English Language Learners, with half of large districts currently reporting a shortage, or anticipating one within five years (US News, 2015). A 2016 article by Corey Mitchell affirms that "Districts have struggled for decades to find bilingual teachers, especially in communities where English is not the first language for many students" (Education Week).

Through enrollment in the ISU graduate program in Spanish, Spanish teachers, ESL or TESOL teachers, counselors, and administrators will have the opportunity to increase their Spanish language proficiency and cultural competence through our year-round online offerings, allowing them to fill the growing need for qualified bilingual educators, and growing Idaho's local and regional supply of educators to fill the state's 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: Teacher, secondary or middle school, Bilingual Education, Spanish as World Language or TESOL.

Idaho Teacher and ECP Outlook

The Idaho Department of Labor projects 104 average annual job openings due to growth and 143 average job openings due to replacements/retirements for elementary school teachers, 39 average annual openings due to growth, 56 due to replacement for middle school teachers, and 65 average annual openings due to growth and 99 average due to replacements for secondary school teachers through 2024. (Idaho Department of Labor and Bureau of Labor Statistics [IDLS], 2014). The number of Early College Program dual-enrollment credits has increased over 200% in the last three years. However, to comply with national accreditation, participating schools must insure that their teachers meet accreditation standards. At ISU, lower division language instructors in Spanish must have an M.A. degree in order to teach even first and second-year courses.

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Teacher: Dual Enrollment, Secondary language education, K-12 Spanish/World Languages, K-12 bilingual education, or TESOL

More than 50% of private secondary and K-12 schools in the US provide foreign language instruction. In a 2011 survey, public schools not offering foreign language instruction cited the "Shortage of language teachers" as a significant impediment to offering foreign language (Pufahl and Rhodes, 2011). Nationally, from 2014 to 2024, a significant number of older teachers will reach retirement age. Their retirement will create job openings for new teachers. Employment of high school teachers is projected to grow **6 percent** from 2014 to 2024, about as fast as the average for all occupations (Bureau of Labor Statistics, U.S. Department of Labor [BLS], 2016-2017). Many schools report that they have difficulty filling teaching positions for certain subjects, including English as a Second Language, and Special Education. In addition, many school districts report difficulty in filling positions for teachers of English as a Second Language, which may represent opportunities for bilingual educators (BLS, 2016-2017). Among schools with foreign language programs, Spanish was the most commonly taught language and increased over the past decade. In 2008, 88% of the elementary schools that offered language instruction taught Spanish. As a result, teachers with education in those subjects or certifications to teach those specialties should have better job prospects. Opportunities are likely to be better in in rural school districts than in suburban school districts (BLS, 2016-17).

The demand for teachers will be partially fueled by the need for teachers to teach dual enrollment courses. The *Idaho State Journal* reports that "Between the 2008 and 2016 school years, the number of Idaho students in dual-credit classes rose 252 percent to 17,659. Idaho colleges and universities report double- and triple-digit increases in the number of public school students enrolled in their dual-credit classes. A tight teacher hiring pool makes it more difficult to readily find teachers qualified to teach dual-credit classes" (Roberts, 2016).

- Post-Secondary Spanish teacher: Employment of post-secondary teachers is projected to grow 13 percent from 2014 to 2024, faster than the average for all occupations, with projected moderate growth in foreign language instruction at 1.1%. (Career Outlook in the US, 2016). Growth is expected as enrollments at post-secondary institutions continue to rise and many jobs are expected to be for part-time faculty (BLS 2016-17). Area, Ethnic, and Cultural Studies Teachers, Post-secondary positions will increase by 19% in Idaho (BLS, 2016-2017)
- 2. Interpreter/Translator: Employment of interpreters and translators is projected to grow 29 percent from 2014 to 2024, much faster than the average for all occupations. Employment growth will be driven by increasing globalization and by large increases in the number of non-English-speaking people in the United States. Job prospects should be best for those who have professional certification. (BLS, 2017-2017)

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	K-12 educators		
State	6.0%	6.0%	
Nation	1.1%	1.1%	

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

b. Student need. What is the most likely source of students who will be expected to enroll (fulltime, 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.

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According to the Idaho State Board of Education, there are over 500 teachers in Idaho certified to teach Spanish. None of them have a M.A. in Spanish from an Idaho university. Currently, there is no in-state master's program in Spanish to offer them a meaningful professional development experience in their content area. This is problematic. As with all U.S. states, Idaho teachers are required to hold a bachelor's degree, but not necessarily in the content area. Requirements for certification as a Spanish teacher in the State of Idaho have traditionally been much less rigorous than standards imposed in other states. No university in Idaho requires Spanish teachers to complete a baccalaureate degree in Spanish in order to teach Spanish at the high school level. Instead, university students wishing to certify to teach Spanish as a Second Language in Idaho High schools take between 20 and 30 credits of Spanish, of which 6-8 are second-year courses in which students are still establishing basic proficiency and rudimentary command of Spanish grammar and vocabulary, not upper division coursework which demands a much higher level of proficiency. This course of study is equivalent to earning a Minor in the teaching content area.

If Idaho wants a quality Spanish Early College Program whose credits will be accepted by other universities, it is crucial that ECP Spanish instructors have the same documented proficiency in the Spanish language as all ISU adjunct instructors of Spanish, understand and apply national standards that form the basis for university level language programs, and have demonstrated ability to develop and deliver university level curriculum and assessment before they are allowed to teach college level courses. Currently, high school Spanish teacher certification standards are very low --only requiring coursework credits equivalent to those required to earn a Minor in Spanish. In many cases, this does not give prospective teachers enough time to reach a proficiency level of Advanced High, the ACTFL speaking proficiency rating adopted by most states as a requirement for Spanish teacher qualification. *Teachers who do not speak well cannot teach well.* Also, the gap between language classroom is very large. This is why, for example, that 1 year of traditional high school Spanish is barely equivalent to one semester of university level language instruction. If ECP students are to have a true university level course as is desired by the Idaho Advanced Opportunities program, then participating teachers must have appropriate and documented domination of their subject and of university level methodology, expectations, outcomes, and assessment.

Neighboring states require more course-work in the content area and emphasize speaking ability to a greater extent than in Idaho. For example, to teach Spanish in Utah, a candidate must not only complete 36-38 credits of coursework – most in upper division – but must also achieve an Advanced Low on the ACTFL OPI (American Council of Teachers of Foreign Languages Oral Proficiency Interview). At Utah State University, students who wish to teach at the high school level take 38 credits, only 4 of which are lower division/2nd year, and maintain a 3.0 in the language courses. BYU Idaho requires 42 credits of Spanish in its teacher education program, with approximately only 8 credits in lower division.

If one compares these requirements to those in other disciplines which offer 45-credit endorsements, it is easy to see that unless the Spanish teacher comes from a Spanish-speaking household or has committed to an immersive experience, most Idaho Spanish Secondary Education graduates are not well-enough prepared to teach upper level or Early College Program Spanish.

University instructors need an M.A. (30 credits beyond the undergraduate requirements) to teach lower division courses – 1st and 2nd year – in the language. As previously stated, it is often difficult to find qualified university instructors to teach lower-division language courses because those with established teaching credentials, often high school Spanish teachers, simply do not have the Spanish proficiency required to teach a college level course due to the fact that language as a content area is treated as a secondary curriculum, the equivalent of a minor, in deference to the Education degree, which takes precedence over the language content area. Novice teachers graduating with their Minor in language and starting their career in classrooms sometimes populated with heritage speakers of Spanish often find that they do not have sufficient language training to serve the needs of that population, and they do not have an in-state program that would allow them to improve their skills to better meet the needs of heritage speakers and traditional students who desire

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a higher level of language study.

If Idaho's Spanish teachers wish to better their skills, earn pay raises based upon educational achievement, and earn an advanced degree in their subject area, they currently must take courses from out-of-state institutions and pay graduate out-of-state tuition **or** take graduate level courses in areas that do not improve their command of their content area. If we are to provide quality dual enrollment courses that truly represent university level coursework, it is only logical to demand that the high school teachers meet the minimum requirements established by the university to teach those courses. However, it is then incumbent upon the university and the state to provide teachers with the opportunity to meet those requirements. The M.A. in Spanish at Idaho State University will provide all Spanish teachers with this opportunity through quality online coursework designed to facilitate teacher progress and success in completing a graduate degree in the Spanish language. Teachers may enroll as full-time or part-time students. We offer a variety of graduate level courses year-round, allowing our students maximum flexibility and convenience.

Apart from K-12 teachers of Spanish, Idaho teachers with ESL/TESOL certifications also lack an in-state graduate level option for improving their language skills in Spanish in order that they serve the largest group of students, Latino students, who need their educational support services. Studies show that language concordance between ESL/TESOL teachers and students improves the efficacy of ESL/TESOL interventions.

Any teacher in Idaho, whether of Spanish or of English as a Second Language, should have the opportunity to improve Spanish skills and proficiency in order to facilitate our English Language Learner (ELL) students' progress. School administrators and counselors should also have this opportunity to improve their language skills and cultural competence skills to assist them in the effective completion of their responsibilities to all Idaho parents and students.

There are 6 undergraduate Spanish education programs in the state: Idaho State University, Lewis and Clark, University of Idaho, Boise State University, Brigham Young University Idaho, and College of Idaho. Currently, none of these students have the opportunity to continue their studies at the graduate level in Spanish. ISU is perfectly positioned to offer this opportunity to both traditional and non-traditional graduates from our universities. The nature of our program – with its emphasis on Spanish for educators and Spanish for Specific Purposes – will provide opportunities for those in many sectors of our state's workforce: education, industry, tourism, agriculture and health industries will all find that our program will satisfy their professional development needs.

Finally, Spanish-speakers are the largest, fastest-growing minority group in Idaho. Hiring bilingual teachers is more necessity than luxury. There are more than 52.6 million native and bilingual Spanish speakers in the United States, making the country second only to Mexico in that category, according to a June 2015 report by *Instituto Cervantes*, a nonprofit created by the Spanish government. Just as many English-speaking students study English, there are Spanish-speakers who will wish to study Spanish language and its applications in the context of specific fields. Our program will provide native Spanish speakers with the means to enhance their employment opportunities and, hopefully, with the motivation and guidance necessary to seek alternative teaching certification or certification through more traditional routes.

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 program will stimulate the state economy by providing our teachers with affordable continuing education options. Teachers will spend tuition dollars in the state instead of sending that money elsewhere. As the program will be online, it will attract students from out of state. Out-of-state graduate tuition in Idaho is less expensive than in-state tuition in many states. Also, there are fewer than 20 online programs for teachers of Spanish in the United States and none in our service region (Idaho, Oregon, Washington, Wyoming, Montana). Idaho State University's M.A. in Spanish will be a viable, affordable and convenient option for instate and out-of-state teachers or other professionals who wish or need to improve their skills through

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graduate level coursework. This will in turn enable more high schools to fulfill the intent of the Advanced Opportunities program, which provides students with the means to complete university level coursework while still in high school. The ISU online M.A. program in Spanish will increase the number of qualified instructors who will then deliver high quality, university level courses at the high school to our students, and will help to keep the tuition dollars invested in those degrees in-state. The program will also make achievement of an M.A. degree affordable and accessible to Idaho's teachers, even in remote areas. An affordable and accessible M.A. option in Spanish will benefit the university and the state by producing more effective Spanish teachers in the state, promoting retention of those teachers, and potentially drawing teachers to the state through contact with the program.

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

Teachers will respond positively to being able to complete continuing education requirements in their own teaching subject area. Currently, Spanish teachers must complete continuing education, but, unlike their colleagues, they complete this course work outside their content areas. The goal of continuing education is to encourage improvement in one's area of expertise. With the addition of the M.A. in Spanish, individuals in the field will finally be able to do work towards advanced content-area proficiency in Spanish instead of spending money and time studying other less relevant material just to fulfill continuing education requirements. Their improved skills will inform their teaching, in both traditional high school courses as well as in dual-enrollment courses. Graduate level coursework will improve skills, but also boost teacher confidence so that more feel confident offering dual-enrollment courses. Further, improved communication skills and enhanced cultural competence will allow non-native speaking teachers to have more skills and confidence when working with Spanish-speaking community members and their children, bridging cultural and linguistic gaps to facilitate student academic achievement and parental involvement so necessary for student success.

BENEFITS OF BILINGUAL K-12 TEACHERS:

Students who are English Language Learners (ELL) participate in appropriate programs of language assistance, such as English as a Second Language, High Intensity Language Training, and bilingual education, to help ensure that they attain English proficiency, develop high levels of academic attainment in English, and meet the same academic content and academic achievement standards that all students are expected to meet. Participation in these types of programs can improve students' English language proficiency which, in turn, has been associated with improved educational outcomes.... The percentage of ELL students in public schools increased between 2003–04 and 2013–14 in all but 14 states.... 30 states and the District of Columbia experienced an increase in the percentage of ELL students, with the largest increase occurring in Kansas (0.6 percentage points) (National center for Education Statistics, 2017). Additionally, research indicates that offering programs that represent minorities, their language and culture, in a positive manner that emphasizes how these attributes can contribute to economic success and social integration are effective in the recruitment and retention of Latino students. Currently 51% of the Spanish for Health Professions Program students are Latino with 49% of students being Spanish as a Second Language learners. We are confident that our program design and delivery will assist in the recruitment and retention of Latino students.

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.

Currently, there is neither an M.A. nor an M.A.T. in Spanish in Idaho.

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							
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 Utah	МА	Masters in Spanish, Not online						
Utah State University	MSLT	Second Language Teaching, Not online						
Brigham Young, Provo	МА	Spanish, not online						
University of Colorado, Boulder	МА	Spanish, not online						

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.

N/A: There is no duplication.

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

This proposal supports the following Idaho State University strategic plan goals and objectives:

<u>The strategic plan</u> (2017-2021) mission statement indicates that "The University provides access to its regional and rural communities through delivery of preeminent technical, undergraduate, graduate,

professional, and interdisciplinary education. The University fosters a culture of diversity, and engages and impacts its communities through partnerships and services." The proposed online Spanish M.A. program is specifically designed to provide access to graduate Spanish language to regional and rural communities, which

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in turn helps to foster a culture of diversity. The program is primarily aimed at K-12 Spanish language educators seeking professional development in their subject area, which will ultimately improve teacher preparation, and therefore the product delivered to Spanish students in K-12 classrooms statewide.

Core theme 1: Learning and Discovery (Strategic plan goal 1)

This program provides students the opportunity to learn and discover through teaching, research and creative activity, as stipulated in objective 1.1. The capstone course has as its goal that students produce a faculty-mentored research project that can be submitted to a peer-reviewed venue (grant, conference presentation, journal publication). In addition, as indicated by objective 1.2, this program meets the goal of offering a graduate (M.A.) degree that will increase employment opportunities for students, particularly those seeking to work as K-12 educators, and is also designed to serve as postgraduate professional training, especially for K-12 Spanish language educators, as indicated in the description.

Core theme 2: Access and Opportunity (Strategic plan goal 2)

The proposed program fills a need in the state of Idaho for a pathway to subject-relevant professional development for K-12 educators teaching Spanish. Because it will be offered entirely online, the program will be highly accessible to students in the state of Idaho, and nationwide, both geographically and in terms of scheduling (especially for those working full-time for whom in-person coursework can be difficult to accommodate), thus advancing objective 2.1 of the strategic plan. The curricular flexibility of the program, including a student-led capstone activity that responds to individual student professional needs and/or personal interests will aid in the goal of student retention and graduation by offering a program that is highly relevant to the individual student. This program is designed to foster a close relationship between the graduate student and graduate advisor and program faculty, with the dual goals of student retention and faculty-student collaboration, as indicated in objective 2.2. Students will meet (virtually or in person) with the graduate advisor, and will work in close collaboration with department graduate faculty in the program.

The integrated focus on language pedagogy will appeal specifically to the primary student population, K-12 educators. In addition, the proposed M.A. will increase the state's ability to offer more ECP Spanish courses by helping K-12 educators to meet the requirement of being enrolled in or holding an M.A degree.

Core theme 4: Community Engagement and Impact

Currently there is no pathway in the state of Idaho for K-12 educators teaching Spanish to pursue an M.A. in Spanish, and Idaho currently offers no online M.A. program to meet that need. By offering the M.A. program online, we are able to offer this valuable professional development opportunity to educators throughout the state, thereby expanding the potential for quality ECP Spanish courses taught by instructors highly prepared in the subject area. This will increase the economic impact and visibility of ISU statewide, as indicated in objective 4.1. This program will also raise the quality of Spanish programs offered to K-12 students statewide, which will increase overall student interest in ECP, in pursuing language studies at the college level, positively impacting the go-on rate in Idaho, including for heritage Spanish-speakers, who are currently often underserved by existing K-12 language programs in which instructors have limited preparation in Spanish language and Hispanic culture.

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.

No specialized national or state-level accreditation is required for this program. The M.A. in Spanish program will maintain and assess quality in the following ways:

1) Students applying to the program must provide STAMP 4S scores and must earn a minimum score to be accepted into the program. Students with scores below those required may be accepted conditionally and will have to re-test and earn the required scores to be accepted into the program. The STAMP exam is a ISURDAV-05 revised M.A. in Spanish TAB 4 Page 11

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Standards-based Measurement of Proficiency using levels of proficiency defined by the American Council on the Teaching of Foreign Languages (ACTFL). It measures proficiency in all 4 language skills: reading, writing, listening and speaking;

2) Our graduate program committee will meet prior to each academic semester and discuss course content, expectations, and assessment;

3) Each student will have an assigned advisor who will monitor individual student progress;

4) Student projects will be assessed by three faculty

5) Student MA exams will be read by 3 faculty to assess for quality of content and written expression in the language;

6) All students wishing to graduate must earn a minimum score of Advanced Low on the ACTFL OPI in order to graduate with the M.A. in Spanish for Teachers and Professionals. Graduating students will participate in an exit interview and complete an online survey in which they assess their progress and the program. Program faculty will periodically assess individual students, Spanish courses, and assessments to verify adherence to ACTFL Standards.

7) After the first graduates have completed the program, and after each subsequent graduating class, surveys will be administered to program graduates and administrators at the institutions in which they teach to assess whether and how ISU's online M.A. program has met the needs and expectations of both the teachers and their schools. A second survey will be circulated to schools and teachers 5 years after completion of our program to gauge long-term impact of the M.A. program for both the individual teacher and the school in which he/she teaches (where relevant). These data will be analyzed to produce, maintain and improve the quality of our program by responding to any needs or deficits that are indicated. In addition, these data will be used to assess the ISU M.A. program's impact on Spanish teacher retention, recruitment and satisfaction in the state of Idaho.

- 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. Three-Year Plan: Is the proposed program on your institution's approved 3-year plan? Indicate below.

Yes X No

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

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

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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? $\ensuremath{\mathsf{N/A}}$
- 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	SPAN 7700: Capstone	3 cr.
the department (s) offering the program.	SPAN 6690: Seminar	3 cr.
21	SPAN 5500: Advanced Grammar	3 cr.
	SPAN 5501: Advanced Conversation	3-6
	cr.	
	SPAN 5541 OR 5542: Survey of lit	3 cr.
	SPAN 6600: Critical Theory	3 cr.
	LANG 5537: The Teaching of	
	Foreign Lang	3 cr.
Credit hours in required courses offered by	0	
other departments: 0		
Credit hours in institutional general	0	
education curriculum		
N/A		
Credit hours in free electives: 9	9 credits at the 6600 level	
Total credit hours required for degree	30	
program:		

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.

By the final semester of M.A. study, the student will achieve a minimal rating of Advanced-low on the ACTFL Oral Proficiency Interview. During the final semester of study, students will take comprehensive exams based upon coursework and the M.A. reading List.

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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.
- 1. Students will converse in Spanish at the ACTFL Advanced-Low level
- 2. Students will write in Spanish at the ACTFL Advanced-Low level
- 3. Students will identify and discuss major literary and historical moments in Hispanic letters
- 4. Students will analyze literary texts using appropriate critical frameworks
 - 5. Students will identify and demonstrate contemporary pedagogical approaches to foreign language teaching.
 - 6. Students will design and create a research project that integrates their personal or professional aspirations with their Spanish coursework

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.

- 1. Students will take the ACTFL OPI Exam in Spanish before completion of their coursework and will achieve an Advanced-Low rating. (LO 1)
- 2. Students will take a written comprehensive exam in Spanish at the conclusion of their course of study through which they will demonstrate writing at the ACTFL Advanced-low level. (LO 2)
- 3. Students will complete a minimum of one (1) survey course in Hispanic Letters, which will conclude with a final exam in which students will identify and discuss major historical and literary movements in Hispanic Letters. (LO 3)
- 4. Students will complete a minimum of one (1) seminar course in Hispanic Letters, during which they will write a minimum of two papers in which they analyze literary texts using appropriate critical frameworks. (LO 3, LO 4)
- 5. Students will complete a Capstone course during which they design and create a research project that integrates their professional aspirations and their Spanish coursework. (LO 4, LO 6, *and in some cases* LO 5)
- 6. Students will complete a comprehensive exam on which they will demonstrate writing skills in Spanish at the Advanced-Low level, and the ability to discuss and analyze literary texts and cultural movements in Hispanic letters. (LO 2, LO 3, LO 4)
- 7. Students will complete a Teaching of Foreign Language course in which they will identify and demonstrate methods of foreign language teaching through written testing as well as teaching demonstrations. (LO 5)

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

- Assessment data will be reviewed annually to ensure that students who successfully complete coursework are meeting the course learning objectives.
- Course syllabi will be collected and reviewed by the department graduate faculty committee each year to ensure that course syllabi have clear and stated objectives that align with the program intended outcomes, and that activities throughout the course align with the course and program objectives.
- At the close of two academic years, the first group of students will have completed their coursework. At that time, and each succeeding year, student outcomes on the ACTFL OPI exam and written comprehensive exam will be reviewed to ensure that students who successfully complete the program are meeting the goal of Advanced-Low on each. If students are not meeting that goal, the Advanced Conversation and Advanced Grammar courses will be reviewed and restructured to address the

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achievement gap.

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

Student learning will be measured through:

- Written exams (LO 2, 3, 4, 5)
- Essays (LO 2, 3, 4, 5)
- Presentations (LO 1, 3, 4, 5, 6)
- Oral exams (LO 1, 3, 4)
- The student Capstone project prospectus (LO 6)
- The student Capstone project presentation (LO 6)
- OPI results (1)
- Comprehensive Exam (LO 2, 3, 4)

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

- Program-level assessments include the ACTFL OPI exam, and the Comprehensive exam, which will be administered at the conclusion of the program of study (during the 4th semester of study).
- The Capstone project will occur on a rolling basis during the program of study, but most students will complete the Capstone prospectus during the 3rd semester of study, and the capstone project/presentation during the 4th semester of study.
- Written exams, essays and presentations will be integrated into coursework. Students will take written exams and write essays each semester, and will do one in-class presentation at least 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)			
	FY	FY	Y FY FY (most recent)			FY	FY	FY (most recent)	
BSU									
ISU									
UI									
LCSC									

N/A: There is no comparable program in Idaho.

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

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of graduates for the proposed program:

	Proposed Program: Projected Enrollments and Graduates First Five Years										
	Program Name: Online M.A. in Spanish For TEACHERS and Professionals										
Projected Fall Term Headcount Enrollment in Program					nt in	Proj	ected Ann	ual Num Prog	ber of Gra ram	aduates F	rom
FY20 (first year)	FY21	FY22	FY23	FY24	FY25	FY 20	FY21	FY22	FY23	FY24	FY25
2	7	12	17	23	30	0	0	1	4	5	8

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? STATE, REGION

Enrollment projections are based upon the 500 individuals in Idaho currently certified to teach Spanish, the annual graduation rates of Spanish majors from Idaho four-year universities and from BYU-I as well as anticipated participation from Utah, Oregon, Montana, and Wyoming which have no online master's program in Spanish.

We also base our projected enrollment upon current enrollments in our online graduate course offerings. For example, for summer 2017, we have three graduate courses with healthy enrollment. We currently have 44 students in our graduate certificate program in Spanish for the Health Professions and receive frequent queries about the possibility of a M.A. in Spanish. We already have steady graduate enrollment numbers. Further, we now have steady graduation rates that show that students can complete 15 credits needed for the graduate certificate in two years. This indicates that students can complete the 30 credits required for a master's program in 4 years. In fact, certificate students could apply their graduate course work in Spanish to the proposed M.A. and complete both in four years. ISU has the capacity and expertise to deliver this program. We already deliver graduate level courses every semester, 12 months of the year. Our faculty who teach our online courses have all received Quality Matters and ACTFL training to insure quality of delivery and quality of content.

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?

As our program will be available completely online, it is important to monitor the number of students enrolled at any given time to maintain the quality of the student experience. Online instruction takes more time than real-time instruction. We foresee, once the program is established, maintaining a total student population of between 5-6 full-time M.A. students and 10-12 part-time M.A. students at any given time. As we already have healthy graduate certificate program enrollments, we have some time to properly publicize the new program, actively recruit, and enroll qualified students. The M.A. program will have courses in common with the Graduate Certificate Program, ensuring that combined numbers result in viable courses. In the unlikely event that minimum enrollments cannot be maintained, the department will ask for permission to close the program.

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.

We already utilize MOODLE, DL, and ITRC resources such as distance learning classrooms and lecture recording to deliver our programs. We will need support from the ITRC, computer services, and our DL classrooms to offer additional coursework. Our faculty are provided with desktop computers.

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?

We already deliver most of our classes online or via DL or via youtube as well as still maintaining traditional classrooms. We do not foresee a measureable impact on current physical resources as these courses will be offered online.

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.

For enhanced delivery of online courses, we propose the following resources to support the proposed program:

- 4 (four) Camtasia screen-capture software licenses (ITRC has these)
- 4 (four) Adobe Pro licenses \$720 per year (Dept. purchases)

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.

Online graduate students will have access to ISU online library resources. These resources are currently adequate. We anticipate increased usage of library databases related to Hispanic literature and culture, pedagogy and second language acquisition, but because the program is online we anticipate that use of the physical library and its holdings will not increase significantly.

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.

We will request that the librarians hold an annual online library resources and database training for the Spanish M.A. students. Because the librarians already regularly put together such events for existing graduate and undergraduate programs, we do not anticipate that there will be a cost associated with this request.

19. Personnel resources

a. Needed resources. Give an overview of the personnel resources that will be needed to ISURDAT-05 revised M.A. in Spanish TAB 4 Page 717
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?

The M.A. program will require the creation of only 4 new classes (3 classes and a project capstone course). Of these, three are elective courses and the fourth the student capstone. We will need to add SPAN 5541 and 5542 into our two-year rotation Spanish rotation. We will offer the capstone project as needed to individual students. We have enough faculty to teach these 4 additional courses. Currently, we easily deliver graduate coursework (6-9 credits per semester) summer, fall and spring. Currently, our faculty teach lower division courses as well as undergraduate/graduate sections. The department will need to contract an adjunct to teach one (1) lower division course per semester to allow the integration of one additional graduate level course into the rotation for fall and spring semesters. So, we will need two courses to be taught by an adjunct, one in fall and one in spring.

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.

ISU currently has four tenure-track professors in Spanish, and one Ph.D. lecturer who teaches Foreign Language Methods.

Currently, ISU provides support and technology resources for online and distance-learning teaching and curriculum development as well as funding for initiatives related to online teaching (eISU funds) through ITRC.

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?

Structures are already in place to maintain quality in lower division programming. Increased graduate instruction should not affect lower division instruction; upper division instruction will be enhanced by faculty engagement in graduate instruction.

The departmental course-load increase to offer the online Spanish M.A. is minimal. Creating an M.A. program will increase enrollment demand for upper-level (4000 level) Spanish courses, which will be cross-listed as 5000 level graduate courses, as well as for 4000/5000 level SHP courses. This will strengthen the enrollment of upper-level Spanish courses overall. In addition, the effect of graduate students enrolled in upper-level Spanish courses with advanced undergraduates will increase the level of intellectual exchange in those courses, leading to a richer experience for all students.

The graduate program will make possible collaborative faculty-graduate student research opportunities, which will serve both the faculty and the graduate students, and give faculty the opportunity to fully utilize their education and professional formation on ways not possible in an undergraduate program. Intellectual stimulation and increased research productivity will affect the program faculty in a positive manner.

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 budget sheets show the reallocated cost of a portion of tenure-track faculty salaries, as well as a portion of the salary for the department and administrative assistant. These salaries will continue regardless of program approval. The only direct need will be for the Department to contract an adjunct for one course of undergraduate Spanish instruction for the fall and one course for spring semester in order to offer an additional graduate course by tenure-track

Attachment 1

faculty each semester. The salary for an adjunct course will be lower than the salary reallocation shown in the budget sheet.

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?
- 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.

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:

- 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.
 N/A
- 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.

ISU is proposing the use of an on-line program fee, in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. We will charge \$330 per credit hour. For the 30 credits required for completion of the proposed program, the total cost will be \$9,900.

Since the primary target student group is expected to be working public school educators, we expect them to enroll in only one or two courses per semester. Enrolling in six credits will cost \$1,980 per semester. A review of three public institutions offering similar in-person degrees found that the lowest tuition cost for six graduate credits was \$2,066 at Utah State University (Master of Second Language Teaching, not an M.A. degree) and the highest was \$3,828 at the University of Colorado. The University of Utah was in the middle with tuition of \$2,438 for six credits. Additional mandatory fees at these institutions were not included. Brigham Young University – Provo was not included because it is not a public institution.

21. Using the <u>budget template</u> 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).

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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

- 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 <u>2020</u>		FY	2021	FY	2022	FY 2023		
	FIE	Headcount	FIE	Headcount	FIE	Headcount	FIE	Headcount	
A. New enrollments	1	2	3.5	7	6	12	8.5	17	
B. Shifting enrollments									
Total Enrollment	1	2	3.5	7	6	12	8.5	17	

II. REVENUE

ISU

	FY 2020		FY	2021	FY	2022	FY 2023		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2. Institution Funds	\$26,094.00		\$26,094.00		\$26,094.00		\$26,094.00		
3. Federal									
4. New Tuition Revenues from Increased Enrollments									
5. Student Fees	\$7,920.00		\$27,720.00	\$0.00	\$47,520.00	\$0.00	\$67,320.00	\$0.00	
6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total Revenue	\$34,014	\$0	\$53,814	\$0	\$73,614	\$0	\$93,414	\$0	
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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	2020	FY	2021	FY	2022	FY	2023
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	0.2		0.2		0.2		0.2	
2. Faculty	\$11,375.00		\$11,375.00		\$11,375.00		\$11,375.00	
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	\$5,684.00		\$5,684.00		\$5,684.00		\$5,684.00	
7. Administrative Support Personnel	\$1,618.00		\$1,618.00		\$1,618.00		\$1,618.00	
8. Fringe Benefits	\$7,417.00		\$7,417.00		\$7,417.00		\$7,417.00	
9. Other:								
Total Personnel and Costs	\$26,094	\$0	\$26,094	\$0	\$26,094	\$0	\$26,094	\$0

	INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018							
	FY	2020	FY	2021	FY	2022	FY	2023
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	\$100.00		\$350.00		\$600.00		\$850.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous	\$720.00		\$720.00		\$720.00		\$720.00	
Total Operating Expenditures	\$820	\$0	\$1,070	\$0	\$1,320	\$0	\$1,570	\$0
	FY	2020	FY	2021	FY	2022	FY	2023
	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

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	FY	2020	FY	2021	FY	2022	FY	2023
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilities								
Maintenance & Repairs								
 ISU Central ISU Academic Affairs ISU ITRC 	\$2,376.00 \$792.00 \$792.00		\$8,316.00 \$2,772.00 \$2,772.00		\$14,256.00 \$4,752.00 \$4,752.00		\$20,196.00 \$6,732.00 \$6,732.00	
Total Other Costs	\$3,960	\$0	\$13,860	\$0	\$23,760	\$0	\$33,660	\$0
TOTAL EXPENDITURES:	\$30,874	\$0	\$41,024	\$0	\$51,174	\$0	\$61,324	\$0
Net Income (Deficit)	\$3,140	\$0	\$12,790	\$0	\$22,440	\$0	\$32,090	\$0

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

I.A.B.	FTE is calculated by assuming each student takes 1-2 courses per semester.					
II.2	Reallocation of institutional funds to cover personnel					
II.5	Student fee revenue calculated as Student Credit Hours multiplied by \$330 per credit					
III.A.1	FTE based on adding one additional graduate course each semester (reallocation from undergraduate course)					
III.A.2	Salary based on current average of tenure-track faculty, 20% of workload					
III.A.6	Portion of department chair salary (5%)					
III.A.7	Portion of administrative assistant salary (5%)					
III.A.8	Benefits calculated on salary amounts at 21% plus applicable portion of health insurance					
III.B.8	Annual software license fees					
III.E.1	Idaho State Central Services: 30% of Student Fees					
III.E.2	Idaho State Academic Affairs Administration: Provide XYZ (10% of Student Fees)					
III.E.3	Idaho State Instructional Technology Resource Center (ITRC): Provide technology and integration support, software, training (10% of Student					
	Fees)					

IDAHO STATE UNIVERSITY

SUBJECT

Master of Science in Computer Science

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness, Objective A: Workforce Alignment. IV. Increase in postsecondary programs tied to workforce needs.

BACKGROUND/DISCUSSION

The proposed Master of Science in Computer Science will focus on theory and applications of computer science, and prepare students for careers as software engineers and computer scientists. This program would be unique in Idaho and not compete with programs at other state institutions. Some coursework will be shared with Mathematics, National Information Assurance Training Education Center, and the Master of Science in Health Informatics program. This program is intended to meet the heavy demand for employees with a computer science degree in the local and national hi-tech and government sectors.

IMPACT

Current faculty positions are sufficient to teach the additional courses. Recent faculty hires were added to meet the growing demand for the undergraduate program in computer science. No reallocations or new appropriation of funds are requested; no student fees are anticipated. Existing classroom space and computing resources can accommodate this program.

ATTACHMENTS

Attachment 1 – Proposal for the M.S. in Computer Science

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University (ISU) anticipates a minimum of 10 students in bi-yearly cohorts and filling those 10 students within two years of launching the program. If enrollments are not realized by year 4 and a minimum of 5 graduates per year is not met, ISU will reevaluate and increase recruitment efforts. If by year 7 those efforts are not successful, ISU will teach out and discontinue the program.

ISU's proposed M.S. in Computer Science is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region IV, V, and VI. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for computer science at the graduate level. The University of Idaho and Boise State University each currently offer an M.S.in Computer Science within their respective service regions.

Staff raised questions regarding accreditation by the Accrediting Board for Education and Technology (ABET). It is the recognized U.S. accreditor for postsecondary education programs in applied and natural science, computing, engineering and engineering technology. According to ABET, its accreditation ensures students and employers that a "program meets the quality standards that produce graduates prepared to enter a global workforce." Accreditation is not a common standard for graduate programs, it is traditionally sought for undergraduate programs in computer science and engineering for quality assurance purposes. Boise State University and the University of Idaho have earned ABET accreditation for its undergraduate Computer Science programs. Currently ISU offers a B.S. in Computer Science for which ABET accreditation has not yet been achieved. ISU is exploring accreditation for both the undergraduate and proposed graduate programs. While ABET accreditation is not a requirement for computer science programs, having an accredited program will provide ISU graduates with assurances that the instruction provided meets the expectations of industry and employers in this field.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on November 15, 2018; and to the Committee on Instruction, Research, and Student Affairs (IRSA) on November 29, 2018.

Board staff would encourage ISU to focus efforts on achieving ABET accreditation for its undergraduate program in Computer Science prior to allocating faculty efforts and institution resources towards the implementation of a graduate program in the same discipline. As approximately 20 months is required for a thorough and rigorous peer-review and evaluation within the accreditation application process, Board staff would recommend approval of the proposed program upon earning accreditation for the undergraduate program.

BOARD ACTION

I move to approve the request by Idaho State University to add an M.S. in Computer Science Program as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Attachment 1

Institutional Tracking No. 2018-01 revised

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Science and Engineering
Name of Department(s) or Area(s):	Informatics and Computer Science

Program Identification for Proposed New or Modified Program:

Program Title:	Mas	Master of Science in Computer Science							
Degree:	Mas	ster's	Degree Designation		Undergradu		ate	x	Graduate
Indicate if Online Program:		Yes			x	No			
CIP code (consult IR /Registrar):	11.0701								
Proposed Starting Date:	Fall, 2019								
Geographical Delivery:	Loca	Location(s) Pocatello, Idaho Falls			Region(s) IV, V		, VI		
Indicate (X) if the program is/has:		Self-Support				Professional Fee		North A	
Indicate (X) if the program is:	x	X Regional Responsibility				Statewide Responsibility		ibility	

Indicate whether this request is either of the following:

X New Degree Program

Undergraduate/Graduate Certificates (30 credits or more	*)
Expansion of Existing Program	
College Dean (Institution) Date	Va
Graduate Dean or other official Date	A
FVP/Chief Fiscal Officer (Institution) Date	0
Provositive for instruction (Institution) Date (15)	5
President Date	

New Off-Campus Instructional Program

Other (i.e., Contract Program/Collaborative

Vice President for Research (Institution; as applicable)	Date
Academic Affairs Program Manager, OSBE	Date
Chief Academic Officer, OSBE	Date
SBOE/Executive Director Approval	Date

ISU 2018-01 Master of Science in Computer Science

Page 1

IRSA

Attachment 1

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. <u>All questions must be answered</u>.

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.

We are proposing to create a new Master of Science in Computer Science (CS). The proposed program is a graduate program focusing on theory and applications of Computer Science preparing students for careers as Software Engineers (also known as Computer Programmers) and Computer Scientists. No similar graduate program currently exists at ISU. However, we will be able to share some coursework from the Master in Health Informatics, Mathematics, and NIATEC.

- 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 that 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.

According to the Bureau of Labor Statistics, CS jobs requiring a master's degree will grow 26% by 2022, while those requiring a Bachelor's will grow 18%¹. According to a report by Georgetown University's Center on Education and the Workforce², "software developers, applications" is the top occupational group for online job postings in Idaho, Utah, Oregon and Washington. According to the same report, the number of STEM job postings is almost double that of any other occupational group, nationally.

The Idaho K-12 Content Computer Science Standards White Paper³ states:

According to the Conference Board (used by the Idaho Department of Labor), there are currently around 1300 unfilled open jobs in the state of Idaho for computer science related professions, many of which can be attributed to a lack of qualified candidates.

List the job titles for which this degree is relevant:

- 1. Software engineer
- 2. Software developer

¹ www.bls.gov/opub/mlr/2013/article/occupational-employment-projections-to-2022.htm 2 cew.georgetown.edu/ report/rankingthestates

³ https://sde.idaho.gov/ topics/content-standards/files/content-standards/computer-science/White-Paper-Standards-Computer-Science.pdf

	State DOL data	Federal DOL data	Other data source: (describe)
Local		12 ⁴ (growth only)	
(Service Area)			
State	259 ⁵		
Nation		2715 ⁶ (growth only)	

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

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.

We anticipate approximately 12 students per year from the following sources (see Question #15 for a tabular summary):

Each year from FY10 to FY15, an average of about 10% of Idaho State University CS graduates obtained a graduate degree at another institution (source: ISU Institutional Research). Over the next three years the number of CS graduates is projected to range from 15 to 25. Retaining 10% of students for master's degrees at ISU rather than other institutions yields at least 2 master's degrees per year. Further, we anticipate the ready availability of a master's degree will recruit an additional two students who otherwise would not go on for graduate study. Further, BYU-Idaho graduates over 250 CS students per year⁷, and with a master's program in the area we expect that approximately four of them will come to Pocatello for a master's (see BYU-I letter of support). Looking beyond CS graduates, other STEM graduates, particularly physics, engineering, and math majors are being hired for CS positions. A master's in CS would give them an opportunity for excellent job training, and we anticipate an additional two students for the Master of Science in Computer Science. We also expect two additional part-time master's students who have been working as professional software engineers.

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

Beyond providing a needed workforce, research in CS often leads to marketable products (both hardware, software, and occasionally consumer items) that can be manufactured and marketed by local companies and often spawn startup companies. This infusion of ideas into the local industry will stimulate existing businesses and spawn new business. As high-paying occupations stimulate the local economy, we note that the median annual wage for a software developer is \$100,080⁸.

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

ISU 2018-01 Master of Science in Computer Science

⁴ data from <u>https://www.bls.gov/oes/current/oes151132.htm#st</u> - computed from 10 year outlook 5 http://lmi.idaho.gov/projections

^{6 &}lt;u>https://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm#tab-6</u> - computed from 10 year outlook

⁷ In 2016-2017, BYU-I had 176 graduates in Computer Information Technology, a computer programmingfocused program, and 116 graduates in Computer Science, for a total of 292 graduates. The previous year had 250 graduates.

⁸ https://www.bls.gov/emp/ep_table_104.htm

Computers are ubiquitous in today's world, from data centers to cell phones to microwave ovens. As such, computing has integrated itself into every element of society. Bringing cutting edge research into the academic environment can only help in positioning Southeastern Idaho as a player in the changing cultural landscape.

- 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				
Idaho State University	Master of Science in Computer Science (proposed)					
Boise State University	Master of Science in Computer Science	Flexible program of 30 credits. Project or thesis option available.				
University of Idaho	Master of Science in Computer Science	30 credits. Thesis or non-thesis option available.				

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				
Utah State University	Master of Science in Computer Science (MSCS) Master of Computer Science (MCS)	The MCS requires 30 credits beyond the MSCS (total of 60 credits)				
Montana State University	Master of Science in Computer Science	30 credits. Thesis or course-only track				
University of Montana	Master of Science in Computer Science	Thesis, project and portfolio options available.				

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 program is intended to meet the heavy demand for employees with a CS graduate degree in the local and national hi-tech and government sectors. According to the Bureau of Labor Statistics, average annual job growth for software engineers over the next ten years is 17%, much higher than the average of 7% across all job descriptions⁹. Average wage increase across the country for a web developer with a bachelor's degree compared to one with a master's is \$14,000¹⁰, an increase of 23%. Southeastern Idaho currently has no graduate program in Computer Science, so our students are either continuing their education elsewhere or foregoing graduate work because it isn't available locally.

We expect that our master's program will attract students to graduate work, some of whom will then pursue Ph.D. degrees, feeding into the existing Ph.D. degrees offered by Boise State University and University of Idaho.

See **Appendix B** for letters of support from Boise State and Brigham Young University: Idaho, as well as from two major employers, Intel and Micron.

Goals of Institution Strategic Mission	Proposed Program Plans to Achieve the Goal
Learning and Discovery	This program provides a dynamic, relevant curriculum that meets student and workforce needs.
Leadership in Health Sciences	This program will contribute to research and discovery in the health sciences through original research and health-directed projects.
Community Engagement and Impact	This program will participate in formal and informal partnerships with public agencies and private entities.

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

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 Computer Science fall under the accreditation of the Accreditation Board for Engineering and Technology (ABET). The College of Business and the College of Science and Engineering are currently exploring seeking ABET accreditation for the existing undergraduate Computer Science degree. Accreditation of a graduate degree in CS is very uncommon. No universities in Idaho, Utah, or Colorado have an accredited CS graduate degree. In order to obtain objective feedback on program quality, we will form an advisory board of local, regional and statewide business leaders, as well as alumni of the program. This advisory board will provide a yearly report on program quality.

⁹ http://www.bls.gov/ooh/computer-and-information-technology/software-developers.htm 10 http://www.bls.gov/careeroutlook/2015/article/should-i-get-a-masters-degree.htm

Programs not covered by specialized accreditation are required to undergo Academic Program Review every seven years.

- 7. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.
 - 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? $N\!/\!A$

9. Three-Year Plan: Is the proposed program on your institution's approved 3-year plan? Indicate below.

Yes **x** No

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

- a. Describe why the proposed program is not on the institution's three-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

Attachment 1

following table.

Credit hours in required courses offered by the	18
department (s) offering the program.	
Credit hours in required courses offered by other	
departments:	
Credit hours in institutional general education	
curriculum	
Credit hours in free electives	18
Total credit hours required for degree program:	36

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.

Project option: 3 of the required credit hours are project credits. This option requires the student to propose and execute a capstone project.

Thesis option: 6 of the required credit hours are thesis credits. This option requires the student to propose and execute a thesis that represents original research.

Emphasis Area: 12 credits come from one of three emphasis areas. The student must choose one area. These emphasis areas include Computer Science Education, Business, and Science. All courses and credits in those emphasis areas are offered by the Department of Informatics and Computer Science, with the exception of two courses (six credits) in the Science emphasis area which are offered from the Department of Mathematics.

The proposed curriculum is attached to this proposal as **Appendix A**.

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.

Students graduating from this program will have the ability to:

- Work collaboratively across disciplines to analyze and solve key issues in computer science. Applied computer science is an inherently multi-disciplinary field, and students will be given exposure to applications in diverse fields such as healthcare, scientific computing, e-commerce, visualization and graphics, machine learning, and others.
- Analyze problems and devise algorithms and methodologies to solve the problems. They will additionally show correctness and usefulness of their algorithms both analytically and through implementation and experimentation.
- Work in a collaborative environment using the different software engineering methodologies. This will enable them to quickly become contributors in the industry.
- Communicate complex ideas effectively both orally and in writing to different audiences and stakeholder groups.
- Students completing the degree with the thesis option will perform original research.

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.

As discussed in Section 6, we will form an advisory board that will assess program quality and make recommendations. Further, we will incorporate exit interviews with every graduate as well as yearly interviews with 2-5 local business leaders to assess program quality.

Learning outcomes will be incorporated into the relevant courses, and instructors will be required to collect data from assessment instruments at least twice during each five year review period. The data will be used to improve student mastery of the learning outcomes, and make adjustments to the assessment process as needed.

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

The ISU Department of Informatics and Computer Science will provide an annual report to the advisory board describing changes made to the program based on findings discussed in paragraph 12a.

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

Direct measures of student learning will include the number of journal publications from students pursuing the thesis option and job placement statistics. Indirect measures include the survey of local employers discussed in 12a and exit interviews.

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

The ISU Department of Informatics and Computer Science will interview each graduate and will perform other assessment activities annually during Spring 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				Numbo Progra	er of (im (Sumr	Graduates ner, Fall,	s From Spring)
	FY15	FY16	FY17	FY18 (most recent)	FY14	FY15	FY16	FY17 (most recent)
BSU	39	56	51	42	4	8	7	16
ISU								
UI	16	18	26	30	14	12	10	10

Attachment 1

LCSC								
------	--	--	--	--	--	--	--	--

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

Propos	Proposed Program: Projected Enrollments and Graduates First Five Years										
Progra	Program Name: Master of Science in Computer Science										
Projected Fall Term Headcount Enrollment in Program				nent in	Projected Annual Number of Graduates From Program						
FY19 (first year)	FY20	FY21	FY22	FY23	FY24	FY19 (first year)	FY20	FY21	FY22	FY23	FY24
8	12	16	18	20	22	-	-	5	7	9	10

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?

Here we summarize the numbers in Question 2b with the number of students we expect from each source:

Source	# Students
ISU CS	4
ISU other STEM	2
BYU-Idaho	4
Pocatello/Idaho Falls professionals	2

The capacity of the program without additional faculty and administrative resources is 25 graduates per year. This is based on the number of courses offered, a maximum graduate course size of 25 and faculty advising resources.

For recruitment, we will utilize the following:

- Making ISU undergrads aware of the graduate program in undergraduate courses.
- Department sponsored recruitment activities such as mailing lists and a presence at undergraduate research conferences, funded in part using the ISU Graduate Recruitment Assistance Fund (GRAF)
- Graduate School Communication Relationship Management (CRM) system to target digital communication for prospective students through their inquiry and application process.
- Funding by the graduate school for approved program initiated recruiting functions like conferences, seminars, GRE search service (buying names), print and digital ads, brochures, etc.
- Online recruitment fairs specifically for international students
- Online webinars or open houses

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?

We anticipate a minimum of 10 students in bi-yearly cohorts to create adequate amortization of faculty time, ISU resources, and community needs. We anticipate filling those 10 students within 2 years of launch. If, by year 4 of the program, we don't meet a minimum of 5 graduates per year then we will reevaluate and consider necessary actions to increase enrollments. If these efforts fail to increase enrollment by year 7 then we will teach out and discontinue the program.

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.

See 17b below.

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 Science and Engineering at ISU has excellent cluster computing resources. Because our department is coupled with Informatics we can utilize a new server room in the Business Building. We have sufficient classroom space for the additional courses we propose 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.

See 17b above.

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.

We anticipate negligible additional load on library resources.

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.

We anticipate no need for additional library resources.

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 will offer six new courses plus project and thesis credits. Our current faculty lines are sufficient to teach all additional courses. We don't anticipate adding any sections for 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.

The Computer Science Program currently has three full-time faculty: David Beard, Paul Bodily and Isaac Griffith. Affiliated with Computer Science are Informatics faculty who have a computer science background: Kevin Parker, Corey Schou, and Thomas Ottaway. Vitae for each are available if needed.

Currently the Computer Science Program is conducting a search to hire two additional tenuretrack faculty members for its existing program.

Computer Science uses support staff from both the College of Business and the College of Science and Engineering, including four full-time administrative assistants and three full-time IT administrators.

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?

Once the current searches for new faculty are complete, there will be no additional load on existing personnel and no sacrifice in 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.

Once the new faculty are hired for the existing program, no additional personnel will be needed to support the proposed master's degree.

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?

We anticipate no reallocations.

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.

We anticipate no new appropriations.

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?

We anticipate no funding from one-time sources or grants.

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.

We anticipate no funding from student fees.

- **21.** Using the <u>budget template</u> 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).

Attachment 1

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

- 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	2019	FY	2020	FY	2021	FY	2022
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
		rioddoodint		Tioddoodint		neadoount		rioddoodin
A. New enrollments	8	8	12	12	16	16	18	18
B. Shifting enrollments								
Total Enrollment	8	8	12	12	16	16	18	18
II. REVENUE								
	FY	2019	FY	2020	FY	2021	FY	2022
1	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	\$73,567		\$113,661		\$156,094		\$180,874	

Attachment 1

5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	\$73,567	\$0	\$113,661	\$0	\$156,094	\$0	\$180,874	\$0
Ongoing is dei One-time is de	fined as ongo fined as one-	ing operating b time funding in	udget for the pro a fiscal year and	ogram which wi I not part of the	ill become part of base.	the base.		
III. EXPENDITURES								
	F١	2019	FY	2020	FY	2021	FY	2022
A. Personnel Costs	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
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

Attachment 1

Appendix A. Proposed Curriculum

MASTERS OF SCIENCE IN COMPUTER SCIENCE

A graduate degree in computer science from Idaho State University prepares a student for a lifetime of discovery. It enables the graduate to advance the state of the art in computing, not merely to keep up with it. The graduate program develops the student's critical thinking, investigatory, and expository skills. The student will learn the foundations of computer science theory and application, and the interaction between the two. By understanding the extent and limitation of current knowledge in computer science, the graduate will learn to understand what issues are important and why. He or she will acquire the methodological skills to resolve important open problems and tackle challenging new projects. The student will learn to present problems and solutions, both orally and in writing.

Admission Requirement:

The student must apply to, and meet all the criteria for, admission to the Graduate School, as well as the following requirements. The study of computer science at the graduate level requires mathematical maturity, skill in the use of high-level and machine-level programming languages, and basic knowledge of computer hardware. Admission to this program is highly competitive. Mostly a bachelor's degree in computer science is required, however students with a bachelor's degree from other closely allied undergraduate programs will be considered. Students who wish to enter the graduate program must ultimately demonstrate competence in specific areas equivalent to the material covered in several of the undergraduate computer science core courses. Normally a 3.0 undergraduate GPA and a Graduate Record Examination general (aptitude) score in the 60th percentile are the minimum admission requirements. Actual admission is based on a combination of undergraduate GPA and Graduate Record Examination scores. International students for whom English is a second language must have a TOEFL score of 550 or higher for the written test, 213 or higher for the computer based test, or 79 or higher for the internet-based test.

Degree Requirements:

The following are requirements for receiving an M.S. degree in Computer Science from ISU. There is both a thesis and a non-thesis option, though in both options the student must complete courses in the graduate CS core and in a focused plan of study. In both options, the student must successfully complete the require18 credit hours of core CS courses.

The student must acquire depth in at least one emphasis area by developing a focused plan of study in consultation with the major advisor. These areas include, Education, Business, and Science. These are emphases that investigates some aspect of computer science in depth, consistent with the goals of the graduate program in computer science.

The thesis option requires at least 36 credit hours of study. The thesis must be in the approved format and must represent significant scholarly achievement. The thesis must be presented at a public colloquium.

The non-thesis option requires at least 36 credit hours of study. At the end of the program, non-thesis students must pass a comprehensive examination that covers their graduate studies.

Required Courses: Computer Science Core – 18 Semester Hours

CS 5570	Parallel Processing: 3 sem	ester hours (graduate	version of existing cou	urse)
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CS 5580 Theory of Computation: 3 semester hours (graduate version of existing course)

CS 5551 Database Theory Design and Programming: 3 semester hours (graduate version of existing course)

Attachment 1

- CS 6671 Advanced Operating Systems: 3 Semester Hours (new course)
- CS 6672 Human Computer Interaction: 3 Semester Hours (new course)
- CS 6673 Advanced Topics in Compilation: 3 Semester Hours (new course)

Project or Thesis Courses – 6 Semester Hours

Thesis Option

CS 6650 Thesis: 1-6 semester hours (new course)

Or

Project Option

CS 6660 Computer Science Project: 1-3 semester hours (new course) Free Elective

Emphasis Areas – 12 Semester Hours

Education Emphasis

CS 5101	Computer Science Principles: 3 semester hours (new course)
CS 5102	Teaching and Learning Computer Science I: 3 semester hours (new course)
CS 5103	Teaching and Learning Computer Science II: 3 semester hours (new course)
CS 6101	Inclusive Strategies for Teaching Computers Science to Women and Minorities: 3 semester hours (new course)

Business Emphasis

INFO 5307	Intermediate Systems	Analysis and Desigr	n: 3 semester hours	(existing course)
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- INFO 5417 Statistical Methods for Data Analytics: 3 semester hours (existing course)
- INFO 5507 Database Design and Implementation: 3 semester hours (existing course)
- INFO 6670 Management of Informatics Projects: 3 semester hours (existing course)

Science Emphasis

CS 5588	Advanced Software Engineering and Project: 3 semester hours (graduate version of
	existing course)
CS 5558	Computer Graphics: 3 semester hours (graduate version of existing course)
MATH 6627	Complex Analysis I: 3 semester hours (existing course)

MATH 6628 Complex Analysis II: 3 semester hours (existing course)

Attachment 1

Appendix B Letters of Support



October 4, 2016

To: Idaho State Board of Exhication

I am writing this letter in support of Idaho State University's proposal for a Masters of Computer Science program. While Boise State University has an existing Masters program, we view a similar program at ISU as complementary and a net benefit to the state of Idaho. The current lack of a CS graduate program in eastern Idaho means that many qualified students choose to forego graduate study because of family or work ties to the region. Providing a program local to their region will lead to a net increase in the number of Idahoans pursuing graduate degrees. Further, we believe that the ISU Masters program will be beneficial to BSU's newly-organized PhD program, as BSU will be a natural and attractive option to graduates of ISU who wish to continue on with a Doctoral degree.

Thank you,

Dr. Tim Andersen Professor and Department Chair Computer Science Boise State University

1910 University Orive Balse, Idaho 83725-2055 Phone (208) 426-5767 cover.bolsestate.edu/cs/

ISU 2018-01 Master of Science in Computer Science IRSA Page 17 TAB 5 PAGE 17

Attachment 1

BYU Department of Computer Science and Electrical Engineering

October 18, 2017

From: Dr. Richard Grimmett Chairman, Department of Computer Science and Electrical Engineering BYU-Idaho 525 South Center Str. Rexburg, ID 83440

To whom it may Concern,

I am writing in support of a Masters of Computer Science degree at Idaho State University. I teach and am department chair at BYU-Idaho, and a significant set of our students come from Idaho, and in particular Southeastern Idaho. We have seen a significant growth in the number of students studying Computer Science at our university, our program has grown seven fold over the last five years. The need for students with this type of degree has also grown at about the same rate.

Many of our students choose to go to industry with an associates or bachelor's degree, but some of our students are interested in continuing their education, and would be particularly interested in a program that is available in the area. Today those students leave the area, and few will find their way back. I feel a program local to eastern idaho would be of great benefit to our students at BYU-Idaho and to the region.

If you have any questions, feel free to contact me at 208 496-7686.

Sincerely,

Dr. Richard Grimmett Chairman, Department of Computer Science and Electrical Engineering

Department of Computer Science and Electrical Engineering | 320A Science and Technology Danter | Rexburg, ID: 83480-1415 | 208-496-7800

Attachment 1



October 10, 2016

Idaho State University 921 So. 8th Avenue Pocatello, ID 83209-8020

This letter is in support of Idaho State University's proposal for a Masters of Computer Science program. While both Boise State University and the University of Idaho currently offer Master's programs, we believe a similar program at ISU is necessary for this region and can be a great benefit to the state of Idaho. Many qualified students who would choose to forego graduate school because of family or work ties to southeastern Idaho would have an attractive graduate school option with the proposed program, resulting in a net increase in the number of Idahoans pursuing graduate degrees.

Intel Security would benefit by increased availability of computer science graduates with advanced degrees. In recent years the majority of Idaho's software talent has been imported from out of state, and this degree will increase the pool of highly qualified Idaho graduates poised to help the state's tech industry be even more successful.

Respectfully,

Matt-Halle

Matt Hulse SIEM Engineering Intel Security Group

Intel Corporation soo Pier View Drive Suite 110 Idaho Falls, ID, 83402

Attachment 1



Kevin R. Parker, Ph.D. Chair and Professor Department of Informatics and Computer Science Idaho State University

October 12, 2016

Dr. Kevin Parker,

This letter is in support of Idaho State University's proposal for a Masters of Computer Science program. While both Boise State University and the University of Idaho currently offer Master's programs, we believe a similar program at ISU would be complementary, with a net benefit to the state of Idaho. Many qualified students who would choose to forego graduate school because of family or work ties to southeastern Idaho would have an attractive graduate school option with the proposed program, resulting in a net increase in the number of Idahoans pursuing graduate degrees. Further, we view the ISU Master's program as beneficial to Boise State University's and University of Idaho's PhD programs, as they would be a natural option for Master's graduates from ISU who wish to continuo on with a Doctoral degree.

At Micror, we are very aware of the technology trends disrupting the enterprise today—from mobile to machine learning II must evolve to be an innovation partner that provides game-changing technology solutions that make the business work better. Our II organization is accelerating that evolution by creating a culture that inspires and rewards transformative ideas and leading-edge thinking. We strive to deliver real business value iteratively and at a faster pace to pivot more quickly to enable the company's success through technology.

So, whether it's fending off the latest cyhersecurity attack or developing a data science solution to improve dettand forecusting or creating a killer app for the company's new mobile platform, IT at Micron is innovating at the speed of inviness. We need to work tirclessly to find the right talent to help us enable this innovation engine. Therefore, we support additional educational programs available to the students of klabo.

Regards,

ford

Trevor Schulze ^{CI} Chief Information Officer Micron Technology, Inc.

IDAHO STATE UNIVERSITY

SUBJECT

Master of Science in Clinical Psychopharmacology

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness, Objective A: Workforce Alignment. IV. Increase in postsecondary programs tied to workforce needs; and Objective B: Medical Education. V. Medical related postsecondary programs (other than nursing).

BACKGROUND/DISCUSSION

In April 2017, Idaho became the fifth state to authorize clinical psychologists with advanced specialized training to prescribe medications as part of their treatment plans. This expanded scope of practice will allow the citizens of Idaho improved access to a wider range of mental health services, including those residing in rural areas. The proposed Master of Science in Clinical Psychopharmacology received appropriated funding from the 2018 legislature to hire the faculty and administrative staff necessary to implement the new degree program. The M.S. program will provide Ph.D. educated clinical psychologists with the additional training required to be eligible to prescribe medications as part of their treatment of patients with mental and behavioral health disorders.

The proposed program will require completion of 42 semester hours, and will draw upon academic resources from the Colleges of Pharmacy and Nursing, from the Department of Biological Sciences and other departments at ISU, and will increase inter-professional educational opportunities for students and faculty. There are no similar programs in Idaho or surrounding states.

IMPACT

Appropriated funds for this program were received as of July 1, 2018, to cover 4.2 FTE of faculty and 1.0 FTE of administrative support personnel. The cost to students will be congruent with the current student fee structure for ISU graduate programs.

The M.S. in Clinical Psychopharmacology Program will be offered in Meridian. Existing classroom and faculty office space is sufficient. However, as the program grows, additional classroom space may be required and may be met through Distance Learning capability with other sites.

ATTACHMENTS

Attachment 1 – Proposal for the M.S. in Clinical Psychopharmacology

STAFF COMMENTS AND RECOMMENDATIONS

The proposed program is in response to legislative changes that occurred in 2017 that would allow clinical psychologists with advanced specialized training to prescribe medications. The proposed program will be delivered at ISU's Meridian campus and may also include distance learning components from Pocatello; it will involve faculty from a variety of disciplines, including pharmacy, nursing, and biological sciences. ISU anticipates initial enrollment to be four students in the first year, then 4-6 per year for the subsequent two years.

Though the program proposal process inquires whether institutions have established minimum enrollment numbers necessary for program continuance, ISU does not require minimum enrollment numbers in programs due to programspecific circumstances. Historically, master's degree programs at ISU are flagged if enrollment is five or less students, requiring the academic unit to develop a plan to address low enrollment.

ISU's proposed M.S. in Psychopharmacology is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region V. Per Board Policy III.Z, no institution has the statewide program responsibility specifically for clinical psychopharmacology. ISU currently has statewide responsibility for the PharmD program and currently offers an MS and PhD in Pharmaceutical Sciences.

Staff raised questions with regard to program need and how the program aims to address shortages of mental health professionals. Inquiries were also shared regarding the projected enrollment for a Master's degree program that is limited only to clinical practitioners holding a terminal degree. In response, ISU indicated there is a shortage of psychologists in Idaho who can prescribe medication. Having a program that would allow psychologists to prescribe medications would address that gap in health care. Staff also shared questions regarding any potential plans for a professional fee. While ISU is not proposing a fee initially, ISU may consider this option in the future if more distance learning components are added.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on November 15, 2018; and to the Committee on Instruction, Research, and Student Affairs (IRSA) on November 29, 2018.

Legislative funding for the program was allocated prior to submission of the program proposal. Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to add an M.S. in Clinical Psychopharmacology Program as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Attachment 1

Institutional Tracking No. 2018-08

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	Kasiska Division of Health Sciences
Name of Department(s) or Area(s):	College of Pharmacy

Program Identification for Proposed New or Modified Program:

Program Title:		Master of Science in Clinical Psychopharmacology						
Degree:			Degree Designation		Un	indergraduate		X Graduate
Indicate if Online Program:					×	No		
CIP code (consult IR /Registrar):	42.2	42.2801 (Clinical Psychopharmacology)						
Proposed Starting Date:	Fall	, 2019						
Geographical Delivery:		Location(s) Meridian			Region(s) III			
Indicate (X) if the program is/has:		Self-Support			Professional Fee			
Indicate (X) if the program is:	x	X Regional Responsibility			Statewide Responsibility			
ndicate whether this request is eit	her of	the fo	llowing:					
X New Degree Program				Conse	olidation	of Existir	ng Progra	am
Undergraduate/Graduate Certificate	s (30 ci	edits o	r more)	New (Off-Camp	ous Instru	uctional F	Program
Expansion of Existing Program				Other	(i.e., Cor	ntract Pr	ogram/C	ollaborative

10/1/18 College Dean stitut Date

Graduate Dean or other official (Institution; as applicable) FVP/Chief Fiscal Officer (Institution) Date 10/01/18 1001 P/pvost/VP or Instruction (Institution) SBOE/Executive Director Approval pate

Date

Vice President for Research (Institution; as Date applicable) Academic Affairs Program Manager, OSBE Date Chief Academic Officer, OSBE Date

Date

President

IRSA

ISU 2018-08 M.S. in Clinical Psychopharmacology

page 1

TAB 6 PAGE 1

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. <u>All questions must be answered</u>.

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 proposal requests the creation of a new master's degree in clinical psychopharmacology (MSCP) which will provide Ph.D. educated clinical psychologists with the additional training required to be eligible to prescribe medications as part of their treatment of patients with mental and behavioral health disorders, according to Idaho State law. This specialized postdoctoral education and training program has evolved over the past two decades around the country to address the shortage of mental health professionals. In April of 2017, Idaho became the fifth state to authorize clinical psychologists with advanced specialized training (i.e., an M.S. in Clinical Psychopharmacology) to prescribe medications as part of their treatment plans, thereby improving access to a wider range of mental health services to all of the citizens of our state, including those in rural areas. As of 2018, there are only three functioning programs in the United States providing the MSCP that have also been designated by the American Psychological Association (APA) as meeting quality assurance standards for this specialized degree. Such designation is akin to professional accreditation and signifies that a program meets the highest standards for providing the training in psychopharmacology as is mandated by Idaho and other states with similar laws - New Mexico, Louisiana, Illinois, and Iowa. Two of these designated programs are online, and one uses a hybrid model of weekends and online components in an "executive training" format. One program is no longer accepting students because pending legislation in their state (Hawaii) did not pass. The proposed program at Idaho State University will be delivered in a live format on our Meridian campus and may also include Distance Learning (DL) components from Pocatello; it will involve faculty from a variety of disciplines, including pharmacy, nursing, and biological sciences. This program will be housed in the College of Pharmacy within the Kasiska Division of Health Sciences (KDHS) on the Meridian campus.

The proposed program will result in a clinical master's degree, and will draw upon academic resources from several departments and other established university entities, including ISU Clinics. Graduates will be prepared to meet the requirements for prescriptive authority outlined by legislation passed in 2017; our graduates will serve state-wide as well as national needs related to mental and behavioral health, in those jurisdictions where psychologists have been given prescriptive authority. This program will also increase the potential for interprofessional collaborations among faculty and students within as well as outside the KDHS and will use resources currently employed in the training of pharmacy, nursing, and other health sciences students in mental health-related areas.

This program will also capitalize on several existing courses currently offered through the KDHS and the Department of Biological Sciences at ISU, including courses and faculty in other programs such as M.S. in Physician Assistant Studies (MPAS), Doctorate in Nursing Practice (DNP), and Doctor of Pharmacy (PharmD). Courses in the first semester of the first year will include biochemistry, anatomy, physiology, and pathophysiology. Basic pharmacology courses delivered by faculty in the College of Pharmacy as well as a physical assessment course provided by the DNP program will also be critical components of the first year of the program. Give the current emphasis on interprofessional education and practice in the KDHS, the addition of clinical psychology students to will provide an enriched educational experience and corresponding increase in interprofessional educational opportunities for all students and faculty.

This is a new master's program and will not replace or duplicate any other program.

- 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.

State and national workforce data are not available for **prescribing** clinical psychologist positions, as this new credential represents an enhanced scope of practice within clinical psychology and is relatively new and growing. It is intended to help fill the gap in ever-growing mental health care needs in the state and around the country. According to national statistics, employment of clinical psychologists is projected to grow 14% from 2016 to 2026, which is faster than the average for all occupations. According to the U.S. Bureau of Labor Statistics job prospects *are best for those who have a doctoral degree in an applied specialty*. (<u>https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm</u>).

Although statistics on prescribing psychologists are unavailable, it may be helpful to consider a similar field, psychiatry, to shed light on the potential need. The demand for psychiatrists has risen substantially in recent years and is currently at an all-time high, according to an annual report tracking physician-recruiting trends. The 2015 Review of Physician and Advanced Practitioner Recruiting Incentives, by Merritt Hawkins, an AMN Company that is the nation's leading physician search firm, found that psychiatrists were **second only to primary care doctors** on the list of the 20 most indemand medical specialties. The report indicates that Merritt Hawkins was retained to conduct more searches for psychiatrists in the last year than in any other similar period in the company's 27-year history. The federal government has designated 3,968 whole or partial counties as Health Professional Shortage Areas (HPSAs) for mental health, defined as areas where there is less than one psychiatrist per 30,000 people. In Texas alone, 185 of 254 counties have no general psychiatrist, according to separate Merritt Hawkins report. Disparities by state are dramatic. While Massachusetts has 18 psychiatrists per 100,000 population, **Idaho has only five**. Approximately 40% of psychiatrists are projected to retire over the next five years, with few new practitioners available to take their place. (https://www.amnhealthcare.com/high-demand-for-psychiatrists/)

Another related field to consider is that of mental health and substance abuse social workers. According to the Idaho Department of Labor's Communication and Research Division, mental health and substance abuse social workers were the #4 open job listing as of December 2017. According to the Suicide Prevention Action Network of Idaho, suicide is the 2nd leading cause of death for Idahoans age 15-34 and for males up to age 44. Our state is consistently among the states with the highest suicide rates. In 2016, Idaho had the 8th highest suicide rate in the country, 57% higher than the national average. A lack of access to mental health services has been cited as a contributing factor to these statistics. (https://www.spanidaho.org/idaho-suicide-facts)

Taken together, these factors indicate a high need for qualified mental health practitioners in our state and nationally. Clinical psychologists with an MSCP degree will be very important for addressing these ongoing and growing needs, as this specialty degree will allow for these practitioners to prescribe medications in the course of their practice, to complement their full-array of cognitive and behavioral interventions. The program at ISU is positioned to be truly unique in the

country, in that ours will be a traditional "bricks and mortar" program that will include interprofessional components and allow MSCP students to attend the same classes as physician assistant, nursing, and pharmacology students. The background in basic and biomedical sciences will be greatly enhanced by the availability of the Treasure Valley Anatomy and Physiology Lab in Meridian. Our different health sciences students will train together in many settings, learning from, with, and about each other as they prepare for careers in their respective fields.

List the job titles for which this degree is relevant: Clinical psychologist.

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.

This program will consist of full-time students in a traditional 2-year master's degree format and will be housed in the College of Pharmacy and headquartered on the Meridian campus. Similar to other master's degrees in the health sciences (i.e., Public Health), some students may opt to complete the degree working part-time. Our program will be able to accommodate both approaches to degree completion. Since only students who have already completed doctoral degree in psychology are eligible for admission, it is likely that several students will already be in clinical practice and are seeking this degree for the added credential and the ability to prescribe medications. According to different published surveys, between 30 and 60% of practicing clinical psychologists have indicated an interest in pursuing this degree (Tompkins and Johnson, What Oregon Psychologists Think and Know About Prescriptive Authority, Journal of Applied Behavioral Research, 2016). In addition, a senior officer from the U.S. Navy has indicated a desire to send 2 active-duty practicing clinical psychologists per year to a rigorous full-time program to receive this training. The fact that the MSCP program at ISU will be the only traditional "bricks and mortar" program of its type in the country is a critical factor in such a decision (see attached letters from Page Haviland, Ph.D., Past-President of the Idaho Psychological Association and LCDR Yaron Rabinowitz, Psychopharmacology Subspecialty Leader, US Navy). As Lt. Commander Rabinowitz indicates, it is likely that other branches of the armed forces may likewise utilize our traditional, advanced and interdisciplinary program for their training needs.

The initial student cohort for the program is difficult to estimate, but given the 23 responses received on our survey from current Ph.D. students and practicing psychologists in Idaho who stated they are either "moderately" or "very interested" in enrolling in ISU's program, we expect there to be at least 4 students in the inaugural class of Fall 2019, with the growth up to 10-12 students per year over the next several years. The US Navy has indicated that they plan to send 2 students per year starting in Fall 2020. According to past leadership from the Idaho Psychological Association, there will be ongoing demand for this program from professionals around the state and region. Given the uniqueness of this program, including its interprofessional approach and being housed in the KDHS, as well as its rigor and traditional format, we believe there will also be applicants from around the country.

Survey data from current Ph.D. students in ISU's Clinical Psychology program, as well as survey data from practicing psychologists in Idaho (sent via email using Survey Monkey to membership of Idaho Psychological Association), and a random sample of attendees visiting the ISU Exhibit from the American Psychological Association's National Convention held in San Francisco from August 8-11, 2018 is included in Appendix A. (survey instrument using Survey Monkey and results summary, Idaho; survey instrument from paper survey conducted at APA national meeting; results summary). These data show that there is interest among current practitioners and students at ISU in this program, as well as interest across the country in the proposed program from attendees at
the APA meeting.

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 program will act to stimulate the state's economy in a number of ways. It advances the efforts to fill the state's workforce needs for in-demand mental health clinical professions, who increasingly need to have the option to prescribe medications in the course of their patients' treatment. In so doing, there will be increased access to necessary health care for more of the state's population and better treatments for mental and behavioral health disorders for more people. Research has suggested that improving mental health also leads to better economic outcomes. In a study from the World Health Organization published in 2014 and published in *The Lancet Psychiatry*, it was estimated that every U.S. dollar invested in mental health treatment could have a quadruple return on investment in terms of work productivity (Chisholm D, Sweeny K, Sheehan P, et al. Scaling-up treatment of depression and anxiety: a global return on investment analysis. *Lancet Psychiatry* 2016;3:415-24). By enabling better and more expansive mental and behavioral health treatments, people are able to live happier and more productive lives, economic and otherwise.

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

As previously stated, the need for more mental and behavioral health practitioners is well established. Mental and behavioral health problems are very common in the U.S. and around the world and are growing in prevalence. According to the National Alliance on Mental Illness (NAMI), it is estimated that half of all Americans will be diagnosed with a mental illness or disorder at some point in their lifetime <u>https://www.nami.org/Learn-More/Mental-Health-By-the-Numbers</u>. Mental illnesses are the third most common cause of hospitalization in the United States for those aged 18-44 years old, and adults living with serious mental illness die on average 25 years earlier than others. <u>https://www.cdc.gov/mentalhealth/data_publications/index.htm</u> Suicide risk is a related concern and a correspondingly growing public health issue in the U.S. in general and in Idaho particularly. The suicide rate in Idaho was 57 percent higher than the national average, according to the Idaho Department of Health and Welfare. Idaho is ranked #8 among states with the highest suicide rate. According to the Substance Abuse and Mental Health Services Administration, in 2015, an estimated 243,000 Idahoans reported any mental illness in the past year. Between 2009 and 2013, 54 percent of Idahoans reporting mental illness in the past year did not receive treatment. The societal need for mental health care is clear and growing.

The proposed program will train practitioners to have an expanded scope of practice for treating their patients.

- e. If Associate's degree, transferability: This program does not result in an Associate's degree.
- **3. Similar Programs.** Identify similar programs offered within Idaho and in the region by other instate or bordering state colleges/universities.

There are no similar programs in Idaho or surrounding states.

The following table includes all other MSCP Programs available in the U.S. APA Designated program are indicated with an *.

See http://www.apa.org/education/grad/designation.aspx

Attachment 1

Similar programs in other states:

	Similar Programs offered by	institutions in other states
State	Degree name and Level	Program Name and brief description if warranted
California	MS in Clinical Psychopharmacology	California School of Professional Psychology Alliant International University* San Francisco, CA Online Program
Florida	MS in Clinical Psychopharmacology	College of Psychology Nova Southeastern University Fort Lauderdale, FL <i>Executive Program</i>
Illinois	MS in Clinical Psychopharmacology	The Chicago School of Professional Psychology Chicago, IL <i>Online</i>
New Jersey	MS in Clinical Psychopharmacology	School of Psychology Fairleigh Dickinson University* Teaneck, NJ <i>Online Program</i>
New Mexico	MS in Clinical Psychopharmacology	College of Education New Mexico State University* Las Cruces, NM <i>Executive Program</i>

*Note: The American Psychological Association (APA) designation indicates that programs have been judged by the APA Designation Committee to be consistent substantively and procedurally with the Designation Criteria for Education and Training Programs in Preparation for Prescriptive Authority for clinical psychologists.

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.

N/A

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

This MSCP program will be part of the College of Pharmacy within the Kasiska Division of Health Sciences and will support a legislative mandate to increase the scope of practice of mental health practitioners in the state. The completion of this degree will allow for practicing clinical psychologists to prescribe psychotropic medications to their patients in the course of appropriate treatment and in accordance with state law. With the passage of House Bill 212 in 2017, Idaho became one of the first states to allow this expanded scope of practice for clinical psychologists, an action that was praised by the leadership of the American Psychological Association (APA): "Access to appropriate mental health treatment is important throughout the United States, but is particularly critical in Idaho due to the shortage of psychiatrists, long waiting times and a high suicide rate," said APA President Antonio E. Puente, PhD. "This law will enhance access for many Idahoans who face challenges getting treatment for their mental health conditions."

ISU 2018-08 M.S. in Clinical Psychopharmacology IRSA

Attachment 1

http://www.apa.org/monitor/2017/06/idaho.aspx

The third of the Four Core Themes of Idaho State University's Strategic Plan is **Leadership in the Health Sciences.** ISU is an innovator and works to advance many different professions in the health sciences to better serve patients. This new MSCP program clearly supports our mission to prepare healthcare professionals to meet the medical needs of our state and the nation. As the first traditional, "bricks and mortar" program of its kind in the U.S., and with its greater emphasis on interprofessional education and a strong biomedical focus, this MSCP degree will become the gold standard of clinical psychopharmacology education and training. By leveraging our resources throughout the KDHS and working in partnership with our many established clinical training sites and preceptors, we will be able to provide an educational experience unlike anything that is currently available in this field. In addition, our interprofessional course offerings will enhance not only the education of students in the MSCP program, but our other health sciences students as well by providing opportunities for students from different health professions to learn from, with, and about each other and to experience first-hand how all of the different professional health care roles contribute to optimal patient care.

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 quality of the MSCP program will be ensured through monitoring at several different levels. First, the graduate programs at ISU are governed by the Graduate School, which oversees all activities related to degree implementation, administration, and completion. All requirements, academic procedures and policies will be approved by the Graduate Council prior to initiation of the program. Second, the Kasiska Division of Health Sciences (KDHS) mandates that all programs undergo regular program review, and a schedule of this review is maintained by the ISU Office of Academic Affairs and monitored by the KDHS. Third, the Northwest Commission on Colleges and Universities is the accrediting body for ISU, and mandates review of programs within the university. Fourth, this M.S. program in Clinical Psychopharmacology will undergo the voluntary process of Prescriptive Authority Program Designation administered by the American Psychological Association (APA). The purpose of designation is "to afford public recognition of education and training programs that meet certain minimum standards and published criteria."

APA Program designation was initially established in 1996 and the latest revisions were completed in 2009. The criteria include the outline of a model curriculum, including didactic and experiential components and provide guidance for ensuring that the education and training provided by designated programs "reflects the integration of research literature and practice experience on the relationship between psychopharmacological and psychological interventions." In addition, the "standards are also designed specifically to meet the needs of practicing psychologists and their patients...by describing the minimum requirements for this training." Designation must be renewed every 5 years.

Further assurance of the quality of the program will be realized in the application and admissions process for the program, which will include the following:

Students must have earned a doctoral degree in psychology (Ph.D. or Psy.D.) from an accredited program and institution. Students must also have current licensure as a psychologist, and have practiced as a health services provider as defined by state law, where applicable, or by the APA. A minimum GPA of 3.0 will be required and official transcripts must be submitted with application materials. Any coursework completed more than 7 years prior to applying to the program, will require special review and may not be accepted. Three letters of professional recommendation from faculty or

professional colleagues are required, along with a statement of intent by the applicant in which details of their desire for earning this degree must be described. All program applicants will be interviewed by an interdisciplinary KDHS admissions committee, which will consist of at least one member from the following departments: Pharmacy Practice, Biomedical and Pharmaceutical Sciences, and Nursing. Additional committee members may be drawn from other KDHS programs and/or the Department of Psychology.

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. Three-Year Plan: Is the proposed program on your institution's approved 3-year plan? Indicate below.

Yes x No

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

- a. Describe why the proposed program is not on the institution's three 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

Attachment 1

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.	24
Credit hours in required courses offered by other	18
departments:	N1/A
curriculum	N/A
Credit hours in free electives	0
Total credit hours required for degree program:	42

b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

Semester	Course Number	Course Name	Credits		
	BIOL 66XX	Anatomy & Physiology for Clinicians	3		
	NURS 6620	Advanced Human Pathophysiology	3		
Fall	BIOL 66XX (30*)	Biochemistry and Cell Biology for Clinicians	3		
	RXPP 6602 Intro to Prescribing Psychologist				
		Total	10		
	NURS 6611 & L	NURS 6611 & L Advanced Health Assessment & Lab			
Spring	PHAR 66XX	Basic Clinical Pharmacology	3		
opinig	PHAR 66XX	Clinical Neuropharmacology	3		
		Total	12		
Summer	RXPP 6603	Supervised Clinical Experience I	1		
		Total for Year 1	23		

Year 1

Year 2

Semester	Course Number	Course Name	Credits		
	RXPP 6604	Integrated Psychopharmacotherapy I	3		
Fall	RXPP 6605	Integrated Psychopharmacotherapy II	3		
i dii	RXPP 6606Integrated Psychopharmacotherapy III				
		Total	9		
	MPH 6640	Research & Writing in Health	3		
Spring	RXPP 6607	Professional & Legal Issues for Prescribing Psychologists	3		
	RXPP 6608	Psychopharmacology Capstone	3		

		Total	9
Summer	RXPP 6610	Supervised Clinical Experience I	1
		Total for Year 2	19
		Total	42

c. 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.

In addition to the didactic curriculum included above, students must successfully complete two (2) supervised clinical experiences: a 100-hour introductory clinical experience between year one and year two of the program (RXP 6603) and a 400-hour advanced clinical experience starting in the spring of second year of the program of study that must be completed prior to graduation (RXP 6610). These experiences will require an approved site and a licensed prescribing professional as the supervisor. The *introductory* supervised clinical experience requires that a student complete 100 hours in a healthcare setting during which time they are supervised by a physician or other healthcare practitioner as allowed by Idaho law and is designed to introduce the student to basic physical assessment and laboratory and other diagnostic test interpretation. The *advanced* supervised clinical experience requires a minimum of 400 hours of supervised provision of psychopharmacotherapy, including psychotropic medications and psychotherapy as appropriate in both an inpatient and an outpatient setting. These hours must be completed in conjunction with enrollment in PHAR 6603 and PHAR 6610, respectively. Clinical supervision will be provided by full-time and affiliate faculty who are licensed practitioners who have prescriptive authority and expertise in psychotropic medications (more details will be included in the Supervised Clinical Experiences Handbook for the program).

A Capstone Examination will be administered as a comprehensive final examination, following the completion of the didactic curriculum. Students must have completed at least 120 of the 400 required hours of the advanced clinical experience prior to the exam. The Capstone Examination will cover the core areas of the curriculum and include patient case presentation and discussion. The examination will be similar to the type and rigor required of DNP and PA students and will be graded by a panel of three faculty members, one from the College of Pharmacy (Pharmacy Practice Department), one from the College of Nursing (DNP Program), and one from College of Health Professions (PA Program).

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.

Graduate students completing the MSCP will:

- a. have the knowledge and ability to conduct comprehensive and focused physical examination and mental status evaluation, including demonstration of the proper use of instrumentation.
- b. have the knowledge and ability to systematically describe and integrate information gathered from patient reports, signs, symptoms, and a review of each of the major body systems, recognizing normal developmental variations.
- c. be able to conduct a patient/caregiver clinical interview producing a patient's medical, surgical, and psychiatric history and medication history in appropriate

cultural and family contexts and communicate findings in written and verbal formats.

- d. be able to order and interpret appropriate tests (e.g., psychometric, laboratory, and radiological) for the purpose of making a differential diagnosis and for monitoring therapeutic and adverse effects of treatment.
- e. Be able to utilize appropriate processes, including established diagnostic criteria (e.g., ICD-10, DSM-V) to determine primary and alternative diagnoses.
- f. Identify and select, using all available data, the most appropriate treatment alternatives, including medication, psychosocial, and combined treatments and to sequence treatment appropriately in a larger biopsychosocial context.
- g. Understand the parameters of the role of the prescribing psychologist and be able to work with other professionals in an advisory or collaborative manner to effect the treatment of a patient.
- h. Be able to apply, monitor, and modify, as needed, treatments and writing of valid and complete prescriptions.

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.

Student preparedness for the expanded scope of practice which is the goal of this program will be determined based on the demonstrated achieved core knowledge and competencies set by the American Psychological Association (APA) in their guidance document entitled "Recommended Postdoctoral Education and Training Program in Psychopharmacology for Prescriptive Authority," last updated in 2009. This guidance emphasizes core competencies that are holistic and represent knowledge of subject matter and procedures, performance of behaviors that demonstrate specific skills and abilities, problem solving strategies and capabilities that involve elements of critical thinking and ethical responsibility, and self-reflection that focuses on knowing the limits of one's knowledge; clarification of attitudes, beliefs, and values; and identification of self-perceptions and motivations in the context of prescriptive authority. <u>https://www.apa.org/about/policy/rxp-model-curriculum.pdf</u>

To ensure that all students are adequately prepared for prescriptive authority, a mix of formative and summative assessment activities will be employed to measure student learning and professional development. The educational outcomes described above will serve as the foundation from which assessments of curricular student learning activities will occur in supervised clinical settings. For the didactic curriculum, course grades will be utilized, as well as performance on annual knowledge-based comprehensive examinations to determine adequate progression through the program. The summative assessment at the end of year one will include items that represent foundational knowledge in the basic sciences, including neuroanatomy, neurophysiology, biochemistry, and pharmacology. The summative assessment at the end of the second year will include elements of physical assessment and therapeutic principles. Failure on either of these summative assessments will halt a student's progress and trigger remediation in identified areas of weakness.

Students will likewise be assessed throughout the program through case studies, oral presentations, examinations, and other related coursework. The final oral examination will also be used as a summative evaluation of curricular programming in preparation for prescriptive authority, as well as to determine the depth of understanding and ability to apply statistical analysis, principles of research, and clinical judgment. Course and instructor evaluations, program exit interviews, and post-graduate surveys will be used to further evaluate the program and learning outcomes.

Typically, standardized performance examinations also provide objective benchmarks for

comparison of overall curricular success for professional programs when aggregated by class year. The major examination for this purpose for this program will be the Psychopharmacology Examination for Psychologists (PEP). Pass rates on this exam will also be tracked annually.

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

Course evaluation results will be provided to each instructor to be used for course improvement. Data collected from supervised clinical practice sites will be used to improve the clinical experience and ensure that competencies are being met. The program exit interview and post-graduation survey data will used to evaluate the program in general from the perspective of graduates. Preceptors and clinical supervisors will also be able to provide input to program leadership for quality assurance and improvement purposes. Information collected from this variety of sources will be reviewed by a program assessment committee on an annual basis and shared with program faculty and utilized to revise and update the curriculum as appropriate to best meet the needs of students and the community served.

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

Direct assessment measures will include examinations, case study write-ups, presentations, and competency evaluations during supervised clinical experiences. Indirect measures will include clinical site evaluations, exit interviews, and post-graduation surveys.

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

Course assessments will occur at the end of each course. At the conclusion of each supervised practice experience, students will complete an evaluation. An exit interview will occur at the end of the student's final semester. For most students this will be the Spring semester (semester 4). The post-graduation survey will be conducted one year following graduation.

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.

N/A

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_15_	FY_16_	FY_17_	FY_18_ (most recent)	FY14 —	FY_15_	FY_16_	FY_17_ (most recent)			

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

Propos	Proposed Program: Projected Enrollments and Graduates First Five Years										
Program Name: MS Clinical Psychopharmacology											
Projected Fall Term Headcount Enrollment in Program				Projected Annual Number of Graduates From Program							
FY_19 (first year)	FY_20	FY_21	FY_22	FY_23	FY_24	FY_19 (first year)	FY_20	FY_21	FY_22	FY_23	FY_24
4	8	10	12	14	18	0	4	4	6	6	6

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?

Based on survey data from current students in the Clinical Psychology Ph.D. program and practitioners in the state, we project enrolling 4 students for the inaugural class and then 4-6 per year for the following two years. The U.S. military is also interested in a traditional M.S. program such as ours and the Navy has indicated its intention to send 2 students to Meridian per year, starting in Fall 2020 (see letter from LCRD Rabinowitz in Appendices). He is also confident that other branches of the military and the Public Health System may likewise follow suit. We also intended to develop our Distance Learning capacity in the next 2-3 years to allow students in Pocatello, Twin Falls, and Idaho Falls to also enroll. Our goal is at least 12 students per year.

16. Minimum Enrollments and Graduates.

a. 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?

A minimum has not been determined at this point. We anticipate full enrollment of 12 students within the first four years. The program could still be successful at a lesser number.

b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

If it is determined that the program must be discontinued, the current cohort will be completed and no further cohorts enrolled. If necessary, students will be advised to transfer to an online graduate degree program to finish their education. Our program and structure is similar enough to existing programs to allow for transfer if necessary.

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 MSCP Program will have faculty office space in Meridian. Three faculty will be housed with Pharmacy and one with Nursing. Existing classroom space in Pharmacy and Nursing will be utilized for course offerings. The Treasure Valley Anatomy and Physiology Lab (TVAPL) will be utilized in the first year to complete prosection and other lab requirements of anatomy and physiology courses. Common spaces for group study and small group work in the Meridian Health Sciences Complex will be available for MSCP students as well. A Health Science Library and librarian are available for all KDHS students.

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?

With the projected 4 students for the first cohort, the initial impact will be minimal. As the program grows to its target of 12 new incoming students per year over the following 5 years, additional classroom space will need to be determined. As this program is meant to meet the needs of the state of Idaho, DL capability to Pocatello, Twin Falls, Idaho Falls, and other sites will be explored. Current office space and equipment, as noted above, is adequate for the anticipated increase. Additional DL technicians and equipment may be needed and these will be assessed and covered as part of a professional fee for MSCP students.

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.

Students in the MSCP program will be integrated into courses with pharmacy, PA, and nursing students in their first year. The second didactic year will utilize pharmacy classrooms and spaces. Given that PharmD courses do not begin before 10 AM (due to the need to accommodate Anchorage-based students via DL), pharmacy classrooms are available from 8 -10 AM Monday through Friday. These rooms are DL equipped. Additional DL personnel will likely be needed as the need increases, a professional fee may become necessary if DL and/or online components are added.

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.

This program will capitalize on current course offerings at ISU, including in pharmacy, nursing, and public health, as well as biological sciences. Resources available in the Health Sciences Library, including journals and databases (e.g., *UpToDate*) used across the Kasiska Division of Health Sciences for other heath science programs, including but not limited to, nursing, physician assistant, medicine, exercise science, counseling, speech and language pathology, pharmacy, along with existing dietetics programs will meet program needs.

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 resources will be needed. The electronic journals and databases for other health sciences students are sufficient for the additional 4-10 MSCP students per year who will be enrolled.

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?

Anticipated personnel resources needed include 4.2 FTE of faculty and 1.0 FTE of administrative support personnel. There will be 3 new faculty in the College of Pharmacy: two in the Department of Pharmacy Practice and Administrative Sciences (one of whom will be the Training Director and also have a joint appointment with the Clinical Psychology Department), and one in the Biomedical and Pharmaceutical Sciences Department. One new faculty member will be in the College of Nursing. A part-time medical director (0.2 FTE) will have an appointment with the Department of Family Medicine. Adjunct faculty will be used for additional faculty participation in curriculum delivery from the Department of Biological Sciences. All of these faculty lines are supported by new appropriated funds to the KDHS.

Affiliate faculty will be needed for supervised clinical experiences. Practicing physicians and other providers in the community will perform these responsibilities, with appropriate support and preceptor development provided by the program's training director. Clinical supervision will be provided by full-time and affiliate faculty who are licensed practitioners in Idaho (or the state in which the experience is based) who have prescriptive authority and expertise in psychotropic medications.

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.

The College of Pharmacy and the College of Nursing already have a number of faculty and administrative support personnel to support this new program. This is in addition to the FTEs previously described that have been allocated. The MSCP program will be housed in the College of Pharmacy and pharmacy-based faculty will be part of the Department of Pharmacy Practice or Biomedical and Pharmaceutical Sciences. One faculty member will be housed in the College of Nursing. Department Chairs of respective departments will provide mentorship and professional support and development. Additional faculty from the Kasiska Division of Health Sciences, including from pharmacy, nursing, public health, and family medicine will help to deliver the curriculum and space in Leonard Hall and the Skagg's Meridian Health Sciences Center will be utilized for classroom and faculty office space. The Treasure Valley Anatomy and Physiology Lab will provide laboratory experiences in conjunction with course offerings in the first year of the program.

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?

This is a new program with sufficient resources available from the state appropriation for startup and maintenance. The impact on other programs in the Kasiska Division of Health Sciences will be favorable in that clinical psychologists will be represented in interprofessional activities and events.

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.

Full-time faculty: pharmacist, psychiatric nurse practitioner, professor, Full-time program director Full-time administrative assistant Part-time psychiatrist/medical director Adjunct faculty

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 of funds is not needed.

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.

Appropriation received as of July 1, 2018.

- 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.

Costs to students will be congruent with the current student fee structure for ISU Graduate Programs. The MSCP program will not charge a professional fee initially; but this may be necessary to add DL components to help with professional development for faculty and related travel and operating expenses.

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.

21. Using the <u>budget template</u> 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.

Attachment 1

- 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).

Attachment 1

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 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 <u>2020</u>		FY	Y <u>2021</u> FY		2022	FY	2023
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	4	0	4	0	6	0	6	0
B. Shifting enrollments	0	0	4	0	4	0	6	0
Total Enrollment	4	0	8	0	10	0	12	0
II. REVENUE	FY <u>2020</u>		FY <u>2021</u>		FY <u>2022</u>		FY <u>2023</u>	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Institution Funds	\$672,100.00	\$22,000.00	\$691,754.03	\$0.00	\$711,877.67	\$0.00	\$739,323.06	\$0.00
3. Federal	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. New Tuition Revenues from Increased Enrollments	\$40,472.00	\$0.00	\$83,376.00	\$0.00	\$107,340.00	\$0.00	\$132,684.00	\$0.00
5. Student Fees	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Attachment 1

6. Other (i.e., Gifts)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Revenue	\$712,572	\$22,000	\$775,130	\$0	\$819,218	\$0	\$872,007	\$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	2020	FY	2021	FY	FY <u>2022</u> FY		2023
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	5.20	0.00	5.20	0.00	5.20	0.00	5.20	0.00
2. Faculty	281,819.20	0.00	290,273.78	0.00	298,981.99	0.00	307,951.45	0.00
3. Adjunct Faculty	57,253.15	0.00	57,253.15	0.00	57,253.15	0.00	57,253.15	0.00
4. Graduate/Undergrad Assistants	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Research Personnel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6. Directors/Administrators	\$128,186.24	\$0.00	\$132,031.83	\$0.00	\$135,992.78	\$0.00	\$140,072.57	\$0.00
7. Administrative Support Personnel	\$27,664.00	\$0.00	\$28,493.92	\$0.00	\$29,348.74	\$0.00	\$30,229.20	\$0.00
reallocated 8. Fringe Benefits	\$165,377.41	\$0.00	\$171,901.35	\$0.00	\$178,501.01	\$0.00	\$192,016.69	\$0.00
9. Other:	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Personnel and Costs	\$660,300.00	\$0.00	\$679,954.03	\$0.00	\$700,077.67	\$0.00	\$727,523.06	\$0.00

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	FY	2020	FY	2021	FY	2022	FY 2023	
B. Operating Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00
2. Professional Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3. Other Services	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4. Communications	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
5. Materials and Supplies	\$6,800.00	\$0.00	\$6,800.00	\$0.00	\$6,800.00	\$0.00	\$6,800.00	\$0.00
6. Rentals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
7. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Miscellaneous	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Operating Expenditures	\$11,800	\$0	\$11,800	\$0	\$11,800	\$0	\$11,800	\$0

	F		FY	2021	FY <u>2022</u>		FY	2023
C. Capital Outlay	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Library Resources	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. Equipment	\$0.00	\$22,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Capital Outlay	\$0	\$22,000	\$0	\$0	\$0	\$0	\$0	\$0

Attachment 1

	FY	2020	FY 2021		FY	2022	FY 2023		
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
D. Capital Facilities Construction or Major Renovation		\$0.00		\$0.00		\$0.00		\$0.00	
E. Other Oceta	On asian	On a time		One time		One time	On asian		
E. Other Costs	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time	
Utilities	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
Total Other Costs	\$0	\$0	<u>\$0</u>	\$0	\$0	\$0	\$0	\$0	
TOTAL EXPENDITURES:	\$672,100	\$22,000	\$691,754	\$0	\$711,878	\$0	\$739,323	\$0	
Net Income (Deficit)	\$40,472	\$0	\$83,376	\$0	\$107,340	\$0	\$132,684	\$0	

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

II.4	Tuition amounts are increased by 3% each year from the FY19 graduate total full-time fee of \$4,688.00 and the graduate total part-time fee of \$470.00
III.A.2	Faculty salaries are increased by 3% per year.
III.A.6	Directors/administrators salaries are increased by 3% per year
III.A.7	Administrative support personnel salaries are increased by 3% per year
III.A.8	Health insurance is increased to \$13,900 for FY20 and increased every year thereafter by \$800.00

Q1 Do you currently have a license to practice as a psychologist in Idaho?



ANSWER CHOICES	RESPONSES	
Yes	60.76%	48
No	39.24%	31
TOTAL		79

Q2 How long have you been in clinical practice?



ANSWER CHOICES	RESPONSES	
Still in school	29.11%	23
0-4 years	8.86%	7
5-9 years	15.19%	12
10-14 years	12.66%	10
15 years or more	34.18%	27
TOTAL		79

Q3 Please rate your level of agreement with the following statement: "Psychologists should expand their professional training and scope of practice to include the prescribing and clinical management of psychotropic medications."



ANSWER CHOICES	RESPONSES	
Strongly Agree	21.52%	17
Agree	37.97%	30
Neither agree nor disagree	26.58%	21
Disagree	6.33%	5
Strongly disagree	7.59%	6
TOTAL		79

Q4 Were you aware that RxP legislation was passed last year in Idaho giving appropriately trained clinical psychologists the authority to prescribe psychotropic medications?



ANSWER CHOICES	RESPONSES	
Yes	98.73%	78
No	1.27%	1
TOTAL		79

Q5 How familiar are you with the content of the 2017 RxP legislation in Idaho (House Bill 212), including educational requirements and practice stipulations for psychologists seeking prescriptive authority?



ANSWER CHOICES	RESPONSES	
Very familiar	24.36%	19
Somewhat familiar	58.97%	46
Not at all familiar	16.67%	13
TOTAL		78

Q6 Please rate your level of agreement with the following statement:"I would be interested in completing the appropriate training, as recommended by the APA, to enable me to prescribe psychotropic medications as part of my clinical practice."



ANSWER CHOICES	RESPONSES	
Strongly Agree	17.72%	14
Agree	29.11%	23
Neither agree nor disagree	12.66%	10
Disagree	21.52%	17
Strongly disagree	18.99%	15
TOTAL		79

Q7 Were you aware that Idaho State University will be offering a master's degree in clinical psychopharmacology starting in Fall 2019, which will be congruent with the APA's recommendations and state requirements for clinical psychologists to prescribe medications?



ANSWER CHOICES	RESPONSES	
Yes	68.35%	54
No	31.65%	25
TOTAL		79

Q8 How interested are you in enrolling in ISU's master's program in clinical psychopharmacology?



ANSWER CHOICES	RESPONSES	
Very interested	14.10%	11
Moderately interested	17.95%	14
Slightly interested	16.67%	13
Not at all interested	51.28%	40
TOTAL		78

Q9 Please feel free to provide any additional comments about this survey or RxP in general:

Answered: 37 Skipped: 42

IDAHO PSYCHOLOGICAL ASSOCIATION CENTREMONTORY SUPERIOR

July 24, 2018

Christopher Owens, PharmD, MPH Associate Vice President Kasiska Division of Health Sciences Idaho State University 921 S. 8th Ave., Stop 8055 Pocatello, ID 83209-8055

Dr. Owens,

As a prior president of the Idaho Psychological Association (IPA) and a member of its advocacy committee, I am writing to let you know of my work with the United States Navy to secure post-doctoral candidates for ISU's Masters in Psychopharmacology program. It appears the Navy will have two students each year starting in 2020. I continue to communicate with LDCR Rabinowitz, Ph.D., to reach out to both the Army and the Air Force for similar commitments.

Should you have any questions, please don't hesitate to contact me.

Sincerely,

V. Pape Hourland, Phil

V. Page Haviland, PhD

cc: Lyn McArthur, PhD, IPA Advocacy Chair. Barney Greenspan, PhD, IPA President

P.O. Box 1347 a Eagle, Idaho 83616 a 208.454.5594 a IPAoffice@idahopsych.org a www.idahopsych.org



CAMP LEJEUNE, NC 28542-0185

UNITED STATES MARINE CORPS U.S. MARINE CORPS FORCES SPECIAL OPERATIONS COMMAND MARINE SPECIAL OPERATIONS SCHOOL PSC BOX 20185

> IN REPLY REFER TO: 5300 PSYCH 20 FEB 17

Attachment 1

From: LCDR Yaron G. Rabinowitz, MSC, USN
To: Fred Wood M.D., Chairman House Health and Welfare Committee

Subj: Idaho RxP Legislation and Training Program

Dear Chairman Wood:

I am Yaron Rabinowitz PhD, Lieutenant Commander, United States Navy. I am a prescribing psychologist and the Navy's Psychopharmacology Subspecialty Leader. In that capacity, I oversee the training and development of all prescribing psychologists in the Navy. A primary aspect of my job is to identify and cultivate appropriate training programs for Navy Psychologists.

The Navy is interested in sending psychologists to a two-year, full-time training program in Clinical Psychopharmacology. The rigorous training proposed in your prescriptive authority legislation appears to meet our needs.

Should the legislation become law, the Navy will make the Boise campus a primary training ground. It is possible that other branches of the military would be interested in such a rigorous program as well.

Please let me know if there are any questions I can answer or issues I can address.

Y. G. RABINOWITZ, PhD, ABPP, ABMP LCDR, US NAVY

IDAHO STATE UNIVERSITY

SUBJECT

Master of Science in Nutrition with and without Dietetic Internship

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness, Objective A: Workforce Alignment. IV. Increase in postsecondary programs tied to workforce needs.

BACKGROUND/DISCUSSION

Idaho State University (ISU) currently offers an undergraduate program in Dietetics and a Dietetic Internship as a post-baccalaureate certificate. Beginning in 2024, the Commission on Dietetic Registration will require a graduate degree to sit for the national credentialing exam and earn the Registered Dietitian Nutritionist (RDN) credential. ISU is proposing to offer a new M.S. in Nutrition with a public health emphasis through the Dietetic programs to meet this change in industry requirements.

The M.S. program will have two tracks: one with a Dietetic Internship and one without the internship for students who have already completed the undergraduate degree and post-baccalaureate certificate but would like to earn an advanced degree as well. The online hybrid model for the Dietetic internship will provide students opportunities to complete dietetic internships in Pocatello, Twin Falls, and Meridian to obtain degree while completing clinical training. The non-internship track will serve baccalaureate prepared RDNs and those with baccalaureate degrees in Dietetics, Food and Nutrition or similar degreed backgrounds.

IMPACT

Faculty in the Dietetic Programs have anticipated the development of this graduate program for several years as they were notified in 2014 of the 2024 mandatory requirement for a Master's degree to sit for the credentialing exam. Hence, the University's Kasiska Division of Health Sciences leadership has shifted a faculty position to dietetics to help cover the load of the Master's degree. No new appropriation or reallocation of funds is required.

The existing post-baccalaureate Dietetic Internship was approved to charge a professional fee of \$1,450 per semester, or \$2,900 for the year. ISU proposes a professional fee of \$3,000 total, spread over the three semesters that students will be in practicum. This fee is applicable only to students in Track 1 (M.S. + Dietetic Internship). Students in Track 2 (M.S. Nutrition without the internship) will not pay the professional fee.

ATTACHMENTS

Attachment 1 – Proposal for the M.S. in Nutrition

STAFF COMMENTS AND RECOMMENDATIONS

ISU anticipates 22 initial enrollments in the first year with 18 minimum enrollments for the dietetic internship track and four part-time and/or full-time students per year for the non-internship track. Though the program proposal process inquires whether institutions have established minimum enrollment numbers necessary for program continuance, ISU does not require minimum enrollment numbers in programs due to program-specific circumstances. Historically, master's degree programs at ISU are flagged if enrollment is five or less students, requiring the academic unit to develop a plan to address low enrollment.

Additionally, ISU has included a request to change the professional fee to \$3,000 total, to be assessed over the course of the three semesters that students will be enrolled in practicum study. If approved, ISU will discontinue the current postbaccalaureate certificate.

ISU's proposed M.S. in Nutrition is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region V. As provided in Board Policy III.Z, no institution has the statewide program responsibility specifically for nutrition or dietetics at the graduate level. The University of Idaho is also anticipating offering an M.S. in Nutrition beginning in the 2019-20 academic year according to their three-year plan.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs (CAAP) on November 15, 2018; and to the Committee on Instruction, Research, and Student Affairs (IRSA) on November 29, 2018.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to add an M.S. in Nutrition as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

I move to approve the request by Idaho State University to designate a professional fee of \$3,000 total, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Attachment 1

Institutional Tracking No. 2018-02

Idaho State Board of Education

Proposal for Undergraduate/Graduate Degree Program

Date of Proposal Submission:	July 24, 2018
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	Kasiska Division of Health Sciences
Name of Department(s) or Area(s):	Dietetic Programs

Program Identification for Proposed New or Modified Program:

Program Title:	M.S. Nutrition with and without Dietetic Internship											
Degree:			Degree Design	natio	י		Undergraduate			x	Gr	aduate
Indicate if Online Program:	x Yes Track 2				x	Yes T	rack 1					
CIP code (consult IR /Registrar):	51.3101											
Proposed Starting Date:	Fa	Fall 2019										
Geographical Delivery:	Loc	Location(s) Pocatello, Twin Falls, Meridian					Region(s) 3,4,5					
Indicate (X) if the program is/has:		Self-Support x			Prof	fessi	sional Fee Online			Pro	gram Fee	
Indicate (X) if the program is:	x Regional Responsibility					Sta	atewide 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	1 8/1/18	Other (i.e., Contract Program/Collabora	ative	
College Dean (Institution)	Date 19/18	Vice President for Research (Institution; as applicable)	Date	
Graduate Dean or other official (In stitu tion as applicable)	Date 9/26/18	Academic Affairs Program Manager, OSBE	Date	
FVP/Chief Fiscal Officer (Institution)	Date H-Ney 9 He	Chief Academic Officer, OSBE	Date	
(Provost/VP for Instruction (Institution)	Date 0 $l^{0}-l^{-}l^{-}l^{-}l^{-}l^{-}l^{-}l^{-}l^{$	Chief Financial Officer, OSBE	Date	
President	Date	SBOE/Executive Director Approval	Date	
ISU 2018-02 M.S. in Nutrition with and without Dietetic Internship				

Attachment 1

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. <u>All questions must be answered</u>.

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.

BACKGROUND: Idaho State University currently offers a Didactic Program in Dietetics (DPD) at the undergraduate level and a Dietetic Internship (DI) as a post-baccalaureate certificate program both having national accreditation through the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for the Academy of Nutrition and Dietetics. Completion of both the DPD and dietetic internship are required to sit for the National Registration Examination for Dietitians and obtain the Registered Dietitian Nutritionist (RDN) credential. Beginning 2024, the Commission on Dietetic Registration (CDR) will require the addition of a graduate degree to sit for the national exam and earn the RDN credential.

This request is to deliver a new graduate degree, M.S. in Nutrition with a Public Health Emphasis through the Dietetic Programs. The M.S. degree program would have two tracks.

Track 1) M.S. in Nutrition with Dietetic Internship. The current dietetic internship will be replaced with this combined program including both course work and supervised practice to culminate in the M.S. degree. The current internship model will be discontinued at the completion of the current cohort (2018-19 academic year). This track will require 22 credits of course work along with nine (9) credits of practicum and two (2) credits of seminar for a 33 credit program. Awarding graduate credit for dietetic internship programs towards a portion of the credit hour requirements for an M.S. degree has been emerging as a norm within the Accreditation Council for Education in Nutrition and Dietetics (ACEND) to meet the emerging needs for graduate preparation. The program is planned to run four consecutive semesters with fall 1 and spring being full times, summer part time (5 credits) and fall 2 part time (6 credits). The practicum will be over the spring, summer and 2nd fall.

Track 2) M.S. in Nutrition (no internship). This track will parallel to Track 1 in required course work but will provide an opportunity for students to take a minimum of eight (8) elective credits in place of the practicum and seminar credits for a total of 30 credits for the degree. It is anticipated that most students in this track will go part time. The program, however, could be finished in 3 semesters of full time study if the student chose to do so.

Both options take advantage of courses currently offered through the Division of Health Sciences and will contribute to increased enrollment in existing graduate courses and graduate degree production. In order to fulfill the Public Health Emphasis, both tracks require two courses offered through the Department of Community and Public Health (MPH 6660 Health Behavior Change Theory and Application, and HE 6620 Health Program Planning and Evaluation). Four required graduate courses in nutrition (NTD 6620 Nutritional Epidemiology, NTD 6622 Maternal, Infant and Child Nutrition, NTD 6624 Nutrition and Aging and NTD 6640 Research Writing and Grantsmanship) will also be open as electives for graduate students in other programs as course prerequisites are met (e.g. public health or health education). Approved electives for Track 2 could potentially come from Public Health, Health Education, Health Care Administration, Business or Leadership. In addition, the new Geriatric Certificate Program (DHS 5502 Survey of Aging Issues, DHS 5503 Interprofessional Systems in Geriatric Management,

and DHS 5504 Geriatric Interprofessional Collaborative Practice), housed in the College of Nursing, could fulfill the elective requirements for Track 2.

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.

Student:

The profession of dietetics is moving to graduate level preparation to sit for the National Registration Examination for Dietitians and obtain the RDN credential beginning January 2024. Graduates of the undergraduate Didactic Program in Dietetics (DPD) at ISU admitted to the M.S. in Nutrition with Dietetic Internship (Track 1) will be able to complete all requirements to take the registration exam and obtain the RDN credential in residence in Idaho. The on-line hybrid M.S. in Nutrition with Dietetic Internship will allow students completing dietetic internships in Pocatello, Twin Falls, and Meridian to obtain the M.S. degree while completing their clinical training. In addition, students would be able to qualify for graduate level financial aid to help pay for both the graduate degree and dietetic internship. The current dietetic internship, delivered as a post-baccalaureate certificate affords minimal ability to use undergraduate financial aid.

The M.S. in Nutrition (Track 2) will serve baccalaureate prepared RDNs and those with baccalaureate degrees in Dietetics, Food and Nutrition or similar degreed backgrounds. This includes former ISU program graduates, who desire to increase their knowledge and skills in nutrition and public health, earn an advanced degree and be able to compete with the MS, RDN in the marketplace. As the national requirements shift to graduate preparation, the M.S. will become the norm for practice.

Regional:

As noted above, the graduate degree will become the new entry point for the RDN; the RDN is required along with state licensure to practice dietetics in the state of Idaho. The M.S. in Nutrition with Dietetic Internship will have a total of 18 seats with sites in Pocatello, Twin Falls, and Meridian and continue to fulfill our regional mission.

Nationally, there is a significant shortage of dietetic internship seats with approximately 50% of DPD graduates matching to gain placement in these internships. The ISU dietetic internship was originally developed to address this shortage and allow students place bound in Idaho to complete all requirements in residence. The current dietetic internship receives 80-100 applications annually; the majority (>50%) of dietetic interns admitted to the ISU Dietetic Internship Program are graduates of the ISU B.S. in Dietetics (DPD). The ISU match rate (81% from 2013-2017) is considerably higher than the national average of approximately 50%. See weblink for graph of Supply and Demand for Internship Sites from the ACEND. https://www.eatrightpro.org/-/media/eatrightpro-

files/acend/supplyanddemandchart.pdf?la=en&hash=F49DB8EA7DD660FE1CBD25ACCD222217 04D56622

Given the requirement for graduate education and the guidance of ACEND, many of the current dietetic internship programs are developing graduate tracks. The proposed M.S. in Nutrition with Dietetic Internship would allow ISU to maintain the viability of its undergraduate program (DPD), retain the best and brightest students, remain competitive with the University of Idaho and other regional programs, and draw students from neighboring states to help meet workforce needs in Idaho.

The M.S. in Nutrition with Public Health Emphasis (Track 1 and 2) will provide advanced training to new and practicing RDNs to address ongoing and emerging healthcare issues in Idaho. These

include, but are not limited to, childhood obesity, diabetes, nutrition in aging, chronic disease, selfmanagement, and health behavior change.

Statewide: As Above

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. Registered Dietitian (R.D.) which is the older title still used by some practitioners

2. Registered Dietitian Nutritionist (R.D.N.) which is the newer title used by most practitioners

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	None listed for Pocatello. IF 30. With our DI program and affiliation agreements, there are at least 40 RDNs in the Pocatello/Blackfoot area.	BLS: 2016-2026 15% growth	Academy of Nutrition and Dietetics Salary Survey; Accreditation Council for Education in Nutrition and Dietetics DI Supply and Demand chart; Idaho Academy of Nutrition and Dietetics;
State	270		627 licensed RDNs active in Idaho (State of Idaho Board of Medicine)
Nation		68000	

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

The current job outlook based upon the Bureau of Labor Statistics shows a 15% growth expected for dietitians between 2016-2026. <u>https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm</u> From the Academy of Nutrition and Dietetics Salary Survey, 50% of RDN's currently hold master's degrees. <u>https://www.eatrightpro.org/practice/career-development/career-toolbox/academy-member-compensation</u> By January 2024, a master's degree is required to sit for the National Registration Examination for Dietitians, obtain the RDN credential, and therefore practice as an RDN.

<u>https://www.cdrnet.org/vault/2459/web/files/GraduateDegreeFAQJan2017.pdf</u> Idaho, like many other states, requires the RDN to become licensed to practice dietetics.

While grandfather provisions for baccalaureate-trained practitioners are in place, obtaining

the M.S. in Nutrition subsequent to the RDN will allow experienced practitioners to gain advanced training through the ISU on-line hybrid M.S. option, remain in the workforce, and continue to be competitive. It is also an option for DPD graduates with BS degrees to continue with their education by enrolling in the M.S. degree program if they fail to receive an internship appointment immediately following graduation. With less than 50% of DPD graduates nationally matching, the M.S. in Nutrition gives students an option of continue their education, improve their knowledge and skills, and submit a more competitive dietetic internship application in the future. Promoting graduate education to those students not receiving an internship appointment is a common marketing practice amongst other Master's in Nutrition and related degrees across the country.

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.

Track 1: M.S. Nutrition with Dietetic Internship

ISU offers a long-standing BS in Dietetics as an accredited DPD; the dietetic internship was added in the early 1990's. The dietetic internship program has grown from eight seats in Pocatello at inception to a current 18 seats with placements in Pocatello, Twin Falls and Meridian. Annual report data collected since 2010 shows an average of 92 applications per year for the 18 seats (range 72-109). We would retain the current 18 seats for the M.S. in Nutrition with Dietetic Internship (Track 1). Graduates of the ISU, undergraduate program in dietetics will be one of the major sources of students admitted to the M.S. in Nutrition with Dietetic Internship. Given that only 50% of DPD graduates nationally match to dietetic internships, we anticipate that we would continue to receive approximately five applications per seat. The addition of the M.S. to the current dietetic internship will likely increase the state and regional demand for our program.

The proposed M.S. in Nutrition with Dietetic Internship is designed to allow students to complete both the dietetic internship and the degree requirements over four semesters (fall 1, spring, summer and fall 2). Eleven credits for the dietetic seminar and internship experience will be credited toward the 33 credit M.S. in Nutrition. This integrated program, while intense, will allow DPD graduates the opportunity to complete requirements to sit for the National Registration Exam for Dietitians while incurring a minimal amount of debt.

Over the past four years, there has been an increase from approximately 20 graduate programs combined with dietetic internships to 56 programs resulting in a graduate degree and an additional 63 programs offering some graduate credit. http://www.eatrightpro.org/resources/acend/accredited-programs/dietetic-internships

While the proposed ISU program will be able to compete on the national market and regionally, it is essential to maintain the viability of both the ISU DPD and internship to expand to offer the M.S. and allow graduates the opportunity to meet all requirements to earn the RDN credential.

Track 2: M.S. Nutrition without Dietetic Internship

The M.S. in Nutrition is designed primarily for practicing RDNs and other professionals interested in the field of nutrition and public health. The online format allows clinicians to remain in practice and in their local residence if desired. Practicing RDNs will have the

opportunity to gain advanced training, earn the M.S. in their field, and remain competitive with entry-level professionals holding the MS, RDN credential. This M.S. Degree will be offered for 30 credits with eight (8) credits of approved electives to meet individual areas of emphasis in dietetics practice. There is currently no M.S. in Nutrition offered in the state of Idaho. There are several online Master's programs available across the country. The program surveyed graduates from the past five years of ISU undergraduate and dietetic internship programs along with current RDN preceptors in the region to determine interest in the proposed ISU M.S. in Nutrition (no internship). Of 84 subjects surveyed, 60 responded (71%). The following summarizes our findings. Full survey results can be found in **Appendix A**.

1. Interest in earning the M.S. Degree in Nutrition at ISU: 28 (47%) very or extremely interested +16 somewhat interested (27%)

2. If interested, full or part time: 36 (60%) part time

3. Willing to attend fall, spring and summer classes: 31 (52%) yes

4. Course delivery preference: option of either live or online 32 (53%); online only 21 (35%)

5. Completion option: capstone project 23 (38%); comprehensive exam 13 (22%); don't know 17 (28%)

6. Start date: Fall 2019 15 (25%); Fall 2020 8 (13%); don't know 24 (40%)

7. Current credential: RD/RDN 40 (67%); current intern 6 (10%)

Based on our own survey results and the Academy of Nutrition and Dietetics resources, we believe the M.S. in Nutrition (Track 2) will be a popular option for current dietetic practitioners, most of whom will choose to complete part-time while continuing to work. The course delivery is planned to be online such that students could complete all requirements via distance learning. Some courses will be delivered in an online hybrid style where a live lecture is recorded for later viewing.

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

The Commission on Dietetic Registration (CDR) and the Accreditation Council for Education in Nutrition in Dietetics (ACEND) have conducted several extensive national surveys. The need for graduate level preparation at entry-level was evidenced by several findings: greater interprofessional practice and interface with other health professions with graduate level preparation, the increasing technical skills required of the RDN with increasing scope and depth of practice, and need for improved salary differential. Several other health professions have moved to graduate preparation including pharmacy, physical therapy, and occupational therapy. Having graduate students to engage in research should support additional departmental research and grantsmanship. The MS, RDN practitioner will be better prepared to meet emerging needs for practice in treatment and prevention of several conditions of significant disease burden and economic impact in Idaho, including but not limited to obesity, diabetes, and cardiovascular disease.

According to the Bureau of Labor Statistics, the dietetic profession is projected to experience 15% growth between 2016 and 2026. Based on data collected for the 2014 Program Prioritization, over one-third of practicing RDNs in Idaho graduated from ISU. ISU holds a Commendation from ACEND with 100% of graduates passing the National Registry Exam for Dietitians over the past five years. The program has a long history of graduating competent leaders in the field of dietetics who are active in healthcare delivery, public health, foodservice management and operations, and state and national health policy. With now mandatory graduate level preparation for entry-level practice, the M.S. in
INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1

Nutrition will be essential for maintaining and expanding the current workforce. For the stand-alone M.S. in Nutrition geared for current dietetic practitioners, the ability to obtain a Master's degree could further their earning potential as well as increase their ability to be competitive with the incoming workforce that is Master's prepared.

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

The Registered Dietitian Nutritionist (RDN) is a valuable and respected member of the health care team. RDNs are the nationally recognized expert in nutrition for the maintenance of health and the treatment and prevention of disease. Notably, the M.S. in Nutrition with Public Health Emphasis addresses preparing graduates with advanced knowledge and skills to help individuals make behavioral changes to improve their health outcomes. Additionally graduates are prepared to address major public health issues across the life span, including but not limited to, obesity, diabetes, and chronic disease. The value of the RDN in prevention and treatment of disease is likely to be further realized with the emerging paradigm shift in medicine that focuses on patient outcomes and accountable care funding models rather than fee for service.

- e. If Associate's degree, transferability: N/A
- 3. Similar Programs. Identify similar programs offered within Idaho and in the region by other instate or bordering state colleges/universities.

Similar Programs o	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 and MS (planned)	The UI Coordinated Program in Dietetics is an accredited pathway to becoming an RDN. It is currently offered at the undergraduate level. Students complete both the didactic and supervised practice portion as part of the same program and application process. To date, UI program graduates seeking a M.S. degree have be able to choose their M.S. in Consumer Sciences. (The UI 3-year plan speaks to adding a graduate track for dietetics students seeking the RDN credential and a stand-alone online M.S. in Nutrition for 2021.)						

Similar Programs o	ffered <u>by other Idaho ir</u>	nstitutions and by institutions in nearby states
Institution Name	Degree name and Level	Program Name and brief description if warranted
University of Utah	MS Nutrition Science	Coordinated Master's Degree Program in Dietetics. Offers two concentrations: Nutrition, Education, Research, and Sports Nutrition. Also have M.S. Only (non-RDN pathway) for students with undergraduate degrees in dietetics, health science or related areas.
	BS Nutrition, Dietetics & Food Science	Nutrition, Dietetic and Food Science Degree with Dietetic Emphasis. Offers two options: 1) Didactic Program in Dietetics teaching undergraduate requirements (similar to ISU) and 2) Coordinated Program (like UI)
Utah State University	Dietetic Internship Program	Utah State University Distance Dietetic Internship. Upon completion, students are eligible to sit for national registration exam and earn credits towards M.S. in Dietetic Administration.
	MS of Dietetics Administration	M.S. Dietetics Administration: 2 options 1) completed USU Distance DI or 2) current RD/RDN
	MS Nutrition and Food Sciences	M.S. Nutrition and Food Sciences: Dietetics background not required but RD/RDN's would be eligible to complete.
Washington State University: Spokane	MS Dietetics, Nutrition and Exercise Physiology	Coordinated Master's Degree Program in Dietetics
	BS Food and Nutrition	Food and Nutrition Major with Dietetics Option (Didactic Program in Dietetics similar to ISU).
Montana State University	MS Exercise Physiology and Nutrition	Exercise Physiology and Nutrition with option to complete DPD requirements to become eligible to apply for a dietetic internship.
	Dietetic Internship	Montana Dietetic Internship-Program (Dietetic Internship with 12 graduate credits earned upon completion along with Verification statement eligibility to take national exam.
Central Washington University	BS Food Science and Nutrition -Dietetics Specialization	Didactic Program in Dietetics (similar to ISU).

	Dietetic Internship	Dietetic Internship affiliated with the graduate program in nutrition earning 23 credits towards M.S. degree with emphasis in Nutrition and Dietetics.
1	MS Nutrition	Department of Health Sciences M.S. degree in Nutrition. Accepts credits from CWU DI.

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.

Both UI and ISU have established accredited undergraduate programs in dietetics that have prepared students to take the National Registration Exam for Dietitians for many decades. ISU offers a Didactic Program in Dietetics (DPD) at the undergraduate level (BS); together with the Dietetic Internship (post baccalaureate certificate program) students are able to sit for the natation credentialing exam. UI and ISU both service our respective regions with significant crossover of both programs for students and curriculum offerings in the Treasure Valley due to the availability of training sites in the population center of the state. There are currently 215 DPD programs and 257 DI programs accredited in the U.S. Approximately 75% of program graduates are employed in dietetics within one year of graduation. Approximately 30% of the practicing RDNs in the state of Idaho are graduates of ISU.

UI offers a Coordinated Program in Dietetics (CPD), currently at the undergraduate level, that combines required didactic courses along with the supervised practice component. Their undergraduate enrollment is similar to ISU. There are currently 61 accredited CPDs in the US at both the bachelor and master level.

With this request, and as outlined above, ISU is seeking to add the M.S. in Nutrition with Public Health Emphasis with Dietetic Internship to continue to be able to prepare graduates to enter the field as registered dietitian nutritionists (RDN). Track 2 (no internship) will serve practicing RDNs, allowing them to continue in the workforce while gaining advanced preparation through an online/hybrid M.S. degree beginning Fall 2019. The UI, 3-year plan, will be moving forward towards graduate preparation within their CPD model and an on-line MS slated for summer 2021.

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

As part of the Kasiska Division of Health Sciences, in the College of Health Professions, with this request, and as outlined above, ISU is seeking to add the M.S. in Nutrition with Public Health Emphasis. As described, the proposed plan will allow ISU to continue to be able to prepare graduates to enter the field as registered dietitian nutritionists (RDN), and for those with the RDN credential to gain advanced preparation and the M.S. degree beginning fall 2019. Since 1974, with the inception of an accredited undergraduate program in dietetics, the dietetics faculty and programs have provided *leadership in the health professions*. As the dietetic profession has evolved, so have program enrollment and expansion. The current Didactic Program in Dietetics offered at the undergraduate level and Dietetic Internship with 18 seats across three locations continues to support the ISU mission of *undergraduate and professional education*. The programs continue to meet workforce needs for registered dietitian nutritionists throughout Idaho and serve our geographic region. This request is to move forward with offering the graduate education needed now in Idaho to continue to meet all education requirements in residence in Idaho to prepare dietitians for entry-level practice. As part of *Core Theme Three*, the Dietetic Programs and specifically the Dietetic Internship have a history of preparing highly competent

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graduates in both programs as evidenced by high pass rates (100% over the past five years) and job placement (average of over 75% within one year of completion).

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 Dietetic Internship is accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND), outlining program standards, *Knowledge Requirements* for didactic education and *Competency Requirements* for supervised practice, and guidance for program and student learning outcome assessment. While ACEND is supporting the addition of graduate education, ACEND is not accrediting M.S. degree programs at this time. A Future Education Model has been in the process of development for the past 5 years; it is open for the second cohort of pilot programs to apply. However, given the success of our current DPD and Dietetic Internship programs and the feasibility of adding the M.S. in Nutrition with Public Health Emphasis, which capitalizes on present course offerings at the graduate level, ISU will wait until the success of these pilot programs is established.

Track 1 and Track 2 of the proposed program will be systematically reviewed under the institutional process. Additionally, the program will employ some of our DPD and DI program and student learning assessment methodology and program review outcomes data. More detailed assessment plans can be found in the responses to question 12 of this document.

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?

N/A

- 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 <u>at least one criterion listed below</u>. N/A

- 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.

Option 1: M.S. Nutrition with Dietetic Internship

Option 2: M.S. Nutrition alone

Credit hours in required courses offered by the department (s) offering the program.	Option 1: 27 Option 2: 16
Credit hours in required courses offered by other departments:	Option 1: 6 Option 2: 6
Credit hours in institutional general education curriculum	N/A
Credit hours in free electives	Option 1: 0 Option 2: 8
Total credit hours required for degree program:	Option 1: 33 Option 2: 30

b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

M.S. Nutrition with Public Health Emphasis + Dietetic Internship (Track 1)

Course Number	Course Title	Credit Hours
NTD 6609	Seminar for Dietetic Internship	2
NTD 6610	Current Issues in Nutrition	1
NTD 6620	Nutritional Epidemiology	3
NTD 6622	Maternal, Infant and Child Nutrition	3
NTD 6624	Nutrition and Aging	3
NTD 6640	Research, Writing and Grantsmanship	3
NTD 6650	Capstone Project	3
NTD 6655	Internship Practicum I	3
NTD 6656	Internship Practicum II	3
NTD 6657	Internship Practicum III	3
MPH 6620	Health Program Planning and Evaluation	3
MPH 6640	Health Behavior Change Theory and Application	3
	Total Credits	33

Course Number	Course Title	Credit Hours
NTD 6610	Current Issues in Nutrition	1
NTD 6620	Nutritional Epidemiology	3
NTD 6622	Maternal, Infant and Child Nutrition	3
NTD 6624	Nutrition and Aging	3
NTD 6640	Research, Writing and Grantsmanship	3
NTD 6650	Capstone Project	3
MPH 6620	Health Program Planning and Evaluation	3
MPH 6640	Health Behavior Change Theory and Application	3
	Approved Electives	8
	Total Credits	30

M.S. Nutrition with Public Health Emphasis (Track 2)

Possible Electives (list not exhaustive)

	•	
DHS 5502	Survey of Aging Issues	3 cr.
DHS 5503	Interprofessional Systems in Geriatric Mgt	3 cr.
DHS 5504	Geriatric Interprofessional Collaborative Prac Inter	n 2 cr.
HE 6623	Curriculum and Supervision	3 cr.
HE 6639	Teaching Strategies in Health	3 cr.
MPH 6601	Applications in Epidemiology	3 cr.
MPH 6604	Social and Cultural Perspectives in Public Health	3 cr.
MPH 6605	Leadership Policy and Administration	3 cr.
MPH 6606	Environmental and Occupational Health	3 cr.
NTD 5539	Sports Nutrition	3 cr.*
NTD 5557	Experimental Foods	3 cr.*
NTD 5561	Nutritional Biochemistry I	3 cr. '
NTD 5585	Nutritional Biochemistry II	3 cr. '
NTD 6651	Thesis	3-6 ci

*Courses cannot be taken for graduate credit if the student has previously taken the course at the undergraduate level.

c. 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.

Track 1 M.S. Nutrition + Dietetic Internship

Students must successfully complete a minimum of 1200 hours of supervised practice within the dietetic internship to obtain a Verification Statement (ACEND requirement) and be eligible to sit for the National Registration Exam for Dietitians. Students will complete these hours through the proposed curriculum by enrolling in the Dietetic Internship Practicum courses (NTD 6655, 6656, 6657) during the Spring, Summer, and second Fall semesters. The internship practicum courses will place students in the variety of facilities needed to allow students to complete the competency-based dietetic internship curriculum as mandated by the ACEND. Note: Students completing only a M.S. in Nutrition degree will not need to complete the Internship Practicum.

Track 1 and 2

Students completing an M.S. in Nutrition + Dietetic Internship and M.S. in Nutrition will need to complete a capstone project. The project will consist of appropriate scholarly activity including, but not limited to grant writing and submission, analysis of a current data set and preparation of a

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manuscript, development and execution of a small research study leading to submission of a poster abstract as determined appropriate by the advising faculty member and student. Students may choose to do a thesis in place of the capstone. At the completion of the capstone project, students will present and defend their project in a comprehensive oral 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.
 - **1.** Graduate students completing the MS Nutrition with Dietetic Internship will demonstrate competence needed for entry-level practice as a registered dietitian nutritionist (RDN).
 - **2.** Graduate students will analyze and evaluate research as it pertains to nutrition for the maintenance of health and prevention in the treatment of disease.
 - **3.** Graduate students will use advanced nutrition knowledge to formulate appropriate nutrition interventions for specific target populations to address current and emerging public health issues.
 - **4.** Graduate students will engage in the use of behavior change theories to improve health outcomes.

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.

Track 1

Student preparedness for entry-level practice will be determined based on achievement of the Core Knowledge and Competencies set forth within the ACEND Accreditation Standards for Nutrition and Dietetics Internship Program (Standard 5). Standard 6 outlines accreditation requirements for Student Learning Outcome Assessment and Curriculum Improvement (<u>https://www.eatrightpro.org/-/media/eatrightpro-files/acend/about-program-accreditation/accreditation-standards/2017-</u>

standardsfordiprograms.pdf?la=en&hash=B1F08833AABC0FA8A6EBB7B76778A09BE7EDB66 7).

Students will be evaluated during and at the end of each supervised practice rotation and through performance on simulation and case study exercises. Additionally, programs are required to track graduate performance on the comprehensive National Registry Exam for Dietitians, which serves as the national standard for achievement on entry-level competence. Five-year pass rates below 80% of the class require programs to develop improvement plans to maintain accreditation. ISU currently holds a 100% 5-year pass rate.

Track 1 and 2

Students will be assessed throughout the program through case study, oral presentations, research projects, examinations, and other related coursework. The final oral examination will be used as a summative evaluation of the curricular programming in nutrition and public health, as well as the research defense and understanding of statistical analysis and research principles. Course evaluations, program exit interviews and the post-graduation survey will be used to further evaluate the program learning outcomes.

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

Course evaluation results will be provided to each instructor to be used for course improvement. Data collected from internship rotation site evaluations will be used to improve rotations and ensure competencies are being met. The program exit interview and post-graduation survey data will be used to evaluate the overall program from the perspective of graduates. The information collected will be shared with the dietetics and public health faculty who will discuss and create a plan to revise the program as appropriate to better meet the needs of students.

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

Direct assessment measures include case studies, examinations, research projects, presentations, case studies, evaluation of competence during internship rotations, and simulations. Passage of the Registration Examination for Dietitians will also be used as a direct measure of assessment for those completing the dietetic internship portion of the program. Indirect assessment measures will include internship practicum rotation site evaluation, exit interviews and post-graduation survey.

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

Course assessments will occur at the end of each course. At the conclusion of each internship rotation site, students will complete an evaluation. The exit interview will occur at the end of the student's final semester. The post-graduation survey will be conducted one year following graduation.

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.

Attachment 1

Existing Similar	Programs	: Historica	al enrollmo	ents and g	raduate	number	s	
Institution and Program Name	Fall	Headcoun Prog	t Enrollme gram	Number of Graduates From Program (Summer, Fall, Spring)				
	FY_15_	FY_16_	FY_17_	FY_18_ (most recent)	FY14 	FY_15_	FY_16_	FY_17_ (most recent)
BSU	N/A							
ISU: B.S. Dietetics	92	73	64	53	19	19	18	15
ISU: DI Post- Bacc Cert	18	18	18	18	18	18	18	18
UI: BSFCS Food/Nutr Dietetics opt	94	84	73	68	18	18	20	17
LCSC	N/A							
CEI	N/A							
CSI	N/A							
CWI	N/A							
NIC	N/A							

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

Propos	ed Progr	am: Proj	ected Er	rollmen	ts and G	iraduate	s First Fiv	ve Years			
Progra	m Name:	:									
Projected Fall Term Headcount Enrollment in Program					ent in	Projected Annual Number of Graduates From Program					
FY_20 (first year)	FY_21	FY_22	FY_23	FY24_	FY_25	FY_20 (first year)	FY_21	FY_22	FY_23	FY_24	FY_25
22	40	40	40	40	40	0	18	20	22	22	22

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 current post-baccalaureate dietetic internship certificate program has18 seats. The M.S. in Nutrition with Dietetic Internship (Track 1) will encompass these 18 seats and award the M.S. degree within a total of four consecutive semesters. As noted above, these DI seats are highly competitive nationally; the ISU applicant pool represents a 5:1 ratio of applicants per seat. Since the M.S. will be required, we would anticipate this track to fill each year. As with other highly competitive ISU graduate professional programs in the health sciences educating students for entry into the respective field (e.g., PharmD, DPT, OT) student enrollment will not be dependent on availability of graduate teaching and research assistantship.

The M.S. in Nutrition (no internship) Track 2 anticipates an enrollment of four new part time and/or full time students per year. Track 2 students are anticipated to take between three semesters to three years to complete the program. This was determined through our alumni and preceptor survey results with the vast majority expecting to go part time. Though the response to interest in the program was higher, four students represents our conservative estimates. There is currently no functional cap on Track 2, as we do not anticipate exceeding our capacity.

16. Minimum Enrollments and Graduates.

a. 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?

A minimum has not been determined at this point as with the January 2024 professional requirement for interns to have master's degrees to sit for the credentialing exam, we anticipate continued full enrollment by fall 2023 of the 18 seats in Track 1 of the M.S. in Nutrition. If the number of seats decrease from 18 (e.g. limited clinical placement), the program would still be successful at a lesser number.

b. What is the sunset clause by which the program will be considered for discontinuance if the projections or expectations outlined in the program proposal are not met?

Track 1 will be delivered as a cohort over 4 consecutive semesters (Fall 1, Spring,

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Summer and Fall 2). If it is determined that the program must be discontinued, the current cohort will be completed and no further cohorts enrolled. Students enrolled in Track 2 that are able to finish within the same period as the Track 1 cohort will be supported. If they are more than 1 year away from finishing, those students will be advised to transfer to a similar graduate degree (e.g. Masters of Public Health or Masters of Health Education).

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 Dietetic Programs have two faculty with office space in Meridian and four faculty and an administrative assistant with office space in Pocatello. Albion Hall is used for teaching in the undergraduate program with the Foods Laboratory (room 102) and two classrooms (Albion 104 and 108). Further use of these offices and classrooms is anticipated. The DI currently uses DL classrooms in Pocatello, Twin Falls and Meridian for the delivery of the Seminar in the Dietetic Internship. Further use of this technology may be used for partial delivery of the proposed NTD 6609 Seminar for Dietetic Interns and for the other NTD courses planned for online hybrid course delivery. One office space in Pocatello is being converted into a combination office space, counseling office and will have distance learning technology.

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?

With the projected 18-22 students in the program, three new and three existing courses will be taught on an annual basis and therefore a greater frequency than in the past (NTD 6609, 6610, 6620, 6622, 6624 and 6640), more classroom time will be needed. Current office space and equipment, as noted above, is adequate for the anticipated increase.

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.

We anticipate using existing DL classrooms on the Meridian, Pocatello and Twin Falls campuses to provide live/online hybrid courses. We plan to offer the courses either live with recording for later asynchronous viewing or totally online. One office space in Pocatello is being converted to include distance learning technology to supplement the existing resources in Pocatello for smaller class gatherings and capstone defenses.

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.

The program offered as the M.S. in Nutrition with Public Health Emphasis is capitalizing on current course offerings in nutrition and public health. Few new courses are being developed. Resources, including journals and databases (e.g., UpToDate) used across the Kasiska Division of Health Sciences for other heath science programs, including but not limited to, nursing, physician assistant, medicine, exercise science, counseling, speech and language pathology, pharmacy, along with existing dietetics programs will meet program needs. Additionally, students enrolled in the Dietetic Internship are required to join the Academy of Nutrition and Dietetics. For a student membership fee of \$60, students receive the leading research journal in the field, other periodicals, and access to a large variety of online databases and resources including the Evidence Analysis Library. The program also maintains an online group license for the Nutrition Care Manual, the premier medical nutrition therapy resource across the lifespan, and the eNCPT, an international resource with standardized terminology for medical record entry and implementation of the nutrition care process.

To ensure that library resources are adequate, \$1500 per year is allotted to the Library to ensure resources are sufficient to meet the needs of the course offerings.

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 at this time.

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?

Anticipated personnel resources needed include 1.8 FTE of faculty and 0.38 of administrative support personnel. Faculty break down included 0.5 FTE of two tenured graduate faculty, 0.5 FTE clinical faculty in Meridian and 0.3 FTE clinical faculty in Pocatello plus 0.2 FTE internship director in Pocatello for a total of 2.38 FTE. No additional sections of existing courses will be needed.

Three of the required courses to be taught by Dietetic Faculty are already in the graduate catalog but have not been taught for many years. NTD 6620 Nutritional Epidemiology, NTD 6622 Maternal, Infant and Child Nutrition and NTD 6624 Nutrition and Aging were developed in the mid 1990's, when the new Master of Public Health program had a Nutrition track. Those courses will be reinstituted for this program. Adequate enrollment is anticipated as it will be required for all graduates in this major and will be an approved elective for the MPH and MHE majors at a minimum. With anticipation of this master's degree, an additional faculty member was allotted to dietetics and that position is now filled. Dietetics has also made some adjustments to the undergraduate teaching schedule to accommodate the graduate classes. Instructor loads are adequate to cover the teaching requirements for the master's and undergraduate degree. The Track 1 (M.S. Nutrition + Internship) will also have a two-credit intensive prep course (NTD 6609 Seminar for Dietetic Interns) that will replace the existing NTD 4486 Dietetic Internship Seminar I. NTD 6620 Nutritional Epidemiology, NTD 6622 Maternal, Infant and Child Nutrition, and NTD 6624 Nutrition and Aging will all increase from a current two credits to three credits to provide rigor to the curriculum. Again, this is required for all M.S. Nutrition majors and can be an elective for other programs (e.g. MPH, MHE). This is included in the faculty FTE.

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The NTD 6610 Current Issues in Nutrition (one credit) will replace the current NTD 4487 Dietetic Internship Seminar II. NTD 6640 will be a new preparation but is met with the current areas of expertise within the faculty. The NTD 6650 Capstone Project (or NTD 6651 Thesis option) for three credits will be covered with the two 0.5 FTE tenured faculty overseeing these students. Finally, the Dietetic Internship Practicum will be three courses (NTD 6655, 6656, and 6657) taken Spring, Summer, and second Fall semester. This will be part of the load of the clinical faculty as it currently is in the post-baccalaureate certificate program. It is customary in Dietetics Education to offer graduate credit for the practicum as part of the graduate credit requirement.

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.

Faculty and students in the Dietetic Programs have anticipated the development of this Master's program for several years as we were notified in 2014 of the 2024 mandatory requirement for a Master's degree to sit for the credentialing exam. With that in mind, the KDHS leadership has worked to shift a faculty position to dietetics to help cover the load of the Master's degree. Dietetics has two graduate faculty that will have 0.5 of their time devoted to the Master's degree to include teaching one or two graduate courses and serving as committee chairs for the capstone projects. Other dietetic faculty are expected to serve on committees and assist with the teaching according to expertise. 1.0 FTE of the clinical faculty (0.5 Meridian, 0.3 + 0.2 Pocatello) are a shift from the current post baccalaureate dietetic internship to facilitating the graduate level dietetic internship. An increase in the director time has been incorporated into the budget to account for some summer time oversight.

Most of the time of our administrative assistant is spent on the dietetic internship. This position can easily accommodate the demands of the graduate program.

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 additional faculty position recently filled, there will be enough time for faculty to support the existing B.S. program and the new M.S. Nutrition with Internship and M.S. Nutrition alone. The management time required for the current internship will be decreased with less class time and practicum spread over 12 months.

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 additional personnel are anticipated at this time.

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 of funds is not needed.

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: 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.

The Dietetic Internship was approved to charge a professional fee of \$1450.00 per semester or \$2900 for the year. We would like to propose a 3.4% increase on the professional fee to \$3000 total, but spread the fee over the three semesters that the students will now be in practicum (spring, summer and fall 2). This will help the students to spread the fee over three semesters instead of two. The increase will help defray some of the costs associated with adding a summer practicum (e.g. adjunct faculty support for practicum site visits, remediation if needed and grading). The professional fee is only applicable to the Track 1 M.S. Nutrition + Dietetic Internship. No fees are being requested of students in Track 2 M.S. Nutrition only.

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.

A continuation of the current professional fee is requested with a 3.4% increase to \$3000 spread over 3 semesters. The professional fee is only applicable to the Track 1 M.S. Nutrition + Dietetic Internship.

- **21.** Using the <u>budget template</u> 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).

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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	2020	FY	2021	FY	2022	FY	2023
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	1	4	18	18	18	18	18	18
B. Shifting enrollments	18	18	19	22	19	22	19	22
Total Enrollment	19	22	37	40	37	40	37	40
II. REVENUE	FY	2020	FY	2021	FY	2022	FY	2023
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	t							
2. Institution Funds	184,222,32		\$190,400.92		\$195,415.38		\$200,580.26	
3. Federal								
4. New Tuition Revenues from Increased Enrollments	\$94,428.00		\$145,188.00		\$145,188.00		\$145,188.00	
5. Student Fees	\$66,000.00		\$120,000.00		\$120,000.00		\$120,000.00	
6. Other (i.e., Gifts)								
Total Revenue	\$344,650.32	\$0.00	\$455,588.92	\$0.00	\$460,603.38	\$0.00	\$465,768.26	\$0.00

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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	2020	FY	2021	FY	2022	FY	2023
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	2.38		2.38		2.38		2.38	
2. Faculty	\$101,539.36		\$104,585.54		\$107,723.11		\$110,954.80	
3. Adjunct Faculty	\$14,654.88		\$15,094.53		\$15,547.37		\$16,013.79	
4. Graduate/Undergrad Assistants	\$0.00		\$0.00		\$0.00		\$0.00	
5. Research Personnel	\$0.00		\$0.00		\$0.00		\$0.00	
6. Directors/Administrators	\$9,251.84		\$9,529.40		\$9,815.28		\$10,109.74	
7. Administrative Support Personnel	\$10,623.60		\$10,942.31		\$11,270.58		\$11,608.70	
8. Fringe Benefits	\$48,152.64		\$50,249.14		\$51,059.04		\$51,893.23	
9. Other:								
Total Personnel and Costs	\$184,222.32	\$0.00	\$190,400.92	\$0.00	\$195,415.38	\$0.00	\$200,580.26	\$0.00
	FY	2020	FY	2021	FY	2022	FY	2023
B. Operating Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Travel	\$2,500.00		\$2,500.00		\$2,500.00		\$2,500.00	
2. Professional Services								
3. Other Services								

Attachment 1

4. Communications	\$1,104.00		\$1,104.00		\$1,104.00		\$1,104.00	
5. Materials and Supplies	\$5,980.00		\$5,980.00		\$5,980.00		\$5,980.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	\$9,584	\$0	\$9,584	\$0	\$9,584	\$0	\$9,584	\$0
	\$9,584 \$0 =		FY 2021		FY 2022			
	FY	<u> 2020 </u>	FY	2021	FY	2022	FY	2023
	FY On-going	2020 One-time	FY On-going	2021 One-time	FY On-going	2022 One-time	FY On-going	2023 One-time
C. Capital Outlay	FY On-going	2020 One-time	FY On-going	2021 One-time	FY On-going	One-time	FY On-going	2023 One-time
<i>C. Capital Outlay</i> 1. Library Resources	FY On-going \$1,500.00	2020 One-time	FY On-going 1500	2021 One-time	FY On-going \$1,500.00	One-time	FY On-going \$1,500.00	2023 One-time
<i>C. Capital Outlay</i> 1. Library Resources 2. Equipment	FY On-going \$1,500.00	One-time	FY On-going 1500	2021 One-time	FY On-going \$1,500.00	One-time	FY On-going \$1,500.00	2023 One-time

	FY 2020	FY 2021	FY 2022	FY 2023
D. Capital Facilities Construction or Major Renovation	\$0.00	\$0.00	\$0.00	\$0.00

Attachment 1

E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								
Total Other Costs	<u>\$0</u>	\$0	<u>\$0</u>	\$0	\$0	\$0	<u>\$0</u>	
TOTAL EXPENDITURES:	\$195,306	\$0	\$201,485	\$0	\$206,499	\$0	\$211,664	
Net Income (Deficit)	\$149,344	\$0	\$254,104	\$0	\$254,104	\$0	\$254,104	

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using..."):

II.4	This includes 18 internship students who previously were paying undergratuate tuition, who now will be paying graduate tuition. Difference of \$978 per semester for 2 semesters
11.4	Part-time tuition calculated at \$470.00 per credit
Α.	3% increase in personel costs per year
II.5	Professional fees at \$1,000.00 per semester for Spring and Summer 2nd fall semesters

Q1 Would you be interested in earning a Master's of Science degree in Nutrition with an emphasis in Public Health at Idaho State University?



ANSWER CHOICES	RESPONSES	
Extremely interested	16.67%	10
Very interested	30.00%	18
Somewhat interested	26.67%	16
Not so interested	16.67%	10
Not at all interested	10.00%	6
TOTAL		60

Q2 If you are interested, would you attend full time or part time?

Answered: 58 Skipped: 2

Attachner Monkey



ANSWER CHOICES	RESPONSES	
Full time	13.79%	8
Part time	62.07%	36
Don't know	17.24%	10
Prefer to not answer	6.90%	4
TOTAL		58

Q3 Would you be willing to attend fall, spring and summer semesters to complete the program course work?



Attachmenter Monkey

ANSWER CHOICES	RESPONSES	
Yes	53.45%	31
No	12.07%	7
Maybe	18.97%	11
Don't Know	13.79%	8
Prefer not to answer	1.72%	1
TOTAL		58



	Q4 For th	ne course	delivery,	would	you	prefer
--	-----------	-----------	-----------	-------	-----	--------

ANSWER CHOICES	RESPONSES	
Live	8.62%	5
Online	36.21%	21
Option of either	55.17%	32
TOTAL		58

Q5 Which option would you be most interested in for completion?

Answered: 58 Skipped: 2

Attachner Monkey



ANSWER CHOICES	RESPONSES	
Capstone project	39.66% 2	3
Thesis	6.90%	4
Comprehensive exam	22.41% 1	3
Don't know	29.31% 1	7
Prefer not to anser	1.72%	1
TOTAL	5	8

Q6 Tentatively, the Master's in Nutrition will begin in fall of 2019. When would you consider starting the program?

Answered: 58 Skipped: 2

Attachmenter Monkey



ANSWER CHOICES	RESPONSES	
Fall 2019	25.86%	15
Spring 2020	5.17%	3
Fall 2020	13.79%	8
Spring 2021	0.00%	0
Don't know	41.38%	24
Prefer not to answer	3.45%	2
Other (please specify)	10.34%	6
TOTAL		58

#	OTHER (PLEASE SPECIFY)	DATE
1	I am currently working towards a DNP credential so I'm not totally sure. In the next 3-5 years for sure.	3/9/2018 9:08 AM
2	I am interested in the Masters Program of Nutrition, however, do not particularly think Public Health is essential to what my current career as a clinical pediatric RD.	3/6/2018 8:03 PM
3	When I'm finally financially stable and if I'm still in Pocatello.	3/6/2018 12:09 PM
4	Although the thought of having a Master's in Nutrition is nice, it's probably not going to happen for me. I just finished the Master in Physician Assistant Studies program in August 2017 & am now working full-time as a PA. I'm working in integrative medicine, so more education in the nutrition field would only help me, but I don't know that I have the time/energy/motivation to go through another master's program right now! I also don't want to even think about taking on any more student loan debt! Anyway, it's not an absolute "no", but it's very unlikely at this point.	3/6/2018 11:32 AM
5	I don't anticipate getting a master's	3/6/2018 11:09 AM
6	I would honestly love to participate but we are moving across the country so I won't be able to.	3/6/2018 11:06 AM

Q7 Which title best describes your credentials?

Answered: 60 Skipped: 0





ANSWER CHOICES	RESPONSES	
RD/RDN	66.67% 40)
DTR/NDTR	5.00%	;
Other (please specify)	28.33% 17	,
TOTAL	60)

#	OTHER (PLEASE SPECIFY)	DATE
1	Bachelor's degree in Dietetics	3/15/2018 9:13 AM
2	RDN, LD, CDE	3/9/2018 9:08 AM
3	No credentials	3/7/2018 10:52 AM
4	Bachelor's Degree in Dietetics	3/7/2018 8:36 AM
5	RN/CCRN	3/7/2018 8:28 AM
6	Na	3/6/2018 11:33 PM
7	intern	3/6/2018 10:32 PM
8	n/a	3/6/2018 5:36 PM
9	Intern	3/6/2018 1:25 PM
10	na	3/6/2018 12:37 PM
11	Dietetic intern	3/6/2018 12:09 PM
12	BS Dietetics	3/6/2018 11:37 AM
13	BS, dietetics; MPAS; PA-C	3/6/2018 11:32 AM
14	Intern	3/6/2018 11:23 AM
15	intern	3/6/2018 11:08 AM
16	Dietetic program graduate	3/6/2018 10:40 AM
17	Dietetic intern	3/6/2018 10:38 AM

Attachment 1

Accreditation Council for Education in Nutrition and Dietetics

the accrediting agency for the Academy of Nutrition and Dietetics



Supply and Demand for Internship Sites

TAB 7 PAGE 31

Attachment 1

Occupational Employment & Wages Survey

OES Dashboard

OES-Table	OES-Chart	oes-Wag	Range *Definitions	& Wage Survey - May 20	016 (20	017 Re	lease)	
Area Type (All) Statewide MSA Balance of Idaho Labo US	A State r Reg	rea Name ✓ (All) ✓ Idaho		Occupation Title Cost Estimators Counter and Rental Clerks Counter Attendants, Cafeteria, Food Conce Couriers and Messengers Court Reporters Court Reporters Court Municipal and License Clerks	▲ es	Wage T Anni Hour SOC Ma (All)	ype ual ty tjor Group T	
Area Type	Area Name	SOC Code	Occupation Title		Employ	yment	Mean	Entry Wa <u>c</u>
Statewide	ldaho	29-1031	Dietitians and Nutritionists			270	\$54,640.00	\$41,440

https://lmi.idaho.gov/oes

2/13/2018

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

DECEMBER 20, 2018

Attachment 1

AHO Board Of Medicine

BOM - Public Record System

DIETETIC LICENSURE BOARD License Counts

Active/Inactive License	Current	Not Current	Total
	629	402	1031
DIETITIAN - INACTIVE	2	8	10
PROVISIONAL LICENSE - GRADUATE DIETITIAN	Current	Not Current	Total
	1	68	69

** Press Close When Done **

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Graduate Degree Registration Eligibility Requirement

Frequently Asked Questions (FAQ)

July 2013

This FAQ is intended to provide you with answers to questions you may have regarding the Commission on Dietetic Registration (CDR) action to change the degree requirement for dietitian registration eligibility from a baccalaureate degree effective January 1, 2024. This action is based on the recommendations of the Council on Future Practice Visioning Report released in Fall 2012. The full report is available at the following link:

http://cdrnet.org/pub/file.cfm?item_type=xm_file&id=10369.

Several of the recommendations directly relate to CDR's role as the credentialing agency for the Academy of Nutrition and Dietetics. Recommendations 1 and 2 specifically address the requirements for eligibility to take the entry-level registration examination for dietitians.

Recommendation #1

Elevate the educational preparation for the future entry-level RD to a minimum of a graduate degree from an ACEND-accredited program.

Recommendation #2

Recommend that ACEND require an ACEND-accredited graduate degree program and/or consortium that integrates both the academic coursework and supervised practice components into a seamless (1-step) program as a requirement to obtain the future entry-level RD credential.

As the credentialing agency for the Academy, CDR is charged in the Academy *Bylaws* with the establishment of registration eligibility requirements for its certifications. *Excerpt from Academy of Nutrition and Dietetics Bylaws, January 7, 2012 Article VII Section 2.*

Section 2. Commission on Dietetic Registration ("CDR").

Purpose Statement: CDR has sole and independent authority in all matters pertaining to certification...establish and evaluate requirements, standards, policies and procedures for certification programs, including eligibility, reinstatement, examination and recertification for all levels of dietetics practice (e.g., entry, specialty and advanced level practice).

At its April 2013 meeting, CDR took the following action:

Move to change the entry-level registration eligibility education requirements for dietitians, beginning in 2024, from a baccalaureate degree to a minimum of a graduate degree. A graduate degree includes a master's degree, practice

Attachment 1

Commission on Dietetic Registration

the credentialing agency for the **cent**. Academy of Nutrition **ight.** and Dietetics

doctorate, doctoral degree (e.g., Ph.D., Ed.Dor, D.Sc.) All other entry-level dietitian registration eligibility requirements remain the same.

Why did CDR change the degree requirement for entry-level registration eligibility to a graduate degree?

CDR's vote to change the entry-level registration eligibility education requirements for dietitians, beginning in 2024, from a baccalaureate degree to a minimum of a graduate degree addresses Recommendation # 1 in the Visioning Report. The Visioning Report provides the following rationale for this recommendation.

- Almost all other health care professions have increased entry-level educational standards based on expansion of knowledge and need for deeper and wider expertise; further, level of education is a factor that influences respect as a valued member of the healthcare team (5). Too often, RDs at any level are seen as assisting in, rather than leading, the nutrition care process, a perception that may affect career advancement (19).
- In 2011, participants in a joint meeting of CFP, ACEND, and CDR agreed that increasing degree requirements for entry into the profession to a graduate degree—either a master's degree or practice doctorate—along with developing a new credential for DPD program baccalaureate graduates, would elevate practice at all levels of the profession (10).
- One theme that emerged from the CFP educator survey indicated that dietetics educators support a graduate degree for entry into the profession, as well (14).
- It has been observed that health care professionals with advanced degrees tend to have higher self-esteem and attain a higher profile within the profession as writers, researchers, and leaders (1).
- The Bureau of Labor Statistics (BLS) indicates that many dietitians have advanced degrees and that employment of dietitians is expected to increase 20% from 2010 to 2020, faster than the average for all occupations (20).
- In 2010, RD salaries were 40-45% less than salaries of other non-physician health professionals (21). Education beyond the bachelor's degree continues to be associated with hourly wage gains. In 2011, the difference between the median wage of RDs with a master's degree and those with a bachelor's degree was \$2.41/hour (approximately \$5,000/year difference) (22).
- "Healthcare will continue to grow fastest and provide some of the best paying jobs in the nation—but the people in these jobs will increasingly require higher levels of education to enter the field and continuous certification once they are in" (23, page 15). The need to elevate entry-level RD education to a graduate level is consistent with the knowledge, skills, and research base required in the field of nutrition and dietetics and is necessary to protect the public, remain competitive, and increase recognition and respect. Furthermore, Collier found that graduate degree requirements do not deter student interest in a health professions career (24).

1. How did CDR determine the 2024 implementation deadline date?

CDR calculated a five to six year window for those entering a DPD program in 2014 to complete the DPD program followed by two years to find and complete a supervised practice program and then two years as a cushion for any unforeseen circumstances that would interfere with submission of the registration eligibility application by January 1, 2024.

2. Will the registration examination content change with this new graduate degree requirement?

Since the content of the entry-level registration examination is based on the results of a practice audit, not on the degree content or level, the graduate degree requirement will not impact examination content until there is a change in practice as a result of the degree requirement. Practice changes are captured in CDRs recurring practice audits.

3. Will current RDs who do not have a graduate degree have to obtain a graduate degree by this deadline date?

No. This deadline only applies to initial applicants for registration eligibility and those who lose their registered status after January 1, 2024 and must retake the registration examination for dietitians to reinstate registered status.

4. Will individuals who establish eligibility with a baccalaureate degree prior to January 1, 2024, but do not pass the registration examination, have to meet this new requirement?

No. Provided registration eligibility is established prior to January 1, 2024 a graduate degree will not be required.

5. Does this mean that the DTR eligibility requirements will move to a baccalaureate degree?

No. CDR does not plan to change the requirements for eligibility to take the registration examination for dietetic technicians to the minimum of a baccalaureate degree.

6. What does the statement, "all other entry level dietitian registration eligibility requirements remain the same," mean?

The current DPD and supervised practice requirements (CP, DI or ISPP), remain in effect. The only change is the degree level moving from minimum baccalaureate degree to minimum graduate degree. The foreign degree equivalency requirement also remains in effect.

7. Does the statement, "graduate level degree can be in any major," mean that the graduate degree could be in anything (even totally unrelated to nutrition and dietetics) as long as the person has a graduate degree and meets the other requirements for registration eligibility; i.e., coursework and supervised practice?

Just as the baccalaureate degree may currently be in any area, the graduate degree may also be in any area, provided it is granted by a U.S regionally accredited college/university, or foreign equivalent. The vast majority of applicants for registration eligibility have a degree in dietetics, food and nutrition.

Those that do not are most often second career applicants. Since they are not identified as such during the application process we do not have data on the second career population, but we estimate that it is 5% or less of the total applicant pool. It is also important to note that some institutions have established policies which require all students completing DPD requirements to also complete degree requirements at their institution. This is at the discretion of the institution.

8. Why did the CDR motion not address the seamless aspects of the recommendation in the Visioning Report? Is it because that is a function of ACEND and not CDR?

The responsibility for the establishment of all requirements for eligibility to take CDR's registration examination examinations rests with CDR, not ACEND. This includes academic degree, and supervised practice. CDR has historically accepted completion of ACEND academic and supervised practice programs to meet registration eligibility requirements.

During CDR's discussions with ACEND, it was clear that ACEND needs additional time to prepare competencies and standards for the seamless graduate degree programs. Because of these time constraints ACEND requested that CDR delay establishment of a timeline. CDR believed that establishing a deadline relative only to the degree level would meet the needs of stakeholders requesting a timeline, while still allowing ACEND time to establish competencies and standards. The intent is to address the seamless aspect of the registration eligibility requirements in the future with a separate deadline date. CDR is hopeful that more programs will move forward with the graduate degree seamless option now that the timeline for the graduate degree implementation has been established.

9. Does a graduate degree positively impact the earnings of Registered Dietitians?

(Excerpt from the 2015 Academy of Nutrition and Dietetics Compensation and Benefits Study)

Yes, as was done in 2013, the effect of entering the profession with a master's rather than a bachelor's degree was analyzed. Median wage for those in the field for less than five years and having a dietetics-related master's when registered is \$25.00; for those with a bachelor's, \$23.79. So the entry-level master's premium is currently \$1.21 per hour, which is up nearly a half dollar since 2013

Education beyond the bachelor's degree continues to be associated with hourly wage gains. The difference between the median wage of RDNs with a bachelor's as their highest degree (any major), and that of RDNs with a master's degree (any major), is \$2.63 per hour in 2015. (This differential was only \$1.89 per hour in 2013.)

Earning a PhD is associated with even greater gains; median earnings for those with a doctorate (at \$44.23) are more than \$15 per hour above RDNs with a bachelor's degree.

It is important to note that bivariate analyses such as this do not take into account other correlating factors which may also drive compensation. For example, those with PhDs tend to work primarily in academia, and pay scales are higher than average for RDNs in that setting.

10. Is there data that illustrates the impact of the practice doctorate requirement on the diversity of students in either physical therapy of pharmacy?

Ethnic diversity in student enrollment in ACEND accredited programs has increased over the past 10 years. Most notably, the number of Hispanic students has nearly doubled. ACEND talked with other health profession accreditors (Physical Therapy, Pharmacy, Occupational Therapy) who have moved their education requirements to a graduate level and learned that this change did not decrease student diversity in those professions. In pharmacy, for example, under-represented minority students (Black, Hispanic, Native American) were 10.6% of the student population in 1988, prior to implementing their practice doctorate degree requirement, and 11.4% in 2012 after implementation. Diversity of students currently enrolled in dietetic internships combined with a required graduate degree (males = 10%; under-represented minorities = 9%) and in coordinated programs at the graduate level (males = 10%; under-represented minorities = 11%) is no less than the diversity of students in dietetic internship programs that do not offer a graduate degree (males = 8%; under-represented minorities = 9%). ACEND Standards encourage programs to foster diversity in their student selection process. ACEND currently monitors and will continue to monitor student diversity in all accredited programs.

11.Did CDR discuss one of the other recommendations in the Visioning Report related to requiring an emphasis area as part of the graduate degree? No, CDR's recent discussions focused on degree level. This does not preclude the establishment of a specific area of focus for graduate degrees in the future.

12. Does the graduate degree have to be in food, nutrition or dietetics, or can it be an MBA or MPH or something else?

CDR's motion is consistent with our past practice relative to the baccalaureate degree. It can be in any area. Under some past registration eligibility pathways the degrees had to be in a "related area". However, "related" was very broadly interpreted to include a variety of business-type degrees such as marketing, human resources, organization development, and labor relations. The diversity of the profession promotes a wide array of degree topics that are seen as related. It is anticipated that a graduate level degree in nutrition and dietetics would be the most efficient means for students to obtain the necessary competency for dietetics

practice.

13. Will a degree in any area continue to be acceptable once the seamless process is addressed?

It is anticipated that this will change once the seamless process is established. Although, it is anticipated that there would be ACEND accredited seamless programs designed for areas such as an MPH.

14. Will applicants for registration eligibility with a graduate degree have to have supervised practice? Will they have to have a verification statement to take the RD exam?

Yes. Just as baccalaureate graduates now have to have verification statements to document completion of DPD and supervised practice program completion, graduate degree applicants will have to do the same.

- **15.Is it ACEND's responsibility to identify what major area of a graduate degree will be acceptable? Is that outside of the purview of CDR?** The content area of the degree accepted for registration eligibility is CDR's purview, not ACEND's.
- 16. Does the graduate degree have to be completed after the supervised practice program?

No. The graduate degree may be completed at any time prior to applying for registration eligibility.

SUBJECT

Board Policy III.T. Student Athletes - Second Reading

REFERENCE

August 2012	Board approved second reading of amendments to Board Policy III.T. creating a separate section of
	Board policy to address student athletes (Formally within III.X.)
April 2016	Board approved first reading of amendments to Board
	Policy III.T. to improve the timeliness of the reporting requirements in subsection 6.
June 2016	Board approved the second reading of proposed amendments to Board Policy III.T.6.
October 2018	Board approved first reading of proposed amendments to Board Policy III.T. subsection 3. and 5.a.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.T.6.

ALIGNMENT WITH STRATEGIC PLAN

Board governance item – Student Safety

BACKGROUND/DISCUSSION

Board Policy III.T. Student Athletes, outlines requirements for institutions to develop policies pertaining to student athletes, student athlete conduct and limits on knowingly recruiting student athletes that have been convicted of a felony. Additionally, student athletes are required to immediately report any incident, which may result in a legal investigation or criminal charges.

Proposed amendments provide clarification to the types of investigations that must be reported. Consensus was reached among the institution to amending the term "legal investigation" with "student code of conduct or criminal investigation" and other corresponding edits to subsection 6 for uniformity. One additional amendment was identified in subsection 3 to amend the reference to athletic conference to be inclusive of the National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) regulations. The proposed amendment would replace the reference to "NCAA regulations" with "applicable athletic conference regulations."

IMPACT

The clarification to the types of incidences reported will remove any ambiguity around what a student athlete must report to the head coach and athletic director.

ATTACHMENTS

Attachment 1 - Section III.T. Student Athletes - Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

No comments were received between the first and second reading and no additional amendments have been made to the policy.

Staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board policy III.T.6, 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: T. Student Athletes

June 2016 December 2018

- 1. Each public college and university shall have a written policy governing the conduct of student athletes. At a minimum, those policies shall include:
 - a. A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which shall include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult.
 - b. This statement will be kept in the office of the athletic director. Failure to accurately disclose all incidents may result in immediate suspension from the team.
- 2. Institutions shall not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction shall be granted only by the President of the college or university upon recommendation of the athletic director and faculty athletics representative. Such decisions shall be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.
- 3. A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, shall be removed from the team and shall not be allowed to participate again in intercollegiate athletics at any Idaho public college or university. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to the applicable athletic conference NCAA regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.
- 4. Subject to applicable law, all institutions shall implement a drug education and testing program and shall require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.
- 5. Institutions shall require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches shall be required to verbally review the team rules with team members at the meeting. Attendance at this meeting shall be mandatory. Each team member shall receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.
Idaho State Board of Education GOVERNING POLICIES AND PROCEDURES SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: T. Student Athletes

June 2016 December 2018

Reporting Requirements

- a. Student athletes shall immediately report any incident which may result in a legal student code of conduct or criminal investigation of them or criminal charges against them to their head coach and to the athletic director. Coaches shall be obligated to inform the athletic director of any knowledge of a legalan investigation of one or more of their athletes. The athletic director shall report the same to the chief student affairs officer and to the institutional president, who shall report the same to the Executive Director of the State Board of Education as soon as possible after learning of the charges. The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, text, memo, etc.)
- b. Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction to the Executive Director of the State Board of Education as soon as possible. This report shall include a description of the violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, memo, etc.).

SUBJECT

State Common Course List

REFERENCE

June 1996	The Board adopted a common course listing for general education core.
September 2017	The Board adopted the Governor's Higher Education Task Force recommendations to include employing a common course numbering system.
February 2018	The Board was provided with an update on the establishment of common course indexing.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 4, Effective and Efficient Educational System, Objective B, Alignment and Coordination

BACKGROUND/DISCUSSION

Board Policy III.N, General Education establishes the General Education Matriculation (GEM) framework. On October 18, 2018, the Board approved amendments to this policy that would institute the implementation of a common course indexing list for a core set of freshman and sophomore level curricula (100 and 200 level courses) within the GEM framework. Common course indexing includes four common components: common course prefix, common course number, common course title, and common GEM discipline area designation. The policy requires the Board to approve the list on an annual basis.

IMPACT

Development of a common course numbering system will provide greater transparency of course articulation and seamless transfer for Idaho's students. It will also provide greater consistency for equivalent courses to be recognized with similar GEM designation across all institutions. The list of courses provided will help achieve this, beginning in the 2019-20 academic year.

ATTACHMENTS

Attachment 1 – State Common Course List

STAFF COMMENTS AND RECOMMENDATIONS

Consistent with Board Policy III.N, the common course-indexing list requires Board approval. A list of courses was compiled by Board staff with feedback from the GEM discipline groups, state General Education committee, and the Council on

Academic Affairs and Programs (CAAP). The list identifies the shared common course listing, and reflects the course numbers and titles currently utilized across institutions for these courses. Courses are designated at the 100 or 200 level; GEM stamped at most institutions; and maintain equivalencies across institutions consistent with the Board's Course Transfer website. The list was shared with the Registrars from Idaho's public postsecondary institutions at their October meeting, and has been reviewed by CAAP and Instruction, Research and Student Affairs (IRSA) at multiple meetings, most recently in November. A recommendation was shared with staff to adjust the approval timeline from December to October in future years so as to more effectively assist institutions with internal catalog planning and publication deadlines.

Efforts are underway by institutions to ensure common course indexing for the attached list of courses is included in academic catalogs and listings for the 2019-20 academic year.

BOARD ACTION

I move to approve Idaho's Common Course list effective for the 2019-2020 academic year, as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

Attachment 1

General Education Common Course Listing in AY 2019-20	BSU	CEI	CSI	CWI	ISU	LCSC	NIC	UI
Written Communications								
ENGL x101: Writing and Rhetoric I	ENGL 101	ENG 101	ENGL 101	ENGL 101	ENGL 1101	ENGL 101	ENGL 101	ENGL 101
ENGL x102: Writing and Rhetoric II	ENGL 102	ENG 102	ENGL 102	ENGL102	ENGL 1102	ENGL 102	ENGL 102	ENGL 102
Oral Communications								
COMM x101: Fundamentals of Oral Communication	COMM 101	COM 101	COMM 101	COMM 101	COMM 1101	COMM 101	COMM 101	COMM 101
Mathematical Ways of Knowing								
MATH x123: Math in Modern Society	MATH 123	MAT 123	MATH 123	MATH 123	MATH 1123	MATH 123	MATH 123	MATH 123
MATH x130: Finite Mathematics	MATH 130	N/A	N/A	MATH 130	MATH 1130	MATH 130	MATH 130	MATH 130
MATH x143: College Algebra	MATH 143	MAT 143	MATH 143	MATH 143	MATH 1143	MATH 143	MATH 143	MATH 143
MATH x147: College Algebra and Trigonometry	MATH 147	MAT 147	MATH 147	MATH 147	MATH 1147	MATH 147	MATH 147	N/A*
MATH x160: Survey of Calculus	MATH 160	MAT 160	MATH 160	MATH 160	MATH 1160	MATH 160	MATH 160	MATH 160
MATH x170: Calculus I	MATH 170	MAT 170	MATH 170	MATH 170	MATH 1170	MATH 170	MATH 170	MATH 170
MATH x153: Statistical Reasoning	MATH 254	MAT 253	MATH 153	MATH 253	MATH 1153	MATH 153	MATH 253	STAT 251
Scientific Ways of Knowing								
BIOL x100: Concepts of Biology	BIOL 100	BIO 100	BIOL 100	BIOL 100	BIOL 1100	BIOL 100	BIOL 100	BIOL 102
BIOL x227: Human Anatomy and Physiology I	BIOL 227	BIO 227	BIOL 227	BIOL 227	BIOL 2227***	BIOL 252	BIOL 227	BIOL 120
CHEM x100: Concepts of Chemistry	CHEM 100	CHE 100	CHEM 100	CHEM 100	CHEM 1100	CHEM 102	CHEM 100	N/A
CHEM x101: Introduction to Chemistry	CHEM 101	CHE 101	CHEM 101	CHEM 101	CHEM 1101	N/A	CHEM 101	CHEM 101
CHEM x102: Essentials of Organic and Biochemistry	CHEM 102	CHE 102	CHEM 102	CHEM 102	CHEM 1102	N/A	CHEM 102	N/A
CHEM x111: General Chemistry I	CHEM 111	CHE 111	CHEM 111	CHEM 111	CHEM 1111	CHEM 111	CHEM 111	CHEM 111
PHYS x111: General Physics I	PHYS 111	PHY 111	PHYS 111	PHYS 111	PHYS 1111	PHYS 111	PHYS 111	PHYS 111
PHYS x112: General Physics II	PHYS 112	PHY 112	PHYS 112	PHYS 112	PHYS 1112	PHYS 112	PHYS 112	PHYS 112
GEOL x101: Physical Geology	GEOS 100	GEO 101	GEOL 101	GEOL 101	GEOL 1001	GEOL 100	GEOL 101	GEOL 101
GEOL x102: Historical Geology	GEOS 102	N/A	GEOL 102	GEOL 102	N/A	GEOL 102	GEOL 102	GEOL 102
Social and Behavioral Ways of Knowing								
ANTH x101: Physical Anthropology	N/A**	ANT 101	ANTH 101	ANTH 101	N/A	ANTH 101	ANTH 101	ANTH 251
ANTH x102: Cultural Anthropology	ANTH 102	ANT 102	ANTH 102	ANTH 102	ANTH 2250	ANTH 102	ANTH 102	ANTH 100
ECON x201: Principles of Macroeconomics	ECON 201	ECO 201	ECON 201	ECON 201	ECON 2201	ECON 201	ECON 201	ECON 201
ECON x202: Principles of Microeconomics	ECON 202	ECO 202	ECON 202	ECON 202	ECON 2202	ECON 202	ECON 202	ECON 202
HIST x101: World History I	HIST 101	HIS 101	HIST 101	HIST 101	HIST 1101	HIST 101	HIST 101	HIST 101
HIST x102: World History II	HIST 102	HIS 102	HIST 102	HIST 102	HIST 1102	HIST 102	HIST 102	HIST 102
HIST x111: United States History I	HIST 111	HIS 111	HIST 111	HIST 111	HIST 1111	HIST 111	HIST 111	HIST 111
HIST x112: United States History II	HIST 112	HIS 112	HIST 112	HIST 112	HIST 1112	HIST 112	HIST 112	HIST 112
POLS x101: American National Government	POLS 101	POL 101	POLS 101	POLS 101	POLS 1101	POLS 101	POLS 101	POLS 101
PSYC x101: Introduction to Psychology	PSYC 101	PSY 101	PSYC 101	PSYC 101	PSYC 1101	PSYC 101	PSYC 101	PSYC 101
SOC x101: Introduction to Sociology	SOC 101	SOC 101	SOCY 101	SOCY 101	SOC 1101	SOC 101	SOC 101	SOC 101
SOC x102: Social Problems	SOC 102	SOC 102	SOCY 102	SOCY 102	SOC 1102	SOC 102	SOC 102	SOC 230

Humanistic and Artistic Ways of Knowing								
MUSI x100: Introduction to Music	MUS 100	N/A	MUSI 100	MUSI 100	MUSC 1100	MUS 101	MUSH 101	MUSH 101
PHIL x101: Introduction to Philosophy	PHIL 101	PHI 101	PHIL 101	PHIL 101	PHIL 1101	PHIL 101	PHIL 101	PHIL 240
PHIL x103: Introduction to Ethics	PHIL 103	PHI 103	PHIL 202	PHIL 202	PHIL 1103	PHIL 120	PHIL 103	PHIL 103
ENGL x175: Literature and Ideas	ENGL 110	ENG 110	ENGL 175	ENGL 175	ENGL 1110	ENGL 150	ENGL 175	ENGL 175
ART x100: Introduction to Art	ART 100	N/A	N/A	N/A	ART 1100	ART 100	ART 100	ART 100
FREN x101: Elementary French I	FRENCH 101	N/A	FREN 101	FREN 101	FREN 1101	FREN 101	FREN 101	FREN 101
FREN x102: Elementary French II	FRENCH 102	N/A	FREN 102	FREN 102	FREN 1102	FREN 102	FREN 102	FREN 102
GERM x101: Elementary German I	GERMAN 101	N/A	N/A	N/A	GERM 1101	GERM 101	GERM 101	GERM 101
GERM x102: Elementary German II	GERMAN 102	N/A	N/A	N/A	GERM 1102	GERM 102	GERM 102	GERM 102
SPAN x101: Elementary Spanish I	SPANISH 101	N/A	SPAN 101	SPAN 101	SPAN 1101	SPAN 101	SPAN 101	SPAN 101
SPAN x102: Elementary Spanish II	SPANISH 102	N/A	SPAN 102	SPAN 102	SPAN 1102	SPAN 102	SPAN 102	SPAN 102

*MATH 147 equivalent at UI is MATH 143 and MATH 144.

**BSU will discontinue ANTH 104 as an equivalent for ANTH 101.

***ISU will be delivering a new course in Fall 2019 to serve as equivalent to BIOL 227 (currently this is BIOL 3301)

SUBJECT

Program Enrollment Summary

REFERENCE

December 2017

The Board was presented with program enrollment summaries for graduate programs offered by Idaho universities.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8, Postsecondary Program Approval and Discontinuance

ALIGNMENT WITH STRATEGIC PLAN

GOAL 2: EDUCATIONAL ATTAINMENT – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system.

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.8.b, institutions are required to provide an initial progress report on all graduate programs approved by the State Board of Education. Consistent with this policy, and with input from the Council on Academic Affairs and Programs, the Chief Academic Officer developed a template and timeline for reports to be submitted to the Board office. A schedule for program reviews is included as Attachment 2.

While the reporting requirement pertained to graduate programs, the Board requested that staff include baccalaureate programs as part of the review process. To that end, the program list was amended to include baccalaureate programs approved by the Board and implemented on or after **January 1, 2007**.

The following was established to determine when programs will be reviewed:

- Baccalaureate programs reviewed after six years of implementation.
- Master's programs reviewed after four years of implementation.
- Doctoral programs reviewed after six years of implementation.

Program summaries consist of the following programs:

Boise State University

- Online Master of Business Administration
- Ed.S., Educational Leadership with Superintendent Endorsement
- Master, Athletic Leadership

Idaho State University

- Ph.D., Counselor Education and Counseling (emphases in Mental Health and Marriage & Family Counseling) expansion to Boise
- Master, Physician Assistant Studies (expansion to College of Idaho)

University of Idaho

- Ed.D., Professional Practice (expansion to BYUI)
- Second Year, Law Program to Boise

IMPACT

Progress reports will provide the Board with updates on new graduate programs and whether institutions met intended goals and benchmarks.

ATTACHMENTS

Attachment 1 – Program Summaries Attachment 2 – Schedule of Programs for Review

STAFF COMMENTS

Boise State University

Based on the information provided, Boise State University's (BSU) Master of Athletic Leadership program is maintaining approximately 15 enrollments each summer from the 20 students initially projected. The program is meeting graduation rate projections and will likely remain steady at 15 per year. BSU's Ed.S. in Executive Educational Leadership, Superintendent Endorsement met enrollment projections with the number of graduates and will likely remain at 15 or more per year from the 10 initially projected. BSU's online, Master of Business Administration has seen considerable growth since Fall 2014 and while enrollment and graduate numbers were below initial targets, the numbers are climbing steadily. BSU anticipates an additional 69 students can be enrolled and projects 90 graduates by end of FY19.

Idaho State University

Idaho State University's (ISU) Master of Physician Assistant Studies was an expansion that added a location at the College of Idaho through a memorandum of understanding. The program met their initial enrollment projections based on a cohort model of 12 students. Graduate projections were not collected as part of the proposal process at that time; however, ISU indicates that all students who enrolled in the first two years, graduated as expected. ISU's Ph.D. in Counselor Education and Counseling was an expansion effort to the Treasure Valley. The number of students that was projected to join the cohort each year was initially set at five with an increase of five each year thereafter. Based on the information provided, ISU enrolled two new students each year for a total of six students after the third year of implementation.

University of Idaho

On October 18, 2012, the Board approved the second-year curriculum of the J.D. Law program as part of expansion efforts to offer the entire program in Boise. The UI met their initial enrollment projections of 30 students per year. In the first year, the number was higher at 75 due to students transferring into the program from Concordia University. While graduate projections were not collected as part of the proposal process at that time, the UI has seen high completion rates. The UI's Ed.D. Professional Practice program represents an expansion of an existing program to provide this specialized area to a cohort of students (faculty) at BYU-Idaho. The UI met their enrollment projections of 21 part-time students per semester. The actual cohort was 24 students and 22 of those students graduated in year 3 of the program. The memorandum of understanding terminated due to the lack of a second cohort of students.

BOARD ACTION

This item is for informational purposes only.

New Program Review Boise State University Master of Athletic Leadership (MAL)

Elements for Report

1. Executive Summary of the program report

Boise State's Master of Athletic Leadership (MAL) is a self-support degree led by the Department of Kinesiology in the College of Health Sciences. The program meets the educational goals and professionals aspirations of professionals who are currently employed in a variety of settings including, but not limited to K-12 teachers, coaches, athletic directors, and youth organization professionals. The projected enrollment for each cohort was estimated to be approximately 20 students. Based on the enrollment data, the program is not enrolling an additional 20 students each summer when the program commences, however the program appears to be maintaining a steady enrollment of approximately 15 new students each summer. The projected graduation rate was met almost immediately, and based on enrollment data will likely remain steady at approximately 15 students per year.

2. Brief overview of the program

The Master of Athletic Leadership is designed to enhance the leadership skills of current and future athletic leaders for service in intercollegiate, interscholastic, and/or youth sport athletic programs. The Athletic Leadership program consists of 32 credits that culminates in a comprehensive portfolio. The program's design is based on a cohort model, with students entering the program each summer and completing the program after 6 semesters.

	Year: FY15					
Actual (fall headcount)	15	29	35	35	30	
Projected	20	38	38	38	38	
Number of Graduates	Implementation: FY15	FY16	FY17	FY18	FY19	FY
Number of Graduates Actual	Implementation: FY15	FY16 5	FY17 13	FY18 15	FY19	FY

3. Enrollment and Graduates

Enrollments

a. In the tables below, show the projected enrollment in the program and number of graduates from the program (section 14 of proposal). Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort).

Implementation FY16 FY17 FY18 FY19

FY

New Program Review Boise State University Ed.S in Executive Educational Leadership Superintendent Endorsement

Elements for Report

1. Executive Summary of the program report

Boise State's Education Specialist (Ed.S.) in Executive Educational Leadership is delivered by the faculty within the Department of Curriculum, Instruction and Foundational Studies in the College of Education. The program recommends graduates to the Idaho State Department of Education for the Idaho Superintendent endorsement. Students in the program learn specific aspects of school law and school finance as they learn about broader topics such as system-wide improvement of teaching and learning. The program's projected enrollment and graduation rates were met almost immediately. The number of graduates will likely remain at 15 or more graduates per year.

2. Brief overview of the program

The Ed.S. in Executive Leadership provides students with the preparation they need for Idaho Superintendent Certification and central office leadership positions. The program is designed on a cohort model and consists of 5 consecutive semesters, with a total of 30 credit hours. It is designed to enable working professionals to enroll and complete the program.

- 3. Enrollment and Graduates
 - a. In the tables below, show the projected enrollment in the program and number of graduates from the program (section 14 of proposal). Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort).

10

10

Enrollments	Implementation Year: FY15	FY16	FY17	FY18	FY19	FY
Actual (fall headcount)	10	25	31	29	25	
Projected	13	15	15	15		
Number of Graduates	Implementation: FY15	FY16	FY17	FY18	FY	FY
Actual		10	15	15		

10

Projected

New Program Review Boise State University Master of Business Administration - Online

Elements for Report

1. Executive Summary of the program report

Boise State's online Master of Business Administration (MBA) degree is a self-supported, online program offered by the College of Business and Economics. The program provides access to a growing number of students that may not be served by the traditional face-to-face MBA programs also offered at Boise State. The online MBA seeks to broaden the expertise of business leaders in Idaho, enabling students, most of whom are working professionals to enhance the competitiveness of their organizations or businesses. Since Fall 2014 the enrollment in the online MBA program has grown by 300%, and the graduation numbers are still increasing substantially. While the growth of both enrollments and graduates is below the projected targets, the numbers are continuing to climb and it is anticipated that the program can enroll a further 69 students. It is expected that the program will graduate 90 students by the end of FY 19. The projected enrollment was based on having 6 cohorts with ~40 students each. Boise State FY19 enrollment data puts the program at approximately 5 cohorts of ~40 students.

2. Brief overview of the program

The online MBA program at Boise State teaches students creative processes and project management, helps students explore and understand group dynamics and leadership techniques, and works with students to become more comfortable with accounting, finance, marketing and legal issues and topics. Total credit hours for the online MBA is 49 and the program can be completed in as few as 12 months.

- 3. Enrollment and Graduates
 - a. In the tables below, show the projected enrollment in the program and number of graduates from the program (section 14 of proposal). Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort).

Enrollments	Implementation Year: FY14	FY15	FY16	FY17	FY18	FY19
Actual (fall headcount)	15	66	114	130	168	199
Projected			268	268	268	268
Number of Graduates	Implementation: FY14	FY15	FY16	FY17	FY18	FY19
Number of Graduates Actual	Implementation: FY14	FY15 9	FY16 18	FY17 56	FY18 67	FY19

Attachment 1

New Program Review Idaho State University MPAS Expansion to College of Idaho

Elements for Report

1. Executive Summary of the program report

This proposal added a third location at the College of Idaho to the ISU Physician Assistant Program, in addition to the Pocatello and Meridian campuses. ISU has statewide responsibility for this program. A Memorandum of Understanding outlined each institution's responsibilities associated with the program expansion.

Enrollments have met projections from the original proposal. The number of graduates was not projected in the proposal, but it appears that all students who enrolled in the first two years graduated as expected.

2. Brief overview of the program

The Physician Assistant Program awards the Master of Physician Assistant Studies degree and PA certificate upon successful completion of its 24 month graduate curriculum. Graduates of the program are eligible to take the Physician Assistant National Certification Examination. Thirty seats in the program are offered in Pocatello, thirty in Meridian, and this expansion added twelve seats at the College of Idaho in Caldwell.

- 3. Enrollment and Graduates
 - a. In the tables below, show the projected enrollment in the program and number of graduates from the program (section 14 of proposal. <u>Please note cohort years will precede fiscal year</u> <u>description (i.e., FY19 would have Fall 2018 cohort).</u>

Enrollments	Implementation Year: FY 2015	FY 2016	FY 2017	FY 2018	FY	FY
Actual (fall headcount)	12	24	24	23		
Projected (proposal)	12	24	24			

Number of Graduates	Implementation: FY 2015	FY 2016	FY 2017	FY 2018	FY	FY
Actual		12	12	10		
Projected (proposal)						

Attachment 1

New Program Review Idaho State University PhD in Counselor Education and Counseling Expansion to Boise

Elements for Report

1. Executive Summary of the program report

ISU's Ph.D. program in Counselor and Education and Counseling expanded to Boise in 2008. No other doctoral counseling programs existed in the Treasure Valley and a needs assessment indicated a strong need for such a program. ISU had a curriculum and resources in place from its Pocatello program and was accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

The actual number of students that join the cohort each year in Boise (two) has been lower than projections from the original proposal (five) for two reasons. First, PhD students oversee the training of students in the Master's program, both clinically and in the classroom; national standards support a 6-to-1 ratio of Master's to PhD students. Hence, enrollment in the PhD program is dependent on enrollment in the Master's program. Second, budgetary issues have prevented the addition of more GTA assistantships that would attract more students into the program. The number of students enrolled in the program, both in Pocatello and Meridian, is at capacity for current levels of funding and faculty resources.

2. Brief overview of the program

The Ph.D. in Counselor Education and Counseling is designed to prepare counselor educators for work in counselor education programs and for work in supervisory roles in university counseling centers and other counseling sites. The major emphasis of this program is to prepare graduates for careers in university teaching in counseling programs.

- 3. Enrollment and Graduates
 - a. In the tables below, show the projected enrollment in the program and number of graduates from the program (section 14 of proposal. <u>Please note cohort years will precede fiscal year description (i.e., FY19 would have Fall 2018 cohort).</u>

Enrollments	Implementation Year: FY2009	FY2010	FY2011	FY2012	FY2013	FY2014
Actual (fall headcount)	6	6	6	6	6	6
Projected (from proposal)	5	10	15	20		

Number of Graduates	Implementation: FY2009	FY2010	FY2011	FY2012	FY2013	FY2014
Actual	0	0	0	2	2	2
Projected						

Executive Summary

Our report provides a review of two program <u>expansions</u>: the 2nd year of our J.D. Law program in Boise and the Ed.D. in Professional Practice. The 2nd year law program was started in Boise in 2014 and since then has had high enrollments, which have led to a high completion rate for the Boise law program. Note that in the first year, the 2nd year Boise program had a higher number of students than average (75) due to students from Concordia transferring into the program.

Our Ed.D. expansion in Professional Practice was created for faculty at BYU-Idaho who needed to earn an advanced degree. In 2012, we admitted 24 students into the program, and at the end of the 3-year program, 22 of them graduated, and 1 earned an Ed.S. degree. Because there was not a second cohort for the program, it has been inactive since 2014, and we will be discontinuing this expansion.

New Program Review – J.D. Law Program to Boise

Brief Overview of the Program

Since 1999, the University of Idaho College of Law, whose main campus is in Moscow, has been working to deliver legal education in Idaho's capital city of Boise, consistent with its statewide mission to provide public legal education in the State of Idaho. In 2016 and 2017, the Boise 2nd year class had approximately 40 students, and this year that number has risen to 59.

Progress on the effort has been as follows:

- We began with a semester-in-practice program in 2001, overseen by our first full-time, Boise-based instructor.
- In 2010, after obtaining ABA acquiescence for a satellite campus and State Board of Education approval, we created a full third-year program in Boise.
- In 2011, the College and the Idaho Supreme Court entered into a Memorandum of Understanding under which the College took over management of the State Law Library, moving the library (which had been displaced from the Supreme Court several years earlier) from a commercial building in downtown Boise to the Idaho Water Center, in space contiguous to the College's third-year program in Boise.
- In 2014, after obtaining ABA acquiescence and State Board of Education approval, we added a full second-year program.
- In 2015, the second and third-year programs moved from the Idaho Water Center Building in Boise to the newly renovated Idaho Law and Justice Learning Center ("ILJLC"), located on the Capitol Mall in Boise.
- In 2016, after obtaining ABA acquiescence for a branch campus and State Board of Education approval, we added a full first-year program, completing the creation of a full three-year branch campus in Boise.

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

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1

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 thus provides a good location from which to recruit Hispanic 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.

Enrollment and Graduates

Enrollments	Implementation Year: FY 14	FY 15	FY 16	FY 17	FY 18	FY
Actual (fall headcount)	75	28	40	41	59	

Number of Graduates	Implementation: FY 14	FY 15	FY 16	FY 17	FY	FY
Actual		48	45	49		

Note: Enrollments are for 2nd year students only, per this report.

New Program Review – Ed.D. Professional Practice Expansion

Brief Overview of the Program

This program represents an expansion of our existing Ed.D. program to provide a specialization area (Professional Practices) to a cohort of students who were faculty at BYU-Idaho in Rexburg. Enrollment projections were 21 part-time students per semester over a 3-year period, culminating in matriculation at the end of the 6th semester. Actual enrollment in the cohort was 24 students, and 22 of these graduated in year 3 of the program. The program allowed BYU-Idaho faculty to earn a terminal degree in higher education leadership and instructional leadership. According to the MOU between UI and BYU-I, the MOU was to terminate August 31, 2015 unless a second cohort of students was accepted. A second cohort was not accepted, and thus the MOU has terminated. UI has not offered this expansion since completion of the first cohort in 2014.

Enrollment and Graduates

Enrollments	Implementation Year: FY12	FY 13	FY14	FY	FY	FY
Actual (fall headcount)	24	23	22			

Number of Graduates	Implementation: FY12	FY 13	FY14	FY	FY	FY
Actual	0	0	22			

SUBJECT

Open Education Resources Timeline Update

REFERENCE

April 2018	Board received update on Open Education Resources
	initiative as part of a work session.
June 2018	Board discussed system-wide access and affordability
	strategies including open educational resources and
	requested an inventory and implementation timeline be
	provided at the October 2018 Board meeting.
August 2018	Board approved line item request.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 (A Well-Educated Citizenry), Objectives B (Adult Learner Re-Integration) and C (Higher Level of Educational Attainment)

BACKGROUND/DISCUSSION

According to a 2014 report released by the U.S. Center for Public Interest Research, the average college student spends \$1200 each year on textbooks and other course materials. In some cases, perhaps more prevalent in community colleges, the cost of textbooks can exceed the cost of tuition. The research indicates that a majority of students base course selection decisions on textbook prices and seek to avoid courses with expensive content. Other students may not purchase required textbooks or attend classes early in the term until the more affordable used textbook found online has been delivered. Open Education Resources (OER) is a form of textbook delivery intended to address these issues.

OER is defined by The Hewlett Foundation as "teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and repurposing by others. [They] include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge."

Textbooks delivered via OER are free online and affordable in print. Open-source textbooks have gained considerable momentum as a cost-effective alternative for traditional hard copy textbooks and fee-based online learning content. As the cost of textbooks outpaces the rate of inflation, it is the only product in the marketplace that can directly compete with the more expensive price charged by publishers for new editions. To illustrate the relevance of this, the Federal government's General Accountability Office reported in 2013 that new textbook prices increased 82 percent between 2002 and 2012.

At its work session in April the Board requested staff to ascertain an inventory of OER utilized across the state, with the report to be provided in at the October 2018 regular Board meeting. Board staff initially requested faculty in attendance for the

annual state General Education Summit to prepare an inventory of OER utilized for the 43 courses on the state's common courses; these courses were the primary focus given they offer the highest impact for student use and maintain the greatest frequency for transfer across the state. Due to unforeseen circumstances with reporting and data collection ascertained at the summit, the report to the Board was reassigned to its December meeting.

According to data collected by Board staff in the fall term, 15 of the 43 courses on the common course list have at least one section of OER delivery provided by at least one institution in the state. However, no more than two institutions deliver OER for any single course.

Based on feedback from institutions, there are circumstances that may restrict the utilization of OER. For example, some courses may include literary works that are not available for free and open distribution, such as novels for literature courses. Furthermore, some courses may not require textbooks, do not permit electronic devices to be accessed during classroom instruction, or require hard copy content to better serve the needs of the course and the student. There may also be ancillary services (such as tutorial, testing, assignment, grading, and analytics services) provided through online textbooks publishers that are available to faculty and students, and therefore are not free of charge.

For faculty at the postsecondary level, the adoption of OER often require a number of commitments. Among others, this includes undertaking the professional development necessary to learn how to effectively utilize OER, in addition to the work effort necessary for aligning OER to teaching needs and desired learning outcomes. These items traditionally require additional time and/or resources to be allocated to faculty for taking on additional duties and responsibilities associated with transitioning to OER. At Idaho community colleges, there is not an instructional technology support staff to assist with professional development needs, nor is there specific incentive in institutional policies for faculty to consider the development and delivery of OER in their courses. Any direction or expectation to be provided for the adoption of free and open textbook resources should bear in mind these contingencies.

IMPACT

Utilizing an average of new and used textbook costs of \$65 (National Association of College Stores), 65,000 part-time and full-time undergraduates in Idaho seeking to satisfy general education through completion of 10 common-numbered courses utilizing OER could lead to statewide savings up to \$42,250,000. This does not include costs incurred by school districts that deliver dual credit courses. Nearly 54,000 public K-12 school students completed dual credit courses from Idaho public institutions in the 2017-18 academic year.

ATTACHMENTS

Attachment 1 – Inventory Attachment 2 – Timeline

STAFF COMMENTS AND RECOMMENDATIONS

Staff is supportive of pursuing OER adoption as the primary option for accessible and affordable delivery for the courses to be adopted on the Board's commoncourse list in the 2019-20 academic year. This method provides the greatest range of accessibility and affordability, and ensures the quality of content delivered meets the standards of instructors. However, there are a diverse range of affordable textbook delivery options that can be explored.

In light of these various options to achieving reduced costs, Board staff seeks guidance from the Board on a shared concept or definition of 'affordability' so as to assist institutions with their efforts to make college more accessible through the reduction of textbook expenses. Also, advisement offered regarding the extent to which OER be included in textbook affordability strategies would further frame the Board's vision for reducing cost-prohibitive barriers to students.

Board staff will continue to work with the state's Intermountain Open Pedagogical Education Network (IOPEN) and the Western Interstate Commission on Higher Education (WICHE) to explore options to scale OER use and to develop an online state repository for open resource textbooks, such as the proof of concept that was shared with the Board at its work session in April 2018. With \$25,000 from systemwide funds provided to each four-year institution in July to support OER development, Board staff have coordinated with these institutions to distribute proposals and applications for expanding OER implementation on their campuses. Development, alignment, and/or curation for OER texts will commence in the beginning of the Spring 2019 semester. The timeline for completion of a repository with the goal of housing at least one online open resource textbook utilized in the state for each common-indexed course, is Fall 2019. During this time options will be explored as to how four-year institutions can partner with community colleges on this system-wide effort, given that community colleges do not maintain instructional technology staff to support OER and the delivery of other of online learning resources on their campuses.

To build out the inventory of OER for the state's common course list, the Board has approved a \$200,000 one-time request for legislative funding for 43-courses in Fiscal Year 2020. The initial funding will support faculty time and effort to develop free textbook resources for courses on the common course list, with a focus on courses where currently no delivery exists for free textbooks. Once completed, these textbooks will be made available on a central online repository that can be accessed by students, as well as faculty across the state who may seek to develop similar resources utilizing the materials that have been adopted elsewhere within the system.

An ongoing legislative funding request in the amount of \$50,000 has also been approved by the Board. If appropriated, this will support the continuing expansion of OER development for other general education courses, discipline-specific courses, and upper-level courses.

BOARD ACTION

This item is for informational purposes only.

Open Educational Resources (OER) are materials like textbooks, courses, assignments, diagrams, and other teaching and learning resources that anyone may access and modify without cost thanks to their digital distribution and use of open licenses. Though these materials are distributed digitally, they may be printed and otherwise transformed for non-digital applications thanks to the rights of users to copy, edit, remix, reuse, keep, and share openly licensed content forever. It is recognized that OER is but one means among other methods of making course materials accessible and affordable.

Data reflect total number of course sections delivered exclusively with OER. UI reported OER availability via rate of delivery (%), and has not been included in sum totals. NIC reported no courses exclusively delivered with OER. CEI did not report findings.

NA = Not applicable (course not offered). NR = Not required (textbook not required)

	BSU	ISU	LCSC	UI	CSI	CWI	Total Sections by Course
General Education Common Course Listing in AY 2019-20							(sans UI)
Written Communications							
ENGL 101: Writing and Rhetoric I	22	0	6	0	U	0	28
ENGL 102: Writing and Rhetoric II	58	0	4	0	U	0	62
Oral Communications							0
COMM 101: Fundamentals of Oral Communication	0	0	NR	0	0	0	0
							0
Mathematical Ways of Knowing							0
MATH 123: Math in Modern Society	0	0	0	4	0	0	
MATH 130: Finite Mathematics	NA	NA	0	0	NA	NA	0
MATH 143: College Algebra	0	0	0	0	0	0	0
MATH 147: College Algebra and Trigonometry	NA	0	0	NA	0	0	0
MATH 160: Survey of Calculus	0	0	0	0	0	0	0
MATH 170: Calculus I	0	0		0	0	0	0

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MATH 153: Statistical Reasoning (often known as Stat. Methods)	N/A	0	2	0	0	0	2
Scientific Ways of Knowing							0
ANTH 101: Biological Anthropology (often known as Physical Anth	0	0	0	NA	0	U	0
BIOL 100: Concepts of Biology	0	0	0	NA	0	0	0
BIOL 227: Human Anatomy and Physiology I	0	NA	0	NA	0	0	0
CHEM 100: Concepts of Chemistry	0	0	0	NA	0	0	0
CHEM 101: Introduction to Chemistry	0	0	0	0	0	0	0
CHEM 102: Essentials of Organic and Biochemistry	0	0	0	0	0	0	0
CHEM 111: General Chemistry I	0	0	0	0	0	0	0
PHYS 111: General Physics I	0	0	2		0	0	2
PHYS 112: General Physics II	0	0	2	0	0	0	2
GEOL101: Physical Geology	0	0	0	4	0	0	
GEOL 102: Historical Geology	0	NA	0	0	0	0	0
Social and Behavioral Ways of Knowing							0
ANTH 102: Cultural Anthropology	0	0	0	0	0	0	0
ECON 201: Principles of Macroeconomics	0	0	0	6	0	0	
ECON 202: Principles of Microeconomics	0	1	0	4	0	0	
HIST 101: World History I	0	NA	0	0	0	0	0
HIST 102: World History II	0	NA	0	0	0	0	0
HIST 111: United States History I	1	0	0	0	0	0	1
HIST 112: United States History II	1	0	0	0	0	0	1

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POLS 101: American National Government	0	0	0	0	0	0	0
PSYC 101: Introduction to Psychology	4	0	0	6	0	0	
SOC 101: Introduction to Sociology	2	0	0	0	0	0	2
SOC 102: Social Problems	6	0	0	0	0	10	16
							0
Humanistic and Artistic Ways of Knowing							0
MUSI 100: Introduction to Music	0	0	0	2	0	0	2
PHIL 101: Introduction to Philosophy	0	0	0	NA	0	0	0
PHIL 103: Introduction to Ethics	0	0	0	0	NA	0	0
ENGL 175: Literature and Ideas	2	0	0	0	0	0	2
ART 100: Introduction to Art	15	12	0	0	NA	NA	
FREN 101: Elementary French I	0	0	0	0	0	0	0
FREN 102: Elementary French II	0	0	0	0	0	0	0
GERM 101: Elementary German I	0	0	0	0	NA	NA	0
GERM 102: Elementary German II	0	0	0	0	NA	NA	0
SPAN 101: Elementary Spanish I	0	0	0	0	0	0	0
SPAN 102: Elementary Spanish II	0	0	0	0	0	0	0
Total Sections by Institution (sans UI)	111	13	16		0	10	150

Open Education Resource (OER) Timeline

June 2018: Board charges Board staff with developing OER inventory and implementation plan for expanding OER use. Board staff requested to follow-up with findings and plan at the Board's October meeting.

July 2018: Boise State University, Idaho State University, Lewis-Clark State College, and the University of Idaho each receive \$25,000 in system-wide funds to support OER development.

August 2018: Board approves funding for OER expansion as its second highest priority for legislative budget requests. This includes \$200,000 in one-time funding, and \$50,000 in ongoing funding.

September-November 2018: Inventory developed by the Board office for courses on the Board's common course list that exclusively utilize OER for textbook delivery.

December 2018: OER inventory and timeline provided to Board. Advisement and direction to be provided by the Board to guide textbook affordability efforts. Institutions develop application/proposal process and distributed RFP to faculty. Priority given to requests seeking resources for courses on the Board's common course list for which OER is not delivered.

January-February 2019: Awards distributed. Faculty commence work on OER development.

March or April 2019: Open Textbook Network delivers statewide workshop on OER development at Lewis-Clark State College.

April-May 2019: Contingent on courses for which OER development is pursued in Spring 2019, and pending potential legislative appropriation, Board staff will work with institutions to chart next steps and processes for scaling textbook affordability efforts on their campuses for courses on the Board's common course list.

Summer 2019: Develop and deliver online repository for housing OER resources, to be resourced by students and faculty.

Fall 2019: Initial courses delivered with OER that utilized system-wide funds provided to institutions in July 2018. Development commences on additional OER as contingent on legislative or other funding made available.

Spring 2019: Select number of courses delivered with any legislative or other funding that may be provided.

SUBJECT

University of Utah, School of Medicine Annual Report

REFERENCE

June 2008	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
December 2013	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education
September 2016	The Board approved a revised three-year contract between the University of Utah School of Medicine and the State Board of Education.
December 2016	The Board Received the annual University of Utah School of Medicine Report.
October 2017	The board received the annual University of Utah School of Medicine Report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code §33-3720

BACKGROUND/DISCUSSION

Since July 1976, the State Board of Education (Board) has had an agreement with the University of Utah School of Medicine (UUSOM) to reserve a specific number of seats for Idaho residents at the in-state tuition and fee rate established by UUSOM for residents of Utah. The Board makes annual fee payments in support of such Idaho resident students enrolled under this agreement. In the 2016 legislative session, two additional seats per year were approved for this cooperative agreement. The program now provides opportunities for ten Idaho students annually to attend UUSOM through a cooperative agreement. A total of forty Idaho students can be enrolled at any one time in this four-year program.

As part of the Board's contract with UUSOM, the Board receives an annual report which provides program information to include an overview of the four-year curriculum and clerkships.

ATTACHMENTS

Attachment 1 – University of Utah School of Medicine Annual Report for 2018

STAFF COMMENTS AND RECOMMENDATIONS

The report includes a financial overview of support provided for ten students in Academic Year 2017-2018, and an admissions summary consisting of names and home towns of those first year Idaho-sponsored students. The UUSOM contract is up for renewal at the end of the 2018-2019 academic year. Staff anticipates that the renewed contract would come before the Board at their April 2019 meeting.

BOARD ACTION

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



University of Utah School of Medicine

Idaho State Board of Education Annual Report





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Mission Statement

The University of Utah School of Medicine serves the people of Utah and beyond by continually improving individual and community health and quality of life. This is achieved through excellence in patient care, education, and research. Each is vital to our mission and each makes the others stronger.

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Overview

The curriculum is designed to produce highly skilled physicians who are technically proficient, caring, compassionate and capable of adapting to the changing health care demands of the 21st century. Active learning approaches, critical thinking skills and information management techniques are all a part of our educational environment. Our curriculum builds upon the strengths of traditional learning methods and explores areas of study opened up by the explosion of biomedical knowledge and the transformation of America's health care delivery system.

Medical students receive basic science instruction and the critical skills of communicating with, examining and diagnosing patients through all 4 years. Instruction integrates Medical Sciences, Medical Arts and Clinical Medicine.

Phase 1 (4 months):

Students develop a solid foundation in the sciences basic to medicine (e.g. anatomy, physiology, biochemistry and genetics). Additional introductory instruction will include elements of the doctor patient relationship and how to communicate as a health care professional.

- **Clinical Medicine**: Interviewing & physical examination skills.
- **Medical Sciences**: Establishes the foundation for Phase 2 with the sciences basic to medicine and an overview of body systems.
- **Medical Arts**: Confidentiality, professionalism, ethics, communication along with medical informatics and medical systems.

Required Courses:

- MD ID 7001: Clinical Method Curriculum 1 (3 credits)
- MD ID 7101: Layers of Medicine 1 (1 credit)
- MD ID 7300: Phase 1 Foundations of Medicine (17 credits)

Phase 2 (18 months):

- **Clinical Medicine**: Students attend and see patients in primary care clinics as well as gain exposure to subspecialty practices.
- **Medical Sciences**: Seven specific sections, Molecules, Cells and Cancer; Host and Defense; Metabolism and Reproduction; Circulation/Respiration and Regulation; Brain and Behavior; Skin/Muscle/Bone and Joint; are combined with integrated, content-specific Medical Arts and Clinical Medicine.
- **Medical Arts**: Includes professionalism, medical informatics & economics, medical systems etc.

Phase 2 MSI REQUIRED COURSES

- MD ID 7002: Clinical Method Curriculum 2 (5 credits)
- MD ID 7102: Layers of Medicine 2 (1 credit)
- MD ID 7310: Phase 2 Molecules, Cells and Cancer (8 credits)
- MD ID 7320: Phase 2 Host and Defense (9 credits)
- MD ID 7500: Phase 2 End of Year 1 Assessment (1 credit)
- UUHSC 6701: IPE Simulation of Ambulatory Patient Care (0.5 credit)

Phase 2 MSII Required Courses

- MD ID 7003: Clinical Method Curriculum 3 (5 credits)
- MD ID 7004: Clinical Method Curriculum 4 (5 credits)
- MD ID 7103: Layers of Medicine 3 (1 credit)
- MD ID 7104: Layers of Medicine 4 (1 credit)
- MD ID 7340: Phase 2 Brain and Behavior (9 credits)
- MD ID 7350: Phase 2 Metabolism and Reproduction (9 credits)
- MD ID 7360: Phase 2 Circulation, Respiration, and Regulation (12 credits)
- MD ID 7370: Phase 2 Skin, Muscle, Bone and Joint (7 credits)
- UUHSC 6301: IPE Telemedicine (0.5 credit)

Phase 3 (12 months):

- **Clinical Medicine**: Is emphasized as students experience inpatient and tertiary care through Clerkships. Clerkships include: Family Medicine, Internal Medicine, Obstetrics and Gynecology, Pediatrics, Psychiatry, Surgery and Neurology.
- Medical Sciences: Via didactic instruction.
- **Medical Arts**: Didactic instruction covers material such as issues of humanism, professionalism and ethics.

Phase 3 Required Courses

- FP MD 7180: Family Medicine Clinical Clerkship (6 credits)
- INTMD 7200: Internal Medicine Clinical Clerkship (8 credits)

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- NEURO 7900: Neurology Clinical Clerkship (4 credits)
- OBST 7010: Obstetrics and Gynecology Clinical Clerkship (6 credits)
- PED 7010: Pediatrics Clinical Clerkship (6 credits)
- PSYCT 7200: Psychiatry Clinical Clerkship (6 credits)
- SURG 7020: Surgery Clinical Clerkship (8 credits)
- MD ID 7520: Year 3 Assessment (1 credit)
- Electives- 4 Credits Required

Phase 4 (12 months):

Students develop advanced skills through sub-internship, critical care, advanced internal medicine and elective courses. They prepare for entry into residency by selecting curriculum specific to their career specialty interests.

REQUIRED COURSES

- Advanced Internal Medicine (4 weeks/credits)
- Core Sub-Internship (4 weeks/credits)
- Critical Care (4 weeks/credits)
- Transition to Internship (2 weeks/credits)
- IPE Experiences:
- Hospitalized Patient Care (0.5 credit)
- Disaster Preparedness and Response (0.5 credit)

ELECTIVE CREDITS

- Must complete a minimum of 24 credits
- 12 weeks must be clinical
- Not more than 12 weeks away
- Not more than 8 credits of research

The 2-year Clinical Method Curriculum partners groups of students and core clinical faculty for the longitudinal development of clinical skills in a mentored learning community environment.

The program spans the curriculum and aims to foster and guide student professional development, promote career growth, nourish skill sets, and provide support.

2017-2018 Course Catalog: https://utah.instructure.com/courses/419551

All Electives: <u>https://utah.instructure.com/courses/419551/pages/electives</u>

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1

Clinical Electives: <u>https://utah.instructure.com/courses/419551/pages/clinical-electives</u>

Non-Clinical Electives: <u>https://utah.instructure.com/courses/419551/pages/non-clinical-electives</u>

Idaho Affairs Update

Program Leadership



Dr. Benjamin Chan is a Board Certified physician in General Psychiatry and Child & Adolescent Psychiatry. He graduated from the University of Utah School of Medicine in 2004. He completed his residency at George Washington University in Washington DC and Fellowship at University of Maryland in Baltimore, MD. He moved back to Utah in 2010 and joined the faculty in the Department of Psychiatry. He works as an inpatient hospitalist at the University Neuropsychiatric Institute (UNI) treating

children and adolescents with a wide variety of acute psychiatric conditions. He was appointed Assistant Dean of Admissions in March of 2012 and Assistant Dean of Idaho Student Affairs in July 2014. In July 2017 he was promoted to Associate Dean of Admissions and Idaho Affairs.



Dr. Bridgette Baker is a Board Certified Family Medicine physician. She earned her M.D. degree from the University of Utah School of Medicine and completed her Family Medicine Residency at the Family Medicine Residency of Idaho in Caldwell. She is currently on staff at Saint Alphonsus, Saint Alphonsus Health Alliance and Saint Alphonsus Medical Group. Additionally, she is the Director of Idaho

Student Programs for the University of Utah, since 2015. In this capacity, she helps coordinate the placement of Idaho students from the University of Utah medical school into clinical practices within the state of Idaho. She is a member of the Idaho Medical Association, American Medical Association and Idaho Academy of Family Physicians. Dr. Baker serves of the Admissions Committee for the University of Utah School of Medicine for Idaho applicants.

Admissions

The Office of Admissions works closely with the Premedical Advisors at the colleges in Idaho. Dr. Chan traveled to Idaho to meet with the Premedical Advisors at Boise State, Northwest Nazarene and The College of Idaho. Additionally, we attended graduate fairs in Boise and Rexburg in an effort to support the premedical advisors at these school and provide students with current information and recommendations. Our goal is to select the most capable students to attend our school and to have a balanced, but heterogeneous group that will excel in both the art and science of medicine. We recognize that a diverse student body promotes an atmosphere of creativity, experimentation and discussion that is conducive to learning. Exposure to a variety of perspectives and experiences prepares students to care for patients in all walks of life and in every segment of society.

Considered individually, age, color, gender, sexual orientation, race, national origin, religion, status as a person with a disability, status as a veteran or disabled veteran are not determinants of diversity and are not identified as unique characteristics during the admissions process.

MCAT scores and grades are carefully scrutinized and are an important part of the application process. All grades received for college credit are included in the AMCAS GPA calculation. If a course is repeated, both grades received for that course are calculated into the GPA. Pass/Fail grades received for college credit are not included in the AMCAS GPA calculation.

As important as grades and test scores are, by themselves they do not predict who will be successful in medical school. The demands of medical education and life as a physician are not for everyone. We consider how the applicant balances outside activities and responsibilities with schoolwork to be an indicator of ability to deal with the rigors of life as a physician. The committee is interested in the applicant's motivation for attending medical school and his/her understanding of the medical profession. Commitment to community service, ethical behavior, compassion, leadership ability and communication skills are important characteristics of physicians. Applications and interviews assist us in evaluating these qualities. We expect applicants to be courteous, respectful and professional at all times.

Transfer Policy

Transfers to the University of Utah School of Medicine are not available unless the transferring student meets all of the following criteria:

- Must have a strong connection to the state of Utah. Priority will be given to those who are the spouse of a medical school faculty member or the spouse of a person accepted into one of our postgraduate physician training programs.
- Must be enrolled and in good standing at a fully LCME accredited United States or Canadian allopathic medical school. Students training in non-LCME accredited schools are ineligible to apply.
- Must have passed the USMLE Step 1 exam.

Students may only apply for transfer into the third-year of curriculum.

Opportunities for transfer are limited as openings in any given year are based on the availability of educational resources, and cannot be guaranteed.
Updated Curriculum Vitae (CV)

One-page letter addressed to Associate Dean of Admissions explaining the reason for wanting to transfer. Please include a description of your connection to Utah.

In 2018 we were contacted by a medical student (Giovanna Durman) who was originally from Pocatello, Idaho and considered an Idaho resident. She was attending an LCME accredited medical school in Puerto Rico. Her medical school experienced multiple problems because of Hurricane Maria and were supportive of her possibly transferring. After discussion about available resources here at UUSOM as well as her ties to Utah and Idaho, the Admissions Committee accepted her for transfer. The medical student began her third year rotations at the UUSOM and is on track to graduate in 2020. She is not currently sponsored by the state of Idaho.

Academic Standards and Recommended Activities

We consider how applicants balance outside activities and responsibilities with school work to be an indicator of his/her ability to deal with the rigors of life as a physician. The committee is interested in an applicant's motivation for attending medical school.

Grade Point Average (GPA)

Applicants should strive to have a science, non-science and overall GPA above 3.00. Each applicant is considered individually and their GPA is compared to the average GPA of students who have gone on to attend medical school from the applicant's undergraduate institution. The overall GPA for the current first year class is 3.75.

Medical College Admissions Test MCAT

All applicants are required to take the MCAT within three years of their application. Only the most recent MCAT score is considered. Applicants should strive to have an MCAT score at or above 492 with a score of at least 123 in each section of the MCAT. The average MCAT score for the current first year class is 512.

Community Volunteer Service

Community/Volunteer service is defined as involvement in a service activity without constraint or guarantee of reward or compensation. The medical profession is strongly oriented to service in the community. Applicants should demonstrate a commitment to the community by involving themselves in service and volunteer activities. Work performed in service learning courses and community service performed as part of employment does not satisfy this requirement.

• We recommend that applicants complete at least 36 total hours within the last 4 years. To be a competitive applicant, we recommend that applicants endeavor to complete at least 100 hours within last 4 years.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DECEMBER 20, 2018 At

Leadership

Leadership is defined as a position of responsibility for others, with a purpose to guide or direct others. Dedication, determination, ability to make decisions and a willingness to contribute to the welfare of others are indicators of one's ability to succeed in medicine. Individuals with these characteristics readily accept positions of leadership and are an asset to their community and profession. Leadership capacity can be demonstrated in a variety of ways. Positions in employment, church, the community, and school organizations including coaching, tutoring, and mentoring will satisfy this requirement.

• We recommend that applicants have at least 1 leadership experience lasting 3 months within the last 4 years. Competitive applicants will have 3 different leadership experiences each lasting 3 months within the last 4 years.

Research

Research is defined as involvement in a scholarly or scientific hypothesis investigation that is supervised by an individual with verifiable research credentials. Research may be in any discipline and performed at any site. However, it must involve the testing of a hypothesis.

- We recommend that applicants participate in hypothesis-based research. This may be part of a class where an applicant answered or tested a hypothesis and received a grade. Examples: A writing project, laboratory work, etc.
- Applicants with a stronger research experience will have completed hypothesis-based research outside of the classroom that is supervised by an individual with verifiable research credentials. May include independent research or senior thesis.

Physician Shadowing

Physician shadowing is defined as the observation of a physician as that individual cares for and treats patients and carries out the other responsibilities of a medical practice.

Shadowing must be done with an allopathic (MD) or osteopathic (DO) physician in their practice in the United States. Time spent shadowing medical students, interns, residents, fellows, physician assistants, podiatrists, veterinarians, nurses, EMTs, PhDs etc., will not be considered. It is our recommendation that applicants shadow several physicians who work in various specialties including primary care. Shadowing family members who are physicians is discouraged.

• We recommend that applicants shadow a physician for at least 8 hours. Competitive applicants will have shadowed a variety of physicians for at least 24 hours.

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Patient Exposure

Patient exposure is defined as direct interaction with patients and hands-on involvement in the care of conscious people in a health care-related environment, attending to their health maintenance, progression, or end of life needs. It is important that the applicant be comfortable working with and around people who are ill, sick, injured, or diseased.

Direct patient exposure can be gained in a variety of ways e.g. volunteering or working in hospitals, emergency rooms, clinics or nursing care facilities, hospice, or physical rehabilitation centers. Patient contact does not include indirect patient care such as housekeeping (cleaning, operating, or patient rooms) staffing the hospital information desk, or working in a pharmacy.

• We recommend that applicants complete at least 32 hours of direct patient care. Competitive applicants will have completed at least 48 hours.

Note: Physician shadowing and caring for friends and family members cannot be used to meet this requirement.

Admissions Reports

Admissions Summary

Academic Year	Idaho Med	Selected for	Accepted	Sponsored	Non-
	Student	Interviews	for	Students	Sponsored
	Applicant		Admission		Students
	Pool				
2017-2018	125	50	24	10	0
2016-2017	118	40	20	10	0
2015-2016	125	50	14	10	0
2014-2015	100	45	12	8	0
2013 - 2014	118	52	11	8	0
2012 - 2013	105	50	16	8	0
2011 - 2012	89	40	14	8	1
2010 - 2011	95	49	12	8	0
2009-2010	84	45	14	8	2
2008-009	108	64	12	8	1
2007-2008	116	61	13	8	0
2006-2007	93	43	9	8	1
2005-2006	112	57	13	8	0
2004-2005	86	47	11	8	1
2003-2004	84	33	14	8	4
2002-2003	99	53	17	8	0
2001-2002	88	50	13	8	4
2000-2001	96	50	13	8	1
1999-2000	88	42	9	6	0
1998-1999	87	52	13	6	0

Hometowns



Idaho Sponsored Students, Class of 2022

Last Name	First Name	City at Time of Applicatio n	State at Time of Application	Birth City	Birth State/ Country
Crabb	Brandon	Nampa	ID	Boulder	CO
Gropp	Jarom	Boise	ID	Provo	UT
Harris	Jacob	Provo	UT	Seattle	WA
Hosek	Lauren	Peoria	AZ	Pittsburgh	PA
Jessen	Nicolette	Sagle	ID	Santa Cruz	CA
Kroes	Alexandra	Nampa	ID	Upland	CA
Lavin	Courtney	Boise	ID	San Antonio	TX
Lybyer	Miranda	Lewiston	ID	Lewiston	ID
Sant	Thomas	Boise	ID	Charleston	SC
Webb	Joshua	Coeur d' Alene	ID	Boise	ID

Observational Experience

A shadowing scholarship is offered to first year medical students. The experience is typically completed in the summer between the first and second year of medical school. To receive the scholarship, students must shadow a rural family practice physician in Idaho.

Students are required to submit an essay that explains their intentions and why they would like to be considered for the scholarship.

This year a student from Sandpoint, ID was awarded the scholarship for \$1,100.00. The student shadowed physicians at the Sandpoint Family Health Center which cares for patients across the Bonner and Boundary counties. Additionally the student shadowed a doctor with the Bonner Partners in the Care Clinic which provides care to uninsured people in the area.

In addition to the shadowing scholarship, we provide funds for mileage for any Idaho student who is interested in shadowing an Idaho physician.

Below is a statement from one of our students who participated in this experience in February, 2018.

"I had the pleasure of shadowing Dr. Richard Harper of Upper Valley Family Medicine in Rigby, Idaho. This was a fantastic opportunity to be able to witness a snapshot of the daily work of a family medicine specialist in a rural and underserved community. It was fascinating to see the diversity of cases that were presented during my time shadowing, and I was impressed to see how much the patients relied on their family physician, regardless of what they presented with. It was particularly enjoyable to participate in the conversations as Dr. Harper visited with his patients, most of whom had been seeing him for many years. I am from Rigby myself, and as such, I found this opportunity very valuable. The patients I saw are the people I eventually want to serve as a physician myself. I love Idaho and its people, and I love medicine. I'm grateful for the funding that made this trip possible for me. The trip strengthened my determination to return to Idaho following my medical education so that I can give back to the state and community that I love. Perhaps one day future students from Idaho will be able to shadow me and be inspired to give back to Idaho as well." M. Bishop MSI, 2018

Idaho Rural Outreach Program (IROP)

The Idaho Rural Outreach Program (IROP) IROP encourages medical students to meet with Idaho middle school or high school students with the intent to spark in interest in the health care field. The goal is to have a significant impact on the shortage of health care providers in Idaho.

Since its creation in 2007, medical students, through IROP have traveled to high schools in various rural areas of Idaho including: Malad, Meridian, Marsh Valley, Soda Springs, Bear Lake, Burley, Preston, the Boise area, Twin Falls, McCall and the surrounding area, Idaho Falls and Rexburg.

Medical students are required to do a presentation that discusses different career options in healthcare such as medical assistant, pharmacist, dentist, doctor, nurse practitioner, physician assistant, etc. They are also required to provide the students with a hands-on learning experience.

In February, 2018 a first year medical student did a presentation at Rocky Mountain High School in Meridian.

"I loved returning to my high school with the help of the IROP. During my presentation I was able to give students information about many careers in healthcare and also point them to resources where they could further explore different career pathways. In addition I related my path to the medical field and showed them how to do selected parts of an abdominal exam. Seeing a Rocky Mountain alumnus who graduated not too long ago and is already studying medicine sparked a lot of excitement in the students, and their excitement was accompanied by a torrent of questions. It was fun to answer their questions and help them locate online or human resources to find further answers to their individual questions. I believe, however, that the most important effect was that my visit made a career in healthcare feel a little more realistic and a little more feasible for these high school students." M. Chamberlain, 2018

Clinical Medical Education in Idaho

During an Idaho medical student's third year, the Family Medicine Clinical Clerkship is completed in Idaho. The Family Medicine Clinical Clerkship is six weeks with a community-based family medicine preceptor.

Family Practice Clinical Clerkship

Brief Description of Clerkship

During the clerkship, all students develop competencies in patient care, systemsbased practice, lifelong-learning, and professionalism. Students assess and manage acute, chronic, and preventive medical issues in the outpatient family medicine setting. Students also engage in reflective and interactive activities throughout the month, designed to develop awareness and hone skills for physician-patient relationships. These relationships are an essential and powerful tool for good care of patients.

The majority of time is spent in direct patient care, most of which occurs in the outpatient family medicine clinic. The patient care is under the direction of a board-certified family physician member of the clerkship faculty team. Settings are diverse and include inner city, rural, urban, and suburban. This range of choices, as well as the opportunity to conduct patient care in the community, where the majority of Americans seek care, makes the Family Medicine Clerkship unique. In addition to clinical work there is time dedicated to reading, completing projects and assignments, and attending educational sessions.

Clerkship Goals

As a result of completing the Family Medicine Clerkship:

- 1. Students will be able to integrate their clinical reasoning skills with their scientific background through broad-spectrum hands-on patient care in the primary care setting.
- 2. Students will be able to see patients collaboratively with their preceptor, managing the full spectrum of acute, chronic, and preventive care needs that are addressed in the primary care setting.
- 3. Students will be able to develop therapeutic relationships with patients, families and communities.
- 4. Students will be able to understand how the principles of Family Medicine can help create a more efficient and effective health care system.
- 5. Students will be able to be more prepared to serve their community, by taking an active learning role in patient care, navigation of complex health systems, lifelong learning, and professional commitment.

Timeline

The clerkship is six weeks in duration. Students will be expected to be active in clinical duties for the majority of the days, however there is built in dedicated study time for the shelf exam and the various assignments. Students will be working in the preceptor model, which means the student will work similar hours to the physician each day.

Preceptors/Site Requirements

The preceptor must be board-certified in family medicine, and hold a University of Utah Volunteer Clinical Faculty appointment with the Department of Family and Preventative Medicine. The clinical site must also have a current affiliation agreement with the University of Utah.

Formative Clinical Performance Assessment

All Phase III Clerkships employ a common formative feedback form that includes both a Student Self-Assessment and Faculty Evaluation of Student section (*Formative Clerkship Feedback Form*). This self-assessment and feedback is intended to be formative in nature and will not be used in the calculation of Preceptor Evaluation data for final grade determination.

Preceptor Evaluations

All Phase III Clerkships employ a common preceptor evaluation form that instructs evaluators to select performance based behaviors along multiple dimensions that best represent the student's highest sustained performance during the preceptor's period of observation.

Physician	Location	Phone
Peter Crane, MD	Bear Lake Family Care and OBGYN 465 Washington Street Montpelier, ID 83254	208-847-4495
Julie Gunther, MD	Spark MD 302 West Idaho Street Boise, ID 83702	208-381-6500
Michael Maier, MD	St. Luke's Medical Center 3301 North Sawgrass Way Boise, ID 83704	208-376-9592
Waj E. Nasser, MD	St Luke's Capital City Family Medicine 1520 W State St Boise, ID 83702	208-947-7700
Richard F. Paris, MD	Hailey Medical Clinic 706 South Main Street	208-788-3434

Family Medicine Volunteer Clinical Faculty in Idaho

	Hailey, ID 83333	
Barry F. Bennett, MD	South East Family Medicine 2775 Channing Way Idaho Falls, ID 83404	208-524-0133
Tyler Mayo, MD	South East Family Medicine 2775 Channing Way Idaho Falls, ID 83404	208-524-0133
Dan Ostermiller, MD	St Luke's Payette Lakes Medical Clinic 211 Forest Street, Box 1047 McCall, ID 83638	208-634-6443
William Crump, MD	St Lukes Family Health 3090 Gentry Way Ste 200 Meridian, ID 83642	208-887-6813
Andrew Holtz, DO	Praxis Medical Group 3080 East Gentry Way Ste 200 Meridian, ID 83642	208-884-3770
Trevor Satterfield, MD	St. Luke's Physician Center 775 Pole Line Ave, Suite 105 Twin Falls, ID 83301	208-814-8000
Joan Bloom, MD	Woodlands Family Medical Group 30544 Highway 200, Suite 101 Ponderay, ID 83852	208-263-6300
Facility	Bingham Memorial Hospital 98 Poplar Street Blackfoot, ID 83221	208-785-4100
Facility	Mountain View Hospital 2325 Coronado Street Idaho Falls, ID 83404	208-529-2371
R. Brett Campbell, DO	Cassia Regional Hospital 1404 Pomerelle Avenue Burley, ID 83318	208-878-9432
Terrance A. Riske, MD	Hayden Lake Family Physicians 8181 Cornerstone Drive Hayden, ID 83835	208-772-0785
Jara McDonald, MD	Heritage Health 740 McKinley Avenue W Kellogg, ID 83837	208-783-1267
Leanne Rousseau, MD	Heritage Health 925 East Polston Avenue Post Falls, ID 83854	208-618-0787

Josh Kern, MD	Magic Valley Rural Residency 777 N Raymond Street Boise, ID 83704-9251	208-948-0114
Jason Ludwig, DO	Pioneer Family Medicine 13150 West Persimmon Lane Boise, ID 83713	208-938-3663
Mark Gibby, MD	45 North 1st East Preston, ID 83263	208-852-3755
Frank Duncan MacDonald, MD	Primary Health 6052 West State Street Boise, ID 83703	208-955-6405
Michael Packer, MD	1 Professional Plaza Rexburg, ID 83440	208-356-9231
Joseph Watson, MD	393 East 200 North Rexburg, ID 83440	208-356-5401
John K. Franson, MD	292 South 3 rd West Soda Springs, ID 83276	208-547-3118
Bridgette Baker, MD	St. Alphonsus Regional Medical Center 1150 N Sister Catherine Way Nampa, ID 83687	208-302-7000
Nicole Ruske, MD	St. Luke's Medical Center 709 North Lincoln Avenue Jerome, ID 83338	208-814-9500
Aaron Brown, MD	St. Luke's Physician Center 730 North College Road Twin Falls, ID 83301	208-814-8000
Martha Wilson, MD	Terry Reilly Health Services 2017 1 st Street South Nampa, ID 83651	208-466-5359
M. Cole Johnson, MD	Twin Falls Family Medicine 526 Shoup Avenue West Street Twin Falls, ID 83301	208-733-1112
	Moscow Family Medicine 623 S Main Street Moscow, ID 83843	208-882-2011
	Valley Family Health Clinic 207 East 12 th Street Emmett, ID 83617	208-365-1065

Financial Report 2017-2018

The Idaho State Board of Education subsidizes ten seats at the University of Utah so these students are able to pay in-state tuition. For academic year 2017-18, Idaho students paid \$38,932.24 in tuition and fees. Idaho students also paid a surcharge of \$1608.00 which was returned to Idaho (to the Idaho Rural Physician Incentive Program). The State of Idaho paid \$43,000/per student.

A portion of the subsidy that the University of Utah receives from the ISBOE went towards:

<u>Direct student support</u> :	
Administrator Travel	\$943.54
Student Rotation Expenses*	
First-Year Job Shadowing Stipend	\$1,371.42
Third/Fourth-Year Rotation Expenses	\$ 5,539.93
Idaho Rural Outreach Program	\$ 403.31
Idaho Medical Association U of U Student Rep Expenses	\$1,553.32
Boise Physician Support Salary	\$7,500
Administrative Support Salary	\$60,036.07

Total

The remainder of the funds was used for educational advancement of Idaho Medical Students.

* Covered expenses for rotations:

- **First-Year Job Shadowing Stipend:** \$1100.00 shadowing scholarship was awarded.
- **Mileage:** One round trip between Salt Lake City and the rotation site (\$0.545/mile) and mileage if the distance between housing and rotation sites is more than 15 miles (\$0.545/mile)
- **Housing:** If renting an apartment or motel room, the reimbursement is \$125 per week. If staying with family or friends, they can give them a gift card, gift basket or take them to dinner. They can spend up to \$75.
- **Preceptor:** \$500/week and a gift card, dinner, or gift basket of up to \$75.00.

\$77,347.59

School of Medicine Graduate Reports

The following is the medical student graduate report of both Idaho sponsored and nonsponsored graduates.

Academic Year	Sponsored	Non-sponsored
2017-2018	10	0
2016-2017	10	0
2015-2016	10	0
2014-2015	8	0
2013-2014	8	1
2012 - 2013	8	2
2011 - 2012	8	4
2010 - 2011	9	3
2009-2010	6	4
2008-2009	7	1
2007-2008	8	0
2006-2007	8	1
2005-2006	8	4
2004-2005	8	0
2003-2004	8	4
2002-2003	9	1
2001-2002	5	0
2000-2001	6	0
1999-2000	6	7
1998-1999	6	2
1997-1998	6	1
1996-1997	6	3
1995-1996	6	3

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DECEMBER 20, 2018 Attachment 1

Since 2006, twenty seven UUSOM graduates have matched into Idaho GME Programs. The following indicates the number of matched graduates each year, broken into Idaho sponsored and non-sponsored graduates.



As of August 2017, the following estimated numbers of U of U graduates are practicing medicine in Idaho:

UU Medical School Graduates practicing in Idaho	287*
UU Resident Graduates practicing in Idaho	65*
Total	352*
Idaho Sponsored Students, 1977-2018:	297

* These numbers were generated by the University of Utah Alumni Office in conjunction with information provided by the Idaho Board of Medicine and research completed by the Idaho Affairs Office. They reflect U of U graduates who are currently licensed by the State of Idaho. Current 7/6/18.

Following is the resident graduate report of those who chose to practice medicine in Idaho:

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DECEMBER 20, 2018

Attachment 1

Academic Year	Number of Graduates	Specialty				
2017-2018	7:251	1- Cardiovascular 1- Pediatrics 1- Neuroradiology	 Vascular Surgery Pain Medicine Hematology and Medical Oncology 			
2016-2017	5 : 238	3- Pediatrics2 Family Medicine				
2015-2016	7:301	2 – OB/GYN 1 – Dental 1 – Physical Medicine and Rehabilitation	 Pulmonary and Critical Care Pediatric Emergency Medicine Geriatrics 			
2014 - 2015	6 : 289	1 - Family Medicine - OB 1 - Sports Medicine 2 - Internal Medicine	1 - Interventional Cardiology Fellowship 1 – Nephrology Fellowship			
2013 - 2014	9 : 291	1 - Internal Med 1 - Dermatology 1 - Pathology 1 - Plastic Surgery 1 - Vascular Surgery	2 - Pain Med 1 - Nephrology 1 - Pediatric Gastroenterology			
2012 - 2013	8 : 305	1 – Pediatrics 2 – Cardiology 1 – Pathology 1 – Internal Medicine	1 – Anesthesiology 1 - Hematology/Oncology 1 - PM&R			
2011 - 2012	8 : 297	1 – Neurology 1 – Family Medicine 1 - Pediatrics	3 – Internal Medicine 1 – Emergency Medicine 1 - Dermatology			
2010 – 2011	9 : 292	4 – Family Medicine 1 – Radiation Oncology 1 – Internal Medicine	1 – General Surgery 1 – Emergency Medicine 1 - Peds-Anesthesiology			
2009 – 2010	7 : 266	1 - Medicine - Psychiatry1 - Pediatrics3 -Family Medicine1 - Emergency Medicine3 - Internal Medicine				

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS DECEMBER 20, 2018

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Academic Year	Number of Graduates	Specialty		
2008 – 2009	7 : 287	1 – Anesthesiology 3 – Internal Medicine 1 – Family Medicine	1 – Pediatrics 1 – General Surgery	
2007 – 2008	7 : 265	4 – Family Medicine 1 – Internal Medicine 2 - Anesthesiology		
2006 - 2007	4 : 228	1 – Internal Medicine 2 – Pediatrics 1 – Pediatric Hematology/Oncology		
2005 - 2006	8 : 214	2 – Sports Medicine 1 – Dental 1 – Pulmonary	1 – Pediatric Psychiatry 2 – Pediatrics 1 – Pathology	

SUBJECT

Lumina Adult Promise Project

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 (Educational System Alignment), Objective B (Alignment and Coordination) and Goal 2 (Educational Attainment), Objective A (Higher Level of Educational Attainment), Objective B (Timely Degree Completion), and Objective C (Access).

BACKGROUND/DISCUSSION

According to the most recent American Community Survey conducted by the United States Census Bureau, 28% of Idaho citizens have some college but no degree. In 2016, the Idaho Department of Labor (IDL) reported that while more Idaho citizens than ever are employed, many citizens remain underemployed due to a lack of needed skills. As thousands of Idaho jobs are chronically unfilled due to a shortage of qualified workers, and as Idaho businesses seek growth within rural metropolitan communities, the state remains constrained by the limited workforce prepared with the skills necessary to perform increasingly complex responsibilities. IDL projects that Idaho faces a critical shortage of tens of thousands of skilled, qualified workers by 2024, placing statewide economic growth at significant risk.

For a number of reasons not unlike those found across the country, many Idaho adults have been unable to complete their college plans. Many of these individuals can benefit from a comprehensive and accessible credit for prior learning system, and the delivery of academic advising and student support structures within their local communities. As institutions are not located near rural and isolated communities, on-campus classes often require substantial travel that becomes unpractical. However, online classes may also present a challenge due to unreliable or nonexistent internet availability within these regions.

Specifically, there are several underserved populations in the state that have been identified by Board staff that would benefit from having the availability of the aforementioned items. This includes, military veterans as well as American Indian and Hispanic/Latino populations.

Military Veterans

A significant adult population to not be overlooked are military veterans. According to a 2017 study by Wallethub, researchers found Idaho to have the third-highest average number of enlistees among all states. With many high school graduates choosing to serve (instead of matriculating directly to college), this results in a great need to ensure that systemic support is available across Idaho's public institutions when these individuals return to the state. Among other items, this includes providing transparent provisions for the application of training and instruction to postsecondary credentials.

American Indian

As another underrepresented group in Idaho, American Indian students are somewhat less likely to be college ready when they graduate from high school, due to a myriad of reasons including lack of advanced opportunities and curricula incongruences and they are considerably less likely to go on to postsecondary education. According to a study by the University of Idaho McClure Center for Public Policy in June 2016, while Idaho's American Indian adults are about as likely as all Idaho adults to have at least a high school diploma, they are less likely to have education beyond high school. American Indian students represent only 1% of all undergraduate enrollment in Idaho. To help address the issue of access, the Board authorized Idaho State University to pilot a reduced fee rate for American Indian student populations in Idaho.

Hispanic/Latino

While Idaho has a great need to increase adult college completion across all demographics only 12.7 percent of Idaho Hispanic adults hold a college degree, and that's the lowest rate in the nation. This compares with 22.6 percent of Hispanic adults in the U.S. holding a two- or four-year college degree. Since Hispanics represent the state's largest ethnic minority, they also represent a linchpin toward meeting Idaho meeting its 60% postsecondary attainment goal for citizens between 25-34 years of age. Awareness, marketing and promotion of educational and scholarship opportunities must be tailored to address the unique cultural norms of this population.

To help address the issues associated with the aforementioned underserved groups, in addition to adult learners altogether, Board staff submitted a grant proposal to the Lumina Foundation to be considered for its "Adult Promise" efforts. In October Board staff was notified the proposal would be funded in the amount of \$400,000 over a two year period.

As part of an ongoing nationwide initiative, Lumina Foundation awarded more than \$2.5 million in grants to six states supporting adults who want to earn college degrees, certificates, and other quality credentials beyond a high school diploma. In addition to Idaho, California, Hawaii, Kentucky, North Carolina and Ohio were selected to serve as the second cohort of Lumina's Adult Promise effort, a partnership with the State Higher Education Executive Officers (SHEEO).

Specific grantees include: California Community College System; the University of Hawaii System; the Idaho State Board of Education; Kentucky Council on Postsecondary Education; a partnership between the University of North Carolina System and the North Carolina Community College System; and the Ohio Department of Higher Education. States were selected through a highly competitive grant process that involved 25 applications from 22 states.

These states join the initial cohort of Adult Promise states that Lumina announced in November 2017: Indiana, Maine, Minnesota, Oklahoma, and Washington. To date, Lumina has invested nearly \$6.5 million in the Adult Promise effort.

IMPACT

The award will provide for several items. This includes the delivery of student advising and educational services for adults through community libraries in ten rural underserved counties. It will also render expense for contracted services with institutions or independent service providers to launch outreach to prospective adult students in partnership with colleges, industry partners, and state and local agencies. Finally, grant resources will support efforts among faculty to develop a clear and consistent statewide articulation for awarding credit for prior learning and military experience. In sum, it is expected these efforts will increase visibility for postsecondary opportunities available to adults, while also providing greater accessibility to the use of alternative learning toward the completion of a postsecondary credential.

ATTACHMENTS

Attachment 1 – Adult Promise Project Executive Summary Attachment 2 – Adult Promise Budget Attachment 3 – Adult Promise Advisory Board Members

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will be working with institutions, the Idaho Commission for Libraries, and professional organizations to deliver service and utilize best practices toward the development of postsecondary course articulation for military experience and prior learning. If determined successful, possibilities will be explored with respect to expansion.

BOARD ACTION

This item is for informational purposes only.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS Attachment 1 DECEMBER 20, 2018

Idaho's Adult Promise Project Executive Summary August 8, 2018

The Idaho State Board of Education (SBOE) and the Idaho Commission for Libraries (ICfL) seek support from the Lumina Foundation to introduce an approach that increases adult access to a high-quality education, with a focus on meeting the educational needs of Idaho's U.S. military veteran population. The Gem State has a long history of sending a higher proportion of her citizens to serve in defense of the country than most states. Idaho resides among the top four states with the highest average number of military enlistees, with a high concentration of veterans residing in small counties. Whereas eight percent of the U.S. population are veterans, veterans make up 9.9 percent of Idaho's population and nearly half of the state's 44 counties have a higher veteran population than the national average. This is none more evident than in largely rural Elmore County, which has the highest percentage of veterans of any county in the United States.

While Idaho's veterans have demonstrated a high level of interest in education beyond high school, unique barriers have prevented realization of the educational goals of many. Forty percent of Idaho's veterans have completed some college without earning a credential, compared to just 28% of the general state population. This project intends to address these issues through helping veterans finish what they have started and to support those who have yet to begin. Idaho's Adult Promise Project will deliver services to veterans that will strategically target their greatest educational barriers. Services will include: delivering access to a comprehensive prior learning assessment (PLA) system committed to evaluating education or experience for the awarding of college credit; offering intensive academic and financial advising and social support; providing "crosswalks" that clearly reflect equivalencies between college courses and CLEP and DSST scores, JST/CCAF instruction and training; and supporting veteran use of the state's Career Information System to connect educational pathways to career opportunities. Veterans supported by this project will also benefit from current statewide efforts to guarantee transferability of college credit across Idaho's public institutions and from the state's initiative to provide free textbook resources for General Education courses at all institutions. While veterans are its focus, no adult interested in seeking to begin or continue a postsecondary education will be turned away from services offered by Idaho's Adult Promise Project.

To maximize impact, the SBOE and ICfL have identified Ten Idaho Counties with the highest concentration of veterans to serve as project sites. The veterans' location in some of Idaho's most remote communities offers an added opportunity to support rural community and economic development while assisting individual adults in those communities. No entities are better poised to help achieve these purposes and host this project than the local libraries in these ten counties. Idaho's Adult Promise Project will allow the SBOE and local librarians to work together to implement strategies that will engage rural veterans in ways that are responsive to regional

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education and workforce needs as well as the needs of individuals. Idaho's eight public institutions will contribute academic advising and student support staff trained in offering services such as those described above. Utilizing a statewide messaging campaign, libraries will: communicate the accessibility of online learning resources within their communities; support student use of these resources; provide facility space for postsecondary staff members, and offer continuing education programming aligned with veterans' academic and personal goals and Adult Promise project objectives.

By serving individual veterans and other adults, this project strives to improve economic conditions in these ten counties. Poverty rates in all but one of the selected counties is at, or above, the state average, with one county experiencing a nearly 20% poverty rate. The average unemployment rate across the counties engaged in this effort is nearly double the state's rate of 2.5%. This issue is further compounded for those who carry veteran's status in these regions, as the U.S. Census Bureau reports that rural veteran employment rates are lower than that for veterans in urban areas and the percentage of veterans holding jobs is even lower in extremely rural counties. The population in the largest county among those selected for the introduction of this program slightly exceeds 25,000. The smallest resides just under 1,100. While these counties were selected for their high concentrations of veterans, not for their economic conditions, the SBOE and ICfL embrace the challenges and opportunities inherent in supporting Idaho's veterans and the rural communities in which they live.

At the state level, this project will complement many initiatives in the public and private sectors currently underway to meet the state's goal to see 60% of its population hold some form of postsecondary credential by 2025. The U.S. Census Bureau reports that just 10% of Idaho's adult population over 25 hold associate's degrees and 18% of Idaho adults over age 25 hold bachelor's degrees. Despite efforts to shrink this gap, this gulf between the 60% goal and current educational attainment levels has remained stubbornly wide. Retooling of current efforts, and developing new approaches, including Idaho's Adult Promise Project, are essential.

Many business and government leaders are now recognizing that Idaho's educational attainment gap will not be filled without the inclusion of Idahoans over age 25, a growing proportion of the population. Idaho's share of children who will go on to become traditional college or university students is being outpaced by Idaho's aging population. C.L. "Butch" Otter, state legislators, numerous state agencies, Idaho Business for Education leaders, and others have all expanded their commitment to supporting adult learners. U.S. Senator Mike Crapo has taken this one step further having convened a statewide work group focused on understanding and supporting the education and training needs of Idaho's veteran population.

In proposing Idaho's Adult Promise Project, SBOE and ICfL recognize that supporting adult educational attainment has never been more critical to the overall well-being of the state. The Idaho Department of Labor has recently concluded that a shortage of educated citizens is threatening Idaho's economic vitality beyond that initially thought. While more Idaho citizens

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS Attachment 1 DECEMBER 20, 2018

than ever are employed, the department reports that many citizens lacking necessary skills remain underemployed. This complements the agency's projection indicating that Idaho faces a critical shortage of tens of thousands of skilled, qualified workers by 2024.

At its core, Idaho's Adult Promise Project is intended to improve the lives of individual Idaho veterans and other adults seeking to earn postsecondary credentials. As individuals realize their educational goals local communities, counties, and the state are all positioned to benefit. This research-based project has been strategically designed by SBOE and ICfL to serve as the template by which a statewide scale will be modeled. Project designers envision that meaningful outcomes will prompt sustained support for achieving implementation within all corners and communities of Idaho.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018

Attachment 2

LUMINA PROPOSAL BUDGET

ORGANIZATION NAME:

Da	te:								
SUGGESTED BUDGET CATEGORIES		REQUESTED LUMINA SUPPORT			TOTAL LUMINA SUPPORT REQUESTED	TOTAL NON- LUMINA SUPPORT		TOTAL PROJECT BUDGET	
		Year 1	Year 2	Year 3	Year 4		In-Kind*	Other Funds	
1	Direct Project Costs								
	Personnel Expenses								
	Salaries* Five Advisors(5) \$40,000		- 1			0			0
	Benefits (list % rate)		0			0			0
	SUBTOTAL: Personnel Expenses	0	0	0	0	0	0	0	0
	Other Direct Expenses								
	Materials and Supplies*	0				0			0
	Equipment Purchase Hardware/software	8,000	2,000			10,000			10,000
	Travel *	8,000	8,000			16,000			16,000
	Meetings/Conferences*	40,000	4,000	0	0	44,000	25,000		69,000
	Consultants*	0	200,000			200,000	300,000		500,000
	Develop web portal for PLA		20,000			20,000	80,000		100,000
	Communication*	8,000	2,000			10,000			10,000
	Subcontracts or subgrants					0			0
	Third-Party Grant Management	55,000	35,000			90,000			90,000
	SUBTOTAL: Other Direct Expenses	119,000	271,000	0	0	390,000	405,000	0	795,000
2	Indirect Costs (if requested)								
	Indirect Expenses **	5,000	5,000						0
	SUBTOTAL: Indirect Expenses	5,000	5,000	0	0	10,000	0	0	10,000
3	GRAND TOTAL	124,000	276,000	0	0	400,000	405,000	0	805,000
NO	TE: Please prepare your budget so that t	he total project	budget is rou	inded to the	nearest \$100).			

Advisory Board Members

Lisa Atkinson is a vice president and market manager for Zions Bank's business payments and technology department. Atkinson is responsible for the western Idaho business payments and technology team, as well as managing a portfolio of clients. Her leadership helps her team provide significant value in cost savings and operating efficiencies for clients. A veteran banker with more than 20 years of experience, Atkinson has experience with many aspects of banking, including operations, relationship management, and financial technology. Because of her commitment to excellence, Atkinson has been honored with awards that include Circle of Excellence and being named as a WCA TWIN Honoree. Her industry experience has allowed her to mentor many financial professionals and help them be successful. Atkinson is a graduate of Leadership Boise and is heavily involved in the community. She shares her passion and leadership with many organizations, including the American Red Cross, First Tee of Idaho, and the Association of Financial Professionals.

Manuelita (Lita) Burns, a Wyoming native, currently serves as the Vice President for Instruction at North Idaho College in Coeur d'Alene, ID. Dr. Burns has worked in higher education for 26 years; initially serving as faculty at Central Wyoming College. She moved to north Idaho in 2001 after accepting the position as Director of Health Professions and Nursing. She was later promoted to a dean's position and in 2012 became the Vice President for Instruction. Lita earned her Bachelor of Science degree in nursing from the University of Wyoming, a Master of Science degree in nursing from the University of Colorado, and a Ph.D. in Leadership Studies from Gonzaga University.

Aaron Kunz has been in broadcast since 1993 when he accepted a position as a board operator at a radio station in Blackfoot. Before getting his first job as a television reporter in 2000 he joined the army. Over the next decade, Aaron wore many hats including: host, anchor, photographer, reporter and weather forecaster. He has done it all, but the common thread was storytelling. Aaron documented eastern Idaho farmers who were finding ways to make their operations better for the environment while improving their crops. He also covered stories on a family struggling to survive in a draught stricken eastern Idaho, and hosted programming for the 2002 Winter Olympics. Additionally, Aaron covered the Idaho Legislature for the past eight years. He became the face of the statehouse in eastern Idaho and worked for regional public media project EarthFix. Aaron joined Idaho Public Television

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018

fulltime in 2013, acting as production manager and co-host of Idaho Reports. Aaron was the producer of the Journey to College Series for Idaho Public Television. This three piece series features Idaho High School students, young adults and American Indian youth as they plan and prepare for life after high school.

John Russ is an area manager for the Idaho Department of Labor overseeing ten labor offices in Southwestern and South Central Idaho. For over 10 years, John has been a leader in Idaho's workforce development efforts specifically in the areas of employment services, business outreach, unemployment insurance, and Veteran's services. In addition, John serves as the project manager for Apprenticeship Idaho, a statewide effort between education, employers and government, to expand apprenticeship opportunities for Idahoans. Prior to his public service, John served as business coordinator with Goodwill Staffing Services and a placement coordinator at the Women's and Children's Alliance. John got his start in workforce development by proudly serving 20 years in the US Army as a recruiter and tank instructor.

Adrian San Miguel is the director of postsecondary education for Idaho Career & Technical Education in Boise. Originally from Texas, he received his degrees from Baylor University and has spent the last 14 Years working in higher education in Texas, Indiana, and Idaho. His career and passion has focused on Serving special populations, nontraditional students and diversity related initiatives. He provides state Leadership for Federal Perkins and Adult Education programs at the postsecondary level. He also provides oversight of programs designed to create awareness and a vision of equity for special populations and nontraditional occupations through Idaho's Centers for New Directions. Adrian supports and provides technical assistance to Idaho's six technical colleges for degree & certificate career & technical education programs and non-credit workforce training center programs.

Mike Satz serves as the associate vice president and chief executive officer for the University of Idaho in Boise, Idaho. In this role, Mike is representing the university's interests in outreach, economic development, and academic programing for Southwestern Idaho. He also serves as the coordinating administrator for the president's Latino Advisory Council whose efforts focus on enrollment, supporting research, and outreach with respect to Idaho's Latino population. During his time as the interim dean for University of Idaho College of Law, Mike established a law externship program with Shoshone Bannock tribe. While serving as associate dean for Faculty Affairs, Mike's work focused on creating a safe and

Attachment 3

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018

Attachment 3 respectful learning environment for students from all backgrounds. Mike earned his JD from the University of Michigan and BA/BS in History and Political Science from Southern Methodist University.

Robert F. Sobotta is the Director of Native American/Minority & Veterans Services at Lewis-Clark State College in Lewiston, Idaho; a Nez Perce tribal member and lifelong resident of Lapwai, Idaho. He has been involved in education within Idaho for the past 29 years and been employed with LCSC since 1992. Bob received his bachelor's degree in Social Science-Secondary Education from LCSC, and a master's degree in Education Administration from the University of Idaho. Working at LCSC, Bob has been a leader and advocate of multicultural education focusing on recruitment, retention, outreach and cultural awareness programming. Along with a variety of campus committees, Bob currently serves on State Board of Education's Idaho Indian Education Committee and the Native American Inter-Institutional Collaborations Committee (WSU, UI, LCSC, and NIC & NWIC). Bob is also the Head Boys Basketball Coach at Lapwai High School which won the 2017 & 2018 Idaho Boys State 1A Championship.

Don Soltman is a Grangeville, Idaho native with a bachelor's degree in Life Sciences from the Air Force Academy and a master's degree in Health Care Administration from Baylor University in Texas. He served 10 years in the Air Force, working at various health care facilities across the United States, Europe and in Vietnam. In addition to his service, Don is a current member of the Idaho State Board of Education and he served four years on the state's Professional Standards Commission – which advises the Board of Education on standards for teacher certification in Idaho schools – including three years as chairman of its budget committee. He also served on the state committee that developed the graduation standards in science for Idaho students.

SUBJECT

Complete College America Momentum Pathways Work Plan

REFERENCE

- August 2010Board established an attainment goal that 60% of
Idaho's 25-34 year olds will have a postsecondary
degree or certificate by 2020.
- August 2011 Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
- December 2011 Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
- June 2012 Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.
- June 2015 Board approved changes to Board Policy III.S., establishing co-requisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
- September 2017 Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
- December 2017 Board reviewed implementation of Complete College America "Game Changer" strategies and the effectiveness of initiatives supported by Complete College Idaho funding.
- August 2018 Board provided with overview regarding Idaho's selection as a Momentum Pathways state by Complete College America.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Q. Admission Standards, Section III.R. Retention Standards, and Section III.S. Remedial Education

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: Educational System Alignment – Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students. Objective A: Data Access and Transparency – Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system. Objective B: Alignment and Coordination – Ensure the articulation and transfer of students throughout the education pipeline (secondary school, technical training, postsecondary, etc.)

GOAL 2: Educational Attainment – Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy. Objective A: Higher Level of Educational Attainment – Increase completion of certificates and degrees through Idaho's educational system. Objective B: Timely Degree Completion – Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support)

BACKGROUND/DISCUSSION

Idaho became a Complete College America (CCA) Alliance State in 2010. It has since worked closely with CCA on a range of academic initiatives including transforming remediation, creating clear academic pathways, and promoting timely credential completion. Recently CCA has modified its strategies to also include a focus on first year student guidance and engagement and addressing adult learner needs through accelerated courses, year-round predictable schedules, and prior learning assessment opportunities.

In 2010, subsequent to the Board adopting a goal calling for 60% of Idahoans age 25 to 34 hold a postsecondary credential, Board staff presented statewide degree completion projections and proposed possible strategies to aid the state in meeting the goal. In October 2011, the Complete College Idaho (CCI) Team attended the CCA Annual Convening and Completion Academy to develop a draft completion Plan. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan). In addition to integrating CCA strategies into the proposed plan, staff collected feedback from public and private stakeholders. The final version of the CCI Plan was approved by the Board at its June 2012 Regular meeting.

Since that time significant work has commenced on the plan, with collaboration between the Office of the State Board of Education and the public postsecondary institutions to implement many of the initiatives proposed in the CCI Plan. Additionally, over \$8.5 million was allocated from the Idaho Legislature from 2014-2017 to support CCI initiatives.

With meaningful progress having been achieved through the implementation of CCI strategies on individual campuses, work still remains to fully deliver and scale CCA strategies across all eight institutions. As a result, in July 2018 CCA selected Idaho as a Momentum Pathways state. Due to the commitment exhibited by institutional leadership, the Governor's Higher Education Task Force, and recent legislative support for Board initiatives, Complete College America has chosen Idaho as one of two states to invest additional resources to help complete the work that has been undertaken with the aforementioned strategies.

The Momentum Pathways Project is designed to help states/Alliance members and their postsecondary institutions scale a core set of evidence-based strategies proven to close equity gaps and generate significant gains in college completion rates. Individually, these strategies are CCA's well-known Game Changers: 15 to Finish, Math Pathways, Corequisite Support, Momentum Year and Academic Maps with Proactive Advising. The overarching structure of Momentum Pathways represents a tested and guided approach to scaling these strategies with intentional sequencing and division of labor among faculty and staff. The Momentum Pathways model also includes built-in success checkpoints: annual opportunities to collect and report data proving that recent efforts are getting the intended results. These checkpoints fuel momentum for the project teams as they see the impact of their efforts within months, rather than waiting two to six years to see if their graduation rates were affected.

Since the announcement of Idaho's selection as a Momentum Pathways state, institutional provosts and their staff members have developed a work plan with clear goals and objectives. The work plan envelopes: Complete College America strategies; Governor's Higher Education Task Force (HETF) recommendations assigned to the Board's Instruction, Research, and Student Affairs (IRSA) Committee; and, standing IRSA goals.

IMPACT

Determining priorities and timelines for the aforementioned plan will provide direction to institutions and Board staff. Upon completion of these items across the system, Idaho's public colleges and universities will deliver a more accessible and affordable postsecondary education system for students and families, whereby the needs of all levels and backgrounds of learners are more effectively accommodated. Furthermore, implementation of the plan will address many of the student-centered HETF recommendations adopted by the Board, leading to improved retention, progression, and completion rates.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS DECEMBER 20, 2018

STAFF COMMENTS AND RECOMMENDATIONS

Board staff will work with institutional leadership, CCA staff, and stakeholders to coordinate implementation of work plan objectives based on direction rendered by the Board. The prioritization and timeline of goals as discussed by the Board at its December 2018 work session will provide guidance and expectations for accomplishing Board goals with fidelity.

BOARD ACTION

I move to adopt the updated Complete College America Game Changers as provided herein.

AND

I move to approve the goals identified in the Work Session TAB 2, Attachment 1 prioritization and scale implementation timelines as identified below.

	Priority Level	Implementation Timeline
Goal 1		
Goal 2		
Goal 3		
Goal 4		
Goal 5		
Goal 6		
Goal 7		
Goal 8		
Goal 9		

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19-20, 2018

TAB	DESCRIPTION	ACTION
1	COLLEGE OF WESTERN IDAHO – BIENNIAL PROGRESS REPORT	Information Item
2	WORKFORCE DEVELOP COUNCIL UPDATE	Information Item
3	TEACHER OF THE YEAR – BECKY MITCHELL	Information Item
4	PUBLIC SCHOOL FUNDING INTERIM COMMITTEE PROGRESS REPORT	Information Item
5	CODE.ORG – UPDATE ON IDAHO ACTIVITIES	Information Item
6	STEM ACTION CENTER – UPDATE AND STEM SCHOOL DESIGNATION	Motion to Approve
7	PRESIDENTS COUNCIL – STUDENT MENTAL HEALTH	Information Item
8	IDAHO STATE UNIVERSITY – FACULTY SENATE – CONSTITUTION	Motion to Approve
9	EDUCATOR PIPELINE REPORT UPDATE	Information item
10	EDUCATOR PREPARATION PROGRAM QUALITY PERFORMANCE MEASURES	Motion to Approve
11	EDUCATOR EVALUATION REVIEW	Information Item

12 ACCOUNTABILITY OVERSIGHT COMMITTEE – ANNUAL STUDENT ACHIEVEMENT REPORT

Information Item

COLLEGE OF WESTERN IDAHO

SUBJECT

College of Western Idaho Biennial Progress Report

REFERENCE

December 2014

Board received the College of Western Idaho's Biennial Progress Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.3.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Education System Alignment, Objective B: Alignment and Coordination Goal 2: Educational Attainment, Objective C: Access Goal 3: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement for the College of Western Idaho (CWI) 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

CWI's strategic plan drives the College's integrated planning; programming, budgeting, and assessment cycle and is the basis for the institution's annual budget requests and performance measure reports to the State Board of Education, Division of Financial Management, and the Legislative Services Office.

ATTACHMENTS

Attachment 1 – College of Western Idaho Facts At A Glance

STAFF COMMENTS AND RECOMMENDATIONS

The institution annual report gives the Board the opportunity to discuss progress towards the institution's strategic plan goals, initiatives the institution may be implementing to meet those goals, and progress toward State educational system initiatives.

BOARD ACTION

This item is for informational purposes only.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2018

ATTACHMENT 1

COLLEGE AND STUDENT INFORMATION



TAB 1 Page 1

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2018

C W I P R O G R A M S

About College of Western Idaho

College of Western Idaho (CWI) is celebrating 10 years of advancing student success. Currently the *largest community college* in the state, CWI delivers exceptional educational opportunities to *more than 31,000* students through locations in Boise, Nampa, and online. CWI specializes in offering associate degrees, certificates, career and technical education, short term training as well as GED prep, ESL classes, and basic skills education.

ATTACHMENT 1 CWI Core Themes





INSTRUCTIONAL EXCELLENCE



COMMUNITY CONNECTIONS



ORGANIZATIONAL STEWARDSHIP



CWI Mission

The College of Western Idaho expands learning and life opportunities, encourages individual advancement, contributes to Idaho's economic growth, strengthens community prosperity, and develops leaders.

Accreditation

The College of Western Idaho is accredited through the Northwest Commission on Colleges and Universities (NWCCU). The NWCCU is a regional postsecondary accrediting agency recognized by the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).



2

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS DECEMBER 19, 2018

ATTACHMENT 1

Programs



CWI's tuition and fees is \$139/credit hour.

1 Information based on credit student counts and may include duplicated headcount based on students taking multiple delivery methods. Basic Skills Education is 100% traditional delivery and Workforce Development (WD) offers a variety of all three methods. *2* Estimated costs for a full-time (12 credits) undergraduate student. Transportation and living expenses will vary depending on circumstances. *3* Workforce Development (noncredit) class fees vary based on content and delivery. *4* Idaho Association of Collegiate Registrars and Admissions Officers (IACRAO). (August 2018). Higher Education in Idaho 2017–2018. Retrieved from http://iacrao.weebly.com/resources1.html.

PPGA


10% Full-Time

60% of part-time enrollment is dual credit

> Full-Time Equivalent 6,275

90% Part-Tim

31% Increase in dual credit enrollment



5 Includes Fiscal Year (FY) 2018 credit and noncredit student enrollment. Workforce Development distinct student count is 6,500. Duplicates may exist for noncredit and total students served. **6** Age, Gender, Residency, and Status information based on FY 2018 credit student enrollment. Part-Time includes dual credit students. **7** Based on FY 2018 credit student enrollment. Part-Time includes dual credit students. **7** Based on FY 2018 credit student enrollment. Part-Time includes dual credit students. **7** Based on FY 2018 credit student enrollment. **8** Based on total degree candidates eligible for final honor designations of Cum Laude, Magna Cum Laude, and Summa Cum Laude in FY 2018. **9** Includes self-declared veterans who may or may not be using educational benefits.



ATTACHMENT 1

Students



10 Information includes credit and Workforce Development student counts and may include duplicated headcount as students attend multiple locations. 11 Includes 2016-2017 graduates who are employed or seeking additional education.12 Includes scholarships awarded to CWI students thru College of Western Idaho and the CWI Foundation.

PPGA

ATTACHMENT 1

CWI STUDENT DEMOGRAPHICS



Serving a Diverse Population

Since its founding, the College of Western Idaho has embodied a culture that encourages full participation of all members of our campus community. CWI is committed to ensuring access and fair treatment to historically underrepresented populations, and promotes policies, programs, and actions that cultivate habits of inclusivity and equity. CWI is a place where multicultural competence is developed and effective and engaged citizenship is encouraged.



Gender⁶
43%
57%

6

6 Age, Gender, Residency, and Status information based on Fiscal Year (FY) 2018 credit student enrollment.

ATTACHMENT 1

Ethnicity¹³

Ethnicity	Credit	Basic Skills Education	Percentage
American Indian	197	17	1%
Asian	385	290	3%
Black or African American	338	272	3%
Hawaiian/Pacific Islander	75	19	0%
Hispanic	3,090	1,093	19%
Multi-Racial	532	102	3%
Non-Resident Alien	61	—	0%
Not Reported	960	—	4%
White	13,963	1,092	67%

Financial Aid (2016-2017)¹⁴



13 Information shown is based on credit and Basic Skills Education student enrollment. Ethnicity is not currently collected on Workforce Development students. 14 IPEDS Student Financial Aid and Net Price Survey, 2016-2017. Full-time Beginning Undergraduate Students. Retrieved from https://nces.ed.gov/collegenavigator/?q=college+of+western+idah o&s=all&id=455114#finaid.



ATTACHMENT 1

CWI COLLEGE OVERVIEW





15 As approved by the CWI Trustees on September 4, 2018. **16** 2018 levy rate of \$14.31 per \$100,000 for Ada and Canyon County property owners. **17** Based on employee count as of Aug. 31, 2018. **18** Includes all non-credit teachers.

8

ATTACHMENT 1



BOISE/ADA COUNTY

• Boise Center (Formerly Ada County Campus)

Lynx Building (ALYN) – 🏚 9300 W. Overland Rd., Boise, Idaho¹⁹

Mallard Building (AMAL) – 🏚 9100 W. Black Eagle Dr., Boise, Idaho

Pintail Center (APIN) – ♠ 1360 S. Eagle Flight Way, Boise, Idaho

Quail Building (AQUL) – 🏚 1450 S. Eagle Flight Way, Boise, Idaho

* CWI Horticulture (HORT)

2444 Old Penitentiary Rd., Boise, Idaho – 🏚



19 One Stop Student Services location.

NAMPA/CANYON COUNTY * Nampa Campus

Academic Building (NCAB) – ☆ 5500 E. Opportunity Dr., Nampa, Idaho

Administration Building (NADM) – ☎ 6056 Birch Lane, Nampa, Idaho

Aspen Classroom Building (NASP) – ✿ 6002 Birch Lane, Nampa, Idaho

Micron Education Center (NMEC) – ✿ 5725 E. Franklin Rd., Nampa, Idaho¹⁹

Multipurpose Building (NCMP) – ☆ 6042 Birch Lane, Nampa, Idaho

Proposed Health Science Building – ✿ Selland Way, Nampa, Idaho

Canyon County Center (CYNC) 2407 Caldwell Blvd., Nampa, Idaho¹⁹ – Δ

CWI also offers classes at various community locations, including high schools, throughout the Treasure Valley area.

ATTACHMENT 1

COLLEGE OVERVIEW CWI

Milestones







CWI Foundation established and first graduation held

Micron Education Center opens—a customized training and state-ofthe-industry facility



m



Innovation in English and Math remediation introduced—co-requisite

CWI achieves independent accreditation through

45,000+ dual credits earned; CWI becomes states largest provider and NACEP accredited

CWI Speech and Debate team wins sixth national









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PPGA

ATTACHMENT 1



As the Treasure Valley experiences significant population growth and an

aging demographic, we face a growing gap between the staffing needs of health- and science-related fields and the skilled workforce available to fill those jobs. A new Health Science Building is crucial to fulfilling this need.

Closing the Gap

According to the Idaho Department of Labor the state needs 10,000 healthcare professionals by 2024.



CWI is the connection between skilled workers and industry shortages.

Serving the entire Treasure Valley, CWI's new Health Science Building will provide a critical **increase in capacity** to address the skills gap – **an additional 2,500 students annually** will have access to credit and short-term training in nursing, natural and life sciences, medical and emergency responder professions, and additional healthcare careers.

CWI's primary goal is to ensure students receive the skills and career training they need to be workforce ready.

ATTACHMENT 1



Achieve More

For More Information Regarding College & Student Facts

Contact CWI Communications & Marketing

208.562.2222 communications@cwidaho.cc 6056 Birch Lane, Nampa, Idaho 83687

Sign Up for CWI's eNewsletter

cwidaho.cc/subscribe



208.562.3000

www.cwidaho.cc

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112018-08

IDAHO WORKFORCE DEVELOPMENT COUNCIL

SUBJECT

Workforce Development Council/State Board of Education Discussion

REFERENCE

October 2017

The Board received an update from the Workforce Development Council Chair, Trent Clark, on the reorganization of the council and plans of the council moving forward.

APPLICABLE STATUTE, RULE, OR POLICY

Section 72-1201, Idaho Code, Creation of Workforce Development Council Executive Order 2017-13, Continuing the Workforce Development Council for Planning and Oversight of the State's Workforce Development System

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

The Workforce Development Council was created by Governor Phil Batt in 1996 by consolidating four advisory groups that dealt with workforce development issues. The Workforce Development Council has served as the state workforce board under the Job Training Partnership Act, the Workforce Investment Act and currently under the Workforce Innovation and Opportunity Act. In 2018 the Workforce Development Council was reorganized through the enactment of Section 72-1201, Idaho Code and Executive Order 2017-13. The new Executive Order establishes the makeup of the 36 member council. The current structure of the council is made up of:

- 17 positions appointed by the Governor representing industry
- 7 positions appointed by the Governor representing workforce
- 9 positions appointed by the Governor representing government, including a representative from the State Board of Education
- 2 members from the legislature (one member from each chamber)
- The Governor or his designee

Through Executive Order 2017-13, the Council is charged with advising the Governor, Legislature and appropriate executive agencies on matters related to developing and implementing a comprehensive workforce development strategy for Idaho that:

- a. Increases public awareness of and access to career education and training opportunities;
- b. Improves the effectiveness, quality and coordination of programs and services designed to maintain a highly skilled workforce; and

c. Helps provide for the most efficient use of federal, state and local workforce development resources.

The Executive Committee of the Workforce Development Council would like to discuss the following topics with the Board:

- Work-Based Learning Initiatives
- Outreach Efforts (including Adult Learner Scholarship Campaign)
- State Board of Education Legislative Priorities

IMPACT

The purpose of this agenda item is to generate discussion around areas of collaboration between the Workforce Development Council and the State Board of Education.

STAFF COMMENTS AND RECOMMENDATIONS

The Board office has a number of collaboration projects in the works with the Workforce Development Council staff, these include marketing of the Adult Learner Opportunity Scholarship, and the research and planning for expansion of the NextSteps Idaho Website. Additionally, Caty Solace, the Council's Communications and Outreach Manager is housed in the Board office and participates in various communication and outreach activities.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Idaho Teacher of Year – Becky Mitchell

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Becky Mitchell was named Idaho Teacher of the year in September 2018. Becky Mitchell has been a high school English and Physical Sciences teacher at Vision Charter School in Caldwell, Idaho for nine years. Ms. Mitchell's depth of experience, which spans a couple decades in the classroom, includes teaching everything from Spanish to kindergartners to chemistry at the community college as well as a number of dual credit courses. Ms. Mitchell has been recognized for her ability to integrate new online learning platforms into her classroom instruction and creating a classroom environment where differentiated learning is the norm. Mrs. Mitchell serves as Vision Charter School's English Language Arts department chair and Lead Teacher for Secondary Education. Her education includes a Bachelor's degree in Chemistry Education. Her science students have competed at Imagine Tomorrow at Washington State University, winning awards in two different categories.

Ms. Mitchell initiated the school's robotics program, which has grown into FIRST® LEGO® League and two FIRST Tech Challenge teams. In addition to her exemplary teaching and leadership at Vision Charter School, Ms. Mitchell also serves as a Teacher Mentor for the Idaho Science and Aerospace Scholars Program, guiding teams through their summer academy at Boise State University and NASA Ames Research Center.

During the summer, she has been a Teacher Mentor for the Idaho Science and Aerospace Scholars program, guiding teams through their summer academy at Boise State University and NASA Ames Research Center. She is also the Drama Director, and this year added a broadcasting class, which produced school news programs and advertising campaigns. Professionally, she has contributed to both English and Science education in the state as a member of those respective societies and as a presenter at regional conferences. She has also worked with State of Idaho Department of Education on the Chemistry end of course exam review committee and in the Master Teacher cohort.

IMPACT

This agenda item with give the Board the opportunity to discuss areas of success Ms. Mitchell has experienced during her teaching career.

STAFF COMMENTS AND RECOMMENDATIONS

Ms. Mitchell has shown marked success with her students going on to some form of postsecondary education and will share with the Board experiences with the PSAT and SAT as well as how her student use the senior project model to help them utilize their State Fast Forward fund to prepare for the future.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Public School Funding Formula Interim Committee Update

REFERENCE

December 2016

The Board received an update on the collaboration between the Board and the Idaho Legislature's Public School Funding Formula Interim Committee to collect public input from Idahoans on how the state's public schools are funded.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

House Concurrent Resolution (HCR) 33 (2016) created the Legislature's Public School Funding Formula Interim Committee (Interim Committee). In addition to members of the House and Senate, Interim Committee membership includes a member of the State Board of Education (Dr. Linda Clark) and the Superintendent of Public Instruction, Sherri Ybarra. The Interim Committee was tasked with studying the current public school funding structure and making recommendations to the Legislature on possible amendments to the public school funding structure. In 2017, the Interim Committee was reauthorized through HCR 12 to continue its work. Throughout FY 2017 and FY 2018 the Interim Committee gather feedback through regional meetings around the state on changes to the public school funding formula and presentations from national groups on work being done by other states to amend their funding formulas. In February 2018, the Interim Committee approved recommendations that the public school funding formula should be changed to:

- ensure local control and transparency
- be readily comprehensive, and
- equitable and focused on improving student outcomes.

In order to carry out these changes the Interim Committee further recommended the Legislature:

- implement year five of the career ladder compensation system;
- transition the Idaho public school funding formula from counting students based on average daily attendance to counting students based on enrollment;
- revise the timing, frequency and portion amounts of payment distributions to public school districts and charters schools;
- transition the funding formula from a resource allocation funding formula to a student-centered funding formula that includes a base funding amount per student with weights added thereto for special populations;
- provide public schools with more spending flexibility and fewer statutorily required programs and distributions;

- incorporate an accountability and fiscal transparency framework that focuses on student outcomes rather than on prescribed inputs; and
- ensure that public school districts and charter schools are held financially harmless in totality of state funds during the transition period.

The Interim Committee further resolved that careful consideration be given to:

- how and when to count students based on enrollment, fractional enrollment and students who are over one enrollment count (counted as more than one full time equivalent);
- how to address absenteeism;
- when, how often and in what amount payments should be distributed to public school districts and charter schools; a base funding amount per student;
- weights to be added to the base funding amount, the value of such weights and whether such weights should be compounded;
- which statutorily prescribed program distributions should be eliminated or consolidated; and
- the details of the accountability framework the Interim Committee should be reauthorized to make further recommendations.

In 2018, the Legislature passed HCR 49, extending the work of the Interim Committee through November 2018. In FY 2018, the Interim Committee was appropriated funds to hire a consultant to help with the work. The 2018 Legislature re-appropriated \$300,000 of these funds for use in FY 2018. The Interim Committee contracted with Education Commission of the States (ECS) to gather public input and draft a funding formula model for the Interim Committee's consideration.

In 2018, the Interim Committee met seven time between March 27 and November 26. ECS staff held six public meetings, one in each region between June 7 and June 20. In September 2018, ECS provided their first draft of the proposed funding model to the Interim Committee. The proposed funding model was refined at subsequent meetings and made available to the public through the Legislature's website in early November. The early model, dated November 7, and the final model, dated November 21, and adopted by the Interim Committee are available at: https://legislature.idaho.gov/sessioninfo/2018/interim/psff/

At the Interim Committee's final meeting on November 26, the Interim Committee voted to accept the November 21st version of the funding formula model and recommend it positively to the First Regular Session of the 65th Idaho Legislature (2019 Legislature).

IMPACT

The Legislative Services Office is drafting legislation incorporating the funding model "accepted" by the Interim Committee at the November 26 meeting. The legislation will be forwarded to the Senate and House education committees for consideration during the 2018 Legislature with the proposed effective date of the 2019-2020 school year.

ATTACHMENTS

Attachment 1 – Education Commission of the States Description of Idaho Funding Formula Model

STAFF COMMENTS AND RECOMMENDATIONS

The Governor's Task Force for Improving Education recommended a change to the public school funding formula from Average Daily Attendance to Average Daily Enrollment/Membership. The Public School Funding Subcommittee of the Task Force for Improving Education was charged with further developing the recommendation concluded that rather than focus solely on funding based on attendance or enrollment, the entire funding formally needed to be addressed. The public school funding formula significantly changed between 1994 and 1996, in part as a response to "adequacy and equity" lawsuits filed in 1991. Since that time, various sections of Idaho Code that establish Idaho's public school foundation funding have been amended in an attempt to address isolated issues. A systemic look at how public schools are funded in Idaho has not been conducted since 1996. The Task Force subcommittee also concluded that a potential change of such magnitude would take significant legislative buy-in and support and would have the best chance of success if it were driven by the Legislature.

The proposed funding formula model would move to an student enrollment model providing a base amount per student with added student weights for:

- Economically Disadvantaged Students (Title I eligible)
- English Language Learners
- Gifted and Talented Students
- Special Education Students
- Students in Grades K-3 and 9-12

The formula would also make adjustments based on:

- Small District Size
- Remote School Building
- Large District Adjustment
- District Wealth

The funding formula model also includes a hold harmless option for three years and a funding increase cap of 7.5%. The intent of these two options is to manage the impact of moving to a new formula resulting in an annual funding cap for each school district or charter school between 0 and 7.5%.

The funding formula model available on the Legislature's website is a spreadsheet that allows individuals to adjust the various weights and school/district adjustments to see how the formula would affect school districts and charter schools in Idaho. It is important to note the available model uses 2017-2018 Average Daily Attendance and the FY 2019 public school appropriation. Results will be different if you applied the formula were applied to FY 2018 student counts and appropriation.

The overall funding model is based on a set appropriation that is then divided by the final student enrollment count after all weighting and school or district adjustments are applied. As the weights for any category of student are changed, funding will vary. As an example, increasing the weight for economically disadvantaged students and decreasing the weight for special education students would shift funding to schools with high populations of economically disadvantaged students and away from special education students. Likewise, an increase of both weights would shift funding away from schools that had low populations of students in these categories. The available funding model also allows individuals to increase the appropriation amount to estimate how additional funding would affect schools and districts based on the new funding model.

BOARD ACTION

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ATTACHMENT 1



Description of the I daho Funding Model

Many in the education community feel that Idaho's current system for funding public schools is overly complex, confusing, and does not direct funding to the students or schools that need it most. Because of this, the Idaho legislature authorized the "*Public School Funding Formula Interim Committee*" in 2016 to study the state's K-12 school funding formula and recommend changes. After two years of work with multiple meetings throughout the state, the committee reported that Idaho's "...funding formula should be changed to ensure local control and transparency, and that it be readily comprehensible, equitable and focused on improving student outcomes." In March, the legislature authorized the committee to develop a new funding formula for Idaho's public schools. To achieve this goal, the committee has contracted with Education Commission of the States (ECS).

ECS worked with the Interim Committee to develop a formula that is focused on the needs of different student groups and school districts in the state. The goal of the new formula is to help all students, regardless of where they attend school, to reach their educational potential.

The following are important points about the proposed new model:

- The model is still in development it will continue to change as the process moves forward.
- The Committee has yet to make <u>any</u> final decisions about how schools should be funded in Idaho the proposed new model is based off of a set of recommendations and discussions with the committee.
- The Committee has recommended that any new formula not begin until the 2020-21 school year.
- The Committee has also recommended that if a new funding formula is adopted, all districts will be held harmless from any funding loss until at least the 2022-23 school year.
- The funding model shows how districts would be impacted by comparing 2017-18 funding amounts under the current formula to 2018-19 funding under the proposed new formula.

How does the new model work?

The formula starts by providing a "base" amount of funding per student (you can see this base number at the top of the front page). Every public-school student in the state would be funded at least at this level by the state. The new formula then provides additional funding to school districts and charter schools based on both their student and district/school needs. Below are the details about these adjustments.

Funding student needs:

- <u>Additional Funding</u> You can add additional funding to the model to see how it would impact your local schools. As a reminder this would be in addition to the amount of extra funding that the state provided for the 2018-19 school year.
- <u>At-risk students</u> Research has shown that "at-risk" students (often defined as students from low-income families) require additional resources to achieve their academic goals. ECS recommend that the additional weight for at-risk students in the first year of the new formula be an additional 10 percent. We further recommend that this weight increase to 20 percent in the second year of the formula and to 25 percent in the

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third year and beyond. Once fully implemented, this will provide approximately \$1,000 in additional funding for each at-risk student.

- <u>English Language Learners</u> According to public input received during the study, Idaho's current funding for English language learners is insufficient to meet the demands of this student population. We recommend that the state provide additional funding to English language learners to help them receive the services that they need to move off of the ELL designation as soon as possible. ECS recommends that the state provide an additional 10 percent in funding to these students in the first year of the new funding formula increasing it to 20 percent in 2nd year, 30 percent in 3rd year and finally 35 percent in the fourth year and beyond. Once fully implemented, this weight will provide approximately \$1,500 in addition funding per each ELL student.
- <u>Gifted and Talented Students</u> The state's current system for funding Gifted and Talented (G&T) students is limited in scope and does not allow schools to fund gifted and talented programming, only professional development for educators who teach G&T students. ECS recommends that the state assumes that each district/charter schools has 10 percent of their students identified as G&T and that these students are provided with 2 percent in additional funding. This weight provides approximately \$100 per gifted and talented student.
- <u>Special Education Students</u> The federal government requires that schools provide special education services that meet students' unique educational needs. The state's current system of funding special education does not provide an adequate amount of funding to charters and districts to provide federally required services. ECS recommends that the formula provide each special education student with 65 percent of additional funding and increase that amount until it reaches 100 percent of additional funding in the fifth year of the new formula.
- <u>Students in Grades K-3 & 9-12</u> Research shows that students in grades K-3 require smaller class sizes to receive a quality education. Because of this ECS has recommended that students in grades K-3 receive an additional 10 percent in funding. In addition, research shows that there is a higher cost of educating students in grades 9-12 because of the additional course requirements in high school. ECS recommends that students in these grades receive an additional 10 percent in funding 10 percent in funding to cover these additional costs.

Funding district/school needs:

- <u>Small district adjustment</u> Research shows that small school districts have a higher per-pupil cost for delivering a high-quality education to their students. The state's current formula provides an adjustment to districts with 330 or fewer elementary students and 870 or fewer secondary students. ECS created a funding adjustment in the new formula that provides these small districts with additional funding.
- <u>Remote school building adjustment</u> The state's current formula provides some small, remote school buildings additional funding to meet their unique needs. The new formula provides these individual school buildings with an "remote school adjustment".
- <u>Large district adjustment –</u> Research shows that very large school districts can have an increased cost in delivering services to their students. This is often referred to as a "diseconomy of scale". To address this issue ECS recommends a large district adjustment for districts with over 20,000 students. The current model provides an additional weight of 2 percent for districts with 20,000 or more students.
- <u>District wealth adjustment –</u> Some low-wealth districts in the state have difficulty in raising local funding for schools. To help off-set this funding disadvantage, the proposed formula provides additional funding to school districts when their average property wealth per student is below the state average. This funding advantage is capped at a maximum of 10 percent in the current version of the formula.

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Hold harmless and funding cap

As stated earlier, it is the intention of the Committee that no district or charter school will lose funding in the first three years of a new formula. In addition, ECS has recommended that the amount of additional funding that any district can receive from one year to the next in this new formula be capped at a 7.5 percent increase. Together, the hold harmless and funding cap mean that districts and charter schools in the states will see their annual funding change between 0 and 7.5 percent in the first three years of this new formula.

If you have any detailed question about the funding model please feel free to contact either Michael Griffith (<u>mgriffith@ecs.org</u>) or Emily Parker (<u>eparker@ecs.org</u>) at Education Commission of the States.

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SUBJECT

Code.org Update

REFERENCE

February 2015	Board approved Boise State University's computer science endorsement program as an approved educator preparation program
November 2015	Board approved pending rule creating computer science educator endorsement.
November 2017	Board approved computer science content standards.
March 2, 2018	Board approved support of House Bill 648 requiring school districts to offer at least one computer science course during the school day.
August 2018	Board approved proposed rule expanding the eligibility of high school computer science courses to be used to meet the mathematics or science credit requirements for high school graduation.
November 2018	Board approved pending rule expanding the eligibility of high school computer science courses to be used to meet the mathematics or science credit requirements for high school graduation.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective C: Access Goal 3: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

Code.org® is a nonprofit organization dedicated to expanding access to computer science in schools and increasing participation by women and underrepresented minorities. Their vision is that every student in every school has the opportunity to learn computer science, just like biology, chemistry or algebra. Code.org® was launched in 2013 by Hadi Partovi and his twin brother Ali. Code.org has established computer science classes reaching 30% of US students, created the most broadly used curriculum platform for K-12 computer science, and launched the global Hour of Code movement that has reached over 100 million students spanning every country in the world.

Code.org has a long history of collaboration in Idaho and has worked closely with the Idaho Digital Learning Academy and the Idaho STEM Action Center to bring training to Idaho teachers on how to teach computer science at all grade levels. Most recently Code.Org has recognized Idaho as a "Computer Science Leader." Idaho is the second state, behind Arkansas, to implement all nine of Code.Org's policy recommendation for moving computer science education forward.

IMPACT

This agenda item will provide the Board with an update on Code.org initiatives and their partnership with Idaho.

ATTACHEMENTS

Attachment 1 – Utah Example – Exploring CS Endorsement Attachment 2 – Code.org Recognition of Idaho and Nine Policy Recommendations Attachment 3 – Idaho Computer Science State Plan

STAFF COMMENTS AND RECOMMENDATIONS

Through Board and legislative action over the past few years, computer science and computing technologies have become much more available to Idaho public school students. From the approval of Boise State University's computer science educator endorsement program in 2015 to legislation enacted during the 2018 legislative session, Idaho has made steady progress in making computer science instruction available to students in Idaho's public schools and highlighting the benefits of some computer science instruction to all students. While the number of educators trained in providing computer science instruction is steadily increasing, the availability of teachers who are qualified to teach computer science at the different grade levels continues to be one of the barriers to access for students.

Idaho's educator certification requirements include the following pathways for individuals to add a computer science endorsement to their Standard Instructional Certificates:

(Administrative Code: IDAPA 08.02.02.021)

- 02. Alternative Authorization to Endorsement. Candidates shall meet all requirements of the chosen option for the endorsement as provided herein.
 - a) Option I -- An official statement from the college of education of competency in a teaching area or field is acceptable in lieu of courses for a teaching field if such statements are created in consultation with the department or division of the accredited college or university in which the competency is established and are approved by the director of teacher education of the recommending college or university.
 - b) Option II -- National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area.
 - c) Option III -- Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid instructional certificate.
 - d) Option IV -- Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held.
 - i. Pathway 1 -- Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area

closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component; or

ii. Pathway 2 -- Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally, requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment.

In addition to these alternative authorization options for endorsement, individuals may follow a traditional path and earn the computer science endorsement through an approved educator preparation program.

It is also worth noting a computer science endorsement is not necessarily required to teach computer science courses in Idaho. Any educator with a Standard Instructional Certificate and All Subjects (K-8) endorsement would be considered endorsed to teach computer science in grades K through 8. Additionally, because computer science is not a required core subject, individuals with other endorsements may also teach computer science courses. As an example, at the high school level, someone with any of the math or science endorsements, or the computer science endorsement, could teach computer science at the high school level and the course credits could count toward the required mathematics or science credits needed for high school graduation. Instructional staff with other subject area endorsement could teach computer science as an elective.

BOARD ACTION

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ATTACHMENT 1

APPLICATION FOR ENDORSEMENT OR ENDORSEMENT PLAN (SAEP)							
Exploring CS							
This endorsement requires a minimum of a BS degree in a related area.							
OFFICIAL transcripts and certifications must be attac	hed to verify appli	cable cour	se work a	nd require	ements		
First Name Middle Initial Last Name	Date		CACTUS ID #				
Home Address/City/State/Zip			Work Phone				
Email Address			Home Phone				
Current Teaching Status School		District					
D Not Teaching OR Teaching at:							
Current License(s) Held							
Secondary Education	ciality						
 I am requesting the Exploring CS endorsement. The results been completed and the appropriate documentation is attraction. I am requesting a State Approved Endorsement Plan (be completed within the timeframe indicated in the plan. An evaluation fee of \$35.00 is enclosed. 	equired courses, certit ached and an evaluati SAEP) for the Explorin (A minimum of an ECS	ications, and on fee of \$2 g CS endorse workshop is	d professiona 5.00 is enclos ement. Cours required for	ll developm sed. rse requirer an SAEP.)	ent have nents will		
This endorsement authorizes the ins	tructor to teach th	e followin	g courses:				
Creative Coaing, Digital Literacy,	Dept - Course #	Institution		Vear	Credits		
Content Coursework	Dept Course #	mstitutio		Tear	creats		
Required							
Degree:							
Code.org K-8 Intro to Computer Science online (20 hours)							
Exploring CS workshop					2.5		
Methods Coursework		-		•			
Required – Exploring CS Ongoing PD					.5		
Required – IT Summer or Winter Conference		USBE			1.0		
Required – IT Summer or Winter Conference		USBE			.5		
Inductor Tooto							
Required - Cortinent IC2			1				
			Tot	al Crodits			
Signature of Applicant			101	Date			
				Duit			
X							
Submit completed application and official transcripts and/or other documentation to: Stephanie Ferris, USBE Educator Licensing,							
250 Edst 500 South, PO Box 144200, Sait Lake City, 84114-4200. Phone: (801) 538-7752							
Endorsement Awarded SAEP Approved for	years	Not A	pproved				
		Data					
specialist Signature		Date	ADA C	Compliant: No	ovember 2018		

ATTACHMENT 2

Support K-12 Computer Science Education in Idaho

Computer science drives job growth and innovation throughout our economy and society. Computing occupations are the **number 1 source of all new wages in the U.S.** and make up over half of all projected new jobs in STEM fields, making Computer Science one of the most in-demand college degrees. And computing is used all around us and in virtually every field. It's foundational knowledge that all students need. But computer science is marginalized throughout education. Only 35% of U.S. high schools teach any computer science courses and only 8% of STEM graduates study it. We need to improve access for all students, including groups who have traditionally been underrepresented.



93% of parents want their child's school to teach computer science, but only 35% of high schools teach it.

> 75% of Americans believe computer science is cool in a way it wasn't 10 years ago.

67% of parents and 56% of teachers believe students should be required to learn computer science. 50% of Americans rank computer science as one of the two most important subjects of study after reading and writing.

Students who learn computer science in high school are 6 times more likely to major in it, and women are 10 times more likely.

Computer science in Idaho

- Idaho currently has **1,532 open computing jobs** (3.3 times the average demand rate in Idaho).
- The average salary for a computing occupation in ID is **\$72,497**, which is significantly higher than the average salary in the state (\$42,240). The existing open jobs alone represent a **\$111,065,726 opportunity** in terms of annual salaries.
- Idaho had only **333 computer science graduates** in 2015; only **13**% were female.
- Only **315 exams were taken in AP Computer Science by high school students in** Idaho in 2017 (123 took AP CS A and 192 took AP CSP).
- Only 29% were female (24% for AP CS A and 33% for AP CSP); only 39 exams were taken by Hispanic or Latino students (8 took AP CS A and 31 took AP CSP); no exams were taken by Black students; no exams were taken by American Indian or Alaska Native students; no exams were taken by Native Hawaiian or Pacific Islander students.
- Only **19 schools** in ID (19% of ID schools with AP programs) offered an AP Computer Science course in 2016-2017 (8% offered AP CS A and 16% offered AP CSP), which is 12 more than the previous year. There are fewer AP exams taken in computer science than in any other STEM subject area.
- Universities in Idaho did not graduate a single new teacher prepared to teach computer science in 2016.
- According to a representative survey from Google/Gallup, school administrators in ID support expanding computer science education opportunities: 66% of principals surveyed think CS is just as or more important PPGA
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than required core classes. And one of their biggest barriers to offering computer science is the lack of funds for hiring and training teachers.



What can you do to improve K-12 CS education?

- 1. Call on your school to expand computer science offerings at every grade level.
- 2. Ask your local school district to allow computer science courses to satisfy a core math or science requirement.
- Visit www.code.org/educate/3rdparty to find out about courses and curriculum from a variety of third parties, including Code.org.
- 4. Visit **www.code.org/promote/ID** to learn more about supporting computer science in your state.
- 5. Sign the petition at **www.change.org/computerscience** to join 100,000 Americans asking Congress to support computer science.

Code.org's Impact in Idaho

- In Idaho, Code.org's curriculum is used in
 - 25% of elementary schools
 - 22% of middle schools
 - 16% of high schools
- There are 2,593 teacher accounts and 106,620 student accounts on Code.org in Idaho.
- Of students in Idaho using Code.org curriculum last school year,
 - 56% attend high needs schools
 - 48% are in rural schools
 - 43% are female students
 - 33% are underrepresented minority students (Black/African American, Hispanic/Latino, American Indian, or Hawaiian)
- Code.org, its regional partner(s) Idaho Digital Learning Academy, and 9 facilitators have provided professional learning in Idaho for
 - 629 teachers in CS Fundamentals (K-5)
 - 65 teachers in Exploring Computer Science or Computer Science Discoveries
 - 29 teachers in Computer Science Principles

"Computer Science is a liberal art: it's something that everybody should be exposed to and everyone should have a mastery of to some extent."

Steve Jobs

What can your state do to improve computer science education?

States and local school districts need to adopt a broad policy framework to provide all students with access to computer science. The following nine recommendations are a menu of best practices that states can choose from to support and expand computer science. Not all states will be in a position to adopt all of the policies. Read more about these 9 policy ideas at https://code.org/files/Making_CS_Fundamental.pdf and see our rubric for describing state policies at http://bit.ly/9policiesrubric.

☑ Idaho has created a state plan for K-12 computer science.

☑ Idaho has established K-12 computer science standards.

☑ Idaho has allocated funding for rigorous computer science professional development and course support.

 $oldsymbol{arsigma}$ Idaho has clear certification pathways for computer science teachers.

 \blacksquare Idaho has established programs at institutions of higher education to offer computer science to preservice teachers.

☑ Idaho has a dedicated computer science position in the state education agency.

☑ Idaho requires that all secondary schools offer computer science.

☑ Idaho allows computer science to count for a core graduation requirement. Find out how Idaho allows computer science to count towards graduation at http://bit.ly/9policies.

Solution Idaho allows computer science to count as a core admission requirement at institutions of higher education.

Follow us!

Join our efforts to give every student in every school the opportunity to learn computer science. Learn more at **code.org**, or follow us on **Facebook** and **Twitter**.

Launched in 2013, Code.org® is a non-profit dedicated to expanding access to computer science, and increasing participation by women and underrepresented students of color. Our vision is that every student in every school should have the opportunity to learn computer science.

Data is from the Conference Board for job demand, the Bureau of Labor Statistics for state salary and national job projections data, the College Board for AP exam data, the National Center for Education Statistics for university graduate data, the Gallup and Google research study Education Trends in the State of Computer Science in U.S. K-12 Schools for schools that offer computer science and parent demand, and Code.org for its own courses, professional learning programs, and participation data.

ATTACHMENT 3

Idaho Computing Technology K-12 CS State Plan



Idaho will be the leader among states in preparing its educators & students to succeed in today's knowledge-based economy, by providing equity & access to computing technology, education & training for all Idahoans.

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ATTACHMENT 3

Vision: Idaho will be a national leader in preparing its educators and students to succeed in today's knowledge based economy, by providing equity & access to computing technology, education, and training for all Idahoans.

This plan is the framework by which the leadership team will document both its strategic goals and the progress towards realizing them.

Admission Requirements - Allow computer science to satisfy post-secondary admissions requirements.

<u>Certification and Licensure</u> - Goals for endorsing/certifying every instructor teaching computer science in Idaho's schools.

<u>Curriculum</u> - Recommend courses and curriculum aligned to the state standards.

<u>Diversity</u> - Goals to increase the number of underrepresented groups passing the AP Computer Science Principles exam.

<u>Funding</u>- Secure funding from state and federal government, and private industries to pay for professional development, curriculum, and technology needs.

Knowledge Report - The Idaho KNOWLEDGE Report evaluates various key performance indicators for industries that are cognitive and complex. It considers a variety of factors that influence technology economic development, including wages, education, and public policy, giving Idaho policymakers and industry leaders valuable data to help them better understand how to shape and nurture Idaho's technology ecosystem.

Landscape Report - A survey of the current state of computer science education in the state of Idaho.

<u>Outreach</u> -Strategies to increase awareness of the current computer science work in the state, communicate the state plan, and receive feedback from a variety of stakeholders.

<u>Preservice Programs</u> - Integrating computer science into every elementary education program at our institutions of higher education. <u>Professional Development</u> - Strategies to establish qualified computer science instruction in every Idaho school.

Standards - Goals to develop voluntary standards with a resource guide to help district's implement the standards.

Strategic Goals - The list of top line goals that, when completed, will achieve the vision.

Landscape and Goals

Landscape Report

Goals

1. Understand and measure the current state of computer science education in the state across a variety of areas to inform the state's goals and ensure successful outcomes.

Strategies	trategies Start/End Responsible	Responsible	Progress		Specific Evidence of
		Party/Partners	Planning	Acting	Success or Completion
Build collaborative team to define data to collect, develop survey, collect data and write landscape report.	Fall 2018/ Spring 2019	Idaho Digital Learning, STEM AC, IETA, Higher Ed, SDE, OSBE, ITC	X	X	Team of 5 people identified as key leaders on landscape report development
	High School	Students			
Opportunity: Survey should include all computer science courses offered at each Idaho high school, listed in their course catalog, even if offered through a virtual entity (i.e. Idaho Digital Learning).	Spring 2019	Landscape committee	×	X	In 2018, the Idaho legislature enacted a bill requiring all HS in Idaho to offer CS in their catalogue, whether it is face-to-face or offered virtually (i.e. IDLA) by 2020.

Enrollment : Collect statewide data annually, by high school, of number of students enrolled in computer science courses, including student demographics i.e. (i.e. grade level, gender).	Spring 2019	Landscape committee	x	Survey deployed and participation for responses		
Effectiveness: Collect statewide data annually to measure the effectiveness of courses taught including dual credit, AP, and CTE. Examples: How many students completed the course, by letter grade, by gender? How many students passed one of the two Computer Science AP exams? How many students received college credit for a computer science course?	Spring 2019	Landscape committee	X	Present data in landscape report		
١	/liddle Schoo	l Students				
Opportunity: Survey should include the number of students receiving specific computer science instruction through computer science or integrated computer science courses (curriculum integrated into mathematics or science courses).	Spring 2019	Landscape committee	X	Present data in landscape report		
Ele	mentary Sch	ool Students				
Opportunity: Survey should include the number of students receiving integrated computer science curriculum through media arts or computer lab time in every elementary school. Report should include an estimate of the number of instructional hours in a year-long period students receive.	Spring 2019	Landscape committee	x	Present data in landscape report		
Teachers						

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Opportunity: Survey should ask for number of teachers certified to teach computer science courses (i.e. AP certified, dual credit enrollment certified, State CS Standards certified, other)	Spring 2019	Landscape committee	X	Present data in landscape report
	Outrea	ch		
Effectiveness: Survey should ask questions to ascertain district's awareness of CS standards and curriculum, access to remote learning courses (IDLA), teacher development courses, STEM action center grants, and dual credit opportunities.	Spring 2019	Landscape committee	X	Present data in landscape report
	Fundi	ng		
Survey questions should ascertain funding needed to close any gaps between the district's current state and the state's strategic goals.	Spring 2019	Landscape committee	Х	Survey data from all districts
Create and deliver landscape survey to all districts in the state. IETA to deliver survey to superintendents and technology directors.	Spring 2019	Landscape committee/State Dept of Education	Х	Survey data from all districts
Write report. Establish baseline from data and create metrics to evaluate goals and strategy.	Spring 2019	Landscape committee	X	A publicly available report that drives / enhances the state's strategic plan

Strategic Goals									
Vision By 2020, all High Schools schools in Idaho will offer computer science and have a qualified/trained computer science teacher. This can be offered face-to-face, blended, or online through entities such as Idaho Digital Learning Alliance.									
By 2022, all Elementary and Middle Schools in Id	aho will offer co	mputer science to	o students K - 8.						
By 2025, Computer Science is a stand alone High	n School gradua	tion requirement							
 The Computing Technologies Working Group environment critically engage in public discussion on condevelop as learners, users, and creators of better understand the role of computing in learn, perform, and express themselves in (K-12 Computer Science Framework, 2016) 	 The Computing Technologies Working Group envisions a future in which students: critically engage in public discussion on computer science topics; develop as learners, users, and creators of computer science knowledge and artifacts; better understand the role of computing in the world around them; and learn, perform, and express themselves in other subjects and interests. (<i>K</i>–12 Computer Science Framework, 2016) 								
Goals	Related	Start/End	Responsible	Prog	ress				
Subsection Party/ of Strategic Partners Plan Acting									
Every high school will offer Computer Science Principles or an equivalent concurrent enrollment (DC) computer science course, either with local, certified teachers or through IDLA.	Curriculum/ Professional Development	Spring 2018/ Summer 2021	IDLA, STEM AC, LEAs	X					

	·····				
Establish at least one teacher teaching either computer science or integrated computer science courses within science and/or mathematics in every middle school. Or determine how to offer virtually.	Professional Development	Spring 2017/ Summer 2021	LEAs, STEM AC, IDLA	X	
Establish at least one teacher teaching either computer science or integrated computer science courses within media arts or computer lab time in every elementary school. Or determine how to offer virtually.	Professional Development	Summer 2017/ Summer 2021	LEAs, STEM AC, IDLA	X	
All teachers teaching computer science will be certified or endorsed.	Certification and Licensure	Fall 2017/ Fall 2022	OSBE, SDE, LEAs, CTE	х	
Establish full certification and teacher endorsements for computer science.	Certification and Licensure	Spring 2017/ Summer 2017	OSBE, SDE, LEAs, CTE		х
Secure state-level funding dedicated to computer science professional development for existing teachers. Convert to ongoing.	Funding	Summer 2017/ Spring 2018	Legislature, STEM AC	X	х
Secure funding from federal programs, local and national industry and other funders.	Funding	Summer 2017/Summer 2019 and Ongoing	STEM AC, SDE, IDLA, CTE, OSBE	X	x
Allow computer science to satisfy a core admissions requirement at institutions of higher education.	Admissions Requirement	WHEN? Spring 2025?	Legislature		Х

Double the percentage of students including underrepresented groups (females, diverse races/ethnicities, rural students, low SES) taking CS courses in high school.	Diversity	Summer 2017/ Summer 2024	LEAs	X	
Double the percentage of students including underrepresented groups (females, diverse races/ethnicities, rural students, low SES) passing the AP Computer Science Principles exam or receiving Dual Credit in CS.*	Diversity	Summer 2017/ Summer 2024	LEAs	x	
By 2022, all Elementary and Middle Schools in Idaho will offer computer science to students K - 8.	Curriculum/ Professional Development	Spring 2018/July 2022	OSBE, SDE, CTE, IDLA, STEM AC	X	
By 2025, Computer Science is a stand alone High School graduation requirement.	Graduation Requirement	Fall 2022/Fall 2025	OSBE		

* See <u>https://research.collegeboard.org/programs/ap/data</u> for data.

Teacher Pipeline

Professional Development								
 Goals Establish at least one teacher teaching high-quality computer science courses in every high school. Establish at least one teacher teaching either computer science or integrated computer science courses within science and/or mathematics in every middle school. Establish at least one teacher teaching either computer science or integrated computer science courses within media arts or computer lab time in every elementary school. 								
Strategies	Start/End	Responsible	Prog	ress	Specific Evidence of			
		Party/Partners	Acting	Done	Success or Completion			
Create three regional hubs (North, Southwest, East) for professional development. Examples include, IDLA's Code.org PD and IDoCode at Boise State University (Southwest region).	Spring 2019	Higher education, IDLA	X		Three hubs exist to cover 100% of the state's teachers			
Secure professional development funding through grants or other means. Inventory and communicate professional development opportunities to school district leaders at Superintendent's meetings and through STEM Action Center and IDLA newsletters.	Spring 2018	STEM AC, IDLA, Superintendents	×	X	Funding is accessible by districts for professional development and stipends. Multiple meetings held with CTE directors, principals, IDLA, STEM AC.			
Host local, regional, statewide and/or online professional development trainings across the state	Summer 2017, ongoing	Higher education, STEM AC, IDLA	X	X	Multiple workshops across state that include teachers who			
				can't attend in-person.				
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Create professional development provider selection rubric. Use the rubric to select high-quality statewide computer science professional development.	Fall 2018	STEM AC	X	Professional development rubric has been developed and grant award is open through STEM AC for providers via STEMworks; to be implemented by summer 2019				
Create online endorsement options with post-secondary partners.	Fall 2018/Fall 2021	STEM AC, IDLA, Higher Ed	x	Creation of online endorsement option				

Certification and Licensure							
 Goals 1. Establish full certification and teacher endorsements for computer science. 2. All middle and high schools teachers teaching computer science will be certified or endorsed. 							
Strategies	Start/End	Responsible Party/Potential Partners	Progress		Specific Evidence of		
			Acting	Done	Completion		
Allow teachers to teach computer science under temporary approval after receiving professional learning.	Fall 2017/ Summer 2018	Certification at SDE/ superintendents, principals		X	A policy is created that identifies the requirements, provides an approval code, and sets up a publicly-accessible		

ATTACHMENT 3

				approval form allowing teachers to teach out of subject
Create computer science teacher standards.	Completed in Fall 2017	SDE, STEM AC, OSBE, IDLA, educators, higher education, industry	X	Teacher standards based on national models (including multi-state teacher cert exams) have been created
Create a secondary/high school add-on endorsement.	Completed in Fall 2017	Certification at SDE, OSBE, higher education	X	A grades 7-12 endorsement for computer science has been added to the state's list of endorsements
Create a secondary/high school full certification pathway by developing requirements to guide initial computer science certification for preservice teachers.	Completed in Fall 2017	Certification at SDE, OSBE, higher education	X	The computer science certification pathway mirrors the initial full certifications in other areas and includes general education pedagogy, student teaching, methods, and content.
Adopt an assessment for teacher certification in computer science.	Spring 2016/Fall 2017	OSBE, SDE Certification,	x	A subject matter exam for computer science teachers, PRAXIS

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Preservice Programs								
 Goals Integrate computer science education into all elementary education programs. Develop computer science preservice programs for secondary educators at the institutions of higher education in the state that account for 75% of the state's new teacher graduates. 								
Strategies	Start/End	Responsible Party/Potential Partners	Progress		Specific Evidence			
			Acting	Done	of Success or Completion			
Update existing preservice educational technology courses to include modern computer science content.	Spring 2018/Spring 2019	Higher education, OSBE, educators	Х		A sample syllabus and course materials are provided to embed a unit on computer science and computational thinking.			
Work with higher education partner to craft state expectations for computer science pre-service programs based on a nationally-recognized model.	Fall 2017/ Spring 2018	OSBE, CS State coordinator, Higher education	X		Recommendations are incorporated into the state's approval process for school of ed programs.			
Set up approval process for preservice programs, including existing math and science programs.	Spring 2018/Summer 2019	OSBE, Higher ed	X		Schools of education are submitting approvals for STEM education			

Curriculum and Courses

Standards							
 Goals 1. Develop a discrete set of voluntary standards at each grade level, with standards integrated into other subjects in elementary. 2. Create resources to guide district implementation of the standards. 							
Strategies	Start/End	Responsible	Prog	ress	Specific Evidence		
		Party/Partners	Acting	Done	of Success or Completion		
Get board approval of development timeline and composition of development committee. Secure budget for development committee meetings.	Completed Spring 2017	Director of Curriculum and Instruction at SDE, CTE Coordinator		x	Board voted to move forward on standards development and approval of the committee.		
Review existing Idaho Science standards for similarities/alignment with K-12 Computer Science Framework.	Completed Spring 2017	Director of Curriculum and Instruction at SDE, CTE, industry representatives; higher education		X	A crosswalk between Idaho Science Standards and K-12 computer science concepts and practices.		

Set up public review period.	Completed Fall 2017	SDE and OSBE		X	A web survey with background, draft standards, contact info is shared with districts, advocacy groups, and teacher associations.
Revise standards based on public review and present to Board for adoption	Fall 2017/ Spring 2018	Standards committee		X	A revised draft with the major themes from the public review identified and responded to.
Standards added to school accountability system.	Fall 2018	Districts		Х	Schools use the standards.
Revise standards based on accelerated revision cycle.	Spring 2021	Curriculum and Instruction at SDE, CTE	Х		A set of revised standards

Curriculum							
Goals1. Recommend courses, resources, and curriculum aligned to the state standards.							
Strategies	Start/End	Responsible	Progress		Specific Evidence		
		Party/Partners	Acting	Done	Completion		
Publish assortment of resources on STEM AC's resources portal.	Fall 2018	STEM AC and IDLA	×	x	The STEM AC resources webpage includes curriculum resources and includes integration ideas for K-8 and lesson plans.		
Create state level course codes and communicate them to LEAs.	Spring 2019	OSBE, SDE Curriculum and Instruction, CTE LEAs	X		Shared course codes between CTE and Academic pathways.		
Publish curriculum alignment rubric for LEAs selecting curricula and update resources list with approved, suggested curriculum resources on the SEA's computer science web page	Summer 2019	Curriculum and Instruction at SDE	×		Revise computer science webpage to show alignment between recommended curriculum resources. Include alignment rubric.		

Admissions Requirements							
Goals Allow computer science to satisfy post-secondary admissions requirements. 							
Strategies	Start/End	Responsible Party/Partners	Progress		Specific Evidence		
			Acting	Done	Completion		
Work with higher education to allow computer science to satisfy an admissions requirement	Spring 2017	OSBE, Higher education		X	Specific computer science courses satisfy core admissions requirements for Math and Science.		

Outreach

Outreach								
 Goals 1. Increase awareness of the current computer science work in the state, communicate the state plan, and receive feedback from a variety of stakeholders, increase awareness of the need for CS education. 								
Strategies	Start/End Responsible Party/Potential Partners	Responsible	Prog	ress	Specific Evidence			
		Party/Potential Partners	Acting	Done	of Success or Completion			
Get feedback on draft plan from stakeholders (teachers, district leaders, parents, researchers, etc.)	Summer 2017/Fall 2018	Computing Technologies Working Group; CS State coordinator, OSBE, SDE, CTE, educators and administrators, LEAs, industry	X		Arrange and hold at least XXX local or regional meetings to review the plan			
Create computer science education portal/website/social media/PR presence to keep stakeholders informed	Fall 2017/ Fall 2018	STEM AC, media, LEAs, higher ed, teachers	X		State or partner website page created to house all state computer science effort materials			
Publish state plan on state computer science web page. Include information such as the state's vision, key implementation milestones, standards, certification	Fall 2018	State CS coordinator	Х		State plan available on STEM AC website			

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requirements, advocacy materials, curriculum resources, and a constantly updated FAQ.				
Computing Technologies Working Group members will announce/discuss/request feedback on draft state plan at statewide conferences including: at statewide technology conference, superintendents and administrators conference, and statewide education association conference.	Spring 2019	CT Working Group Members	X	Event, press release, one-pager, and a video
Marketing to include school librarians and out-of-school programs as many now support CS activities.			х	
Create and offer an Idaho CS Summit.	Spring 2019/Fall 2019	STEM AC / IDLA	Х	Educators throughout Idaho attend CS Summit
Increase the opportunities for internships, externships, mentorships, and apprenticeships for educators and students to connect education to industry.	Ongoing	STEM AC, WDC, Higher Ed, OSBE, SDE, CTE	Х	

Funding

Funding								
 Goal 1. Secure ongoing state-level funding dedicated to computer science professional development for existing teachers. 2. Secure funding from federal programs and local industry. 								
Strategies	Start/End	Responsible Party/Potential Partners	Progress		Specific Evidence			
			Acting	Done	of Success or Completion			
Identify and work with legislative champions in the house or senate education committee to propose/support a bill/appropriation to secure ongoing funding for computer science professional development.	Summer 2017/ Spring 2019	Computing Technologies Working Group, Legislators	X		A bill signed by the governor providing ongoing funding for computer science initiatives including professional development.			
Work with the state's economic development commission and workforce development council to provide funding for CS professional development.	Spring 2018/ Spring 2019	Computing Technologies Working Group,Economic development groups, WDC	X		A line item and/or grant in the economic development budgets for K-12 computer science initiatives.			
Create a dual-coded CTE/academic pathway of four computer science courses, including an introductory course, AP courses, and a course in cybersecurity, robotics, or mobile app/game design.	Summer 2017/ Fall 2018	OSBE, CTE, SDE Curriculum and Instruction, other educational stakeholders	X		Dual-coded pathway that allows funds to apply to computer science.			

Work with the state's ESSA planning committee to include computer science funding in Title I, II, or IV.	Spring 2017/ Summer 2017	Computing Technologies Working Group, STEM AC, SDE	X		ESSA funding is provided to support CS professional development.
Partner with researchers and apply for various NSF grant to implement an introductory computer science course in districts with high rate of students receiving free and reduced price meals and/or to support CS professional development	Spring 2017/ Summer 2019	Higher ed, CS State coordinator	Х	х	Secure a multi-year NSF grant.

Diversity

Diversity					
 Goals Double the number of rural, female, African American and Hispanic students scoring 3 or higher on the AP Computer Science Principles exam by 2022. Continue to provide and expand professional development opportunities to educators who serve traditionally underrepresented populations in STEM/CS. 					
Strategies	Start/End	Responsible	Progress		Specific Evidence of Success or Completion
	Party/Potential Partners	Acting	Done		
Identify states that are working to identify successful strategies for increasing diversity in K-12 computer science education.	Spring 2017/Fall 2019	CS and SDE State coordinators	X	X	Gleaned 1-2 ideas from multiple states that can be incorporated
Identify and build partnerships with state diversity and equity initiatives to inform the development and implementation of the state plan.	Summer/Fall 2017	CS State coordinator, Diversity advocates	х		Partnerships built with state agencies that represent underrepresented groups
Identify the difference between statewide student demographics and current representation in computer science classes. Create district-by-district profile.	Fall 2017/Fall 2018	OSBE, CS State coordinator, Computing technologies workgroup	X		Strategic plan to increase equitable access to computer science in K-12

Create a district guide focused on recruiting	Fall 2018/Fall	STEM AC, Diversity	х	Guide created,
underrepresented groups and train	2019	advocates		shared, and
administrators and counselors at summer				administrators and
meetings.				counselors trained.
· ·				

ATTACHMENT 3

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IDAHO STEM ACTION CENTER

SUBJECT

STEM School Designation Recommendations and STEM Action Center Update

REFERENCE

December 2016	Board approved legislation to provide legislative inter and to provide for the award of a science, technology engineering and mathematics (STEM) school c STEM program designation	
April 2018	Board approved STEM School Designation standards for public schools and public school programs.	

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-4701, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

Section 33-4701, Idaho Code, was enacted by the legislature in 2017, establishing a STEM school designation to be earned by schools and programs that meet specific standards established by the State Board of Education (Board). Pursuant to Section 33-4701, Idaho Code, the Board is charged with awarding STEM school and STEM program designations annually to those public schools and public school programs that meet the standards established by the Board in collaboration with the STEM Action Center.

The Board approved STEM School Designation Standards at the Regular April 2018 Board meeting. As provided in the information at the April Board meeting, the new STEM School Designation Standards (Attachment 1) aligned with AdvancED STEM School Certification Standards and Indicators (Attachment 2). In June 2018 the STEM Action Center in collaboration with Board staff began planning for the Idaho STEM School Designation application process. Schools submitted materials to the AdvancED platform between August – October 2018. School site visits were conducted November 1 – 6, 2018 with AdvancED STEM Certification awarded at the conclusion of the visit based on the AdvancED STEM School Criteria. Due to the alignment between the AdvancED STEM School Certification standards any school receiving AdvancED STEM School Certification will have also met Idaho's standards for STEM School Designation.

Four schools applied for the Idaho STEM School Designation, and all were certified through the AdvancED process: Galileo STEM Academy and Barbara Morgan STEM Academy in West Ada, Temple View Elementary in Idaho Falls, and

Bingham Academy in Blackfoot. The STEM Action Center Board is recommending the State Board of Education approve of all four schools for Idaho STEM School Designation. Schools receiving this designation are eligible to receive funds from the STEM Action Center.

IMPACT

There is no fiscal impact to the State Board of Education. The STEM Action Center will award \$10,000 from its general fund appropriation in FY19 to each designated school. The STEM Action Center is anticipating this annual \$10,000 award for the duration of the designation, up to four additional years, pending annual appropriation. The Center is also seeking external sponsors to increase the award amount. The Center will also utilize data collected during the designation process to build a best practices database to share tools and resources with other emerging and promising STEM schools throughout Idaho.

ATTACHMENTS

Attachment 1 – Board approved STEM School Designation Standards Attachment 2 – AdvancED STEM School Criteria Attachment 3 – STEM School Designation Recommendation

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-4701, Idaho Code:

- (2) The state board of education shall award STEM school and STEM schools and public school programs that meet the standards established by the state board of education in collaboration with the STEM action center.
- (3) To be eligible to apply for a STEM designation, the school must meet the standards and application requirements established by the state board of education and the STEM action center, including the following:
 - (a) Be a current public school in Idaho that serves students in kindergarten through grade 12, or a subset of grades between kindergarten and grade 12;
 - (b) Apply to the STEM action center for a STEM school designation review to include evaluation of the following:
 - STEM instruction and curriculum focused on problem- solving, student involvement in team-driven project-based learning, and engineering design process;
 - (ii) College and career exposure, exploration and advising;
 - (iii) Relevant professional learning opportunities for staff;
 - (iv) Community and family involvement;
 - (v) Integration of technology and physical resources to support STEM instruction;

- (vi) Collaboration with institutions of higher education and industry;
- (vii) Capacity to capture and share knowledge for best practices and innovative professional development with the STEM action center; and
- (viii) Support of nontraditional and historically underserved student populations in STEM program areas.
- (c) Adopt a plan of STEM implementation that includes, but is not limited to, how the school and district integrate proven best practices into non-STEM courses and practices and how lessons learned are shared with other schools within the district and throughout the state.
- (4) The STEM Action Center Board shall make recommendations annually to the State Board of Education for the award of a STEM school designation.
- (5) STEM designations shall be valid for a term of five (5) school years. At the end of each designation term, a school may apply to renew its STEM designation. Schools may apply to expand a STEM program designation to a STEM school designation, in alignment with established deadlines, at any time during the term of the STEM program designation.
- (6) The STEM action center and the state board of education shall provide a report annual on the implementation of this chapter.

Staff Recommends Approval

BOARD ACTION

I move to approve the request by the STEM Action Center to designation Galileo STEM Academy and Barbara Morgan STEM Academy in West Ada School District #2, Temple View Elementary School in the Idaho Falls School District #91, and Bingham Academy Charter High School in Blackfoot Idaho.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

Idaho STEM School Designation Standards and Criteria (Approved by the State Board of Education April 2018)

STEM Sch	nool/Program Designation Standards and Criteria	Aligned to Advanced Ed Rubric	Aligned Idaho Code 33-4701(3)(b)
1. Sch Foc Tea Des	 nool-/Program-wide STEM Instruction and Curriculum cused on Problem-Solving, Student Involvement in am-Driven Project-Based Learning, and Engineering sign Process a. Students participate in rigorous and relevant interdisciplinary instructional practices b. Students practice collaboration, communication, creativity, and critical thinking c. Students engage in scientific and engineering practices and processes d. Students demonstrate their learning through performance-based assessments characterized by elaborated explanations of their thinking. e. Students are empowered to personalize and self-direct their STEM learning experiences 	1.1 1.2 1.3 1.4 1.5	<pre>(i)STEM instruction and curriculum focused on problem- solving, student involvement in team-driven project-based learning, and engineering design process;</pre>
2. Col	 Ilege and Career Exposure, Exploration, and Advising a. STEM Career exposure and exploration b. Students are supported in STEM learning through extended day opportunities c. Advising provides knowledge and resources to access various pathways to STEM careers (secondary only) 	1.8 1.11	(ii)College and career exposure, exploration and advising;
3. Rel Sta	 levant STEM Professional Learning Opportunities for off a. Educator engagement in relevant, high quality STEM professional learning opportunities that focus on real world applications b. Educators have access to and are engagement in relevant, high quality STEM professional learning resources c. Educators support and facilitate personalized student learning d. STEM educators collaborate as an interdisciplinary team to improve integrated STEM learning experiences. 	1.6 1.7 1.9	(iii)Relevant professional learning opportunities for staff;

4.	Community and Family Involvement a. Family involvement and outreach b. Community resource awareness	1.10	(iv)Community and family involvement;
5.	 Integration of Technology and Physical Resources to Support STEM a. Allocation for physical resources to support STEM learning for students b. Technology use and acquisition plan 		<pre>(v)Integration of technology and physical resources to support STEM instruction;</pre>
6.	 Collaboration with Institutions of Higher Education and Industry (Strategic Alliances) a. Develops a STEM advisory team with members from partners like industry, education, and community. b. Schools solicit partner (industry, university, advisory boards) support for instruction and resources 	1.10	<pre>(vi) Collaboration with institutions of higher education and industry;</pre>
7.	 School Leadership a. STEM instructional team leaders support instruction b. All staff participates in decision making c. Culture of the school reflects a priority for STEM d. Program shows evidence of Sustainability 		
8.	 Support of Nontraditional and Historically Underserved Student Populations in STEM Program Areas a. Equitable access to extracurricular STEM activities/opportunities b. School population is representative of school service area 	1.11	<pre>(viii) Support of nontraditional and historically underserved student populations in STEM program areas.</pre>

ATTACHMENT 2



Advanced® **STEM** CERTIFICATION

An overview of the STEM Standard and Indicators



ATTACHMENT 2

AdvancED® STEM CERTIFICATION

Overview

AdvancED STEM Certification provides a proven, research-based framework and criteria from which to assess and validate the quality, rigor and substance of STEM educational programs. Through this certification protocol, institutions and programs build awareness, increase expectations and demonstrate a commitment and ability to deliver high-quality STEM education. AdvancED STEM Certification is a mark of STEM distinction and excellence for those institutions that are granted the certification.

AdvancED STEM Certification:

- Combines a data-driven internal review process and an external diagnostic review process to provide educators with detailed findings and a clear roadmap to stimulate and sustain dramatic improvement.
- Demonstrates a school's ongoing commitment and capacity to prepare students for STEM fields of study and work.
- Communicates to postsecondary business and industry leaders that the school is committed to driving higher levels of student achievement.
- Requires STEM school leadership to engage stakeholders in an honest and continual evaluation of policies, strategies and learning conditions in order to achieve desired outcomes.

Contact us to learn more about AdvancED STEM Certification: STEMcertification@advanc-ed.org

ATTACHMENT 2



AdvancED STEM Standard and Indicators

STANDARD: STEM students have the skills, knowledge, and thinking strategies that prepare them to be innovative, creative, and systematic problem-solvers in STEM fields of study and work.

STEM LEARNERS

- **ST1.1** The STEM school/program supports non-traditional student participation through outreach to groups often underrepresented in STEM program areas.
- **ST1.2** Students work independently and collaboratively in an inquiry-based learning environment that encourages finding creative solutions to authentic and complex problems.
- **ST1.3** Students are empowered to personalize and self-direct their STEM learning experiences supported by STEM educators who facilitate their learning.
- **ST1.4** Students use technology resources to conduct research, demonstrate creative and critical thinking, and communicate and work collaboratively.
- **ST1.5** Students demonstrate their learning through performance-based assessments and express their conclusions through elaborated explanations of their thinking.

STEM EDUCATORS

- **ST1.6** The interdisciplinary problem-based curriculum includes a focus on real world applications.
- **ST1.7** STEM educators collaborate as an interdisciplinary team to plan, implement, and improve integrated STEM learning experiences.
- **ST1.8** STEM learning outcomes demonstrate students' STEM literacy necessary for the next level of STEM learning and for post- secondary and workforce readiness.
- **ST1.9** STEM teachers and leaders participate in a continuous program of STEM-specific professional learning.

STEM EXPERIENCES

- **ST1.10** Community, post-secondary, business/industry partners and/or families actively support and are engaged with teachers and students in the STEM program.
- **ST1.11** Students are supported in their STEM learning through adult-world connections and extended day opportunities.

ATTACHMENT 2



Idaho STEM Certification Review Summaries Prepared by AdvancED for The Idaho STEM Action Center

Galileo STEM Academy, West Ada, Grades K-8

The AdvancED STEM Certification Review Team conducted an on-site review of Galileo STEM Academy on November 1-2, 2018. The school was well-prepared and provided the team with a wide variety of documents prior to the on-site visit including an Executive Summary, Narrative Summaries, and a Self-Assessment. While on-site, the team interviewed 41 stakeholders and formally observed 24 classrooms using the eleot[®]. The team also informally visited numerous classrooms and discussed STEM-related issues with members of the staff.

The STEM Certification Review Team found that the school is meeting the AdvancED Standard for STEM Certification. The Galileo team's average rating of the 11 STEM Indicators was 3.50 compared to the AdvancED average of 2.8 required for STEM Certification. Along with rating the Indicators, the team also identified four Powerful Practices. These Powerful Practices were related to positive school climate, collaboration opportunities for teachers, support of cross grade level activities, a STEM Advisory committee consisting of community business partnerships, and the opportunity for student interactions with STEM professionals.

As with any school, the STEM Certification Review Team also found some areas where the school could make its STEM program even stronger. One area identified as an Opportunity for Improvement was development of an assessment rubric with common components for all grade levels. The team also mentioned that the school might want to consider expanding the PLCs (Professional Learning Communities) for the staff. While PLCs are already in place, the staff and administration stated that this was an area of focus for improvement to sustain the work that is occurring.

In closing, the AdvancED STEM Certification Review Team commended all of the Galileo STEM Academy stakeholders for their hard work and dedication to implementing a highquality STEM program for all students.

Barbara Morgan STEM Academy, West Ada, Grades K-5

The AdvancED STEM Certification Review Team conducted an on-site review of Barbara Morgan STEM Academy on November 5-6, 2018. The school was well-prepared and provided the team with a wide variety of documents prior to the on-site visit including an Executive Summary, Narrative Summaries, and a Self-Assessment. While on-site, the team interviewed 64 stakeholders and formally observed 23 classrooms using the eleot[®]. The team also informally visited numerous classrooms and discussed STEM-related issues with members of the staff.

The STEM Certification Review Team found that the school is meeting the AdvancED Standard for STEM Certification. The BMSA team's average rating of the 11 STEM Indicators was 3.38 compared to the AdvancED average of 2.8 required for STEM Certification. Along with rating the Indicators, the team also identified four Powerful Practices. These Powerful Practices were related to the collaboration that has created a "culture of curiosity", common planning periods of 60 minutes for teachers to collaborate and develop interdisciplinary STEM projects and the support of EL (English Learner)program. In addition, the review team also found that the staff made a concerted effort to "get to know" the students and give the students a "voice" in school decision making with the development of a Student Leadership Team.

As with any school, the STEM Certification Review Team also found some areas where the school could make its STEM program even stronger. Two areas identified as Opportunities for Improvement were the development of more systematic protocols for the use of performance-based assessments and increasing the opportunities for students to participate in internships, mentorships, and job shadowing. The team also mentioned that the school might want to consider formalizing some of their processes for sustainability, increasing the use of differentiation in the classroom, developing a consistent engineering design model that could be used on a school-wide basis, and continuing to search for grant opportunities to support the STEM program.

In closing, the Advanced STEM Certification Review Team commended all of the Barbara Morgan STEM Academy stakeholders for their hard work and dedication to implementing a high quality STEM program for all students.

Temple View Elementary School, Idaho Falls, Grades PK-6

The AdvancED STEM Certification Review Team conducted an on-site review of Temple View Elementary School on November 1-2, 2018. The school was well-prepared and provided the team with a wide variety of documents prior to the on-site visit including an Executive Summary, Narrative Summaries, and a Self-Assessment. While on-site, the team interviewed 64 stakeholders and formally observed 17 classrooms using the eleot[®]. The team also informally visited multiple classrooms and discussed STEM-related issues with members of the staff.

The STEM Certification Review Team found that the school is meeting the AdvancED Standard for STEM Certification. The team's average rating of the 11 STEM Indicators was 3.27 with an average of 2.8 required for STEM Certification. Along with rating the Indicators, the team also identified four Powerful Practices. These Powerful Practices were related to collaboration opportunities for teachers, professional development activities directly related to STEM implementation, community partnerships, and student interactions with STEM professionals.

As with any school, the STEM Certification Review Team also found some areas where the school could make its STEM program even stronger. One area identified as an Opportunity for Improvement was related to the alignment of performance-based assessments with the curriculum being taught. The team also mentioned that the school might want to consider formalizing some of their processes for sustainability, expanding the range of technology tools used to support student learning, and developing a consistent engineering design model that could be used on a school-wide basis.

In closing, the AdvancED STEM Certification Review Team commended all of the Temple View Elementary School stakeholders for their hard work and dedication to implementing a high-quality STEM program for all students.

Bingham Academy, Blackfoot, Grades 9 – 11 (currently)

The AdvancED STEM Certification Review Team conducted an on-site review of Bingham Academy on November 5-6, 2018. The school was well-prepared and provided the team with a wide variety of documents prior to the on-site visit including an Executive Summary, Narrative Summaries, and a Self-Assessment. While on-site, the team interviewed 51 stakeholders and formally observed 24 classrooms using the eleot[®]. The team also informally visited multiple classrooms and discussed STEM-related issues with members of the staff.

The STEM Certification Review Team found that the school is meeting the AdvancED Standard for STEM Certification. The team's average rating of the 11 STEM Indicators was 3.0 with an average of 2.8 required for STEM Certification. Along with rating the Indicators, the team also identified two Powerful Practices. These Powerful Practices were related to the collaborative culture that has led to many opportunities for inquiry-based learning for students and the structured opportunities for teachers to collaborate and develop interdisciplinary STEM projects. In addition to the Powerful Practices, the team also found that the staff made a concerted effort to "get to know" the students and meet the individual needs of all students.

As with any school, the STEM Certification Review Team also found some areas where the school could make its STEM program even stronger. Two areas identified as Opportunities for Improvement were the development of more systematic protocols for the use of performance-based assessments and increasing the opportunities for students to participate in internships, mentorships, and job shadowing. The team also mentioned that the school might want to consider formalizing some of their processes for sustainability, increasing the use of differentiation in the classroom, developing a consistent engineering design model that could be used on a school-wide basis, and continuing to search for grant opportunities to support the STEM program.

In closing, the AdvancED STEM Certification Review Team commended all of the Bingham Academy stakeholders for their hard work and dedication to implementing a high-quality STEM program for all students.

PRESIDENTS COUNCIL

SUBJECT

Mental health demands and resources on campus

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.H.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment, Objective A: Higher Level of Education Attainment and Objective B: Timely Degree Completion.

BACKGROUND/DISCUSSION

On October 16, 2018, the Presidents Council met for a retreat. One of the topics that emerged from the retreat discussion is increased awareness and instances of mental health issues among postsecondary students, and the resulting demand for mental health counseling at under-resourced student health centers. The presidents want to apprise the Board of this system-wide issue and discuss methods for addressing student needs.

IMPACT

This agenda item will provide an opportunity to discuss with the institution presidents the need for increased resources at the institution level for addressing the increasing student mental needs.

STAFF COMMENTS AND RECOMMENDATIONS

The increase in postsecondary student identified with mental health needs is not an Idaho specific issue. Nationally, postsecondary institutions are seeing an increase of student with instances of mental health issues. Recent studies have indicated growing numbers of students reporting mental health issues far exceeding the resources of most college and university counseling centers, resulting in many students needs going unmet. The Center for Collegiate Mental Health reports conducts an annual survey of institution counseling centers. For their 2017 survey, they received responses from 147 school counseling centers responses. Those responses indicated 52.7% of their clients (students) attended counseling for mental health concerns, with anxiety and depression being the top two primary concerns.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

Idaho State University Faculty Senate Constitution

REFERENCE

June 2010	Board directed President Vailas to evaluate the existing faculty governance system				
October 2010	ISU updated the Board on the progress of the Faculty Governance Review				
February 2011	Board approved the suspension of the operation and bylaws of the ISU Faculty Senate and authorized President Vailas to implement an interim faculty advisory structure.				
April 2011	Board approved the election of an interim, provisional faculty senate to develop a faculty constitution and senate bylaws for approval by the University President and the Board.				
February 2012	An update was provided to Board indicating that the administration had not approved a new faculty constitution and senate bylaws from a speaker during open forum.				

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.

BACKGROUND/DISCUSSION

President Satterlee and the faculty senate at Idaho State University led a collaborative effort to draft a new faculty constitution. Idaho State University has been operating without an approved faculty senate constitution since 2011.

The faculty senate created a constitution committee that held an all faculty open forum and responded to all comments and feedback. The chair of the constitution committee and co-chair of faculty senate met with President Satterlee for feedback and support. An all-faculty vote was held in October of 2018 with 97.8% of the faculty voting in favor of adopting the constitution. 42% of university faculty participated in the vote. Following faculty senate ratification, President Satterlee approved the draft to be submitted to the State Board of Education for approval.

IMPACT

A faculty constitution will establish procedures for shared governance and the process for making recommendations to the President and Provost of Idaho State University.

ATTACHMENTS

Attachment 1 – Proposed Faculty Constitution

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.S. Institution Governance, subsection 2. Faculty Senate, provides that: "The faculty may establish written bylaws, a constitution, or necessary procedures for making recommendation to the Chief Executive Officer as a part of the decision making process of the institution. Such procedures are subject to approval by the Chief Executive Officer. Written bylaws or constitution must be approved by the Board. All policies and procedures must be consistent with the Board's Governing Policies and Procedures". The Board policy does not require the Faculty Senate have a constitution.

The State Board of Education approved the suspension of the Idaho State University Faculty Senate on February 17, 2011, and the election of a new provisional faculty senate April 21, 2011. Initial work by the institution administration appeared to be moving toward a resolution between the faculty and the institution administration. The institution was scheduled to bring a progress report forward to the Board at the regular June 2011 Board meeting. Following the Board action in April 2011 work between the two groups came to an impasse and an agreement between the institution faculty and administration on the Faculty Constitution was not been able to be brought forward to the Board for consideration until this time.

BOARD ACTION

I move to approve the request by Idaho State University to approve the proposed Faculty Senate Constitution as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

Idaho State University Proposed Faculty Constitution Adopted by ISU Faculty Senate October 8, 2018

Preamble

To facilitate communication, understanding, and cooperation among the officers of Idaho State University, and to ensure the orderly development of educational programs and policies committed to our trust, we, the President and faculty of Idaho State University, do hereby subscribe to this Constitution establishing principles of organization, authority, and responsibility of the Idaho State University faculty. In adopting this Constitution the President and faculty of Idaho State University affirm our belief in academic freedom and responsibility as specified in the Idaho State Board of Education Governing Policies and Procedures and the American Association of University Professors 1940 Statement of Principles on Academic Freedom and Tenure.

Institutions of higher education are established for the common good and not to further the interest of either the individual faculty member or the institution as a whole, and the common good depends upon the free search for truth and its free exposition through scholarship.

Academic freedom is essential to these purposes and applies to teaching, research (including scholarly and creative activities), and service. Academic freedom in teaching is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. Academic freedom in research is fundamental to the advancement of truth. Academic freedom in service is fundamental to the advancement of the common good and the development of educational programs and policies. Academic freedom should not be abridged or abused. Academic freedom carries with it duties correlative with rights.

Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

Faculty are entitled to speak or write freely without institutional discipline or restraint on matters pertaining to faculty governance and development of educational programs and policies.

College and university faculty members are citizens, members of a learned profession, and officers of the educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for

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the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Article I: Name

The Idaho State University faculty is comprised of two categories as defined by Article II.

Article II: Membership

Section 1: University Faculty

The University Faculty includes all tenure-track and tenured faculty, as well as nontenure track faculty with clinical, research, lecturer, and professional-technical appointments at 0.5 FTE or greater. This includes faculty at the rank of professor, associate professor, assistant professor, senior lecturer, associate lecturer, assistant lecturer, and instructors (all levels and designations), or the equivalent of any of these ranks.

Section 2: Adjunct, Affiliate, and Visiting Faculty

The Adjunct, Affiliate, and Visiting Faculty include those faculty with a limited contractual relationship with the University, including part-time (adjunct), non-compensatory (affiliate), and visiting faculty. These faculty have the privilege of participation without vote in meetings of the University Faculty.

Article III: Powers and Authority

Section 1: University Faculty Governance

Subject to the power of review or final decision lodged in the governing Board or delegated by it to the President, the University Faculty accepts its responsibility for establishing academic policies in the following areas:

- a. The University Faculty has primary responsibility on matters of educational policy within the limits prescribed by federal and state law and the regulations of the Idaho State Board of Education. Educational policy pertains to such matters as curricula, methods of instruction, facilities and materials for instruction, standards for admission and retention of students, and criteria for the granting of degrees. It also includes those aspects of student life that relate directly to the educational process including the establishment of regulations concerning financial aid, academic performance, extracurricular activities, and freedom of action and expression.
- b. The University Faculty has primary responsibility for policies and procedures governing the performance of research, scholarship and creative activities.
- c. The University Faculty has primary responsibility for policies and procedures governing faculty appointment, tenure, and promotion.

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d. The University Faculty has primary responsibility for policies and procedures governing the performance of faculty service.

On matters described in a. through d. above, the power of review or final decision lodged in the governing Board or delegated by it to the President should be exercised adversely only in exceptional circumstances, and for reasons communicated to the faculty. It is desirable that the faculty should, following such communication, have opportunity for further consideration and further transmittal of its views to the President or Board. Budgets, personnel limitations, the time element, and the policies of other groups, bodies, and agencies having jurisdiction over the institution may set justifiable limits to the realization of faculty advice.

e. The University Faculty will carry out the responsibilities described in a. through d. above through its representative body, the Faculty Senate, or through the councils and committees established and maintained by the Senate (see Article V). (The governance responsibilities of the Graduate Faculty, a subset of the University Faculty, will be carried out by the Graduate Council.) However, University Faculty will also have the rights of initiative and referendum, as specified in Article IV: Section 2.e and Section 3, Article V: Section 3.d, and in Article VI: Section 1.

Section 2: College, School, Division, Department, and the Library

Within the limits of policies approved by the Idaho State Board of Education, the policies and practices within the particular college, school, division, department, or the library will be determined by the members of the University Faculty of the specific college, school, division, department, or the library and will normally be implemented by the interested dean or chairperson.

Article IV: Organization of the University Faculty Section 1: Presiding Officer

The Chair of the Faculty Senate is the presiding officer of the University Faculty. The Chair of the Faculty Senate or that person's designee will preside at the meetings of the University Faculty, and will oversee the reporting and distribution of the non-transcripted summary of the meetings.

Section 2: Meetings of the University Faculty

a. Schedule

Meetings of the University Faculty may be called by the President of the University or by the Chair of the Faculty Senate. The Chair of the Faculty Senate must call a meeting at the written petition of ten percent (10%) of the University Faculty or a majority vote of the Senate.

b. Notice

Written notice of each meeting shall be circulated to the University Faculty at least five business days prior to the date of the meeting. The agenda for each meeting will be attached to the notice.

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c. Quorum

Official business calling for a vote requires a quorum. Twenty percent (20%) of the University Faculty constitutes a quorum. Members must be physically present at designated meeting sites. Proxy votes will not be recognized for absent individuals. The Office of the Provost and Vice President for Academic Affairs will provide the Chair of the Faculty Senate, no later than September 15th annually, the number of University Faculty as described in Article II.

d. Procedure

Each member of the University Faculty will have a free and equal voice in all deliberations. University Faculty members will be entitled to one vote each. In the absence of special regulations to the contrary, the most recent edition of Robert's Rules of Order as designated by the Chair of the Faculty Senate shall govern the procedure of all meetings of the University Faculty.

- e. Faculty Review of Senate or Presidential Action
 - (1) The University Faculty may override an action taken by the Faculty Senate. To override a specific action of the Faculty Senate, the University Faculty may conduct a vote. A majority of those present and voting at a meeting of the University Faculty may call for a vote of the University Faculty. According to the provisions of Article V: Section 3.d, such ballot will be accompanied by the minutes of the meeting sent to each member of the University Faculty. The Faculty Ombudsperson will administer, record and report the vote within the period of time specified in the Faculty Senate bylaws for faculty-wide referendums. A vote of the University Faculty requires a two-thirds majority of those casting a vote (with abstentions not counting as votes) to override a Faculty Senate action.
 - (2) The University Faculty may formally oppose a University Presidential action following the procedure specified in Article IV: Section 2.e.(1). A vote of the faculty requires a two-thirds majority of those casting votes (with abstentions not counting as votes) to formally oppose an action of the University President. The Chair of the Faculty Senate will communicate the results of such a vote to all faculty and to the Idaho State Board of Education if a two-thirds margin is achieved.
- f. Financial Support

Financial support for meetings of the University Faculty will be provided by the Office of the Provost and Vice President for Academic Affairs.

Section 3: Faculty Referenda

An alternate means to initiate a vote of the University Faculty is a petition signed by at least twenty percent (20%) of the University Faculty. Such a petition must conform to procedures specified in the Faculty Senate bylaws.

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Article V: The Faculty Senate

Section 1: Membership

a. Composition

- (1) University Faculty; Voting Members
 - (a) Each division, and each college that is not within a division, will be entitled to at least two University Faculty representatives to the Faculty Senate. The library, as well as regional sites with 15 or more University Faculty in residence, will each be entitled to at least one University Faculty representative. University Faculty representatives will be elected by the University Faculty in the unit, college or division of the University.
 - (b) Senate representation for each college, division, regional site, and the library will be determined on the ratio of one Senator per 25 University Faculty in the unit. (Units with 51 University Faculty receive 2 Senators; units with 75 University Faculty receive 3 Senators, and so on.) No faculty member may be counted more than once in assigning representation to these units.
 - (c) Every January at the first meeting of the spring semester, the Provost and Vice President for Academic Affairs will provide the Faculty Senate data on faculty membership. The Faculty Senate will review the apportionment of the faculty from each college, division, or unit as specified in the bylaws of the Faculty Senate.
- (2) Nonvoting Members
 - (a) The President of ASISU or that person's designee.
 - (b) The President of the University or that person's designee.
 - (c) The Provost and Vice President for Academic Affairs or that person's designee.
 - (d) Additional non-voting members may be specified in the Faculty Senate Bylaws.
- b. Selection

University Faculty Senators will be elected by each college, division, or unit of the University. Faculty with administrative appointments at the level of department chairperson or above are not eligible to serve as Senators.

c. Term of Office

Elected members normally will serve for three years. Initially, provision shall be made for rotating terms of office so that one-third of the Senate seats will be vacated each year.
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d. Responsibility

Senators are encouraged and expected to consult their constituencies; however, they are free to exercise their own judgment when voting.

e. Restructuring

Newly created colleges and divisions of the University will be represented as provided in Article V: Section 1.a.(1). Implementation will be in accordance with the bylaws of the Faculty Senate.

Section 2: Authority and Functions of the Faculty Senate

a. Authority

The Faculty Senate will have the authority and responsibility to act on behalf of the University Faculty. Actions of the Faculty Senate will be effective without approval of the University Faculty, except that such actions will be subject to challenge by the University Faculty (as specified in Article IV: Section 2, Paragraph e.).

b. Functions

Within the framework established by the Idaho State Board of Education, the Faculty Senate will, as the representative body of the University Faculty:

- (1) Recommend to the President and Provost and Vice President for Academic Affairs requirements for admission and for degrees.
- (2) Make recommendations to the President and Provost and Vice President for Academic Affairs regarding all proposals for new courses and curricula, changes in established curricula, and curricular policies involving relationships between colleges, divisions, or units.
- (3) Recommend to the President and Provost and Vice President for Academic Affairs criteria for academic rank, tenure, and professional welfare.
- (4) Provide for the review and mediation of disputes involving professional ethics and grievances.
- (5) Recommend to the President and Provost and Vice President for Academic Affairs policies and procedures governing the performance of research, scholarship and creative activities.
- (6) Establish and maintain such committees and councils as are necessary for the implementation of Article III: Section 1 of this Constitution.
- (7) Receive and consider reports from committees and councils and take appropriate action thereon.
- (8) Inform the University Faculty of its actions.

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Section 3: Organization of the Senate

a. Officers

The Senate shall elect annually from among its voting members a Chair and Vice Chair.

- b. Meetings
 - (1) Regular and special meetings of the Faculty Senate will be held throughout the academic year at times specified in the bylaws.
 - (2) Regular and special meetings of the Faculty Senate are open.
- c. Rules

The Faculty Senate is empowered to make rules governing its own organization and procedures subject to the conditions of this Constitution.

d. Agenda

At least three business days prior to any Senate meeting, the Chair of the Faculty Senate will have an agenda published and distributed to the University Faculty. Any item submitted by at least ten percent (10%) of the University Faculty through petition must be placed on the agenda for the next regular Senate meeting. Items not on the agenda of a given meeting may not be brought to formal vote at that meeting without unanimous consent of those voting members present.

Article VI: Amendment

Section 1: Of the Constitution

Amendments may be proposed by either:

- a. A two-thirds vote of the Senate present and voting, or
- b. Twenty percent (20%) of the University Faculty through initiative petition presented to the Chair of the Senate.

The proposed amendment to the Constitution will be placed on the agenda of the next regular meeting of the Senate for open discussion. A written copy of the proposed amendment, including explanation and justification, will be distributed to each member of the University Faculty, after which it will be submitted to a special meeting of the University Faculty for discussion. An amendment thus submitted will become part of the Constitution when approved by secret ballot by a two-thirds majority of those University Faculty voting (with abstentions not counting as votes). The vote will be held in accordance with the Faculty Senate bylaws regarding university-wide referendums.

Section 2: Of the Bylaws

The bylaws may be amended by a two-thirds vote of the Senate, present and voting.

SUBJECT

FY18 Teacher Pipeline Report – Findings and Recommendations

August 2016	The Board reviewed and discussed available d at a provided in the teacher pipeline report and discussed pulling together a broader work group to provide feedback and recommendations to the
	solutions.
April 2017	The Board reviewed an update on the Educator Pipeline and recommendations from the workgroup.
October 2017	Board reviewed and approved the first recommendation of the teacher pipeline workgroup.
December 2017	Board reviewed FY17 Teacher Pipeline Report and Recommendations

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 -1207, Idaho Code Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

BACKGROUND/DISCUSSION

The Board was presented with a first look at various data points throughout the educator pipeline during the December 2015 Board meeting and received a more comprehensive review at the August 2016 Board meeting. During the discussion at the August 2016 Board meeting it was determined that a broad group of stakeholders who are impacted at the various points in the pipeline should be brought together to form comprehensive recommendations for supports and improvements to Idaho's educator pipeline. The workgroup was made up of individuals nominated by the various stakeholder representative organizations with a focus on those individuals working in our public school system and approved educator preparation programs along with additional state policy makers.

On June 6, 2017, and then again on October 12, 2017, the full committee convened to form recommendations identified as critical to developing Idaho's Educator Pipeline. These recommendations included:

- 1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho
- 2. Begin developing a coherent policy dialogue
- 3. Define recommendations in the areas outlined below:

- a. Attract/Recruit: Openly promote teaching as a profession to boost public perception; Continue to support higher salaries and compensation packages
- b. Prepare/Certify: Expand options in preparation and certification to include mastery-based preparation programs that account for experiential credit; closer alignment between secondary and postsecondary education to expedite preparation for high school students interested in teaching
- c. Retain: Development and support for teachers including induction programs and greater teacher-leader opportunities; emphasize evaluation for the purpose of professional growth and measurable outcomes that are teacher driven

The 2017 Teacher Pipeline Report and recommendations from the Educator Pipeline Workgroup was the first comprehensive effort to investigate and provide recommendations for pipeline issues specific to Idaho. The report was presented to the Board in December 2017 and provided baseline data on the supply and demand of instructional staff across Idaho. The report included recommendations on ways to utilize this information to ensure consistency and efficacy in addressing Idaho's educator pipeline issues over time. Ten total educator workforce recommendations were presented for consideration, with seven prioritized for immediate action.

The FY18 Pipeline report explores new data collected through the 2017-2018 school year, identifies areas of concern, and provides an update on progress related to the recommendations presented in the FY17 report.

IMPACT

The attached report will help inform future initiatives of the Idaho State Board of Education related to addressing teacher shortages across the state.

ATTACHMENTS

Attachment 1 – Idaho State Board of Education 2018 Teacher Pipeline Report Attachment 2 – Idaho Pipeline Report Detail and District Classification Attachment 3 – Idaho Public Educator Preparation Program Retention Report

STAFF COMMENTS AND RECOMMENDATIONS

In addition to the Board's interest, there has been a great deal of interest from other state policymakers to find solutions to Idaho's apparent teacher shortage. While there has been a general understanding that school districts and charter schools struggle for a variety of reasons commonly found across the nation, the 2017 Teacher Pipeline Report and the updated 2018 Teacher Pipeline Report inform policy and define next steps based upon the workgroup's final recommendations. While school districts and charter schools experience varying degrees of difficulty in filling open positions depending on the geographical location, the content area, or type of pupil services and staff, the primary issue identified is retention; not only retention at a specific school but retention in the education profession. Areas identified both nationally as well as by Idaho educators that would help retain teachers are in the areas of teacher supports at the school and district level. These include the need for strong mentoring and professional development programs for educators once they enter the workforce.

BOARD ACTION

This item is for informational purposes only.

Idaho State Board of Education 2018 Teacher Pipeline Report

Christina Linder Educator Effectiveness Program Manager Idaho State Board of Education Cathleen M. McHugh, Ph.D. Chief Research Officer Idaho State Board of Education

Introduction

In response to reports from school districts regarding the difficulty to fill certain teaching positions, in December of 2015 and then again in August 2016, the Board reviewed data and reports on educator supply and demand in Idaho. Because early reports were inconsistent and insufficient to guide policy, Board staff were directed to bring together a broad group of education stakeholders to make recommendations on ways to increase and strengthen the educator pipeline.

The initial meeting of the workgroup was held in February 2017, followed by three subgroup convenings. The group formalized early recommendations which were sent to the Board in April 2017. Areas considered by the workgroup included attracting and retaining candidates in teacher preparation programs, recruiting individuals into the profession through traditional, non-traditional, and alternate pathways, incentivizing and attracting educators to teach in our rural and underserved areas, and recruiting and retaining educators for hard-to-fill subject areas such as special education. In June of 2017, and then again in October, the full committee reconvened to further define recommendations identified as critical to developing Idaho's Educator Pipeline. The following final recommendations were identified in the Teacher Pipeline Report presented to the Board in December 2017:

- 1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho
- 2. Begin developing a coherent policy dialogue
- 3. Further explore workgroup proposals falling into three categories: Attract/Recruit; Prepare/Certify, and; Retain.

The inaugural 2017 Teacher Pipeline Report explored multiple data points with the goal of establishing baseline data answering the following questions:

- What patterns exist in teacher staffing over the last three years? What are the areas of shortage and surplus in teacher certification? Do these patterns vary by region of the state?
- Are there differences in the teacher shortage areas in charter schools, rural schools, and urban schools?
- What K–12 public school enrollment trends are expected for the next three to five years?

• How do district leaders perceive teacher shortage areas in their own districts?

Some significant findings from the 2017 report identified previously unexplored characteristics of the teacher workforce, and revealed retention challenges in Idaho that are even greater than those found nationally:

- Approximately 1,873 Idaho instructional certificates are issued annually; of those certificated individuals, approximately 33% do not serve in an Idaho public school
- The attrition rate for Idaho teachers remains at a steady 10% annually, compared to approximately 8% nationally

According to the 2018 data, little has changed; the overall attrition remains at 10%. The practical translation is that well over 1,000 teachers **who are not of retirement age** leave Idaho classrooms every year. While some of the workgroup recommendations have been implemented in the last year, the 2018 report that follows makes clear that there is still much work to do. In summary, until the attrition problem is solved, Idaho will continue to need in excess of 1,750 new teachers every year, costing the state approximately 7 million dollars annually. *

Discussion

As with the 2017 report, the sources of data used to compile this report include the Teacher Certification Database, School Staffing Reports, Title II Reports and information supplied by the Idaho Department of Labor. Data through FY18 was analyzed for inclusion in this report, building upon the findings from the 2017 report. Additionally, after undergoing significant revisions from 2017, a survey to capture the perception of district leaders regarding teacher shortages was also conducted this year. Due to low response rates, the survey will be resent and data will be available on the State Board website in spring 2019.

All of the information that follows is based upon instructional staff certifications, including CTE, and excluding certificates with **only** Administrator or Pupil Personnel Services endorsements. See Appendix I located in *Attachment 2- Idaho Pipeline Report Detail* for a list of endorsements included, and how they were classified for the purpose of this report. Additionally, to distinguish between urban and rural districts, the NCES Urban-Centric Locale Definitions were used throughout. Those definitions and the classification for each Idaho district is included here as Attachment 3.

^{*}On average, 1,550 teachers leave Idaho public schools each year. Using the lowest replacement cost estimate (*from a decade ago*) at \$4,400 per teacher, we can conclude that Idaho districts spend \$6,820,000.00 every year replacing teachers lost to attrition. The actual cost is likely two to three times higher.

Findings

Part One: Teacher Supply in Idaho

This section of the report will explore the number of teachers being produced by Idaho's universities and colleges that are eligible for certification, and provide an overview of Idaho's existing supply of teachers and their content area endorsements.

"Completer" data from Title II reports on those candidates graduating from Idaho's teacher programs, with the ability to certify, is consistent and reliable for the last three years:

Table 1: Potential new teachers (Completers) produced by	y traditional Idaho educator preparation programs
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Year	Completers by Program						Totals	
	Boise	BYU	Idaho	College	LCSC	NNU	U of	
	State	Idaho	State	of Idaho			Idaho	
2014-15	196	320	83	12	48	54	108	821
2015-16	172	384	92	20	49	56	99	872
2016-17	178	348	70	11	44	53	88	792

Though there appears to be a slight decrease in the number of completers exiting Idaho preparation programs, this may be a reporting issue. Trainings took place in 2018 to improve reporting procedures and eliminate duplication. However, even if this is a drop in production, it would be safe to say that in the last three years our preparation programs are exiting around 800 candidates ready for teacher certification. Going forward, firm reporting definitions will ensure consistent, accurate preparation program data to identify trends. Detailed information on enrollment and subject area preparation is available in the FY18 Title II report, posted on the Board's website.

The tables that follow break down the approximately 16,000 active instructional staff by content area endorsement. Total certificates issued include teachers receiving full certification as well as interim certification. Interim certification is temporary, and can only be utilized for a maximum of three years while a candidate is meeting the state's requirements for full certification (with the exception of the Provisional and Alternate Authorization to Endorsement). Interim certification that is renewable for up to three years encompasses all Board-approved alternative pathways. Alternative pathways include American Board Certified Teachers of Excellence (ABCTE), Teach for America (TFA), Content-Specialist Alternative Authorization, and Teacher to New Certificate. Alternative Authorization to Endorsement and Provisional certificate routes are valid for a period of one year.

Table 2: Number receiving Idaho certifications issued with Special Education endorsement

	Total certificates issued	
2013-2014		260
2014-2015		237
2015-2016		282
2016-2017		292
2017-2018		328

Note: A teacher that received more than one certification would only appear once in this tally.

Table 3: Number receiving Idaho certifications issued with Career Technical endorsement

Year	Total CTE certificates issued
2013-2014	33
2014-2015	51
2015-2016	61
2016-2017	56
2017-2018	41

Note: A teacher that received more than one certification would only appear once in this tally.

Table 4: Idaho certifications issued for content endorsements, by area of assignment

STERIC Content in tus					
	Mathematics	Life and Physical Science	Computer and Informational Systems		
2013-2014	187	142	19		
2014-2015	150	138	21		
2015-2016	172	171	19		
2016-2017	207	184	14		
2017-2018	209	176	27		

STEM Content Areas

Languages and Humanities

	English Language and	World	
	Literature	Language	Humanities
2013-2014	436	74	568
2014-2015	380	68	500
2015-2016	407	48	485
2016-2017	416	63	488
2017-2018	426	58	516

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Other			
		Fine and	Physical,
		Performing	Health, and
	Social Science	Arts	Safety
2013-2014	213	247	97
2014-2015	192	194	75
2015-2016	168	200	75
2016-2017	187	173	86
2017-2018	221	179	92

Note: Area of assignment was determined by using the crosswalk between endorsements and assignments provided by SDE in the 2016-17 Assignment Credential Manual. See appendix found in Attachment A for a list of which endorsements are counted in each category. A teacher that received more than one endorsement would appear more than once in these tables; duplicated across content areas but not within.

The most notable change in 2017-18 is the slight increase in special education teachers and a significant jump in computer and informational science teachers. The number of career technical education certificates appears to be on the decline, which should be an issue for further study within the State Career and Technical Education Department.

The following table illustrates the total number of individuals issued an initial certificate to teach in Idaho, including the percentages of those who were issued a certificate but chose not to teach in an Idaho public school.

		Certificates issued to those who were employed in Idaho				
		Academ	ic Certifica	ites	CTE Certificates	
	Total certificates	State of first certification			Share not employed in	
	issued	Total	Idaho	Other state		Idaho
2013-2014	1,932	1,249	828	421	33	35%
2014-2015	1,720	1,180	782	398	51	31%
2015-2016	1,889	1,298	909	389	61	31%
2016-2017	1,952	1,234	821	413	56	37%
2017-2018	1,969	1,281	838	443	41	35%

Table 5: Number receiving new Idaho certifications (non-duplicated), with instructional endorsements

Notes: Certification period is from Sept 1-August 31. Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification would only appear once in this tally. Total certificates issued includes certificates issued to teachers who never had a teaching assignment in Idaho. State of first certification is not available for these teachers. CTE Certificates are those certificates with only CTE endorsements. Teachers with both academic and CTE endorsements would be included in the Academic certificates group

Once again, it is significant to note that more than *one third* of the teachers who certified in 2017-2018 are not employed in Idaho public schools. Ways to capture exactly what is happening with this population are being explored. It will be critical to eventually determine if these potential Idaho teachers using their teaching certificates in border states, unable to find jobs in the content area in which they were prepared, the geographic locations they desire, or are choosing other professions.

Part Two: Teacher Demand in Idaho

Growth Projections

The Idaho Department of Labor projects the average increase in demand for teachers to average 1.5% annually over time.

Figure 1. Teacher Demand Projections 2014-2024 Idaho Department of Labor Long Term Projections



The number of instructional staff working in Idaho's public schools averages about 15,500 over the last five years. After accounting for Idaho's steady attrition rate that results in the loss of approximately 1,550 teachers annually, an additional 233 must be hired in various districts across the state to counter growth of student populations. The following tables illustrate attrition patterns of teachers with instructional teaching assignments. Until the attrition problem is solved, Idaho will continue to need in excess of 1,750 new teachers every year.

Attrition of Idaho Teachers Statewide

In the following tables, Idaho's attrition rates are examined according to a number of factors; age, years of experience, by cohort, and by region. A teacher is counted as leaving if that teacher had an instructional assignment in one year and did not have an instructional assignment in the next year.

 Table 6: Number of teachers with instructional assignments who have instructional assignments in the next school year

	Number with instructional assignment	Number with instructional assignment in next year	Attrition Rate	Number without instructional assignment but with Administrative assignment	Share who leave to become only Administrators
2013-2014	15,322	13,814	10%	108	1%
2014-2015	15,576	13,922	11%	98	1%
2015-2016	15,767	14,116	10%	114	1%
2017-2018	16,035	14,421	10%	88	1%

In summary, approximately ten percent of teachers with instructional assignments in one year do not have instructional assignments in the next year. Of those, only one percent left to become full-time administrators. The national average for teacher attrition is 8%; attrition in Idaho is consistently higher.

Table 7:	Number of teachers with instructional assignments	ts who do not have instructional assignments in the
next sch	ool year, by age	

	Attrition Rate – Age of those who leave the profession					
	2013-2014	2014-2015	2015-2016	2016-2017		
Age 24 or younger	5%	6%	5%	5%		
Age 25 to 29	12%	12%	14%	12%		
Age 30 to 34	13%	11%	13%	13%		
Age 35 to 39	10%	10%	9%	12%		
Age 40 to 44	11%	9%	9%	9%		
Age 45 to 49	7%	8%	9%	9%		
Age 50 to 54	8%	9%	8%	7%		
Age 55 to 59	16%	14%	15%	14%		
Age 60 to 64	15%	17%	13%	14%		
Age 65 and older	4%	5%	5%	6%		
Overall Attrition	10%	11%	10%	10%		

Note: Age is measured as of base year. Rates higher than the overall rate are highlighted.

In summary, attrition rates in the Idaho teaching population are highest for those under the age of 35 and those over the age of 54. Of the 10% who leave the profession annually, those teachers aged 55 years or older account for about 33% of Idaho's annual attrition on average, with 66% clearly leaving for reasons other than retirement. Considering that Idaho's annual rate of attrition is consistently 10%, we can assume that next year 1,600 teachers will leave; approximately 500 of them will retire *but 1,100 will leave the classroom due to other compelling factors*. Though attrition for those under the age of 35 decreased slightly in 2016-2017, Idaho is still losing teachers for reasons other than retirement at a rate that is higher than the national average.

 Table 8: Number of teachers with instructional assignments who do not have instructional assignments in the next school year, by years of experience

	Attrition Rate - Share with an assignment in base year but without assignment in next year					
	2013-	2014-	2015-	2016-		
	2014	2015	2016	2017		
No prior experience	14%	17%	15%	15%		
0.1 to 3.9 years of experience	10%	12%	11%	11%		
4.0 to 7.9 years of experience	10%	9%	11%	9%		
8 to 10 years of experience	7%	8%	8%	7%		
More than 10 years of experience	10%	10%	10%	9%		
Overall	10%	11%	10%	10%		

Note: Experience is measured as of base year. Attrition rates higher than the overall rate are highlighted. Years of experience only includes years of teaching K-12 in Idaho.

The most current attrition data indicates that, once again, 15 percent of new teachers leave after the first year of teaching. The 2018 report looks at this statistic to better understand if the bulk of those teachers leaving the profession within the first year hold interim certificates or full standard certificates. Next year's report will compare the rates at which they are exiting voluntarily vs. non-renewal of teaching contract.

Beyond the first year, national estimates have suggested that "new teachers leave at rates of somewhere between 19% and 30% over their first five years of teaching" (Sutcher, et al., 2016, p.7). Using available data to follow cohorts of new Idaho teachers, statewide attrition is at the high end of national estimates after three years, climbing even higher after four.



Table 9: Share of new teachers, by cohort, who leave in subsequent years



Table 9: Share of new teachers, by cohort, who leave in subsequent year (continued)





			A	ГТАСНМІ	ENT 1
Table 9 Detail	2013-2014 (Base	2014-	2015-	2016-	2017-
	Year)	2015	2016	2017	2018
Had instructional assignment	1,399	1,207	1,065	963	884
Returned from break in service			17	14	24
Did not have instructional assignment		192	317	422	491
	2014-2015 (Base	2015-	2016-	2017-	
	Year)	2016	2017	2018	
Had instructional assignment	1,363	1,131	1,002	936	
Returned from break in service			28	24	
Did not have instructional assignment		232	333	403	
	2015-2016 (Base	2016-	2017-		
	Year)	2010-2017	2017-2018		
Had instructional assignment	1.469	1.249	1.096		
Returned from break in service	y	, -	20		
Did not have instructional assignment		220	353		
8	2016-2017 (Base	2017-			
	Year)	2018			
Had instructional assignment	1,637	1,386			
Returned from break in service					
Did not have instructional assignment		251			

Note: This only includes teachers with 0 years of teaching experience in the base year.

To better understand if type of certification, and therefore method of preparation, played a significant role in teacher attrition. Data for the 2013-2014 cohort was disaggregated into two categories: Those prepared through a traditional path and entering the field fully certified, and those prepared through an approved alternative route or granted a provisional who enter the field on an interim certificate without having met certification requirements.



Table 10: Share of new teachers, by method of preparation, who leave in subsequent years



Alternative Path	(Base Year)	2015	2015-2016	2017	2018
Had instructional assignment	113	98	84	67	61
Returned from break in service			2	1	5
Did not have instructional assignment		15	27	45	47

It is interesting to note that attrition rates within the first three years are not significantly different between the two groups. Alternatively prepared teachers leave at significantly higher rates in the fourth year, which correlates with the end of the validity period of the interim certificate. It is likely that many of the those teaching on an interim certificate are unable to meet all of the certification requirements within the three year validity period, and are unable to remain in teaching.

Finally, attrition according to preparation program was explored. Using completer data provided

Table 10 Detail					
	2013-2014		2015-	2016-	2017-
Traditional Path	(Base Year)	2014-2015	2016	2017	2018
Had instructional assignment	1,286	1,109	981	896	823
Returned from break in service			15	13	19
Did not have instructional assignment		177	290	377	444

by each of the public preparation programs, FY 2013 graduates of Idaho's public teacher preparation programs were followed through FY18. Full detail of attrition in subsequent cohorts, disaggregated according to institution, is included as Attachment 3.





20%

0%

ATTACHMENT 1

With the exception of Lewis Clark State University, traditionally prepared teachers appear to leave in predictable increments, with at least 20% attrition. Overall, cohort attrition appears to be steady and predictable, with at least a third of new teachers exiting from teaching in an Idaho public school after three years, regardless of type of preparation. As noted earlier, it will be critical to understand the percentage of teachers exiting the profession voluntarily compared to those who are dismissed within each new teaching cohort. In either exit scenario, voluntary or not, a strong case can be made for induction programs and mentor support.

Attrition of Idaho Teachers by District Type and Region

Statewide, between attrition (which includes retiring teachers) and student population growth, nearly 2,000 teachers are needed each year to meet the demands of Idaho school districts.

This section of the report examines attrition patterns of teachers with instructional teaching assignments by district type and region. As in previous tables, a teacher is counted as leaving if that teacher had an instructional assignment in one year in a district and did not have an instructional assignment in the next year in that same district. Therefore, this measures attrition both from the profession as well as from the individual district.

The number of teachers with a teaching assignment in each group is tabulated, as well as the number of teachers from that group who left the district. Some teachers appear in more than one district. Therefore the total teachers in each school year will not match the total teachers in earlier graphs and figures.

	2014-2015		2015-201	6	2016-2017		
	Number of teachers with instructional assignments	District- level Attrition Rate	Number of teachers with instructional assignments	District- level Attrition Rate	Number of teachers with instructional assignments	District- level Attrition Rate	
City/Suburb	8,160	14%	8,232	13%	8,383	12%	
Town	4,605	15%	4,595	14%	4,668	15%	
Rural, Fringe & Distant Rural, Remote	2,273 1,047	17% 15%	2,310 1,051	16% 16%	2,311 1,076	16% 13%	
Virtual	429	10%	459	11%	479	13%	

Table 11: District-level attrition rates by locale

Note: Locale was determined using categories defined by the National Center for Education Statistics (NCES).

Table 12: District-level attrition rates by region

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	2014-	-2015	2015-2016		2016-2017		
			Number of		Number of		
	Number of		teachers	District-	teachers		
	teachers with		with	level	with		
	instructional	District-level	instructional	Attrition	instructional	District-level	
Region	assignments	Attrition Rate	assignments	Rate	assignments	Attrition Rate	
1	1,764	13%	1,779	13%	1,798		13%
2	927	11%	940	13%	939		11%
3	6,964	14%	7,058	13%	7,150		13%
4	2,307	17%	2,310	15%	2,382		16%
5	1,480	17%	1,438	13%	1,454		11%
6	2,635	16%	2,654	16%	2,705		14%
Virtual	453	10%	484	11%	505		12%

In summary, Regions 4 and 6 consistently have among the highest district-level attrition rates although there is not a lot of variation between regions.

Table 13: One-year district-level attrition for first-year teachers

	2013-20	14	2014-2015			
	Number of first- year teachers with instructional assignments	District- level attrition rate	Number of first-year teachers with instructional assignments	District-level attrition rate		
City/Suburb	637	22%	7	23	25%	
Town	452	22%	3	98	22%	
Rural, Fringe & Distant	242	21%	2	11	20%	
Rural, Remote	116	27%		86	23%	
Virtual	56	14%		23	26%	

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	2015-20	16	2016-2017		
	Number of first- year teachers with instructional assignments	District-level attrition rate	Number of first-year teachers with instructional assignments	District-level attrition rate	
City/Suburb	778	18%	818	21%	
Town	439	21%	529	19%	
Rural, Fringe & Distant	197	32%	208	27%	
Rural, Remote	88	20%	133	21%	
Virtual	30	17%	18	22%	

Table 13: One-year district-level attrition for first-year teachers (continued)

Note: This measures attrition following the first-year of teaching for teachers with instructional assignments.

In summary, there is not a clear pattern of differences in district-level attrition for first-year teachers by locale.

Prevalence of Alternative Pathways to Certification

This section of the report examines the number of instructional staff working on interim certificates while pursuing full state certification. Pathways represented below encompass both traditional and non-traditional preparation programs.

2013-2014	ABCTE	Content Specialist		Prov Auth	Teacher to New	TFA	Share of teachers	
Region 1			5	4	16			2%
Region 2			3	4	29			4%
Region 3	38		14	57	79			3%
Region 4	19		11	17	42			4%
Region 5	17		3	22	29			5%
Region 6	25		3	43	27			4%
Charter/Virtual	15		3	16	20			6%
Total	114		42	163	242			

Table 14: Types and Numbers of Alternative Pathways to Certification, by Region

				Α	TTAC	HMENT 1
		Content	Prov	Teacher to		Share of
2014-2015	ABCTE	Specialist	Auth	New	TFA	teachers
Region 1		1	6	24		2%
Region 2	1	5	3	16		3%
Region 3	28	23	41	84		3%
Region 4	9	10	35	37		4%
Region 5	4	9	15	21		4%
Region 6	12	7	36	32		4%
Charter/Virtual	11	5	23	30		7%
Total	65	60	159	244		
2015 2016		Content	Prov	Teacher to		Share of
2015-2016	ABCIE	Specialist	Auth	INEW 20	IFA	teachers
Region 1	2	22		29		3%0 50/
Region 2	4.1	16		22		5%
Region 3	41	106		12	14	4%
Region 4	26	102		38		8%
Region 5	20	50		24		6% 50/
Region 6 Charter/Virtual	30 13	57		34 23		5%0 8%
	15	40		25		070
Total	119	399	0	242	14	
						Shara of
		Content	Prov	Teacher to		instructional
2016-2017	ABCTE	Specialist	Auth	New	TFA	teachers
Region 1	10	25	1	30		4%
Region 2	10	24		16		6%
Region 3	82	103	11	79	14	4%
Region 4	49	117	7	48		10%
Region 5	19	55	8	25		8%
Region 6	24	80	6	30		6%
Charter/Virtual	33	54	4	35	2	9%
Total	227	458	37	263	16	

					ATTAC	HMENT 1
						Share of
		Content	Prov	Teacher to		instructional
2017-2018	ABCTE	Specialist	Auth	New	TFA	teachers
Region 1	22	31	8	29		5%
Region 2	5	20		23		6%
Region 3	115	135	6	69	25	5%
Region 4	44	161	16	40		12%
Region 5	36	64	3	28		10%
Region 6	54	124	5	46	1	9%
Charter/Virtual	46	68	5	17	2	10%
Total	322	603	43	252	28	

Table 15: Types and Numbers of Alternative Pathways to Certification, by District Type

		Content	Prov	Teacher		Share of instructional
2013-2014	ABCTE	Specialist	Auth	to New	TFA	teachers
City/Suburb	50	12	37	70		2%
Town	35	19	71	66		5%
Rural, Fringe & Distant	7	5	16	42		4%
Rural, Remote	7	3	23	44		8%
Charter schools	15	3	16	20		5%
Total	114	42	163	242		
		Content	Prov	Teacher		Share of instructional
2014-2015	ABCTE	Specialist	Auth	to New	TFA	teachers
City/Suburb	30	21	46	74		2%
Town	11	22	56	61		4%
Rural, Fringe & Distant	7	5	21	48		4%
Rural, Remote	6	7	13	31		6%
Charter schools	11	5	23	30		6%
Total	65	60	150	244		
	05	Content	Prov	Teacher		Share of instructional
2015-2016	ABCTE	Specialist	Auth	to New	TFA	teachers
City/Suburb	44	104		59	12	3%
Town	44	147		70	2	6%
Rural, Fringe & Distant	11	57		54	0	6%
Rural, Remote	7	45		36	0	9%
Charter schools	13	46		23	0	6%
Total	119	399		242	14	

					ATTACHMENT 1		
		Content	Prov	Teacher		Share of instructional	
2016-2017	ABCTE	Specialist	Auth	to New	TFA	teachers	
City/Suburb	86	98	3	82	6	4%	
Town	65	170	13	74	5	8%	
Rural, Fringe & Distant	21	65	2	44	3	7%	
Rural, Remote	22	71	15	28		14%	
Charter/Virtual schools	33	54	4	35	2	9%	
Total	227	458	37	263	16		
		Content	Prov	Teacher		Share of instructional	
2017-2018	ABCTE	Specialist	Auth	to New	TFA	teachers	
City/Suburb	131	148	5	66	15	5%	
Town	78	219	17	84	8	10%	
Rural, Fringe & Distant	32	93	9	43	3	9%	
Rural, Remote	35	75	7	42		16%	
Charter/Virtual schools	46	68	5	17	2	10%	
Total	322	603	43	252	28		

Note: Information on teaching pathways was included only for assignments in public schools. All Public Charter School Commission-authorized charter schools should have been identified. However, district-authorized charter schools may or may not have been identified depending on how the district name was entered in the report.

Though alternative pathways to certification (alternative authorizations) are sometimes used to bring in teachers with unique skill sets for particular types of programs, these authorizations generally denote a district trying to meet a hard-to-fill position due to either a scarcity of teachers in a particular content area or difficulty in drawing candidates to a geographic location. From the above tables, it is clear that the percentage of teachers on some form of interim certificate has increased in every region over the last five years, but the percentages are consistently higher in Region 4. It also appears that the numbers of certified staff vs. interim staff is persistently disproportional between urban districts and all types of rural districts; fringe, distant, and remote. Not surprisingly, Rural Remote districts consistently struggle with staffing issues.

Conclusion

Retention is clearly the primary issue facing Idaho's supply of highly effective teachers. Idaho's traditional educator preparation programs are steadily producing an average of 800 teachers annually and Idaho issues approximately 400 certificates to teachers from other states; this should be more than enough newly certified teachers to replace the average 500 teachers who retire and the 233 needed annually to address student population growth with hundreds to spare. However, five years of staffing data illustrates that at least 1,500 teachers leave the profession every year prior to retirement age.

Though a number of the recommendations put forth in the 2017 Teacher Pipeline Report have been enacted, the lack of attention to, or funding for, a robust mentoring and induction program is likely a major contributor to Idaho's glaring rates of attrition. As part of a support program, Idaho policymakers may also want to consider developing a research agenda with the goal of more clearly identifying the causes of teacher attrition throughout the state by following cohorts of teachers from preparation through their first five years of teaching: How many new teachers leave the classroom voluntarily? How many are not offered continuing contracts? How can these novice teachers be better supported?

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Another critical area for research would be to understand why well over 30% of the teachers who receive an initial Idaho teaching certificate choose not to serve in our public schools. Are these potential Idaho teachers using their teaching certificates in border states? Are they choosing other professions within the state? Are these potential educators choosing to stay home with young families rather than teach and could they be enticed with part-time opportunities and job sharing?

Until policymakers become urgent in their efforts to retain Idaho teachers, shortages will have a constant presence in our education landscape, draining district resources and negatively impacting student learning.

ATTACHMENT 2 Distribution of Teachers with Standard Instructional Certificate Across Schools¹

Research question – Are schools with more economically disadvantaged² students more likely to have teachers³ without a standard instructional certificate? Figure 1 shows the share of teachers with a standard instructional certificate by level of school. For schools that serve grades K-6 and schools that serve grades 7-12, an increase in the share of students who are economically disadvantaged is associated with a decrease in the share of teachers with a Standard Instructional Certificate. There is no such relationship for schools that serve grades K to 12.

Figure 1: Share of teachers with a Standard Instructional Certificate by school's relative percentage of economically disadvantaged students



Some of differences shown in Figure 1 could be due to differences in education regions in terms of economic disadvantage and in terms of the teacher labor market. Figure 2 shows the same data but broken down by education region. Quartiles are re-calculated for each combination of region and level of school control.

For schools that serve grades K through 6, Regions 1, 2, and 3 generally have higher rates of teachers with standard instructional certificates than Regions 4, 5, and 6. In Regions 1, 2, and 3, schools with a relatively high percentage of economically disadvantaged students have a lower percentage of teachers

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³ Only teachers with an instructional assignment in 2017-18 were included in this analysis.

² Economic disadvantage is calculated by the Idaho State Department of Education. For this paper, I averaged the measure over 3 years (2015-16, 2016-17, and 2017-18). I then calculated quartiles for each level of school control (Grades K to 6, Grades 7 to 12, Grades K to 12).

with standard instructional certificates than schools with a relatively low percentage of economically disadvantaged students. In Region 4, the schools with the smallest share of economically disadvantaged students have a higher percentage of teachers with standard instructional certificates than schools with larger shares of economically disadvantaged students.

For schools that serve grades 7 to 12, there also appears to be a relationship between economically disadvantaged students and teachers with standard instructional certificates in Regions 1, 2, 3, and 4. In those regions, schools with relatively large shares of economically disadvantaged students generally have the smallest percentage of teachers with a standard instructional certificate. A relationship is not as apparent in Regions 5 and 6.



Figure 2: Share of teachers with a Standard Instructional Certificate by school's relative percentage of economically disadvantaged students by region – Grades K through 6

Grades K through 6	Share of instructional staf	Share of instructional staff with a 101:Standard Instructional Certificate					
	Quartile 1-Smallest	Quartile 2	Quartile 3	Quartile 4-Largest share of			
	share of economically			economically			
	disadvantaged students			disadvantaged students			
Region 1	99%	99%	98%	94%			
Region 2	98%	100%	96%	94%			
Region 3	99%	97%	96%	96%			
Region 4	94%	88%	90%	89%			
Region 5	92%	94%	92%	92%			
Region 6	94%	92%	92%	94%			



Figure 3: Share of teachers with a Standard Instructional Certificate by school's relative percentage of economically disadvantaged students by region – Grades 7 through 12

Grades 7	Share of instructional staff with a 101:Standard Instructional Certificate						
through 12							
	Quartile 1-Smallest share of economically disadvantaged students	Quartile 2	Quartile 3	Quartile 4-Largest share of economically disadvantaged students			
Region 1	95%	94%	94%	88%			
Region 2	97%	98%	94%	88%			
Region 3	96%	93%	91%	90%			
Region 4	92%	87%	88%	87%			
Region 5	90%	92%	91%	89%			
Region 6	92%	90%	92%	95%			

2018 Teacher Pipeline Report

Table 1: New teachers produced by Idaho colleges of education

This table is found in the main body of the Teacher Pipeline report.

Table 2: Number receiving New Idaho certifications (non-duplicated), instructional endorsements only

Significant fact: About a third of instructional teachers who are certified in Idaho each year are not employed in Idaho. The number of instructional teachers certified and employed in Idaho is relatively constant.

		-				
		Certi	ficates issue			
				Idaho		
		A	cademic Ce	rtificates		
	Total		Stat	e of first		Share not
	certificates		cer	tification		employed in
	issued	Total	Idaho	Other state	CTE Certificates	Idaho
2013-2014	1,932	1,249	828	421	33	35%
2014-2015	1,720	1,180	782	398	51	31%
2015-2016	1,889	1,298	909	389	61	31%
2016-2017	1,952	1,234	821	413	56	37%
2017-2018	1,969	1,281	838	443	41	35%

Notes: Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification would only appear once in this tally. Total certificates issued includes certificates issued to teachers who never had a teaching assignment in Idaho. State of first certification is not available for these teachers. CTE Certificates are those certificates with only CTE endorsements. Teachers with both academic and CTE endorsements would be included in the Academic certificates group.

Table 3: Idaho certifications issued by school level (duplicated), instructional endorsements only

Significant fact: There has been an approximate 12 percent increase in the number of Secondary certifications issued.

	Elementary	Secondary
2013-2014	1,044	831
2014-2015	866	735
2015-2016	1,049	780
2016-2017	1,042	829
2017-2018	1,157	927

Notes: Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification could appear more than once in this tally. Excludes CTE only endorsements as they would be eligible to teach only at the Secondary level. This covers all certificates issued. School level was determined by the endorsements issued. See Appendix I for a list of endorsements and how they were classified. Endorsements could also cover All Grades – these endorsements were not included in this analysis.

Table 4: Number receiving Idaho certifications issued with Special Education endorsements

	Total certificates issued
2013-2014	260
2014-2015	237
2015-2016	282
2016-2017	292
2017-2018	328

Notes: A teacher that received more than one certification would only appear once in this tally.

Table 5: Idaho certifications issued for select secondary endorsements, by area of assignment

STEM

	Mathematics	Life and Physical Science	Computer and Informational Systems
2013-2014	187	142	19
2014-2015	150	138	21
2015-2016	172	171	19
2016-2017	207	184	14
2017-2018	209	176	27

Languages and Humanities

	English		
	Language and	World	
	Literature	Language	Humanities
2013-2014	436	74	568
2014-2015	380	68	500
2015-2016	407	48	485
2016-2017	416	63	488
2017-2018	426	58	516

Other

			Physical,
		Fine and	Health, and
	Social Science	Performing Arts	Safety
2013-2014	213	247	97
2014-2015	192	194	75
2015-2016	168	200	75
2016-2017	187	173	86
2017-2018	221	179	92

Note: Area of assignment was determined by using the crosswalk between endorsements and assignments provided by SDE in the 2016-17 Assignment Credential Manual. See appendix for a list of which endorsements are counted in each category. Special education endorsements were not included. A teacher would appear only once in each subject category but may appear in more than one subject category.

What are the demographic characteristics of teachers?

This section of the report examines characteristics of teachers who had instructional teaching assignments. Teachers with only summer school teaching assignments were excluded. Assignments were only included if they were instructional. An assignment was categorized as being instructional if it fell into one of the following subject matter areas:

- 00: Elementary Education
- 01 & 51: English Language and Literature
- 02 & 52: Mathematics
- 03 & 53: Life and Physical Science
- 04 & 54: Social Science
- 05 & 55: Fine and Performing Arts
- 06 & 56: World Language
- 07 & 57: Humanities
- 08 & 58: Physical, Health, and Safety Education
- 09 & 59: Military Science
- 10 & 60: Computer and Information Systems
- 11 & 61: Communications and Audio/Visual Technology
- 12 & 62: Business and Marketing
- 13 & 63: Manufacturing
- 14: Health Care Sciences CTE
- 15: Public, Protective, and Governmental Services CTE
- 16: Hospitality and Tourism CTE
- 17 & 67: Architecture and Construction
- 18 & 68: Agriculture, Food, and Natural Resources
- 19 & 69: Human Services
- 20 & 70: Transportation, Distribution, and Logistics
- 21 & 71: Engineering and Technology
- 23 & 73: Special Education Services

Assignments were categorized as not being instructional if they fell into one of the following subject matter areas:

- 22 & 72: Miscellaneous/Elective Course Only
- 31: Teacher Support Certified
- 32: Pupil Personnel Services Certified
- 33: Education Media Certified
- 4X: Administration Certified
- 86: Early Graduation

Assignments that were restricted or only served Pre-Kindergarten were also excluded.

Table 6: Age

Significant fact: The age distribution of teachers with instructional assignments is fairly constant across years. About one-third of teachers are between the age of 25 to 39, about 40 percent are between the age of 40 and 54, and about 20 percent are older than 55.











	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Age 24 or younger	3%	3%	3%	3%	3%
	499	508	501	552	561
Age 25 to 29	10%	10%	10%	10%	10%
	1,540	1,561	1,606	1,590	1,652
Age 30 to 34	12%	13%	12%	12%	12%
	1,902	1,963	1,957	1,946	1,938
Age 35 to 39	13%	13%	14%	14%	14%
	2,022	2,044	2,145	2,230	2,263
Age 40 to 44	15%	15%	15%	15%	15%
	2,295	2,309	2,340	2,398	2,416
Age 45 to 49	13%	13%	14%	15%	15%
	2,025	2,090	2,236	2,362	2,439
Age 50 to 54	13%	13%	13%	13%	13%
	2,036	2,039	2,020	2,007	2,035
Age 55 to 59	12%	12%	11%	11%	11%
	1,813	1,793	1,771	1,775	1,801
Age 60 to 64	6%	6%	6%	6%	5%
	995	974	926	921	889
Age 65 and older	1%	1%	2%	2%	2%
	194	225	252	253	278

Table 8: Race/ethnicity

Significant fact: There has been an increase in the number (but not share) of Hispanic teachers with instructional assignments. However, the vast majority of teachers with instructional assignments are White.



	2013-	2014-	2015-	2016-	2017-
	2014	2015	2016	2017	2018
American Indian or Alaska					
Native	0.2%	0.3%	0.2%	0.2%	0.2%
	35	40	36	35	36
Hispanic	2%	2%	2%	2%	2%
	325	332	357	387	398
White	97%	97%	96%	96%	96%
	14,817	14,989	15,208	15,447	15,671
Other	1%	1%	1%	1%	1%
	145	146	166	166	167

Note: Other race includes those identified as Asian, Native Hawaiian or other Pacific Islander, Black or African American, Two or more races, and those missing data on race/ethnicity.

Table 9: Highest Degree Earned

Significant fact: The vast majority of teachers with instructional assignments have either a Bachelor or a Master degree. Over the past four years, there has been a steady decrease in the share with a Master degree and a corresponding increase in the share with a Bachelor degree.



	2013-	2014-	2015-	2016-	2017-
	2014	2015	2016	2017	2018
Associate or less	0.5%	0.5%	0.6%	0.6%	0.7%
	70	74	88	102	111
Bachelor	58%	59%	60%	61%	63%
	8,823	9,126	9,470	9 <i>,</i> 859	10,188
Master	40%	39%	38%	36%	35%
	6,115	6,016	5,929	5 <i>,</i> 807	5,725
Ph.D.	2%	2%	2%	2%	2%
	314	291	280	266	248

Table 10: Year of K-12 teaching experience in Idaho

Significant fact: A little over 40 percent of teachers with instructional assignments have over ten years of K-12 Idaho teaching experience. Around 10 percent of teachers with instructional assignments have no prior teaching experience.



	2013-	2014-	2015-	2016-	2017-
	2014	2015	2016	2017	2018
No experience	9%	9%	9%	10%	9%
	1,399	1,363	1,469	1,637	1,396
0.1 to 3.9 years of experience	17%	19%	20%	20%	21%
	2,570	2,914	3,167	3,233	3,446
4.0 to 7.9 years of experience	18%	17%	16%	16%	18%
	2,786	2,577	2,506	2,604	2,868
8 to 10 years of experience	12%	12%	12%	11%	10%
	1,811	1,916	1,894	1,838	1,664
More than 10 years of experience	44%	43%	43%	42%	42%
	6,755	6,736	6,718	6,722	6,898

Patterns of teacher attrition

This section of the report examines attrition patterns of teachers with instructional teaching assignments. The same definitions applied in the last section were applied in this section. A teacher is counted as leaving if that teacher had an instructional assignment in one year and did not have an instructional assignment in the next year.⁴

Table 11: Number of teachers with instructional assignments who have instructional assignments in the next school year

Significant fact: Approximately ten percent of teachers with instructional assignments in one year do not have instructional assignments the next year. Only 1 percent of those left to become only administrators.

	Number with instructional assignment	Number with instructional assignment in next year	Attrition Rate	Number without instructional assignment but with Administrative assignment	Share who leave to become only Administrators
2013-2014	15,322	13,814	10%	108	1%
2014-2015	15,576	13,922	11%	98	1%
2015-2016	15,767	14,116	10%	114	1%
2017-2018	16,035	14,421	10%	88	1%

⁴ One district did not properly enter data for the 2014-2015 school year. The data they entered indicated that all of their teachers left that year. For this section, I coded that district's teachers as being present in 2014-2015 if that teacher was present in the district in 2013-3014 and also present in 2015-2016.
Table 12: Number of teachers with instructional assignments who have instructional assignments in the next school year, by age

	Attrition Rate - Share with an assignment in base								
	year bu	ut without ass	ignment in ne	xt year					
	2013-2014	2014-2015	2015-2016	2016-2017					
Age 24 or younger	16%	18%	18%	15%					
Age 25 to 29	11%	13%	14%	12%					
Age 30 to 34	10%	9%	11%	10%					
Age 35 to 39	7%	8%	7%	9%					
Age 40 to 44	7%	6%	6%	6%					
Age 45 to 49	5%	6%	7%	6%					
Age 50 to 54	6%	7%	6%	5%					
Age 55 to 59	13%	13%	14%	12%					
Age 60 to 64	23%	28%	24%	25%					
Age 65 and older	31%	35%	36%	36%					
Overall	10%	11%	10%	10%					

Significant fact: Attrition rates are highest for those under the age of 35 and those over the age of 54.

Note: Age is measured as of base year. Rates lower than the overall rate are highlighted.

Table 13: Number of teachers with instructional assignments who have instructional assignments in the next school year, by years of experience

Significant fact: Approximately 15 percent of new teachers leave after the first year.

	Attrition Rate - Share with an assignment in base year but without assignment in							
		next	year					
	2013-	2014-	2015-	2016-				
	2014 2015 2016 2017							
No prior experience	14%	17%	15%	15%				
0.1 to 3.9 years of experience	10%	12%	11%	11%				
4.0 to 7.9 years of experience	10%	9%	11%	9%				
8 to 10 years of experience	7%	8%	8%	7%				
More than 10 years of experience	10%	10%	10%	9%				
Overall 10% 11% 10%								

Note: Experience is measured as of base year. Attrition rates higher than the overall rate are highlighted. Years of experience only includes years of teaching K-12 in Idaho.

Table 14: Share of new teacher cohort who leave in subsequent years

Significant fact: Approximately 65 percent of teachers who started teaching in 2013-2014 were still teaching in 2017-2018. The trends look similar for teachers who started teaching in 2014-2015.









	2013-2014	2014-	2015-	2016-	2017-
	(Base Year)	2015	2016	2017	2018
Had instructional assignment	1,399	1,207	1,065	963	884
Returned from break in service			17	14	24
Did not have instructional assignment		192	317	422	491
	2014-2015	2015-	2016-	2017-	
	(Base Year)	2016	2017	2018	
Had instructional assignment	1,363	1,131	1,002	936	
Returned from break in service			28	24	
Did not have instructional assignment		232	333	403	
	2015-2016	2016-	2017-		
	(Base Year)	2017	2018		
Had instructional assignment	1,469	1,249	1,096		
Returned from break in service			20		
Did not have instructional assignment		220	353		
	2016-2017	2017-			
	(Base Year)	2018			
Had instructional assignment	1,637	1,386			
Returned from break in service					
Did not have instructional assignment		251			

Note: This only includes teachers with 0 years of teaching experience in the base year.





	2013-2014	2014-	2015-	2016-	2017-
Traditional Path	(Base Year)	2015	2016	2017	2018
Had instructional assignment	1,286	1,109	981	896	823
Returned from break in service			15	13	19
Did not have instructional assignment		177	290	377	444

	2013-2014	2014-	2015-	2016-	2017-
Alternative Path	(Base Year)	2015	2016	2017	2018
Had instructional assignment	113	98	84	67	61
Returned from break in service			2	1	5
Did not have instructional assignment		15	27	45	47

This section of the report examines attrition patterns of teachers with instructional teaching assignments by district. Most of the same definitions applied in the last section were applied in this section. A teacher is counted as leaving if that teacher had an instructional assignment in one year in a district and did not have an instructional assignment in the next year in that same district. Therefore, this measures attrition both from the teaching profession as well as from the individual district.

The number of teachers with teaching assignment in each group is tabulated as well as the number of teachers from that group who left the district. Some teachers appear in more than one district. For instance, in the 2013-2014 school year, 906 teachers appeared in more than one district. Of those, 861 were in 2 districts, 33 were in 3 districts, 2 were in 4 districts, 1 was in 5 districts, and 9 were in 6 districts. Therefore the total teachers in each school year will not match the total teachers in earlier graphs and figures.

Table 15: District-level attrition rates by locale

	2014-201	.5	2015-201	.6	2016-2017		
	Number of	District-	Number of	District-	Number of	District-	
	teachers with	level	teachers with	level	teachers with	level	
	instructional	Attrition	instructional	Attrition	instructional	Attrition	
	assignments	Rate	assignments	Rate	assignments	Rate	
City/Suburb	8,160	14%	8,232	13%	8,383	12%	
Town	4,605	15%	4,595	14%	4,668	15%	
Rural, Fringe &							
Distant	2,273	17%	2,310	16%	2,311	16%	
Rural, Remote	1,047	15%	1,051	16%	1,076	13%	
Virtual	429	10%	459	11%	479	13%	

Significant fact: There is not a lot of variation between locales in terms of district-level attrition.

Note: Locale was determined using categories defined by the National Center for Education Statistics (NCES). Where available, the locales were defined using the 2017-18 Locale codes.

Table 16: District-level attrition rates by region

Significant fact: There is not a lot of variation between regions in terms of district-level attrition.

	2014-201	.5	2015-201	2015-2016		.7
	Number of	District-	Number of	District-	Number of	District-
	teachers with	level	teachers with	level	teachers with	level
	instructional	Attrition	instructional	Attrition	instructional	Attrition
Region	assignments	Rate	assignments	Rate	assignments	Rate
1	1,764	13%	1,779	13%	1,798	13%
2	927	11%	940	13%	939	11%
3	6,964	14%	7,058	13%	7,150	13%
4	2,307	17%	2,310	15%	2,382	16%
5	1,480	17%	1,438	13%	1,454	11%
6	2,635	16%	2,654	16%	2,705	14%
Virtual	453	10%	484	11%	505	12%

Table 17: One-year district-level attrition for first-year teachers

Significant fact: There is not a clear pattern of differences in district-level attrition for first-year teachers by locale.

	2013	-2014	2014-2015		
	Number of		Number of		
	first-year		first-year		
	teachers	District-	teachers	District-	
	with	level	with	level	
	instructional attrition in		instructional	attrition	
	assignments	rate	assignments	rate	
City/Suburb	637	22%	723	25%	
Town	452	22%	398	22%	
Rural, Fringe & Distant	242	21%	211	20%	
Rural, Remote	116	27%	86	23%	
Virtual	56	14%	23	26%	

	2015-2	2016	2016-2017		
	Number of		Number of		
	first-year		first-year		
	teachers	District-	teachers	District-	
	with	level	with	level	
	instructional attrition ins		instructional	attrition	
	assignments	rate	assignments	rate	
City/Suburb	778	18%	818	21%	
Town	439	21%	529	19%	
Rural, Fringe & Distant	197	32%	208	27%	
Rural, Remote	88	20%	133	21%	
Virtual	30	17%	18	22%	

Note: This measures attrition following the first-year of teaching for teachers with instructional assignments.

How prevalent are the use of alternative paths?

Districts were only included if they were public. All PCSC-authorized charter schools should have been identified. However, district-authorized charter schools may or may not have been identified depending on how the district name was entered in the report.

						Share of
		Content	Prov			instructional
2013-2014	ABCTE	Specialist	Auth	Teacher to New	TFA	teachers
1		5	4	16		2%
2		3	4	29		4%
3	38	14	57	79		3%
4	19	11	17	42		4%
5	17	3	22	29		5%
6	25	3	43	27		4%
Charter/Virtual	15	3	16	20		5%
Total	114	42	163	242		
						Share of
		Content	Prov	Teacher to		instructional
2014-2015	ABCTE	Specialist	Auth	New	TFA	teachers
1		1	6	24		2%
2	1	5	3	16		3%
3	28	23	41	84		3%
4	9	10	35	37		4%
5	4	9	15	21		4%
6	12	7	36	32		4%
Charter/Virtual	11	5	23	30		6%
Total	65	60	159	244		
						Share of
		Content	Prov	Teacher to		instructional
2015-2016	ABCTE	Specialist	Auth	New	TFA	teachers
1	2	22		29		3%
2		16		22		5%
3	41	106		72	14	4%
4	26	102		38		8%
5	7	50		24		6%
6	30	57		34		5%
Charter/Virtual	13	46		23		6%
Total	119	399	0	242	14	

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						Share of
		Content	Prov	Teacher to		instructional
2016-2017	ABCTE	Specialist	Auth	New	TFA	teachers
1	10	25	1	30		4%
2	10	24		16		6%
3	82	103	11	79	14	4%
4	49	117	7	48		10%
5	19	55	8	25		8%
6	24	80	6	30		6%
Charter/Virtual	33	54	4	35	2	9%
Total	227	458	37	263	16	
						Share of
		Content	Prov	Teacher to		instructional
2017-2018	ABCTE	Specialist	Auth	New	TFA	teachers
1	22	31	8	29		5%
2	5	20		23		6%
3	115	135	6	69	25	5%
4	44	161	16	40		12%
5	36	64	3	28		10%
6	54	124	5	46	1	9%
Charter/Virtual	46	68	5	17	2	10%
Total	222	602	40	252	20	

PPGA

		Content	Prov	Teacher		Share of instructional
2013-2014	ABCTE	Specialist	Auth	to New	TFA	teachers
City/Suburb	50	12	37	70		2%
Town	35	19	71	66		5%
Rural, Fringe & Distant	7	5	16	42		4%
Rural, Remote	7	3	23	44		8%
Charter schools	15	3	16	20		5%
Total	114	42	163	242		
		Content	Prov	Teacher		Share of instructional
2014-2015	ABCTE	Specialist	Auth	to New	TFA	teachers
City/Suburb	30	21	46	74		2%
Town	11	22	56	61		4%
Rural, Fringe & Distant	7	5	21	48		4%
Rural, Remote	6	7	13	31		6%
Charter schools	11	5	23	30		6%
Total	65	60	159	244		
		Content	Prov	Teacher		Share of instructional
2015-2016	ABCTE	Specialist	Auth	to New	TFA	teachers
City/Suburb	44	104		59	12	3%
Town	44	147		70	2	6%
Rural, Fringe & Distant	11	57		54	0	6%
Rural, Remote	7	45		36	0	9%
Charter schools	13	46		23	0	6%
Total	119	399		242	14	
		Content	Prov	Teacher		Share of instructional
2016-2017	ABCTE	Specialist	Auth	to New	TFA	teachers
City/Suburb	86	. 98	3	82	6	4%
Town	65	170	13	74	5	8%
Rural, Fringe & Distant	21	65	2	44	3	7%
Rural, Remote	22	71	15	28		14%
Charter/Virtual schools	33	54	4	35	2	9%
Total	227	458	37	263	16	
		Content	Prov	Teacher		Share of instructional
2017-2018	ABCTE	Specialist	Auth	to New	TFA	teachers
City/Suburb	131	148	5	66	15	5%
Town	78	219	17	84		10%
Rural, Fringe & Distant	32	93		43	3	9%
Rural, Remote	35	25 75	7	42	5	16%
Charter/Virtual schools	46	68	, 5	17	2	10%
Total	322	603	43	252	28	

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Appendix I: Classification of endorsements

Classification of endorsements to assignment areas

	Mathematics
7300	Mathematics (6-12)
7320	Mathematics - Basic (6-12)
7400	Computer Science (6-12)
7990	Engineering (6-12)
8300	Mathematics (5-9)
8320	Mathematics - Basic (5-9)

	Life and Physical Science
7400	Computer Science (6-12)
7420	Natural Science (6-12)
7421	Biological Science (6-12)
7430	Physical Science (6-12)
7440	Chemistry (6-12)
7450	Physics (6-12)
7451	Earth and Space Science (6-12)
7452	Geology (6-12)
7990	Engineering (6-12)
8420	Natural Science (5-9)
8421	Biological Science (5-9)
8430	Physical Science (5-9)
8440	Chemistry (5-9)
8450	Physics (5-9)
8451	Earth and Space Science (5-9)
8452	Geology (5-9)

	Computer and Informational Systems
7092	Marketing Technology Education (6-12)
7093	Business Technology Education (6-12)
7400	Computer Science (6-12)
7981	Technology Education (6-12)
8092	Marketing Technology Education (5-9)
8093	Business Technology Education (5-9)
8400	Computer Science (5-9)
8981	Technology Education (5-9)

	English Language and Literature
7038	Bilingual Education (K-12)
7120	English (6-12)
7126	English as a New Language (ENL) (K-12)
7139	Literacy (K-12)
7144	Communication (6-12)
8120	English (5-9)
8144	Communication (5-9)

Phys	ical, Health, and Safety Education
7511	Physical Education (PE) (K-12)
7512	Physical Education (PE) (6-12)
7520	Health (6-12)
7521	Health (K-12)
8510	Physical Education (PE) (5-9)
8520	Health (5-9)

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	World Language
//00	World Language (6-12)
//01	World Language - American Sign Language (K-12)
7702	World Language - American Sign Language (6-12)
7710	World Language (K-12)
7711	World Language - Spanish (K-12)
7712	World Language - French (K-12)
7713	World Language - German (K-12)
7714	World Language - Russian (K-12)
7715	World Language - Chinese (K-12)
7720	World Language - Spanish (6-12)
7730	World Language - French (6-12)
7740	World Language - German (6-12)
7750	World Language - Latin (K-12)
7760	World Language - Russian (6-12)
7770	American Indian Language (6-12)
7779	World Language - Greek (6-12)
7780	World Language - Greek (K-12)
7781	World Language - Arabic (6-12)
7782	World Language - Arabic (K-12)
7789	World Language - Persian (6-12)
7790	World Language - Persian (K-12)
7791	World Language - Portuguese (K-12)
7792	World Language - Japanese (K-12)
7793	World Language - Italian (K-12)
7794	World Language - Hebrew (K-12)
7795	World Language - Korean (K-12)
7796	World Language - Chinese (6-12)
7797	World Language - Slovak (K-12)
7798	World Language - Czech (K-12)
8700	World Language (5-9)
8702	World Language - American Sign Language (5-9)
8720	World Language - Spanish (5-9)
8740	World Language - German (5-9)
8760	World Language - Russian (5-9)
8781	World Language - Arabic (5-9)
8790	World Language - Persian (5-9)
8796	World Language - Chinese (5-9)
8830	World Language - French (5-9)

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Humanities					
7120	English (6-12)	7851	Visual Arts (K-12)		
7133	Humanities (6-12)	7852	Visual Arts (6-12)		
7200	Social Studies (6-12)	8120	English (5-9)		
7221	History (6-12)	8133	Humanities (5-9)		
7229	Sociology (6-12)	8229	Sociology (5-9)		
7231	Psychology (6-12)	8231	Psychology (5-9)		
7236	Sociology/Anthropology (6-12)	8700	World Language (5-9)		
7700	World Language (6-12)	8720	World Language - Spanish (5-9)		
7710	World Language (K-12)	8740	World Language - German (5-9)		
7711	World Language - Spanish (K-12)	8760	World Language - Russian (5-9)		
7712	World Language - French (K-12)	8781	World Language - Arabic (5-9)		
7713	World Language - German (K-12)	8790	World Language - Persian (5-9)		
7714	World Language - Russian (K-12)	8796	World Language - Chinese (5-9)		
7715	World Language - Chinese (K-12)	8830	World Language - French (5-9)		
7720	World Language - Spanish (6-12)	8852	Visual Arts (5-9)		
7730	World Language - French (6-12)				
7740	World Language - German (6-12)				
7750	World Language - Latin (K-12)				
7760	World Language - Russian (6-12)				
7779	World Language - Greek (6-12)				
7780	World Language - Greek (K-12)				
7781	World Language - Arabic (6-12)				
7782	World Language - Arabic (K-12)				
7789	World Language - Persian (6-12)				
7790	World Language - Persian (K-12)				
7791	World Language - Portuguese (K-12)				
7792	World Language - Japanese (K-12)				
7793	World Language - Italian (K-12)				
7794	World Language - Hebrew (K-12)				
7795	World Language - Korean (K-12)	1			
7796	World Language - Chinese (6-12)	1			
7797	World Language - Slovak (K-12)	1			
7798	World Language - Czech (K-12)	1			
7810	Music (K-12)	1			
7820	Music (6-12)	1			

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	Social Science
7200	Social Studies (6-12)
7221	History (6-12)
7222	American Government/Political Science (6-12)
7226	Geography (6-12)
7228	Economics (6-12)
7229	Sociology (6-12)
7231	Psychology (6-12)
7236	Sociology/Anthropology (6-12)
8200	Social Studies (5-9)
8221	History (5-9)
8222	American Government/Political Science (5-9)
8226	Geography (5-9)
8228	Economics (5-9)
8229	Sociology (5-9)
8231	Psychology (5-9)
8236	Sociology/Anthropology (5-9)

Fine and Performing Arts		
7134	Journalism (6-12)	
7137	Theater Arts (6-12)	
7511	Physical Education (PE) (K-12)	
7512	Physical Education (PE) (6-12)	
7810	Music (K-12)	
7820	Music (6-12)	
7851	Visual Arts (K-12)	
7852	Visual Arts (6-12)	
8134	Journalism (5-9)	
8137	Theater Arts (5-9)	
8510	Physical Education (PE) (5-9)	
8820	Music (5-9)	
8852	Visual Arts (5-9)	

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Classification of endorsements: CTE, Special Education, Grade Range

		Special	
	CTE	Education	
	instructional	instructional	Grade
Endorsement	endorsement	endorsement	range
1010: Marketing	Х	-	Secondary
108: Animal Health & Veterinary Sci	Х	-	Secondary
1080: Sales	Х	-	Secondary
1085: Hospitality	Х	-	Secondary
109: Agriculture Business & Mgm	Х	-	Secondary
110: Agriculture Production	Х	-	Secondary
114: Farm & Ranch Management	Х	-	Secondary
130: Agricultural Power Machinery	X	-	Secondary
150: Horticulture	Х	-	Secondary
161: Aquaculture	Х	-	Secondary
170: Forestry	Х	-	Secondary
174: Natural Resource Management	Х	-	Secondary
2000: Orientation Health Occupations	Х	-	Secondary
2011: Dental Assisting	Х	-	Secondary
2013: Dental Laboratory Technology	Х	-	Secondary
2015: Dental Hygiene	Х	-	Secondary
2030: Dietitian	Х	-	Secondary
2032: Practical Nursing	Х	-	Secondary
2033: Nursing Assistant	Х	-	Secondary
2035: Surgical Technology	Х	-	Secondary
2050: Rehab/Therapeutic Services	Х	-	Secondary
2060: Radiology Technology	Х	-	Secondary
2080: Mental Health Technology	Х	-	Secondary
2085: Emergency Medical Technician	Х	-	Secondary
2093: Respiratory Therapy	Х	-	Secondary
2094: Medical Assisting	Х	-	Secondary
2095: Pharmacy Assisting	Х	-	Secondary
2096: Medical Administrative Assisting	Х	-	Secondary
2097: Health Informatics	Х	-	Secondary
2098: Sports Medicine/Athletic Train	Х	-	Secondary
2099: Personal Trainer	Х	-	Secondary
3020: Child Dev Care & Guidance	Х	-	Secondary
3023: Food Service	Х	-	Secondary
3025: Culinary Arts	Х	-	Secondary
3030: Fashion and Interiors 6/12	Х	-	Secondary
4010: Bookkeeping	Х		Secondary

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	CTE	Special Education		
	instructional	instructional	Grade	
Endorsement	endorsement	endorsement	range	
4015: Business Management/Finance	Х	-	Secondary	
4020: Microcomputer Applications	Х	-	Secondary	
4021: Computer Graphic Communication	Х	-	Secondary	
4023: Business Data Processing	Х	-	Secondary	
4024: Information/Communication Tech	Х	-	Secondary	
4025: Word Processing Technology	Х	-	Secondary	
4026: Network Support Technician	Х	-	Secondary	
4030: General Office Clerical	Х	-	Secondary	
4060: Medical Professional Assistant	Х	-	Secondary	
4070: General Office Secretarial	Х	-	Secondary	
4075: Accounting	Х	-	Secondary	
4080: Paralegal/Legal Assisting	Х	-	Secondary	
5014: General Engineering (PLW)	Х	-	Secondary	
5015: Principles of Engineering	Х	-	Secondary	
5016: Civil Engineering Technology	Х	-	Secondary	
5017: Surveying Technology	Х	-	Secondary	
5018: Electronic Technology	Х	-	Secondary	
5019: Electromechanical Technology	х	-	Secondary	
5020: Laser Electro-Optics	Х	-	Secondary	
5022: Manufacturing Technology	Х	-	Secondary	
5023: Computer Assisted Production	х	-	Secondary	
5025: Semiconductor Technology	Х	-	Secondary	
5030: Electrical Technology	Х	-	Secondary	
5112: Instrumentation Technology	х	-	Secondary	
5992: Water/Waste Water Technology	Х	-	Secondary	
6010: Heating/Air Conditioning & Ref	Х	-	Secondary	
6015: Plumbing	х	-	Secondary	
6020: Major Appliance Repair	Х	-	Secondary	
6031: Automotive Body Repair	Х	-	Secondary	
6032: Automotive Technology	х	-	Secondary	
6035: Marine Mechanic	Х	-	Secondary	
6041: Aircraft Mech/Airframe & Power	Х	-	Secondary	
6045: Aviation and Airway Science	х	-	Secondary	
6060: Business Systems/Computer Tech	X	-	Secondary	
6101: Carpentry	X	-	Secondary	
6102: Electrician	X	-	Secondary	

ATTACHMENT 2

		Special	
	CTE	Education	
	instructional	instructional	Grade
Endorsement	endorsement	endorsement	range
6103: Masons & Tile Setters	Х	-	Secondary
6105: Cabinetmaking & Millwork	Х	-	Secondary
6108: Building Trades Construction	Х	-	Secondary
6109: Indust Maintenance Mechanics	Х	-	Secondary
6110: Paint&Wallcover/Building Maint	Х	-	Secondary
6112: Digital Home Technology	Х	-	Secondary
6120: Diesel Engine Mechanics	Х	-	Secondary
6130: Drafting	Х	-	Secondary
6131: Architectural Drafting Tech	Х	-	Secondary
6132: Mechanical Drafting Tech	Х	-	Secondary
6142: Lineworker	Х	-	Secondary
6145: Environmental Control Tech	Х	-	Secondary
6148: Alternative Energy Technology	Х	-	Secondary
6151: Communications Technology	Х	-	Secondary
6152: Industrial Electronics	Х	-	Secondary
6153: Networking Technologies	Х	-	Secondary
6155: Computer Science/Information Techn	Х	-	Secondary
6157: Computer Science PLTW 6/12	Х	-	Secondary
6180: Graphic Arts/Journalism	Х	-	Secondary
6190: Graphic/Printing Communication	Х	-	Secondary
6192: Photography	Х	-	Secondary
6195: Television Prod/Broadcasting	Х	-	Secondary
6200: Nuclear Power & Radiation Tech	Х	-	Secondary
6203: Chemical Technology	Х	-	Secondary
6204: Environmental & Pollution Con	Х	-	Secondary
6232: Machining Technologist	Х	-	Secondary
6236: Welding	Х	-	Secondary
6241: Quality Control Technology	Х	-	Secondary
6262: Cosmetology	Х	-	Secondary
6280: Fire Control/Safety Technology	Х	-	Secondary
6282: Law Enforcement	Х	-	Secondary
6283: Security	х	-	Secondary
6310: Small Engine Repair	Х	-	Secondary
6350: Upholstering	х	-	, Secondary
6506: Meat Cutter	х	-	, Secondary
6898: Truck and Bus Driving	Х	-	Secondary

		ATTACHME	ENT 2
		Special	
	CTE	Education	
	instructional	instructional	Grade
Endorsement	endorsement	endorsement	range
7009: All Subjects K/3	-	-	Elementary
7010: All Subjects (K-8)	-	-	Elementary
7011: All Subjects 1/8	-	-	Elementary
7014: Blended Elementary Ed/Elementary Special Ed (4-6)	-	Х	Elementary
7019: Early Childhood Special Education	-	Х	Elementary
7020: Teacher Librarian (K-12)	-	-	All grades
7021: Early Childhood PreK/3	-	-	Elementary
7028: Gifted and Talented (K-12)	-	-	All grades
7029: Exceptional Child Generalist (K-12	-	Х	Elementary
7030: Deaf/Hard of Hearing (K-12)	-	Х	All grades
7031: Serious/Emotion Disturbed K/12	-	Х	All grades
7032: Severe Retardation K/12	-	Х	All grades
7033: Multiple Impairment K/12	-	Х	All grades
7034: Physical Impairment K/12	-	Х	All grades
7035: Visually Impairment (K-12)	-	Х	All grades
7036: Exceptional Child Generalist (K-8)	-	Х	Elementary
7037: Exceptional Child Generalist (6-12)	-	Х	Secondary
7038: Bilingual Education (K-12)	-	-	All grades
7039: Sec Bilingual Ed 6/12	-	-	Secondary
7040: Applied Music	-	-	Secondary
7041: Bible Instruction	-	-	Secondary
7045: Special Education Consulting Teach	-	Х	All grades
7061: Arts Proficiency 6/8	-	-	Secondary
7062: Drama Proficiency 6/8	-	-	Secondary
7063: Economics Proficiency 6/8	-	-	Secondary
7065: English Proficiency 6/8	-	-	Secondary
7066: Foreign Languages Proficiency 6/8	-	-	Secondary
7067: Geography Proficiency 6/8	-	-	Secondary
7068: History Proficiency 6/8	-	-	Secondary
7069: Math Proficiency 6/8	-	-	Secondary
7070: Music Proficiency 6/8	-	-	Secondary
7071: Political Science/Government Proficiency 6/8	-	-	Secondary
7072: Science Proficiency 6/8	-	-	Secondary
7073: Social Studies Proficiency 6/8	-	-	Secondary
7080: Junior ROTC (6-12)	-	-	Secondary
7083: Blended EC/EC Special Ed (Birth-Gr	-	Х	Elementary

			ATTACHMENT 2
		Special	
	CTE	Education	
	instructional	instructional	Grade
Endorsement	endorsement	endorsement	range
7091: Voc Agriculture 6/12	-	-	Secondary
7092: Marketing Technology Education (6-	-	-	Secondary
7093: Business Technology Education (6-1	-	-	Secondary
7094: Vocational Home Economics 6/12	-	-	Secondary
7095: Voc Office Occup-Clerical 6/12	-	-	Secondary
7096: Multi-Occupations 6/12	-	-	Secondary
7097: Vocational Special Needs	-	Х	Secondary
7098: Vocational Industrial Tech	-	-	Secondary
71: Vocational Agriculture 6/12	Х	-	Secondary
7120: English (6-12)	-	-	Secondary
7125: English as a New Language 6/12	-	-	Secondary
7126: English as a New Language (ENL) (K	-	-	All grades
7133: Humanities (6-12)	-	-	Secondary
7134: Journalism (6-12)	-	-	Secondary
7135: Debate 6/12	-	-	Secondary
7136: Speech 6/12	-	-	Secondary
7137: Theater Arts (6-12)	-	-	Secondary
7138: Literacy 6/12	-	-	Secondary
7139: Literacy (K-12)	-	-	All grades
7141: Communication/Drama 6/12	-	-	Secondary
7144: Communication (6-12)	-	-	Secondary
7161: Arts Generalist 6/12	-	Х	Secondary
7162: Drama Generalist 6/12	-	Х	Secondary
7163: Economics Generalist 6/12	-	Х	Secondary
7165: English Generalist 6/12	-	Х	Secondary
7166: Foreign Languages Generalist 6/12	-	Х	Secondary
7167: Geography Generalist 6/12	-	Х	Secondary
7168: History Generalist 6/12	-	Х	Secondary
7169: Math Generalist 6/12	-	Х	Secondary
7170: Music Generalist 6/12	-	Х	Secondary
7171: Political Science/Government Gener	-	Х	Secondary
7172: Science Generalist 6/12	-	Х	Secondary
7173: Social Studies Generalist 6/12	-	Х	Secondary
72: Vocational Distributive Ed	Х	-	Secondary
7200: Social Studies (6-12)	-	-	Secondary
7221: History (6-12)	-	-	Secondary

ATTACHMENT 2

		Special	
	CTE	Education	
	instructional	instructional	Grade
Endorsement	endorsement	endorsement	range
7222: American Government/Political Scie	-	-	Secondary
7223: American Government 6/12	-	-	Secondary
7226: Geography (6-12)	-	-	Secondary
7227: Political Science 6/12	-	-	Secondary
7228: Economics (6-12)	-	-	Secondary
7229: Sociology (6-12)	-	-	Secondary
7230: Philosophy 6/12	-	-	Secondary
7231: Psychology (6-12)	-	-	Secondary
7233: American Studies 6/12	-	-	Secondary
7234: Anthropology 6/12	-	-	Secondary
7236: Sociology/Anthropology (6-12)	-	-	Secondary
7288: Economics 6/12	-	-	Secondary
7299: Mathematics Consulting Teacher (K-	-	-	All grades
73: Vocational Office Occupational	Х	-	Secondary
7300: Mathematics (6-12)	-	-	Secondary
7320: Mathematics - Basic (6-12)	-	-	Secondary
7321: Computer Applications	-	-	Secondary
74: Family & Consumer Sciences	Х	-	Secondary
7400: Computer Science (6-12)	-	-	Secondary
7420: Natural Science (6-12)	-	-	Secondary
7421: Biological Science (6-12)	-	-	Secondary
7422: Environmental Science 6/12	-	-	Secondary
7430: Physical Science (6-12)	-	-	Secondary
7440: Chemistry (6-12)	-	-	Secondary
7450: Physics (6-12)	-	-	Secondary
7451: Earth and Space Science (6-12)	-	-	Secondary
7452: Geology (6-12)	-	-	Secondary
7511: Physical Education (PE) (K-12)	-	-	All grades
7512: Physical Education (PE) (6-12)	-	-	Secondary
7513: P.E. & Health 6/12	-	-	Secondary
7514: Dance 6/12	-	-	Secondary
7515: Drill Team	-	-	Secondary
7520: Health (6-12)	-	-	Secondary
7521: Health (K-12)	-	-	All grades
76: Multi-Occupations 6/12	х	-	Secondary
7700: World Language (6-12)	-	-	Secondary

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		Special	
	CTE	Education	
E. J	instructional	instructional	Grade
	endorsement	endorsement	range
7701: World Language - American Sign Lan	-	-	All grades
7702: World Language - American Sign Language (6-12)	-	-	Secondary
7710: World Language (K-12)	-	-	All grades
7711: World Language - Spanish (K-12)	-	-	All grades
7712: World Language - French (K-12)	-	-	All grades
7713: World Language - German (K-12)	-	-	All grades
7714: World Language - Russian (K-12)	-	-	All grades
7715: World Language - Chinese (K-12)	-	-	All grades
7720: World Language - Spanish (6-12)	-	-	Secondary
7730: World Language - French (6-12)	-	-	Secondary
7740: World Language - German (6-12)	-	-	Secondary
7750: World Language - Latin (K-12)	-	-	All grades
7760: World Language - Russian (6-12)	-	-	Secondary
7770: American Indian Language (6-12)	-	-	Secondary
7779: World Language - Greek (6-12)	-	-	Secondary
7780: World Language - Greek (K-12)	-	-	All grades
7781: World Language - Arabic (6-12)	-	-	Secondary
7782: World Language - Arabic (K-12)	-	-	All grades
7789: World Language - Persian (6-12)	-	-	Secondary
7790: World Language - Persian (K-12)	-	-	All grades
7791: World Language - Portuguese (K-12)	-	-	All grades
7792: World Language - Japanese (K-12)	-	-	All grades
7793: World Language - Italian (K-12)	-	-	All grades
7794: World Language - Hebrew (K-12)	-	-	All grades
7795: World Language - Korean (K-12)	-	-	All grades
7796: World Language - Chinese (6-12)	-	-	Secondary
7797: World Language - Slovak (K-12)	-	-	All grades
7798: World Language - Czech (K-12)	-	-	All grades
7810: Music (K-12)	-	-	All grades
7820: Music (6-12)	-	-	Secondary
7823: Vocal Choral Music	-	-	Secondary
7825: Music Specialist K/8	-	-	Elementary
7851: Visual Arts (K-12)	-	-	All grades
7852: Visual Arts (6-12)	-	-	Secondary
7853: Arts & Crafts 6/12	-	-	Secondary
7870: Photography 6/12	-	-	Secondary

			ATTACHMENT 2
		Special	
	CTE	Education	
E de constant	instructional	instructional	Grade
Endorsement	endorsement	endorsement	range
7920: General Agriculture 6/12	-	-	Secondary
7921: Agricultural Science and Technolog	-	-	Secondary
7924: Driver Education	-	-	Secondary
7930: Business Ed-Office Occupation	-	-	Secondary
7933: Secretarial Science 6/12	-	-	Secondary
7935: Business Education 6/12	-	-	Secondary
7937: Business Ed Accounting	-	-	Secondary
7939: Basic Business 6/12	-	-	Secondary
7950: Consumer Ec 6/12	-	-	Secondary
7960: Marketing Ed 6/12	-	-	Secondary
7970: General Home Economics 6/12	-	-	Secondary
7971: Family and Consumer Sciences (6-12	-	-	Secondary
7972: Family/Consumer Sciences 6/12	-	-	Secondary
7980: Industrial Arts 6/12	-	-	Secondary
7981: Technology Education (6-12)	-	-	Secondary
7982: Industrial Technology 6/12	-	-	Secondary
7985: Electricity/Electronics 6/12	-	-	Secondary
7988: Drafting 6/12	-	-	Secondary
7989: Online Teacher (Pre-K-12)	-	-	All grades
7990: Engineering (6-12)	-	-	Secondary
8092: Marketing Technology Education (5-9)	-	-	Secondary
8093: Business Technology Education (5-9	-	-	Secondary
8120: English (5-9)	-	-	Secondary
8133: Humanities (5-9)	-	-	Secondary
8134: Journalism (5-9)	-	-	Secondary
8136: Speech 6/9	-	-	Secondary
8137: Theater Arts (5-9)	-	-	Secondary
8138: Literacy 6/9	-	-	Secondary
8141: Communication/Drama 6/9	-	-	Secondary
8144: Communication (5-9)	-	-	Secondary
8200: Social Studies (5-9)	-	-	Secondary
8221: History (5-9)	-	-	Secondary
8222: American Government/Political Scie	-	-	Secondary
8223: American Government 6/9	-	-	Secondary
8226: Geography (5-9)	_	_	, Secondarv
8227: Political Science 6/9	-	-	, Secondary
8228: Economics (5-9)	-	-	Secondary

CTE instructional endorsementSpecial Education instructional endorsementGrade range8229: Sociology (5-9)Secondary8230: Philosophy 6/9Secondary8231: Psychology (5-9)Secondary8234: Anthropology 6/9Secondary8235: Sociology/Anthropology (5-9)Secondary8236: Mathematics (5-9)Secondary8230: Mathematics (5-9)Secondary8300: Mathematics (5-9)Secondary8300: Mathematics (5-9)Secondary8320: Mathematics (5-9)Secondary8420: Computer App 6/9Secondary8420: Computer Science (5-9)Secondary8421: Biological Science (5-9)Secondary8422: Biological Science (5-9)Secondary8430: Physical Science (5-9)Secondary8451: Earth and Space Science (5-9)Secondary8451: Earth and Space Science (5-9)Secondary856: Office ProceduresSecondary856: Office ProceduresSecondary8700: World Language - American Sign Language (5-9)Secondary8700: World Language - German (5-9)Secondary8700: World Language - German (5-9)Secondary8700: World Language - Cernan Sign Language (5-9) <th></th> <th></th> <th>ATTACH</th> <th>IMENT 2</th>			ATTACH	IMENT 2
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3229: Sociology (5-9) - Secondary 8230: Philosophy 6/9 - Secondary 8231: Psychology (5-9) - Secondary 8234: Anthropology 6/9 - Secondary 8234: Anthropology (5-9) - Secondary 8244: Motel/Hotel Management X - Secondary 820: Mathematics - Basic (5-9) - - Secondary 8300: Nathematics - Basic (5-9) - - Secondary 8420: Computer App 6/9 - - Secondary 8400: Computer Science (5-9) - - Secondary 8421: Biological Science (5-9) - - Secondary 8430: Physical Science (5-9) - - Secondary 8440: Chemistry (5-9) - - Secondary 8451: Earth and Space Science (5-9) - - Secondary 8452: Geology (5-9) - - Secondary 8510: Physical Education (PE) (5-9) - - Secondary 8520: Geology (5-9) - Secondary	Endorsement	endorsement	endorsement	range
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8234: Anthropology 6/9 - - Secondary 8236: Sociology/Anthropology (5-9) - - Secondary 8244: Motel/Hotel Management X - Secondary 8300: Mathematics (5-9) - - Secondary 8300: Mathematics - Basic (5-9) - - Secondary 8420: Computer App 6/9 - - Secondary 8420: Natural Science (5-9) - - Secondary 8421: Biological Science (5-9) - - Secondary 8430: Physical Science (5-9) - - Secondary 8440: Chemistry (5-9) - - Secondary 8441: Biological Science (5-9) - - Secondary 8451: Earth and Space Science (5-9) - - Secondary 8452: Geology (5-9) - - Secondary 8520: Health (5-9) - - Secondary 8520: Health (5-9) - - Secondary 8520: Health (5-9) - - Secondary	8231: Psychology (5-9)	-	-	Secondary
8236: Sociology/Anthropology (5-9) - - Secondary 8244: Motel/Hotel Management X - Secondary 8300: Mathematics (5-9) - - Secondary 8320: Mathematics - Basic (5-9) - - Secondary 8420: Natural Science (5-9) - - Secondary 8440: Computer Science (5-9) - - Secondary 8420: Natural Science (5-9) - - Secondary 8420: Natural Science (5-9) - - Secondary 8430: Physical Science (5-9) - - Secondary 8440: Chemistry (5-9) - - Secondary 8451: Earth and Space Science (5-9) - - Secondary 8452: Geology (5-9) - - Secondary 8510: Physical Education (PE) (5-9) - - Secondary 8520: Health (5-9) - - Secondary 8700: World Language (5-9) - - Secondary 8701: World Language - German (5-9) - -	8234: Anthropology 6/9	-	-	Secondary
8244: Motel/Hotel Management X - Secondary 8300: Mathematics (5-9) - - Secondary 8320: Mathematics - Basic (5-9) - - Secondary 8321: Computer App 6/9 - - Secondary 8400: Computer Science (5-9) - - Secondary 8420: Natural Science (5-9) - - Secondary 8421: Biological Science (5-9) - - Secondary 8430: Physical Science (5-9) - - Secondary 8440: Chemistry (5-9) - - Secondary 8450: Physics (5-9) - - Secondary 8451: Earth and Space Science (5-9) - - Secondary 8451: Physical Education (PE) (5-9) - - Secondary 8510: Physical Education (PE) (5-9) - - Secondary 8520: Health (5-9) - - Secondary 8700: World Language (5-9) - - Secondary 8702: World Language - American Sign Language (5-9) - <td< td=""><td>8236: Sociology/Anthropology (5-9)</td><td>-</td><td>-</td><td>Secondary</td></td<>	8236: Sociology/Anthropology (5-9)	-	-	Secondary
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8321: Computer App 6/9 - Secondary 8400: Computer Science (5-9) - - Secondary 8420: Natural Science (5-9) - - Secondary 8421: Biological Science (5-9) - - Secondary 8430: Physical Science (5-9) - - Secondary 8440: Chemistry (5-9) - - Secondary 8451: Earth and Space Science (5-9) - - Secondary 8452: Geology (5-9) - - Secondary 8451: Earth and Space Science (5-9) - - Secondary 8452: Geology (5-9) - - Secondary 8510: Physical Education (PE) (5-9) - - Secondary 8520: Health (5-9) - - Secondary 8700: World Language (5-9) - - Secondary 8701: World Language - American Sign Language (5-9) - - Secondary 8702: World Language - German (5-9) - - Secondary 8740: World Language - Nabic (5-9) - -	8320: Mathematics - Basic (5-9)	-	-	Secondary
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SUBJECT

Preliminary Data - Educator Preparation Programs Performance Measures Pilot

REFERENCE

October 2016	Board	was	updated	on	progress	made	toward
	develo	ping	educa	or	preparati	on p	orogram
	effectiv	eness	/performa	ance	measures.		
December 2016	Board determ effectiv	appr ining veness	oved th Educator	ie p Prep	proposed paration Pr	measur ovider p	es for program

APPLICABLE STATUTE, RULE, OR POLICY

Higher Education Act of 1965, §§207 (2008).

BACKGROUND/DISCUSSION

Annually, the Office of the State Board of Education (Board) certifies and submits Idaho's Title II report to the U.S. Department of Education (USDOE). The report includes data from public and private teacher preparation programs authorized by the State Board of Education to prepare individuals for certification in Idaho. On October 16, 2016 the USDOE released the revised Title II requirements. The rule imposed new reporting measures—beyond the basics required for annual reports under the Higher Education Act—which identified levels of program effectiveness to drive continuous improvement.

These federal regulations intended to promote transparency about the effectiveness of all educator preparation providers (traditional, alternative routes, and distance) by requiring states to report annually—at the program level—on the following measures:

- Feedback from graduates and their employers on the effectiveness of program preparation; and
- Student learning outcomes measured by novice teachers' student growth, teacher evaluation results, and/or another state-determined measure that is relevant to students' outcomes, including academic performance, and meaningfully differentiates amongst teachers; and
- Placement and retention rates of graduates in their first three years of teaching, including placement and retention in high-need schools; and
- Other program characteristics, including assurances that the program has specialized accreditation or graduates candidates with content and pedagogical knowledge, and quality clinical preparation, who have met rigorous exit requirements.

States were allowed flexibility in determining how to weigh all outcome measures, but were required to categorize program effectiveness using at least three levels of performance (effective, at-risk, and low-performing). These federal requirements were designed to facilitate ongoing feedback amongst programs, prospective teachers, schools and districts, states and the public.

In early 2013, while the proposed Title II (Higher Education Act) rule was moving through the process of negotiated rulemaking at the federal level, Idaho's educator preparation leaders -the Idaho Coalition for Educator Preparation (ICEP) and the Idaho Association of Colleges of Teacher Education (IACTE)- were already working toward defining how Idaho programs would meet these requirements.

In December 2016, the Board approved the proposed performance measures designed by ICEP and IACTE, and recommended by the Professional Standards Commission (PSC). Though the 2016 reauthorization of Title II never came to fruition, the State Board stayed the course in requiring the more rigorous reporting measures. At the time of approval in December 2016, the implementation plan was for preliminary or baseline data to be collected and reported to the Board in December 2018 and full reporting to the Board starting in December 2019. Due to the nature of the new measures, the pilot year was necessary to assure all programs were reporting consistently and to evaluate data quality. The table presented here provides an overview of the performance measures gathered for the pilot year, using data from the 16-17 graduate cohort.

In this first year of data collection, obstacles have been identified and more efficient ways to collect and report on program performance measures are being explored. The following table succinctly lists the required performance measures and the data that the State Board staff and Educator Preparation Programs (EPP) were able to gather.

Next steps will be to convene a "consultation group" to make final recommendations on implementation of the EPP performance assessment system, data collection processes, and suggest state-level rewards or consequences associated with the designated performance levels. Feedback and recommendations from this group will be vetted by the Professional Standards Commission for formal recommendation, and then presented to the Board at a future meeting.

IMPACT

Educator preparation program performance measures promote transparency around the effectiveness of public educator preparation providers. Once fully implemented, such measures allow the Board to identify and incentivize excellent preparation programs as necessary, particularly in light of Idaho's teacher pipeline challenges.

ATTACHMENTS

Attachment 1 – Educator Preparation Program Performance Preliminary Data

STAFF COMMENTS AND RECOMMENDATIONS

While some of these measures must be directly transmitted to the Office of the State Board by the educator preparation program, many measures can be calculated with data that already exists at the State Department of Education. There are clear opportunities to streamline data collection through collaboration between the Board Office and the State Department of Education. To ensure accuracy and consistency in evaluating educator preparation programs, adjustments to current data reporting and data collection will likely be necessary over time. Additionally, the Board may want to consider embedding these measures across all approved educator preparation programs through the Program Approval Process, currently being implemented through the Professional Standards Commission pursuant to IDAPA 08.02.02.100.

BOARD ACTION

I move to accept the pilot year report of Educator Preparation Program Performance, as submitted in Attachment 1 and set the regular December 2019 Board meeting as the deadline for the full report.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

Preliminary Data on Educator Preparation Program Performance Pilot Year Reporting on 2016-2017 Completers

Measures approved by the State Board of Education at the December 2016 meeting for assessing performance of Idaho's Educator Preparation Programs (EPPs). For each public institution, data was collected in partnership with the Board Office, the State Department of Education and the individual institutions. Certain obstacles in data collection have been identified, and streamlined processes will be further explored for the October 2019 submission.

Proposed Weight	Idaho EPP Measures	Boise State University (n=181)	Idaho State University (n=127)	Lewis-Clark State College (n=31)	University of Idaho (n=96)
15% (Student Growth – all students meet target - 10 points possible)	Student growth FY18 as reported by districts as part of Career Ladder requirements ("yes" or "no" indicating if students meet educator's growth targets)	(90 teachers reported through SDE)	(54 teachers reported through SDE)	(12 teachers reported through SDE)	(9 teachers reported through SDE)
'16-'17 Completers		98%	98%	92%	100%
(Evaluation – no "unsatisfactory components – 10 points possible)	Teacher evaluation measures FY18 (reporting the number of "unsatisfactory" components on the state framework)	96%	89%	92%	100%

ATTACHMENT 1

Proposed Weight	Idaho EPP Measures	Boise State University	Idaho State University	Lewis-Clark State College	University of Idaho
8%	Teacher placement rate FY18	55%	44%	42%	33%
'16-'17 Completers	Teacher placement rate in high-need schools	52 of 95 placed (55%)	43 of 56 placed (77%)	10 of 13 placed (77%)	5 of 15 placed (33%)
'12-'13 Completers followed	Teacher retention rate in FY18	76%	76%	84%	80%
(2 points per category)	Teacher retention rate in high-need schools				
25% Alumni feedback	Alumni feedback in the form of a validated, 15- question survey relative to quality of preparation, using the state's Teaching evaluation rubric scale	Average score of 3.45 (n=144)	Average score of 2.88 (n=57)	Not submitted by program	Not submitted by program
' 16-'17 Completers	Employer feedback in the form of a validated, 15-question survey relative to quality of preparation, using the state's Framework for Teaching evaluation rubric scale (10 points possible)	Available Spring 2019	Available Spring 2019	Available Spring 2019	Available Spring 2019

ATTACHMENT 1

Proposed Weight	Idaho EPP Measures	Boise State University	Idaho State University	Lewis-Clark State College	University of Idaho
52%	The following required measures are				
	reviewed through the State Approval Process, which includes meeting State	Paviawad	Paviawad.	Reviewed.	Paviawad:
	Specific Requirements every third year	March 5-8.	September 20-	November 3-5.	April 6-9, 2013
	following the full accreditation review:	2016	22, 2015	2013	F
	~				
	-Content and Pedagogical Knowledge. Full	Number of	Number of	Number of	Number of
	Fixed and programs every seven years.	-Inullider of Programs	-Inullider of Programs	-INUITIDET OF	-Inullider of Programs
	svllabi. Praxis scores, GPA, exams, Measures	Reviewed: 25	Reviewed: 25	Reviewed: 13	Reviewed: 27
	of performance include artifacts demonstrating				
	candidate work, interviews with cooperating	-Programs	-Programs	-Programs	-Programs
As of FY18	teachers, employers, and candidates, and data	Approved: 21	Approved: 8	Approved: 8	Approved: 24
	from multiple observations of preservice	D 11	D 11	D 11	D 11
	candidates (26 points possible)	-Programs with	-Programs with	-Programs with	-Programs with
	-Quality Clinical Preparation. Reviewed	for conditional	for conditional	for conditional	for conditional
	accreditation reviews and through the State	approval: 3	approval: 14	approval: 5	approval: 2
	Specific Requirements reviews.	approvan e	approvan 21	approvan e	approvan -
	-Rigorous Candidate Exit Qualifications.	-Programs with	-Programs with	-Programs with	-Programs with
(26 points possible)	Successful score on statewide Common	recommendation	recommendation	recommendation	recommendation
	Summative Assessment of Teaching based	to not be	to not be	to not be	to not be
	upon the state's framework and development	approved: 1	approved: 3	approved: 0	approved: I
	of an individualized Professional Learning	Number of	Number of	Number of	Number of
	as part of the full accreditation reviews and	Completers '16-	Completers '16-	Completers '16-	Completers '16-
	through the State Specific Requirements	'17: 178	'17: 77	'17: 41	'17: 88
	review.				

SUBJECT

FY2019 Instructional/Pupil Service Staff Evaluation Review – Final Report for the 2017-2018 Academic Year

REFERENCE

June 2017	Instructional/Pupil Service Staff Evaluation Review for the 2015-2016 Academic Year – Final Report presented to the Board.
December 2017	Instructional/Pupil Service Staff Evaluation Review for the 2016-2017 Academic Year – Final Report presented to the Board.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1004B(14), Idaho Code

BACKGROUND/DISCUSSION

Pursuant to Section 33-1004B(14), Idaho Code, a review of a sample of teacher evaluations must be conducted annually. This statute specifically states:

- 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 and 2016-17 Evaluation Reviews (summarized in the FY2017 and FY2018 Reports respectively) were conducted in two phases. The first phase assessed compliance with IDAPA 08.02.02.120 while the second phase reviewed district evaluation policy and implementation. Because districts have now had several years to get policy and processes in place, the 2017-18 on-site and desk reviews assessed these aspects simultaneously.

The two previous reports determined that inconsistent communication from state entities compounded confusion created over time in the wake of changes to Idaho's evaluation processes. As a result, not all districts were implementing all aspects of evaluation rule with fidelity - with approximately 30% of evaluations reviewed missing one or more critical element of the evaluation requirements. To address the areas found to be consistently noncompliant, detailed recommendations were put forth in both final reports encompassing the following areas:

a. Amend IDAPA 08.02.02.120 to define and clarify evaluation evidence.

- b. Make additional guidance and training available to administrators.
- c. Continue to explore the implementation of a statewide electronic evaluation management system.

Amendments to Board Rule providing clarifications on the evaluations were put into temporary rule in fall 2017 with the final rule becoming effective in spring 2018 (at the end of the 2018 Legislative Session). Trainings on evaluation procedures and evidence collection were conducted throughout the state from late September to late October 2018, and an administrator recertification course addressing all aspects of evaluation requirements is in development and will be launched in spring 2019.

In March 2018, superintendents were notified of the pending FY2019 review, informed which administrators were selected from their districts, and provided information about collecting evidence. As with the previous reviews, the FY19 review focused on the requirements called out in IDAPA 08.02.02.120. The review requires districts to provide evidence that district evaluations meet the fidelity of the state's evaluation model outlined in administrative rule, including the following:

- (i) the evidence used in scoring teacher evaluations;
- (ii) documentation of dates on which observations were conducted;
- (iii) demonstration of growth in student achievement, and;
- (iv) proof of professional practice as shown through parent or student input, or a portfolio.

The 2017-2018 Evaluation Review commenced in August 2018 with districts beginning to upload evidence for review. On-site reviews took place from the end of September 2018 through October 2018. A full desk review of remaining evaluations was completed on October 26, 2018, and reviewers discussed possible process improvements and recommendations going forward. The attached report provides the findings and recommendations from the FY2019 evaluation review process.

IMPACT

Annual evaluation reviews allow state policy makers to verify that the state framework is being implemented with fidelity and to judge the effectiveness of using the evaluation framework in conjunction with student outcomes (measurable student achievement) for determining movement on the Career Ladder. The Board may also use the information in directing changes in our teacher preparation programs to address areas of improvement for both administrators as well as instructional and pupil services staff.
Attachment 1 – FY19 Final Report – Evaluation Review of Certificated Educators

STAFF COMMENTS AND RECOMMENDATIONS

Clear guidelines for ongoing support for both administrators and certificated staff are represented in the recommendations that conclude this report. Continued Board support will further shape the fidelity and usefulness of educator evaluations going forward.

BOARD ACTION

This item is for informational purposes only.

FY2019 REPORT TO THE IDAHO STATE BOARD OF EDUCATION

2017 – 2018 EVALUATION REVIEW OF CERTIFICATED EDUCATORS

INTRODUCTION

Pursuant to Idaho Code § 33-1004B(14), a review of a sample of teacher evaluations must be conducted annually. Effective July 1, 2015, the statute 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 2015-16 and 2016-17 Evaluation Reviews (summarized in the FY2017 and FY2018 Reports respectively) were conducted in two phases. The first phase assessed compliance with IDAPA 08.02.02.120 while the second phase reviewed district evaluation policy and implementation. Because districts have now had several years to get policy and processes in place, the 2017-18 on-site and desk reviews assessed these aspects simultaneously.

The FY2019 report on the findings of the 2017-2018 Evaluation Review of Certificated Educators follows.

Background

In response to the legislative mandate that initiated oversight by Idaho State Board of Education staff in conducting the 2015-16 Evaluation Reviews, samples of teacher evaluations and supporting evidence were collected beginning in January 2017. Phases One and Two of the Evaluation Review were completed in March 2017, and a final report was presented to the Idaho State Board of Education at the June 2017 meeting.

The FY17 and FY18 reports concluded that inconsistent communication from state entities compounded confusion created over time in the wake of multiple changes to Idaho's evaluation processes. As a result, not all districts were implementing all aspects of evaluation rule with fidelity – with approximately 30% of evaluations reviewed missing one or more critical elements of the evaluation requirements. To address the areas found to be consistently noncompliant, detailed recommendations were put forth in both final reports encompassing the following areas:

1. Amend IDAPA 08.02.02.120 to clarify, simplify and better align with code for instructional staff, and redefine evaluation standards for pupil service staff based upon their own professional standards

- 2. Make additional guidance and training available to administrators
- 3. Create a coalition of representatives for Idaho administrator preparation programs to define consistent measures of preparedness, including specific competencies for administrator recertification requirements
- 4. Create a clearinghouse of best evaluation practices to be shared across districts

Of these five strands, work has begun on all. Changes to Board Rule on evaluation were put into temporary rule in fall 2017, with plans to convene professional groups in each of the pupil service areas to further define consistent evaluation practices for these professionals. Trainings on evaluation procedures and evidence collection were conducted throughout the state from late September to late October 2017, and an administrator preparation coalition has been established. Recommendations this year were centered around similar themes as prior years.

In March 2018, superintendents were notified of the pending FY2019 review, informed which administrators were selected from their districts, and provided information about collecting evidence. As with the previous reviews, the FY19 review focused on the requirements called out in IDAPA 08.02.02.120. The review requires districts to provide evidence that district evaluations meet the fidelity of the state's evaluation model outlined in administrative rule, including the following:

- (i) the evidence used in scoring teacher evaluations;
- (ii) documentation of teaching observations;
- (iii) progress in documenting teacher's individual professional learning plans;
- (iv) demonstration of growth in student achievement, and;
- (v) proof of professional practice as shown through parent or student input, or a portfolio of professional work.

The 2017-2018 Evaluation Review commenced in August 2018 with districts beginning to upload evidence for review. On-site reviews took place from the end of September 2018 through October 2018. A full desk review of remaining evaluations was completed on October 26, 2018, and reviewers discussed possible process improvements and recommendations going forward. The attached report provides the findings and recommendations from the FY2019 evaluation review process.

METHODS: FY2019 EVALUTION REVIEW

The Office of the State Board of Education (OSBE) staff randomly selected 180 administrators who conducted evaluations in the 2017-2018 school year. For each administrator chosen, the district was required to upload to a secure server at least two evaluations (with relevant supporting documents) completed in 2017-2018 for both teachers and/or pupil service staff who were randomly selected by Board staff. All evaluation materials were redacted of identifying information, not only to ensure a fully blind review but also confidentiality due to the sensitive nature of the evidence being assessed. In most cases, each evaluation was assessed and scored separately by two different reviewers.

The Office of the State Board of Education (OSBE) staff randomly selected 45 of the 180 LEAs, including two at the request of the superintendent, for an onsite detailed review. Each administrator was instructed to provide two evaluations from instruction staff and/or pupil service staff for on-site review. Table 1 provides the timeline for data collection and review.

State Board of Education - 2016-2017 Evaluation Review Timeline Overview and Update					
DATE	DESCRIPTION				
3/31/2018	Sent out notification to superintendents of randomly selected administrators (102 total LEAs) notifying them which administrators were chosen for evaluation review. Email included sample evidence for districts to model as they prepared their own uploads.				
8/1/2018	OSBE secure server opened for districts to upload evidence.				
9/25-9/27/18	Regions I and II Training and onsite review				
10/2-10/3/2018	Region III Training and onsite review				
10/9-10/11/2018	Region IV Training and onsite review				
10/16-10/18/2017	Regions V and VI Training and onsite review				
10/23/18	Server closed and all evaluation materials and completed surveys downloaded and prepared for review and data collection.				
10/24-10/26/2018	Reconvened reviewers to complete desk reviews and discuss data and anecdotal information from on-site reviews, and to assist in developing recommendations.				

Table 1. Timeline

Data Sources

Board staff collected 327 files containing evaluations conducted on certificated staff through the method described above (163 of 180 administrators submitted evaluations). As with the FY17 and FY18 review, the sample of administrators chosen for review purposefully represents the distribution of school administrators by region across the state of Idaho. This sample represents approximately 20% of administrators statewide, and 20% of certificated staff. Virtual charter schools and IDLA were included in the sampling and reported based on the region in which they are based. In addition to collecting two evaluations per administrator, each administrator was required to fill out a survey designed to gauge individual perception of preparedness in conducting evaluations, level of desire for additional training in areas related to accurate, growth-producing evaluation practice. Included among the appendices is a full list of districts involved in the review, with districts selected for on-site visits denoted in **bold** font (Appendix A). A copy of the Administrator's Evaluation Feedback Survey administered during the first phase of the review is also included (Appendix B). The key purpose of the on-site visits was to record qualitative data, as supplied by district office personnel and administrators, regarding implementation of - and fidelity to - the state framework for evaluation. In addition to reviewers' notes, feedback was captured in a survey completed by the teachers evaluated by administrators. Completion of surveys for teachers was entirely voluntary. This survey instrument for teachers is included in this report as Appendix C.

Review process

A team of 15 experienced educators from across Idaho participated in the review, including current and past superintendents, district leaders, principals, and faculty from educator preparation programs. A list of reviewers is included as Appendix D. The criteria for reviewing the evaluation documents was drawn directly from IDAPA 08.02.02.120 and Idaho Code § 33-1004B(14) for both instructional personnel and pupil service personnel, as applicable.

The purpose of the desk review, was for each reviewer to assess administrator compliance in conducting evaluations in the following areas: completeness in assigning a score for each of the 22 components of the state framework; reported dates of two documented observations; compliance in using at least one other district-selected measure to inform professional practice; and reported measure(s) of student achievement. A graphic of the content and rationale for each aspect reviewed in this part of the process is included as Appendix E. The process initiated last year was continued, in which all evaluations were blind reviewed by two separate reviewers, with discrepancies being resolved by a third reviewer.

For onsite visits, a volunteer subset of the 15 member team responsible for conducting the desk reviews participated. The purpose of onsite visits was for each reviewer to not only assess administrator compliance, but also to capture feedback and recommendations from practitioners closest to the evaluation process. Teachers voluntarily participated in surveys to assist reviewers in better understanding the implementation of district evaluation policies. During on-site visits, district leaders were interviewed to better understand strengths and challenges in practice.

Reliability of Reviewers

To ensure accuracy and reliability among raters, all reviewers participating were chosen based upon their current knowledge and use of the state's evaluation framework. The team participated in a three-hour training session reviewing the criteria, discussing state requirements, and participating in calibration activities. Five sample evaluations were chosen for review. Each reviewer evaluated the samples independently, then in a small group lead by veteran reviewers. The entire team then discussed the samples and compared ratings. Training included clarifying conversations about current requirements, and opportunities throughout the three-day review to recalibrate, both in small group and full group discussions, as anomalies arose.

Data Analysis

Data presented here regarding compliance in evaluation practice consists of the total number and percentages of compliant elements required for instructional staff and pupil service staff evaluations (n=327) as submitted by district administrators. These elements include components of the state framework for evaluation, dates of documented observations, measures of professional practice and student achievement.

Data from the Evaluation Feedback Survey (Appendix B) provides an overview of the perceptions of the selected administrators related to their preparedness in conducting evaluations and their desire for additional training.

Data from surveys completed by teachers (Appendix C) is also included for the purpose of exploring teacher understanding of district policy, and perceptions on evaluation as a means for professional growth.

FINDINGS

The findings presented here are based upon the criteria for completing evaluations of certificated personnel called out in IDAPA 08.02.02.120 to determine compliance with state mandate. These include:

- Use of the state framework which is comprised of 22 components;
- Two documented observations, the first conducted prior to January 1;
- A measure of professional practice such as portfolio or student/parent feedback, and;
- District/teacher selected measure of student performance.

Data Specific to Compliance with IDAPA 08.02.02.120

Compliance – Evaluations meeting all IDAPA requirements





As expected, overall compliance increased significantly for instructional staff from 56% in FY2017 to 71% in FY2018 upon clarification of Board Rule for evaluation scoring and documented evidence. Also expected was the low rate of compliance for pupil service staff evaluations due to the transition from a Danielson model of performance to performance standards adopted from individual professional organizations.

However, while pupil service staff evaluations were not compliant with the letter of the law, most reviewers agreed that the evaluations were being conducted substantively and effectively. Looking at compliance disaggregated by region, however, the increased number of compliant evaluations for instructional staff is in no way consistent across the state:

Figure 2. Scores by Component for Instructional Staff

Compliance increased slightly from 79% in FY18to 84% in FY19 for instructional staff evaluations. Pupil service staff indicate a much lower level of compliance with rating all 22 components.







Consistent with the FY2017 and FY2018 results, Component 3b-Using Questioning and Discussion Techniques, is the area in which the majority of instructional staff struggle the most along with the addition of Component 2c-Managing Classroom Procedures. This certainly can be seen as an area for increased preparation and professional development opportunities.

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	Pupil Service Staff
Component 4F	97%
Component 4E	100%
Component 4D	100%
Component 4C	100%
Component 4B	97%
Component 4A	94%
Component 3E	100%
Component 3D	100%
Component 3C	100%
Component 3B	93%
Component 3A	96%
Component 2E	96%
Component 2D	96%
Component 2C	93%
Component 2B	96%
Component 2A	98%
Component 1F	94%
Component 1E	94%
Component 1D	100%
Component 1C	94%
Component 1B	100%
Component 1A	89%
0	% 20% 40% 60% 80% 100% ■ Share scoring 1 or 2 ■ Share Scoring 3 or 4

Figure 4. Scores by component for Pupil Service Staff

Component 1a-Demonstrating Knowledge of Content and Pedagogy is the area in which the majority of pupil service staff struggle the most. This certainly can be seen as an area professional development opportunities, but may also be a function of the difficulty for to districts to accurately assess pupil service staff.

ATTACHMENT 1



Figure 4. Evaluations based upon a minimum of two documented observations (*n*=327)

The increase in compliance for this requirement, up from 74%, most likely reflects increased awareness that documentation of observations would be collected. By the time the FY17 evaluation review began, many districts had destroyed evaluation evidence from the previous year. Because district leaders were notified of the FY19 Review prior to the end of the school year, those documents were not destroyed.

Figure 5. Evaluations including at least one district selected measure of performance (n=327)



ATTACHMENT 1



Figure 6. Evaluations including at least one measure of student performance (n=327)

In summary, the slight improvement in overall compliance, represented by a 5% increase from the FY17 to the FY18 Review, likely has more to do with greater awareness in reporting than significant change in practice.

Looking at compliance disaggregated by region, however, the increased number of compliant evaluations for instructional staff is in no way consistent across the state:



Figure 7. Evaluations meeting all areas of compliance required by the region (n=327)

In summary, Regions 1,3,4, and 5 are above the state average in overall compliance. Follow up in Regions 2 and 6 is planned.

Data Specific to Implementation of Evaluation and Related Professional Learning

Evaluation Feedback Survey (Administrators) - Results

Of the 163 administrators who participated in the review, 31% responded to the Evaluation Feedback Survey (n=52). Their geographic distribution indicates a fairly representative sample. While the absolute validity of these survey results must be considered in light of potential response bias, administrator feedback collected through the FY2019 survey instrument remained consistent with information collected through last year's survey and two years of onsite visit interviews:

- 100% of administrators indicated that they regularly collected performance evidence to support evaluations, with 94% indicating they were confident in their ability to interpret and accurately rate performance evidence. 27% of administrators responded that they would like additional support/training in using evidence to accurately evaluate teachers
- 96% indicated that they regularly engaged in professional conversations about teacher practice stemming from observations/evaluation, with 56% responding that they would like additional support/training in facilitating those conversations.
- 88% of administrators believe evaluations of staff professional practice are completely or mostly accurate, though only 77% believe that the measure of staff impact on student success is completely or mostly accurate.

Figure 8a provides information on areas in which administrators would like additional support:

Evaluation Feedback Survey (Teachers) - Results

Teachers who were evaluated in 2017-18 by administrators chosen for review were sent the Evaluation Feedback survey. Unlike the survey for administrators, teacher surveys were completely anonymous, and participation was voluntary. Respondents (n=596) provided input on implementation of evaluation practice in their district and indicated areas for future professional learning in evaluation. Results were slightly stronger than those in the FY2017 report and are as follows:

- 91% of teachers indicated confidence in their ability to provide evidence to support an accurate evaluation of each of the 22 components up from 74%, though 53% reported a desire for more training in this area.
- 92% of teachers reported their administrators regularly collected evaluation evidence, up from 73% in 2016-17.
- 84% of teachers, up form 73%, reported their administrators regularly engaged with them in professional conversations about their practice

• Unlike the 88% of administrators who believe evaluations of staff professional practice are completely or mostly accurate, only 71% of staff agree. Compared to 77% of administrators, only 58% certificated staff believe that the measure of their impact on student success is completely or mostly accurate.





In summary, the FY2018 evaluation review represent dramatic improvement in the percentage of compliant evaluations statewide. Except for Region 6 evaluations, overall compliance is much higher as a result of trainings and clarifying rule changes. In light of feedback from both administrators participating in the review and those who conducted the reviews, however, further clarification may still be necessary to further increase consistency and fidelity in evaluation practice.

RECOMMENDATIONS AND CONCLUSION

The two previous reports determined that inconsistent communication from state entities compounded confusion created over time in the wake of multiple changes to Idaho's evaluation processes. As a result, not all districts were implementing all aspects of evaluation rule with fidelity - with approximately 40% of evaluations reviewed missing one or more critical elements of the evaluation requirements. To address the areas found to be consistently noncompliant, detailed recommendations were put forth in both final reports.

Changes to Board Rule on evaluation were put into temporary rule in fall 2017. Trainings on evaluation procedures and evidence collection were conducted throughout the state from late September to late October 2018, and an administrator recertification course addressing all aspects of evaluation requirements is in development and will be launched in spring 2019. The recommendations included in the FY2019 report are fewer, but largely echo concerns from prior years.

FY 2019 Recommendations

Only two recommendations for Board consideration are proposed as a result of the most recent Evaluation Review:

- 1. Amend IDAPA 08.02.02.007 and IDAPA 08.02.02.120 to create clear definitions and provide more detailed guidance:
 - Define both "evaluation" and "observation"
 - Define "professional practice measures" that formally identifies the Individualized Professional Learning Plan (IPLP) as another measure of professional practice
 - Define "professional practice measures" and student success measures more clearly to indicate measures must be unique and specific to the staff member being evaluated.

Rationale: This year's evaluation review of 2017-2018 practices revealed confusion regarding what constitutes the second measure of professional practice. Some districts use the IPLP as evidence of professional practice while others did not know whether that was acceptable. Use of the Individualized Professional Learning Plan (IPLP) to demonstrate goals and growth as a measure of professional practices aligns with Board Rule and statute.

2. Implement and electronic evaluation submittal platform, and redesign the coversheet and checklists to further clarify expectations.

Conclusion

As was the case in the FY2017 and FY2018 report, the vast majority of districts leaders are striving to improve evaluation processes for their districts and within their buildings. Following two years of rule clarification and training, 71% of the evaluations of certificated instructional staff are compliant with Idaho rule and statute, equating to a 20% increase in compliance since 2017. During the FY2019 Review administrators restated the need for consistency and support from all state level agencies, and reiterated their desire to ensure that evaluation process emphasizes professional growth and continuous improvement, in addition to accountability.

SUBJECT

Accountability Oversight Committee 2018 Student Achievement Report and Recommendations

REFERENCE

August 2016	Board received recommendations from the Board's
	Accountability Oversign Committee on a new state
	accountability system. The Board approved the
	proposed rule setting out the new accountability
	framework that will be used for both state and federal
	accountability.

- November 2016 Board received an update on feedback received through public forum conducted by Board staff around the state on the proposed new accountability system and approved the pending rule creating the new statewide accountability system.
- June 2017 Board received an update on Idaho's Consolidated State Plan and provided input and feedback.
- August 2017 Board approved Idaho's Every Student Succeeds Act Consolidated Plan and approved the Department to submit the plan to the U.S. Department of Education.
- August-October 2018 State Department of Education released the list of schools identified for Comprehensive Support and Improvement (August 2018), Targeted Support and Improvement (September 2018), and Additional Targeted Support and Improvement (October 2018).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

Section 33-110, Idaho Code – Agency to Negotiate, and Accept, Federal Assistance

Idaho Administrative Code, IDAPA 08.02.03 – Section 111, Assessment in the Public Schools; IDAPA 08.02.03 – Section 112, Accountability; IDAPA 08.02.02 – Section 114, Failure to Meet Annual Measureable Progress

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (committee) was established in April 2010 as an ad-hoc committee. Board policy I.Q. assigns two responsibilities to the committee:

- a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
- b. Develop and review an annual report of student achievement. This report shall be compiled collaboratively by Board and State Department of

Education staff and submitted to the committee for review. The committee will forward the report to the Board with recommendations annually.

This will be the first year the committee has provided a report and recommendations to the Board. The committee has provided analysis on both student achievement and the state's K-12 school accountability system. The report includes recommendations that focus on adjustments intended to ensure the accountability indicators and the school identification system are meeting their intended purpose. The committee's report is provided as Attachment 1. A summary of the recommendations and recommended implementation timeline is provided in the Executive Summary of the report.

IMPACT

Priority Recommendations, as outlined in the Executive Summary of the report, would result in the need to initiate the process of amending Idaho's Consolidated State Plan. Some recommendations would require amendment of Administrative Code and/or amendments to Idaho's Consolidated State Plan.

ATTACHMENTS

Attachment 1 – Accountability Oversight Committee 2018 Student Achievement Report

STAFF COMMENTS AND RECOMMENDATIONS

The state Comprehensive Assessment System and state accountability requirements are contained in IDAPA 08.02.03.111-113. IDAPA 08.02.03 requires the State accountability system be used for both state and federal accountability purposes. Idaho's Consolidated State Plan establishes Idaho's plan for meeting federal accountability requirements in alignment with IDAPA 08.02.03. The consolidated state plan includes processes and procedures that are not included in Administrative Code. Amendments to any of these processes would have to follow the federal regulations for states to amend their consolidated state plans. Any amendments to the plan that are required pursuant to Administrative Code would have to be made in coordination with Idaho's Negotiated Rulemaking process, such that the Administrative Code changes are made prior to the approval of the amended Consolidated State Plan.

Due to the public input requirements for both the Negotiated Rulemaking process and amendments to Consolidated State Plans, individual recommendations from the report, based on Board direction, will be brought back to the Board after being vetted through their applicable processes.

BOARD ACTION

This item is for informational purposes.

Accountability Oversight Committee

Student Achievement and Accountability Report

December 2018

Accountability Oversight Committee

Roger Stewart, Chair Professor, College of Education Boise State University

Linda Clark President Idaho State Board of Education

Julian Duffey Special Education Director Bonneville Joint School District

Peter McPherson Chief Deputy Superintendent Idaho State Department of Education

Anne Ritter Board Member Meridian Medical Arts Charter High School **Debbie Critchfield** Vice President Idaho State Board of Education

John Goedde Former Idaho State Senator Former School Board Trustee, Coeur d'Alene School District

Jodie Mills Chief Academic Officer Caldwell School District

Rob Sauer Superintendent Homedale School District

Staff Support for this Report

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SECTION I: EXECUTIVE SUMMARY

OVERVIEW

Student Achievement

At current rates of year-over-year improvement in Idaho Standards Achievement Test (ISAT) proficiency percentages, it will be decades before three quarters of Idaho's students are proficient. And this will be the case only if the slight increases in percent proficient that have occurred during the past three years turn into sustainable trends. Additionally, substantial differences exist in percent proficient between ethnic and other subgroups. For example, there exists a greater than 20 percentage point difference in the ISAT proficiency rate of White and Hispanic / Latino students in both English Language Arts and Mathematics (see Figures 7-8). Substantial differentials also occur between virtually all subgroups. When taken in aggregate, ISAT percent proficient data point to the need for renewed state-level efforts to address low growth rates and persistent differential performance between identified groups.

Idaho Reading Indicator data reveal quite consistent performance across years and grade levels. About 50% of Idaho kindergarteners are proficient upon entry into kindergarten. Having only 50% of kindergarteners proficient in the fall presents a steep hill for Idaho educators to climb. Given this fact, it is a credit to Idaho educators that roughly 80% of kindergarteners are proficient in the spring. Proficiency percentages, however, are lower in the remaining IRI grades (i.e., grades 1-3) and remain quite consistent year-over-year. Approximately 70-75% of Idaho 3rd graders exit 3rd grade proficient. This percentage is not high enough given the fundamental importance of early reading; but as was discussed above, lack of preparedness of entering kindergarteners may present difficulty for some students in progressing to proficiency during the early years of their schooling.

Idaho's graduation rate hovers around 79%. This is below the national average and the averages of a number of other states. Thirty-seven percent of Idaho high schools have graduation rates of 90% or greater. An additional 41% graduate 60-90% of their students. But 22% of Idaho high schools graduate less than 60% of their students. These statistics point to the need for continued efforts by the state to support high schools as they work to improve instruction and school climate in order to increase graduation rates.

Accountability – Indicators and School Identification System

With the recognition that there are many elements that go into operating successful schools, in developing the new accountability system, the state sought to develop a robust system that uses multiple measures to highlight schools' strengths and identify opportunities for improvement. The accountability system does not result in a summative score or rating for schools. This is

significant, as it allows schools and their communities to use all the available information to engage in continuous processes of adjusting school systems and practices in order to improve student learning. Additionally, it requires the individual indicators in the system to meaningfully differentiate schools both independently and in the system as a whole. After its first year of implementation, the accountability system overall appears to be functioning well, but it does have some challenges that require attention. Given the complexities of developing an effective school accountability system, this is expected.

Section II of this report analyzes the function of each accountability indicator in Idaho's system, including indicators used for school identification and those presented on school report cards. Some of the indicators are not operational as of the date of submission of this report, but these are also included with notes stating when the indicator will be operational. This is done so readers receive a complete picture of the current state of the indicators and school identification system. It is important to note that all currently non-operational indicators are on their respective schedules to become operational.

Although most indicators are discriminating between high performing schools and those in need of support, some indicators are not functioning ideally. In most instances where the indicators are failing to discriminate, the indicator measures only participation. Participation-based measures include: Students in Grade 8 Enrolled in Pre-Algebra or Higher, Students in Grade 9 Enrolled in Algebra or Higher, and Advanced Opportunities. Most schools have high participation rates on these indicators so there is very little variation in the data, making it difficult to determine which schools are doing well and those that are not. Recommendations are provided in the report suggesting what needs to be done to address these limitations.

Analysis regarding the school identification process for Comprehensive Support and Improvement (CSI) and Targeted Support and Improvement (TSI) is provided in Section III. Based on the first year of implementation of the system, it is clear that it is functioning quite well. However, there are aspects of the process that would benefit from adjustment. One of the primary improvement areas relates to N (group) sizes in our state and the minimum N required to be included in analysis. Due to the rural nature of many of Idaho's schools, there are many schools that do not meet the minimum N size, even when all students are included for a given indicator. The problem is further exacerbated when analyzing the performance of subgroups, as smaller districts often do not meet the N size minimum for subgroup analysis. As a result, some districts are not being held accountable for subgroup performance. Actions that can be taken to mitigate N size issues are included in the report recommendations.

Ensuring that the school identification system identifies the appropriate schools for both Comprehensive Support and Improvement and Targeted Support and Improvement is a high priority. For the most part, only schools functioning at the lower levels of performance on the indicators are being identified by the accountability system. For Comprehensive Support and Improvement Underperforming (CSI Up), exceptions to this are mainly related to schools that do not fit cleanly into one of the currently established school categories: K-8 Schools, High Schools, and Alternative High Schools. For instance, alternative middle schools and junior highs appear to have been disproportionately identified for CSI Up because they are evaluated

alongside non-alternative K-8 schools. There are a few other types of schools that may face similar issues related to categorization in the identification process; these are clearly presented and discussed in the full report. Finally, the committee recommends closely examining the Targeted Support and Improvement identification process to ensure schools are being appropriately identified. Federal law requires Idaho to have one definition of "consistently underperforming" that is used to identify schools across all ethnicities and other subgroups. This presents a challenge when considering our ethnic and subgroup performance. As shown in Section I (Figures 7-12), certain ethnicities and subgroups have larger performance gaps when compared to the performance of all students. Applying a single definition of "consistently underperforming" to all these groups may not result in appropriate differentiation of schools when analyzing the performance of certain groups.

In summary, as a whole, the indicators within the accountability system and the school identification process are functioning as intended. The full report also provides specific recommendations for actions needed to correct and refine the indicators and processes manifesting problems. A summary of these recommendations is provided below.

SUMMARY OF RECOMMENDATIONS

The following table summarizes the Accountability Oversight Committee's recommendations for improving accountability indicators and the school identification system. As concise language was needed to fit the recommendations within Table 1, the included recommendations are synopsized versions. Please review the full report to read the recommendations in their entirety and receive contextual information.

Tabl	Table 1: Summary of AOC Recommendations						
Rec #	Recommendation Topic / Theme	Summarized AOC Recommendation	Report Page	Requires State Plan Change	Requires Rule Change		
1	ISAT Growth to Proficiency	Explore adjusting the trajectory model to create growth targets for students who score proficient or advance on the ISAT to encourage them to continue to grow beyond proficiency.	18	Yes	Yes		
2	English Learner Proficiency	Support recommendations presented by the English Learner Advisory Committee regarding the use of the ACCESS 2.0 achievement levels to determine student proficiency and/or establish ELL program exit criteria.	20	Yes	Maybe		
3	English Learner Growth to Proficiency	Explore adjusting the model used to create growth targets for English Learners to possibly set differentiated length of time to meet proficiency based on the grade when students enter an ELL program or their level upon entering.	22	Yes	No		

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	Advanced	Expand the indicator to include both			
4	Opportunities	participation and successful completion of	27	Yes	Yes
		advanced opportunities. Expand the 8 th Grade Pre-Algebra Indicator			
5 and	8 th Grade Pre-	and the 9 th Grade Algebra Indicator to	28 (8 th)	Voc	Vos
6	9 th Grade Algebra	include both participation and successful	29 (9 th)	163	103
		completion of coursework.			
	Credit	accountability framework. Clarify its			
7	Accumulation and	purpose, definition, and details regarding	29	Yes	Maybe
	Recovery	calculations.			
	CSI Up	Conduct two CSI Up calculations for			
8	Identification –	school as both a K-8 school and a high	32	Yes	Yes
	(K-12 Schools)	school.			
	CSI Up	Create a school category in the			
9	Identification –	accountability system for alternative	32	Yes	Yes
	School Categories	middle grade schools (middle schools and		105	
	(Alternative IVIS)	Junior high schools). Remove the requirement in rule to use 3 rd			
	Identification –	grade data for K-2 schools. Formally			
10	School Categories	establish the process of evaluating all K-2	33	Yes	Yes
	(К-2)	schools through qualitative review.			
	CSI Grad	Amend the Consolidated State Plan to use			
13	Identification –	the 5 year Cohort Graduation Rate for CSI	35	Yes	No
	Alternative HS	schools.			
	CSI and ATSI	Amend the Consolidated State Plan to	33 (CSI)		
11	Identifications –	implement the 3-year rolling average	and	Yes	No
	N Size	model for all CSI and ATSI calculations.	39 (ATSI)		
	CSI Up	Amend the Consolidated State Plan to			
10	Identification – N	formally establish the qualitative review	24	Vee	Nie
12	Size (Qualitative	process for schools that do not meet N	34	Yes	NO
	Review)	size.			
	CSI and TSI	Amend the Consolidated State Plan to use	38		
17	N Size	students and an N of 10 for subgroup	(CSI/TSI) and	Yes	No
	(Differentiated N)	calculations.	40 (ATSI)		
	TSI Identifications	Conduct an in-depth review of definition of			
14	– Process	"consistently underperforming" to ensure	37	Maybe	No
		identification of appropriate schools.			
	TSI Identifications	target from TSI calculations for that			
15	- Calculations	indicator during year in which the target	37	Yes	No
	(Goal Makers)	was achieved.			
	TSI Identifications	Identify schools for TSI based on the			
16	– Calculations	subgroup performance on the same	38	Yes	No
		indicators as those used for CSI Up.			

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RECOMMENDATIONS WORKPLAN

Priority Recommendations

The following recommendations have been identified for priority implementation:

- AOC Recommendation 2: Support recommendations presented by the English Learner Workgroup regarding the use of the ACCESS 2.0 achievement levels to determine student proficiency and/or establish ELL program exit criteria.
- AOC Recommendation 3: Explore adjusting the model used to create growth targets for English Learners to possibly set differentiated length of time to meet proficiency based on the grade when students enter an ELL program or their level upon entering.
- AOC Recommendation 11: Amend the Consolidated State Plan to implement the 3-year rolling average model for all CSI calculations.
- AOC Recommendation 12: Amend the Consolidated State Plan to formally establish the qualitative review process for schools that do not meet N size.
- AOC Recommendation 13: Amend the Consolidated State Plan to use the 5 year Cohort Graduation Rate for CSI Grad calculations for alternative high schools.
- AOC Recommendation 15: Remove schools that achieve the annual target from TSI calculations for that indicator during year in which the target was achieved.
- AOC Recommendation 16: Identify schools for TSI based on the subgroup performance on the same indicators as those used for CSI Up.

Timeline for Priority Recommendations

February 14, 2019:	Present proposed amendments to the Idaho Consolidated State Plan to the State Board of Education
March 1, 2019:	Deadline to submit the amended Consolidated State Plan to the U.S. Department of Education
2018-19 School Year:	Implement changes, pending approval from the U.S. Department of Education

Secondary Recommendations

The remaining recommendations, as outlined in Table 1, are Secondary Recommendations. The Accountability Oversight Committee will meet to develop specific tasks and timelines for each of these recommendations, including working with the State Department of Education to gather stakeholder feedback as appropriate. In cases where rule changes are necessary, proposed rule amendments will be presented to the Board in summer 2019. At earliest, Secondary Recommendations will be implemented in the 2019-2020 school year.

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SECTION II: STUDENT ACHIEVEMENT

IDAHO STANDARDS ACHIEVEMENT TEST (ISAT)

















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Data Notes

In reviewing the data presented in Figures 1 through 12 on the previous pages, one might note that the All Students proficiency rates presented in Figures 1, 2, and 3 differ from those provided in Figures 7 through 12. This is due to the data for Figures 1, 2, and 3 being gathered in a slightly different way than the remaining figures. The data provided in Figures 1, 2, and 3 represents the proficiency rates of students continuously enrolled in their school (as used for school accountability). The data provided in Figures 4 through 12 is statewide data for all students, regardless of their enrollment status.

Analysis

Statewide proficiency percentages are not growing at a meaningful rate year-over-year (see Figures 1-3). The slight increases that have occurred over the past three years may or may not show actual and sustainable trends. It is quite possible that the slight upward bias of the scores is the result of random fluctuations in scores and in future years scores will remain flat or perhaps begin trending down. Only additional years of data will establish clear directionality. Even if, however, the slight upward bias that is currently revealed in the scores continues, decades will pass before three quarters of Idaho's students are proficient. Figures 7 through 12 add additional information about ISAT performance. Idaho experiences significant differentials in achievement between ethnicities and subgroups. Thus, not only does year-over-year growth need attention, but so do efforts to close gaps between various groups of students.

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IDAHO READING INDICATOR (IRI)

Results



Table 2: Statewide IRI Performance, 2015-16 through 2017-18									
	20	15-16 2016-17		2017-18					
Grade	Fall % Proficient	Spring % Proficient	Fall % Proficient	Spring % Proficient	Fall % Proficient	Spring % Proficient			
К	52.2%	78.3%	51.4%	80.3%	49.8%	79.9%			
1	62.6%	68.1%	62.4%	67.3%	63.2%	66.9%			
2	55.4%	68.9%	55.9%	69.9%	54.2%	68.5%			
3	63.9%	73.0%	64.6%	74.9%	65.5%	74.6%			

<u>Analysis</u>

Strong foundational reading skills are essential for success in subsequent rigorous academics. As demonstrated in Figure 13, Spring Idaho Reading Indicator (IRI) proficiency rates have remained relatively stable. Additionally, when prior years of data are reviewed,

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it is clear that this trend extends well beyond the 2015-16 school year. This raises concerns, since students who are not proficient by the third grade are more likely to struggle academically as they progress through school. It is particularly notable that the fall proficiency rates for kindergarten students have hovered near 50%. Although efforts have been made to address early learning and some districts are now piloting school readiness efforts, it is clear that students' lack of preparedness when they enter kindergarten is an unaddressed factor statewide that may have negative effects on students' later performance in school.

One question related to the IRI assessment results presented above is the extent to which they reflect students' literacy skills. The IRI administered through the 2017-2018 year assesses students' reading fluency, that is, the pace and ease of reading. However, fluency is just one of five critical literacy skills that students need to develop over time: phonological awareness, phonics, fluency, vocabulary, and comprehension. Feedback from educators has indicated a concern that students may read quickly but lack other skills (such as reading comprehension) or vice versa and their IRI score may not reflect their true skill level. Based on this feedback and analysis of early literacy assessments available, the Literacy Committee recommended adopting a new IRI that assesses all aspects of literacy. The first administration of the Idaho Reading Indicator by IStation is taking place in the current (2018-2019) school year.

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4 YEAR COHORT GRADUATION RATE

Results



Table 3: School Graduation Rates by Range, 2017						
4-Year Cohort	Number of Schools	% of Schools				
Graduation Rate Range	in Range	in Range				
0.0% to 19.99%	5	2.4%				
20.0% to 39.99%	23	11.2%				
40.0% to 59.99%	18	8.7%				
60.0% to 79.99%	31	15.0%				
80.0% to 89.99%	53	25.7%				
90.0% to 99.99%	56	27.2%				
100.0%	20	9.7%				
Totals	206	100.0%				

Analysis

Idaho's graduation rate is relatively strong; however, it is below the national average of 84% and is well below graduation rates achieved in other states. Student demographics and backgrounds differ throughout the country, which lends some challenges to conducting state-by-state comparisons. However, if Idaho is going to reach the State Board of Education's strategic goal of 60% of Idahoans ages 25-34 with a degree or certificate, we must continue to focus on supporting schools in their work to improve instruction and school climate in order to increase graduation rates across the state.

SECTION III: ACCOUNTABILITY – REVIEW OF THE EFFECTIVENESS OF INDIVIDUAL INDICATORS

DEFINITIONS OF NEW TERMS

The following terms and abbreviations relate to the state's new accountability system and the indicators within that system:

- * Indicators: Indicators marked with an asterisk (*) are those used as a part of the Comprehensive Support and Improvement (CSI Up) school identification calculations.
- CSI: Comprehensive Support and Improvement. Idaho has a process (aligned to federal and state law) to identify schools for Comprehensive Support and Improvement based on their performance. See CSI Up and CSI Grad below for more details.
- **CSI Up:** Comprehensive Support and Improvement Underperforming. Schools are identified for Comprehensive Support and Improvement Underperforming when their performance on certain accountability system indicators places them in the lowest performing 5% of schools within their school category (K-8 Schools, High Schools, or Alternative Schools).
- **CSI Grad:** Comprehensive Support and Improvement Graduation. High schools are identified for Comprehensive Support and Improvement Graduation when their three-year average graduation rate is below 67%.
- **TSI:** Targeted Support and Improvement. Idaho has a process (aligned to federal law) to identify schools for Targeted Support and Improvement if they have one or more subgroups that are "consistently underperforming" on any indicator within the accountability system.
- ATSI: Additional Targeted Support and Improvement. Idaho has a process (aligned to federal law) if the performance of one of the school's subgroups, on its own, would identify the school for Comprehensive Support and Improvement Underperforming (CSI Up).

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ACADEMIC MEASURES

ISAT Proficiency – ELA/Literacy*, Mathematics*, and Science (K-8, HS, Alt HS)

Description

ISAT Proficiency, also known as Academic Achievement, is measured by using the percentage of a school's continuously enrolled students (students enrolled in the first 56 calendar days of the school year) who demonstrate mastery of content standards by reaching a proficient or advanced performance on the Idaho Standards Achievement Tests (ISAT) or the Idaho Alternate Assessments (IDAA) in English Language Arts/Literacy and Mathematics. ISAT Proficiency in ELA/Literacy is used in the school identification calculation for all school categories (K-8, High School, and Alternative High School). Idaho also measures and reports achievement on the state's science standards but does not use these results for school identification.

Participation in statewide assessments is required and schools are expected to test 95 percent of their students. When a school fails to reach this threshold, Idaho uses the number of students that would represent 95 percent as the denominator in the proficiency rate calculation.

Tables 4, 5, and 6 show the performance ranges of schools on the ISAT English Language Arts (ELA), Mathematics (Math), and Science. In each of these tables, and for subsequent similar tables related to other indicators, the performance range for All Schools and for Comprehensive Support and Improvement Underperforming (CSI Up) Schools are provided. These performance ranges allow the reader to compare the performance of all schools with those identified for improvement on each individual indicator. It is important to note that while the ranges are given for each indicator, the identification process combines performance on three to four indicators (depending on whether the school has an appropriately large English Learner population). For more information about the identification process, see Section IV on page 30.

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	0.0%	100.0%	23.5%	99.5%	0.0%	100.0%
CSI Up Schools	0.0%	36.3%	23.5%	37.9%	0.0%	7.1%

Table 4: ISAT ELA Proficiency, Performance Range by School Type, 2018

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.

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	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	0.0%	100.0%	0.0%	88.8%	0.0%	13.4%
CSI Up Schools	0.0%	28.6%	3.8%	24.5%	0.0%	0.0%

Table 5: ISAT Math Proficiency, Performance Range by School Type, 2018

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.

Table 6: ISAT Science Proficiency, Performance Range by School Type, 2018

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	0.0%	100.0%	15.3%	100.0%	7.7%	50.0%

Notes: Among schools with a n size of at least 5.

In the Consolidated State Plan, the state set long-term goals and measurements of interim progress (annual targets) to improve proficiency rates for the ISAT English Language Arts/Literacy Proficiency and ISAT Math assessments. Table 7 indicates the number of schools who met the annual targets for ISAT Proficiency.

Table 7. Schools that met Annaal Talgets for ISAT EEA and Math by School Type, 201
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	# of Schools that Met ISAT ELA Target	# of Schools that Met ISAT Math Target		
K-8 Schools	158	220		
High Schools	72	35		
Totals	230	255		

Analysis

The ISAT English Language Arts Proficiency and ISAT Math Proficiency indicators function well within the school identification system. The ranges in percent proficient of schools identified for Comprehensive Support and Improvement Underperforming (CSI Up) placed them at the low end of the continuum in both content areas. No schools were identified for CSI Up that had high percentages of students proficient in either English Language Arts or Math.

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ISAT Growth Toward Proficiency – ELA/Literacy and Mathematics (K-8)*

Description

Growth towards proficiency considers the percentage of continuously enrolled students in K-8 schools met their annual academic growth target on the Idaho Standards Achievement Tests (ISAT) in ELA/Literacy and Mathematics. To calculate a student's academic growth target, a student's scale score from the prior year will serve as a baseline. Next, the score that the student needs to reach a score of Proficient on the statewide assessment three years in the future is identified and called a target scale score. A simple subtraction of the target scale score and the baseline score results in the necessary growth needed to meet proficiency in three years. This number is then divided by three, providing an annual growth target. ISAT Growth Toward Proficiency is used in the school identification calculation for K-8 schools.





Table 8: ELA Growth, Performance Range by School Type, 2018

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	10.7%	100.0%	27.3%	92.1%	0.0%	80.0%
CSI Up Schools	10.7%	54.3%	NA	NA	NA	NA

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.

ELA Growth was not a CSI indicator for High Schools or Alternative High Schools. High schools where growth is present are K-12 schools or other schools with grade levels where growth is calculated.

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	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	9.7%	100.0%	10.0%	91.0%	0.0%	44.4%
CSI Up Schools	9.7%	39.1%	NA	NA	NA	NA

Table 9: Math Growth, Performance Range by School Type, 2018

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.

Math Growth was not a CSI indicator for High Schools or Alternative High Schools. High schools where growth is present are K-12 schools or other schools with grade levels where growth is calculated.

Analysis

This indicator is functioning well within the school identification system. The ranges in percent of students meeting growth targets at schools identified for Comprehensive Support and Improvement Underperforming (CSI Up) placed them at the low end of the continuum in both English Language Arts and Mathematics. No schools were identified for CSI Up that had high percentages of students who met their growth targets in either content area.

An additional consideration related to this indicator is that, as it is currently employed, it does not incentivize schools to encourage student growth beyond proficiency. Once a student meets the proficiency cut score, his/her growth target is based on continuing to meet proficiency in future years. This also results in schools with high proficiency rates often having high growth to proficiency results, since more of their students have modest and easily reached growth targets.

AOC Recommendation 1: The AOC recommends that the state explore adjusting the trajectory model to create growth targets for students who score proficient or advanced that encourage them to continue to grow academically (rather than just maintaining proficiency).

ISAT Proficiency Gap Closure (K-8, HS)

Description

ISAT Proficiency Gap closure looks at whether a school's performance gaps between subgroups and their counterparts have changed. The indicator addresses whether a school's gap has increased, decreased, or stayed the same. ISAT Proficiency Gap Closure is reported for schools and reflects a different way to review the same subgroup performance data that is analyzed for identification for Targeted Support and Improvement. However, this indicator is not used as a part of the school identification calculation for either Comprehensive Support and Improvement Underperforming or Targeted Support and Improvement.

Analysis

The gap closure analysis is being completed for the first school report card release, which will go live online in December 2018. This measure relies on two years of data. While the first year of this analysis will provide a gap closure statement for each school, additional years of data are needed before an analysis can be conducted regarding whether the gap closure statement is useful and meaningful information for the public.

English Learners Achieving English Language Proficiency (K-8, HS, Alt HS)

Description

English Learners Achieving English Language Proficiency is measured by using the percentage of a school's English Language Learners who demonstrate English language proficiency. Idaho measures English language ability using the annual ACCESS 2.0 assessment. The ACCESS 2.0 assessment measures English language skills in four (4) domains: listening, speaking, reading and writing. Student performance on these four domains is combined to generate a composite on a 1 to 6 performance level scale. A student is proficient if his/her composite score is 5 or above. English Learners Achieving English Language Proficiency is reported for all schools, but is not used in the school identification calculation.



Table 10: English Learner Proficiency, Performance Range by School Type

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	0.0%	42.9%	0.0%	20.0%	0.0%	0.0%

Notes: Among schools with a n size of at least 5.
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Analysis

Idaho used one year of ACCESS 2.0 assessment data to establish proficiency cut scores and relied on recommendations from researchers at the University of Wisconsin to proceed cautiously with adopting the WIDA consortium recommended scores. Idaho stakeholders and educators have raised concerns that the achievement level used to identify proficiency and allow students to exit English Language Learner (ELL) programs may be too rigorous. Now that we have an additional year of data, Idaho intends to revisit our use of the achievement levels in determining proficiency and establishing exit criteria. The English Learner Proficiency indicator is not used in school identification calculations.

AOC Recommendation 2: The AOC recommends that the State Board of Education review and support recommendations presented by the SDE English Learner Advisory Committee to revise the state's Consolidated State Plan as needed to address the use of the ACCESS 2.0 achievement levels to determine student proficiency and/or establish ELL program exit criteria.

English Learners Growth Toward English Language Proficiency (K-8, HS, Alt HS)*

Description

Growth toward English language proficiency is an increase in a student's ability to communicate in English as demonstrated in listening, speaking, reading and writing. Idaho measures English language ability growth using the annual ACCESS 2.0 assessment. Students receive a composite score on a 1 to 6 performance level scale. A student is proficient if his/her composite score is 5 or above. A student's ACCESS 2.0 score from the prior year is used as a baseline. The target score that the student needs to reach Level 5 either seven years in the future, or by grade 12, whichever is sooner, is identified as the target score. The baseline score is subtracted from the target score and divided by seven (7) or the number of years remaining through grade 12, providing an annual growth target for each student. English Learners Growth Toward English Proficiency is used in the school identification calculation for all schools (K-8, High Schools and Alternative High Schools).



	K-8 Schools		High So	chools	Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	0.0%	100.0%	0.0%	100.0%	0.0%	20.0%
CSI Up Schools	0.0%	100.0%	0.0%	17.6%	0.0%	0.0%

Table 11: English Learner Growth, Performance Range by School Type

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.

In the Consolidated State Plan, the state set long-term goals and measurements of interim progress (annual targets) to improve the percentage of English Learners reaching the annual targets set for them to attain English language proficiency within seven years. Table 12 indicates the number of schools who met the annual targets for English Learner Growth Towards Proficiency.

Table 12: Schools that Met Annual Targets for EL Growth by School Type, 2018

	# of Schools that Met English Learner Growth Target
K-8 Schools	215
High Schools	15
Totals	230

Analysis

Approximately 60% of Idaho English language learners are meeting their growth targets. What is not transparent in the data is when a student begins in the English language learner (ELL) program. Research shows that students who enter at earlier grades are more likely to assimilate to the educational environment and reach English language proficiency more quickly.^{1,2,3} Additionally, it is notable that at least one K-8 school that had 100% of ELL students meeting their growth targets was identified for Comprehensive Support and Improvement. While this may appear to indicate an issue with the functioning of this indicator within the school identification system, it is important to note that that particular school may have been identified based on low performance on other indicators. The indicator does appear to be functioning well at the high school level since only schools with quite low percentages making growth were identified. This indicator would lend itself to a more comprehensive analysis.

¹ Cook & Zhao, 2011

² Goldschmidt & Hakuta, 2017

³ Sahakyan & Cook, 2014

AOC Recommendation 3: The AOC recommends the state examine whether maintaining the current growth model using a seven-year trajectory for all ELL students is ideal, or if a model that sets varying lengths of time to meet proficiency based on the grade when a student enters the program, or their level of English upon entering, would result in more appropriate growth targets for all students and ensure improved school differentiation.

Statewide Reading Assessment (IRI) Proficiency (K-8)

Description

Statewide Reading Assessment Proficiency measures the percentage of a school's kindergarten through third grade students who demonstrate mastery of foundational reading skills by meeting grade development benchmarks on the Idaho Reading Indicator (IRI) administered in the spring. A student's score on the early literacy assessment is reported in one of three achievement levels: Level 1 (Below Grade Level), Level 2 (Near Grade Level), Level 3 (At or above grade level). Students who score a Level 3 are considered proficient. Idaho measures and reports Statewide Reading Assessment Proficiency for K-8 schools, but does not use these results in school identification calculations.

Table 13: Spring IRI at Benchmark, Performance Range by School Type

	K-8 Schools		High S	chools	Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	30.0%	100.0%	38.9%	94.0%	NA	NA

Notes: Among schools with a n size of at least 5. Additionally, please note that 2017-2018 is the final year of the legacy IRI. 2018-2019 is the first year of implementation of the IRI by Istation.

Spring IRI data is present for High Schools that serve K-12 or other grade ranges covering grades in which the IRI is administered (K-3).

Analysis

The range of performance for K-8 schools demonstrates that this indicator does provide valuable information for meaningful differentiation of schools through the school report card dashboard. This indicator is not used as a part of school identification.

4 Year Cohort Graduation Rate (HS, Alt HS)*

Description

The 4 Year Adjusted Cohort Graduation Rate represents the number students who meet regular Idaho high school graduation requirements in four years. This measure does not include students who earn a GED, but does account for students who may transfer in and out of school within the four year period. The four-year cohort graduation rate lags the other indicators by

one year. The 4 Year Adjusted Cohort Graduation Rate is used in the school identification calculation for all high school schools (High Schools and Alternative High Schools).

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	N/A	N/A	0.0%	100.0%	0.0%	76.5%
CSI Up Schools	N/A	N/A	30.2%	77.8%	28.2%	37.5%
CSI Grad Schools	N/A	N/A	0.0%	66.9%	0.0%	66.9%

Table 14: 4 year Cohort Graduation Rate, Performance Range by School Type, 2017

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2017, results are for 2017. Otherwise, the calculation uses combined data from 2015, 2016, and 2017. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.

In the Consolidated State Plan, the state set long-term goals and measurements of interim progress (annual targets) to improve graduation rates. Table 15 indicates the number of schools who met the annual targets for Graduation Rate.

Table 15: High Schools that Met Annual Targets forGraduation Rate, 2018

	# of Schools that Met Graduation Rate Target
High Schools	110

Analysis

The performance range on this indicator for schools identified for Comprehensive Support and Improvement may warrant further review. There was at least one high school with a graduation rate within two percent of the state average that was identified for Comprehensive Support and Improvement Underperforming (CSI Up). On the other hand, there was at least one high school and at least one alternative school with a 0.0% graduation rate that were not identified for Comprehensive Support and Improvement Underperforming (these schools were identified for Comprehensive Support and Improvement Graduation, since their graduation rate was below 67%). In all of these cases, it is likely that performance on other indicators (either high or low performance) drove or prevented identification for CSI Up. Graduation rate is weighted 25% of the CSI Up identification for schools with an English Language Learner population and 33% for schools without an English Language Learner population. Thus, it is likely that these situations are limited and reflect a mismatch between the school's performance in other areas and their graduation rate. However, given that graduation rate is such an important indicator at the high school level, the State Department of Education may need to conduct additional analysis to be certain that these situations were, in fact, anomalies.

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5 Year Cohort Graduation Rate (HS, Alt HS)

The 5 Year Cohort Graduation Rate is a planned indictor for which we do not currently have available data. This measure will be added to reporting about schools in summer 2019.

SCHOOL QUALITY MEASURES

Satisfaction and Engagement Survey – Students (K-8, HS, Alt HS)*

Description

Student engagement is defined in The Glossary of Education Reform as the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught. The state measures student engagement based on student responses to a 20 question survey. The state contracts with AdvancED for this survey. The survey measures three types of engagement: cognitive, behavioral and emotional. For each of these domains, students are characterized as committed, compliant, disengaged or mixed, based on their responses. A score of committed reflects authentic engagement.

At the school level, the state first calculates the percent of students who are committed in each of the three domains to calculate the average number of students who are committed. The state then uses the average number of students committed to identify an overall percent of students identified as committed. The percent of students committed on the Student Engagement Survey is used in the school identification calculation for K-8 schools.



	K-8 Schools		High S	chools	Alternative High Schools		
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum	
All Schools	0.0%	100.0%	N/A	N/A	N/A	N/A	
CSI Up Schools	0.0%	72.0%	N/A	N/A	N/A	N/A	

Table 16: Student Engagement, Performance Range by School Type, 2018

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.

The Student Engagement Survey was not administered to students attending High Schools or Alternative Schools in the 2017-2018 school year. The 2018-2018 school year will be the first administration at these schools. However, students in grades 3-8 attending High Schools or Alternative High schools that serve grades K through 12 may have participated in the student engagement survey. Since this was not a CSI Up indicator for these schools, the data was not used for identifications.

Analysis

About two thirds of Idaho students report being committed, which reflects authentic engagement. Only one year of data has been collected, so this indicator should be monitored in the future for trends. It may be beneficial for the state to analyze the relationship between engagement and school performance, so that empirically validated guidance and support can be provided to schools regarding the optimal range of student engagement for performance outcomes to be maximized.

Satisfaction and Engagement Survey – Parents and Teachers (K-8, HS, Alt HS)

The Satisfaction and Engagement Surveys for Parents and Teachers are planned indictors for which we do not currently have available data. These measures will be added to reporting about schools in summer 2019.

Communication with Parents on Student Achievement (K-8, HS, Alt HS)

The Communication with Parents on Student Achievement is a planned indictor for which we do not currently have available data. This measure will be added to reporting about schools in summer 2019.

College and Career Readiness (HS, Alt HS)*

Description

Idaho defines college and career readiness as the attainment and demonstration of requisite competencies that broadly prepare high school graduates for a successful transition into some form of postsecondary education and/or the workplace.

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Advanced opportunities are Advanced Placement (AP) courses, dual credit courses, international baccalaureate (IB) programs, technical competency credit (TCC), or earned industry recognized certification. The SDE utilizes the Division of Career and Technical Education (CTE) approved capstone courses as a proxy for TCC. For a student to "participate" in an advanced opportunity, he or she must have exited the course with a content complete exit code. Recognized high school apprenticeship programs is a new program and will be incorporated into the calculations in the future. College and Career Readiness is used in the school identification calculation for all high school schools (High Schools and Alternative High Schools).



Table 17: Career	& College	Readiness,	Performance	Range b	v School 1	Fype , 2018
						/

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	NA	NA	33.3%	100.0%	0.0%	100.0%
CSI Up Schools	NA	NA	33.3%	100.0%	52.2%	100.0%

Notes: Results may include one or three years of data. If a school had 20 or more students in an indicator in 2018, results are for 2018. Otherwise, the calculation uses combined data from 2016, 2017, and 2018. Listed value may not have been used for CSI ranking. Schools still not meeting the n size requirement for an indicator after combining three years of data were not ranked on the indicator. These schools either received a composite value based on the available indicators or were analyzed via qualitative review if they did not meet the n size on a sufficient number of indicators.

Analysis

As it is currently measured, this is a participation-based measure. As a result, the majority of schools had high percentages making it relatively difficult to differentiate between those that are doing well in preparing students for college and career and those that are not. The information provided by this measure would be substantially improved if it was changed to calculate the percentage of a school's students that pass or receive credit for (rather than complete) advanced opportunities.

AOC Recommendation 4: The AOC recommends the state expand this indicator to include both participation and successful completion (receiving of credit) of advanced opportunities. To ensure the data for these two distinct measures (participation and completion) remains adequately separate, the state may need to develop an index that awards points for performance on each.

Students in Grade 8 Enrolled in Pre-Algebra or Higher (K-8)

Description

Students in Grade 8 Enrolled in Pre-Algebra or Higher is measured by calculating the percentage of a school's enrolled eighth grade students participating in advanced math coursework (specifically Pre-Algebra). This indicator allows for the evaluation of local programs in aligning curriculum and instruction and in setting high expectations for student achievement. Students in Grade 8 Enrolled in Pre-Algebra or higher is reported for K-8 schools, but is not used in the school identification calculation.



Table 18: Advanced Math 8th Grade, Performance Range by School Type

	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	0.0%	100.0%	0.0%	100.0%	7.7%	100.0%

Notes: Among schools with a n size of at least 5.

Analysis

As it is currently measured, this is a participation-based measure. The information provided by this measure would be substantially improved if it was changed to calculate the percentage of a

school's students that pass or receive credit for Pre-Algebra or higher in grade 8 (rather than just taking the course).

AOC Recommendation 5: The AOC recommends the state expand this indicator to include both participation and successful completion of Pre-Algebra or higher by 8th grade students. To ensure the data for these two distinct measures (participation and completion) remains adequately separate, the state may need to develop an index that awards points for performance on each.

Students in Grade 9 Enrolled in Algebra or Higher (HS)

Description

Students in Grade 9 Enrolled in Algebra or Higher is measured by calculating the percentage of a school's enrolled ninth grade students participating in advanced math coursework (specifically Algebra). This indicator allows for the evaluation of local programs in aligning curriculum and instruction and in setting high expectations for student achievement. Students in Grade 9 Enrolled in Algebra or higher is reported for High Schools, but is not used in the school identification calculation.



Table 19: Advanced Math 9	th Grade. Pe	erformance Ran	ge by School T	vpe
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	K-8 Schools		High Schools		Alternative High Schools	
	Minimum	Maximum	Minimum	Maximum	Minimum	Maximum
All Schools	32.2%	100.0%	0.0%	100.0%	0.0%	100.0%

Notes: Among schools with a n size of at least 5.

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Analysis

As it is currently measured, this is a participation-based measure. The information provided by this measure would be substantially improved if it was changed to calculate the percentage of a school's students that pass or receive credit for Algebra or higher in grade 9 (rather than just taking the course).

AOC Recommendation 6: The AOC recommends the state expand this indicator to include both participation and successful completion of Algebra or higher by 9th grade students. To ensure the data for these two distinct measures (participation and completion) remains adequately separate, the state may need to develop an index that awards points for performance on each.

Credit Recovery and Accumulation (Alt HS)

Description

The 2017-2018 school year data available to the State Department of Education for this measure was not adequate to complete any calculation or provide meaningful information.

Analysis

In order to add this measure in the future, the state needs to consider several things. First, the indicator is called Credit Recovery and Accumulation. However, credit recovery and credit accumulation are separate processes that both warrant better definition. While two separate calculations could be completed and then combined into an index score, additional work needs to be done to determine the best data to gather to differentiate alternative schools from one another. At hand is a question regarding the target – how much credit accumulation is appropriate and necessary within the alternative school context in light of district-established graduation requirements that vary across the state? In regards to recovery, when considered at the student level, a similar issue presents itself – the number of credits that need to be recovered and the necessary rate of recovery will vary based on the student, his/her academic situation, and the district's graduation requirements.

AOC Recommendation 7: Given that this measure is focused more on individual students than school quality and in light of the other complexities related to calculating and analyzing this data, the AOC recommends the state revisit this measure's presence within the accountability system. This analysis should include a discussion amongst state staff and stakeholders regarding the purpose of the indicator (what we want to measure and why), its definition, and the details of how calculations should be conducted and schools evaluated.

SECTION IV: ACCOUNTABILITY – REVIEW OF THE SCHOOL IDENTIFICATION SYSTEM

OVERVIEW

In March 2016, the Accountability Oversight Committee identified the following guiding principles for the development of a new K-12 school accountability system.

We support an accountability system that:

- 1. Includes multiple measures which provide meaningful, trustworthy data and aid schools in building a culture of student achievement and school improvement.
- 2. Reports results responsibly to accurately depict student achievement.
- 3. Is flexible in its application to school design and considers schools' unique situations.

The School Identification System outlined in the state's Consolidated State Plan uses key performance indicators to identify underperforming schools to receive support from the state or school district to improve student outcomes. Schools may be identified for Comprehensive Support and Improvement Underperforming (CSI Up), Comprehensive Support and Improvement Graduation (CSI Grad), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI).

Fall, 2018 was the first year of implementation of Idaho's new accountability system in alignment with the state's Consolidated State Plan and in compliance with the Every Student Succeeds Act. This report provides a preliminary evaluation of what has thus far worked well, what needs immediate attention, and what needs to be monitored over time.

COMPREHENSIVE SUPPORT AND IMPROVEMENT

Comprehensive Support and Improvement Underperforming (CSI Up)

Description

The Comprehensive Support and Improvement Underperforming identification process starts by sorting schools into one of three categories: kindergarten through grade eight (K-8), high schools, and alternative high schools. Then school performance is evaluated using academic indicators and a school quality or student success indicator, as shown in the following table.

	Indicator	K-8 Schools	High Schools	Alternative High Schools
	ISAT Proficiency (ELA/Literacy & Math)	х	х	х
Academic	ISAT Growth Toward Proficiency (ELA/Literacy & Math)	х		
	English Learners Growth Toward English Language Proficiency	х	х	х
	4 year Cohort Graduation Rate		х	Х
ool ility	Student Engagement Survey	х		
Sch Qua	College and Career Readiness		x	х

Table 20: Indicators Used for Comprehensive Support and Improvement Underperforming

Table 21: All Indicators Used for Comprehensive Support and Improvement Underperforming, Performance Rage of CSI Up Schools by School Type

	Indicator	K-8 So	chools	High S	chools	Alternative High Schools	
		Min Max		Min	Max	Min	Max
Academic	ISAT Proficiency - ELA/Literacy	0.0%	36.3%	23.5%	37.9%	0.0%	7.1%
	ISAT Proficiency - Math	0.0%	28.6%	3.8%	24.5%	0.0%	0.0%
	ISAT Growth Toward Proficiency - ELA/Literacy	10.7%	54.3%	N/A	N/A	N/A	N/A
	ISAT Growth Toward Proficiency - Math	9.7%	39.1%	N/A	N/A	N/A	N/A
	English Learners Growth Toward English Language Proficiency	0.0%	100%	0.0%	17.6%	0.0%	0.0%
	4 year Cohort Graduation Rate	N/A	N/A	30.2%	77.8%	28.2%	37.5%
School Quality	Student Engagement Survey	0.0%	72.0%	N/A	N/A	N/A	N/A
	College and Career Readiness	N/A	N/A	33.0%	100%	52.2%	100%

Notes: The ranges for the 4 year Cohort Graduation Rate reflect the performance of schools identified for Comprehensive Support and Improvement Underperforming (CSI Up). All high schools and alternative schools with a 4 Year Cohort Graduation Rate below 67% are identified for Comprehensive Support and Improvement Graduation (CSI Grad).

Analysis

In developing a new accountability system, Idaho policymakers and educators sought to create an easily understood, simple, and transparent process for identifying schools for Comprehensive Support and Improvement. Overall, this goal has been accomplished as the new system is doing well at distinguishing between Idaho schools that need support because of

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low performance and those that do not need support. There are, however, several areas that need attention.

Improvement Theme 1: School Categories

All Idaho schools fall into one of three categories in the current accountability system: K-8 school, high school, or alternative high school. Overall this categorization scheme is functioning well, however, some initial problems have surfaced.

K-12 Schools

There are 34 schools in Idaho that serve grades K through 12. The current school categorization defines high schools as any school that serves grade 12. As a result, these schools are placed into the high school category. However, all of their data for the required indicators is included in their school identification calculation. Schools serving grades K through 12 have ISAT proficiency data that includes grades 3 through 8 and 10, with students in all of these grades impacting their calculated proficiency rate. Schools serving K through 12 are in the same group as schools who only serve grades 9 through 12 or 10 through 12, all of which only have the 10th grade ISAT proficiency calculation included in their proficiency rate. This creates an unequal comparison, and leaves the possibility that a school could have certain lower grades pulling down their proficiency rate (particularly in ELA/Literacy, since statewide proficiency rates typically increase over time) and result in identification.

AOC Recommendation 8: The AOC recommends that, in the future, K-12 schools in Idaho be categorized as if they were two schools: a K-8 school and a high school.

Alternative Middle Schools

Under the previous accountability system, alternative high schools were over-identified for intervention. As a result, the Accountability Oversight Committee recommended separating alternative high schools into their own category and identifying the bottom 5% of schools within that school category for Comprehensive Support and Improvement Underperforming (CSI Up). Over-identification of alternative high schools is no longer a problem. What has surfaced, however, is the over-identification of alternative middle schools and junior high schools. Five of the 22 middle schools and junior high schools identified for CSI Up were alternative schools, representing 22.7% of the total K-8 schools identified.

AOC Recommendation 9: The AOC recommends that a category for alternative middle schools and junior high schools be created so that this over-identification problem is remediated.

Early Elementary Schools

There are 7 schools in Idaho that serve only grades K-2. Currently, these schools lack adequate data to be identified using the standard school identification calculation for Comprehensive

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Support and Improvement Underperforming (CSI Up). However, per federal law, all schools must be evaluated and potentially identified. Per Idaho Administrative Code, as a proxy for the schools K-2 performance, the third grade results of students who previously attended the school are applied to the school's accountability calculation. This is a less than ideal solution since students are not tested until the end of 3rd grade and have thus spent an entire school year away from the K-2 school. For this year's school identification process, all K-2 schools were evaluated through the qualitative review process described on page 34.

AOC Recommendation 10: The AOC recommends that the State Board of Education remove the requirement in IDAPA 08.02.03.112.05 to use 3rd graders in other schools as proxies for the K-2 feeder school's performance. The AOC recommends that all K-2 schools be evaluated through the qualitative review process, so that all appropriate, available data is included when reviewing the school's performance.

Improvement Theme 2: N Size Issues

Two Ways for Schools to Meet N Size

A minimum group size of 20 was set in the new accountability plan. Additionally, per federal law, all schools must have their performance evaluated as a part of the school identification process. A total of 118 Idaho schools across all categories (K-8, High School, and Alternative High School) did not meet the minimum group size for some or all indicators when all students are included. To address this shortcoming of the system, SDE staff aggregated three years of student data so that the 20 student threshold could be met. For example, if School A had ISAT Math data for only 12 students during the 2017-2018 school year, ISAT math data were drawn for students at this school for the 2015-2016 and 2016-2017 school years. All three years of performance were then averaged. By doing this, 20 or more students could be included and the group's performance could be evaluated and legally reported. By handling small groups this way, 63 of the 118 schools were included in the standard school identification calculations.

AOC Recommendation 11 (CSI): The AOC recommends that the three-year rolling average model be used for all schools and all indicators within the Comprehensive Support and Improvement identification calculation. For any indicators where three years of data are not available, or when the use of averaged data is not appropriate due to a change in the measurement, the SDE should average two years of data when available, or use a single year of data for newly implemented indicators. This will ensure that as many schools as possible are evaluated for school identification through the standard calculation. It will also be more fair and transparent to educators since the same calculation will be used for all schools, no matter their size. A three-year average will also be more fair since it will help smooth some of the variance that occurs in smaller groups. In small schools, during one year a group of students at any given grade level can be exceptionally strong and then the next a lower performing group can arrive at the same grade level. By computing a three year average, these vagaries will be smoothed and the actual performance of the students in the building will be more accurately modeled. There is an additional rationale for the three-year average model. Schools are identified for CSI every three years.

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Calculating a three-year rolling average of performance aligns with the three-year identification cycle.

Process When Districts Do Not Meet N Size

As stated above, all schools have to be evaluated as a part of the school identification process. However, even after implementing the three-year averaging process described above, there were 55 schools that could not be included in the standard identification calculations due to not meeting minimum group sizes. Thus, the SDE developed and implemented a qualitative review system to evaluate the schools that did not meet N size. The qualitative review system followed the business rules established for the accountability system in compliance with state and federal requirements. The reviews used multiple measures and reliable assessments of school performance based on the data available for each of the schools that fell under qualitative review. In order to alleviate potential bias, all school identifying information was masked from SDE personnel as they reviewed data for an individual school. Thus, SDE personnel did not know the name or location of the schools that they were evaluating. The SDE is pleased with the process they developed and the AOC concurs that the process resulted in defensible assessments of the schools. This process, however, was time consuming, costly, and is not formerly established in the accountability plan.

AOC Recommendation 12: The AOC recommends that the qualitative review process be formally established in the accountability plan. The review process should probably include an impartial review board constituted outside the SDE to participate in and observe the process so that the SDE is protected from accusations of bias.

Improvement Theme 3: Ongoing Monitoring

Exit Criteria

When the state drafted its new Consolidated State Plan, we were required to describe the exit criteria that would be used to exit schools out of Comprehensive Support and Improvement Underperforming. While criteria is outlined, it is likely it will benefit from amendment once we have additional data and a better understanding of how the school identification system is functioning.

Comprehensive Support and Improvement Graduation (CSI Grad)

Description

The Comprehensive Support and Improvement Graduation identifying the state's high schools and alternative high schools. Any high school or alternative school with a three-year average graduation rate below 67 percent is identified for Comprehensive Support and Improvement Graduation.

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Analysis

This indicator is functioning as designed. It is a federal requirement and does not have much room for adjustment.

Improvement Theme: Calculations for Alternative High Schools

However, there has been feedback indicating concern that most (if not all) alternative high schools will be continuously identified for Comprehensive Support and Improvement Graduation (CSI Grad) as long as we are using the 4 year Cohort Graduation Rate.

AOC Recommendation 13: The AOC recommends that Idaho pursue an amendment to the Consolidated State Plan proposing use of the 4 year Cohort Graduation Rate for CSI Grad identifications for general high schools and the 5 year Cohort Graduation Rate for CSI Grad identifications for alternative high schools. This adjustment would give appropriate consideration to the goals and student demographics of alternative schools.

TARGETED SUPPORT AND IMPROVEMENT

Targeted Support and Improvement (TSI)

Description

Schools are identified for Targeted Support and Improvement when achievement gaps between student groups such as students with disabilities, economically disadvantaged, English learners and students in minority race/ethnicity, and their non-group peers is greater than 35 percentage points for three consecutive years. This gap identification is calculated for every indicator in the accountability framework.

Table 22: Targeted Support and Improvement Summary by Group

Comparison Group	Number of TSI Identifications
Economically Disadvantaged vs. Not Economically Disadvantaged	10
English Learners vs. Not English Learners	61
Students with Disabilities vs. Students without Disabilities	391
American Indian vs. Not American Indian	1
Asian vs. Not Asian	0
African American vs. Not African American	3
Hawaiian or Pacific Islander vs. Not Hawaiian or Pacific Islander	0
Hispanic vs. Not Hispanic	9
Multiracial vs. Not Multiracial	0
White vs. Not White	0

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	Economically Disadvantaged vs. Not Economically Disadvantaged	English Learners vs. Not English Learners	Students with Disabilities vs. Students without Disabilities	American Indian vs. Not American Indian	Asian vs. Not Asian	African American vs. Not African American	Hawaiian or Pacific Islander vs. Not Hawaiian or Pacific Islander	Hispanic vs. Not Hispanic	Multiracial vs. Not Multiracial	White vs. Not White
ELA Proficiency	4	38	164	1	0	2	0	4	0	0
Math Proficiency	3	14	61	0	0	1	0	4	0	0
Science Proficiency	2	4	17	0	0	0	0	1	0	0
ELA Growth	0	2	27	0	0	0	0	0	0	0
Math Growth	0	0	22	0	0	0	0	0	0	0
Graduation Rate 4yr	0	0	2	0	0	0	0	0	0	0
Spring IRI	0	2	64	0	0	0	0	0	0	0
Advanced Math 8th	0	0	7	0	0	0	0	0	0	0
Advanced Math 9th	1	1	27	0	0	0	0	0	0	0
Total	10	61	391	1	0	3	0	9	0	0

Table 23: TSI Identification by Indicator

Analysis

Improvement Theme 1: Proper Identification of Schools

Differentiating Between Schools with Certain Subgroups and Ensuring Appropriate Schools are Identified

Data reveal a potential problem that the number of schools with a reasonable population of certain subgroups, particularly students with disabilities and English Learners, may be identified at a rate that makes it difficult to appropriately differentiate performance between them (because most of the schools that meet N size may be identified). On the other hand, our current definition of "consistently underperforming" may result in schools that have certain subgroup populations (e.g., economically disadvantaged or ethnicity groups) being identified at a lower rate because they do not meet the 35 percentage point threshold even if the performance of that school's subgroup is concerning when considered in comparison to state averages or other schools with similar demographic populations. Per federal law, Idaho is required to have one definition of "consistently underperforming" that we apply to all schools.

The current definition may not be ideal because it lacks nuance, as it sets a standard gap that is considered underperforming for all subgroups. Based on state data (see Section I: Student Achievement), our average performance gaps vary substantially between subgroups. Per a recent review by State Board of Education staff, other states have used a different approach to TSI designation. For instance, some states identify schools whose subgroup performance falls into the bottom 5% or 10% for that subgroup (either on each indicator or all indicators). One state (Kansas) identifies based on subgroup performance being 1.5 standard deviations (or more) below the state median performance for that subgroup.⁴

AOC Recommendation 14: Conduct in-depth discussions with professionals that serve subgroups (special education, ELL, etc.), policymakers, and other relevant stakeholders to consider whether the current definition of "consistently underperforming" is identifying the appropriate schools. Conduct a review of TSI identification systems being implemented in other states to determine if a process being used elsewhere may better meet our needs. If the state determines that we should continue with our current definition of "consistently underperforming," arrive at a determination about the size and scope of the challenge represented by the large number of schools identified based on students with disabilities. In short, the following questions needs to be answered: Is the large number of schools identified because of sustained discrepancies between students with disabilities and students without disabilities an issue of over-identification or is it indicative of a substantial underlying challenge that the State needs to address? Does the large number of schools identified for performance of the students with disabilities subgroup allow for meaningful differentiation amongst schools?

Adjusting Identification Criteria to Take Interim Targets Into Consideration

When schools are placed in Targeted Support and Improvement (TSI), they are provided interim targets to achieve as they progress to their final goal. Currently, schools can achieve an interim target during a school year and still be re-identified for TSI that same year. This appears to "punish" the school when in reality they have been quite effective in achieving their interim target.

AOC Recommendation 15: Schools that achieve an interim target should be removed from TSI calculations for that indicator during the year the interim target was achieved and instead be recognized for their achievement.

Reducing the Number of TSI Indicators

For Targeted Support and Improvement (TSI), calculations are done to analyze the performance of subgroups on all indicators within the accountability framework (including all reported on the report card dashboard). This results in more indicators for which schools could be identified Targeted Support and Improvement than for Comprehensive Support and Improvement Underperforming (CSI Up). This presents a couple of issues. First, it makes the

⁴ Alliance for Excellent Education, 2018

TSI calculations more complex than CSI Up, despite simplicity and ease of understanding being goals of the new state accountability system. Additionally, TSI identified schools are required to be identified for CSI Up if they do not improve their subgroup performance within a certain time frame. This could result in a school being moved from TSI to CSI Up for an indicator that is not included in the CSI Up calculations.

AOC Recommendation 16: Identify schools for Targeted Support and Improvement based on subgroup performance on the same indicators as those used for Comprehensive Support and Improvement Underperforming.

Improvement Theme 2: N Size Issues

Schools Not Included in Identification if N < 20

The calculations for Targeted Support and Improvement are only computed for subgroups of 20 or more. Even when the three-year rolling average is employed, small schools are still not included in the system. Thus, some Idaho schools are not held accountable for the performance of some or all of their subgroups.

Idaho initially proposed to the federal government an N size of 20 for calculations involving all students and an N of 10 for calculations involving subgroups. The U.S. Department of Education required Idaho to adjust the Consolidated State Plan to have a consistent N size for all calculations. However, the state has implemented the system and now has data to demonstrate how many schools are not included in the subgroup accountability based on the consistent N size of 20.

AOC Recommendation 17 (CSI/TSI): We recommend the state propose an amendment to the Consolidated State Plan to use an N of 20 for calculations involving all students and an N of 10 for calculations involving subgroups, using data from the initial year of implementation to substantiate the request.

Improvement Theme 3: Ongoing Monitoring

Exit Criteria

When the state drafted its new Consolidated State Plan, we were required to describe the exit criteria that would be used to exit schools out of Targeted Support and Improvement (TSI). While criteria is outlined, it is likely it will benefit from amendment once we have additional data and a better understanding of how the school identification system is functioning. Identifying appropriate exit criteria is particularly important for the TSI identified schools, since they are required to move into Comprehensive Support and Improvement (CSI) if they do not exit Targeted Support and Improvement within a set period of time. With at least one additional year of data, we will be able to estimate the number of schools who are likely to be required to become CSI identified due to non-exit from Targeted Support and Improvement.

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Additional Targeted Support and Improvement (ATSI)

Description

Schools are identified for Additional Targeted Support and Improvement based on their performance on the indicators used to conduct calculations for Comprehensive Support and Improvement Underperforming (those outlined in Table 14). Schools are identified for Additional Targeted Support and Improvement if the performance of economically disadvantaged students, English learners, minority students, or students with disabilities in the school is such that the subgroup performance, on its own, would identify the school for Comprehensive Support and Improvement Underperforming.

Analysis

This identification closely followed federal requirement to identify schools whose subgroup performance (for any subgroup) would have identified the school if the entire population performed at that level. The issues related to this calculation mirror the N size challenges described above related to Targeted Support and Improvement calculations.

Improvement Theme: N Size Issues

Two Ways for Schools to Meet N Size

A minimum group size of 20 was set in the new accountability plan. Additionally, per federal law, all schools must have their performance evaluated as a part of the school identification process. X number of Idaho schools (What were the numbers here?) do not meet the minimum group size for one or more subgroups. Thus, these schools are not being held accountable for performance of those subgroups where the group size falls below an N of 20 students. To address this shortcoming of the system, SDE staff aggregated three years of student subgroup data so that the 20 student threshold could be met (using the same process conducted for CSI Up and TSI identifications).

AOC Recommendation 11 (ATSI): The AOC recommends that the three-year rolling average model be used for Additional Targeted Support and Improvement identification calculations. For any indicators where three years of data are not available, or when the use of averaged data is not appropriate due to a change in the measurement, the SDE should average two years of data when available, or use a single year of data for newly implemented indicators. This will ensure that as many schools as possible are evaluated for school identification through the standard calculation. It will also be more fair and transparent to educators since the same calculation will be used for all schools, no matter their size. A three-year average will also be more fair since it will help smooth some of the variance that occurs in smaller groups.

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Schools Not Included in Identification if N < 20

The calculations for Additional Targeted Support and Improvement (ATSI) are only computed for subgroups of 20 or more. Even when the three-year rolling average is employed, small schools are still not included in the system. Thus, some Idaho schools are not held accountable for the performance of some or all of their subgroups.

Idaho initially proposed to the federal government an N size of 20 for calculations involving all students and an N of 10 for calculations involving subgroups. The U.S. Department of Education required Idaho to adjust the Consolidated State Plan to have a consistent N size for all calculations. However, the state has implemented the system and now has data to demonstrate how many schools are not included in the subgroup accountability based on the consistent N size of 20.

AOC Recommendation 17 (ATSI): We recommend the state propose an amendment to the Consolidated State Plan to use an N of 20 for calculations involving all students and an N of 10 for calculations involving subgroups, using data from the initial year of implementation to substantiate the request.

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