INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
APRIL 22 , 2021

SUBJECT
Program Progress Reports

REFERENCE

December 2013	The Board approved amendments to policy III.G. that would require institutions to provide a report on graduate programs approved by the Board.
December 2017	The Board was presented with program progress reports for graduate programs offered by Idaho universities.
December 2018	The Board was presented with program progress reports 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

BACKGROUND/DISCUSSION
Board Policy III.G.8. requires institutions to provide an initial progress report on graduate programs approved by the Board. This provision was added in response to Board member inquiries regarding status of new programs and whether institutions met their projected enrollments from initial proposal submission. While the reporting requirement pertains to graduate programs, the Board requested that staff include baccalaureate programs as part of the review process. This report is provided to Board members to help evaluate whether programs are meeting expectations regarding continued student interest and sustainability.

Board staff, with input from the Council on Academic Affairs and Programs, developed a template and a timeline 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.

In accordance with Board Policy III.G.8.b, Boise State University (BSU), Idaho State University (ISU), Lewis-Clark State College (LCSC), and University of Idaho (UI) submitted the following progress reports for this review cycle.

Boise State University
- Master of Science, Biomolecular Sciences
- Education Specialist, Educational Technology
- Master of Social Work

Idaho State University
- Bachelor of Arts, Spanish for the Health Professions
- Master of Science, Health Informatics

Lewis-Clark State College
- Bachelor of Science/Bachelor of Arts, Exercise Science

University of Idaho
- Master's in Public Administration
- Ph.D., Experimental Psychology

IMPACT

Program progress reports will provide the Board with updates on new baccalaureate and graduate programs and whether institutions met intended goals and benchmarks.

ATTACHMENTS

Attachment 1 – BSU Program Progress Report - EdS Educational Technology
Attachment 2 – BSU Program Progress Report - MS Biomolecular Sciences
Attachment 3 – BSU Program Progress Report - MSW Social Work-Online
Attachment 4 – ISU Program Progress Report - BA Spanish for Health
Attachment 5 – ISU Program Progress Report - MS Health Informatics
Attachment 6 – LCSC Program Progress Report - BS/BA Exercise Science
Attachment 7 – UI Program Progress Report - PhD Experimental Psychology
Attachment 8 – UI Program Progress Report - Masters in Public Administration

STAFF COMMENTS

Boise State University

The Master of Science in Biomolecular Sciences was approved by the Board in June 2016. The program projected five enrollments in the first year and had an enrollment of four students during its first year of implementation. In the second year, the enrollment more than doubled. Based on actual numbers provided in the report, the program continued to maintain steady enrollment and reached higher numbers than originally projected; however, the program did see about nine less enrollments in FY2021. BSU reports that the projected number of graduates exceeded the projected levels by year four with seven graduates, and anticipates the program will graduate at least five students in FY21. Based on enrollment trends, BSU anticipates the program will likely continue to graduate at least five students per academic year.

The Education Specialist in Educational Technology was approved by the Board in April 2016. The program projected 10 enrollments initially with approximately 20-48 enrollments for subsequent years. At the time of implementation, the program enrolled six students, and has enrolled an average 29 students over the last two years. BSU exceeded their graduate projections by year one of the

program, however, the numbers will likely remain stable at approximately 10-12 graduates per academic year based on enrollment trends.

The Online Master of Social Work was approved by the Board in August 2015. The program projected approximately 157 enrollments the first year and reached 109 at time of implementation. Based on actual numbers provided in the report, the program exceeded enrollment projections. BSU also exceeded their graduate projections with 87-166 actual graduates in FY18 - FY20 compared to the 32-149 initially estimated.

Idaho State University

The Master of Science in Health Informatics was approved by the Board in June 2016 under the College of Business and was transferred to the Kasiska Division of Health Sciences in Fall 2019. Enhancements were made to the curriculum and the delivery mode at that time. This was primarily to bring curriculum in alignment with industry needs and specialized accreditation requirements. The initial program proposal submitted to the Board did not provide enrollment and graduate projections. Based on actual enrollment numbers provided, the program had fluctuating enrollment numbers ranging from 4-7 with four graduates realized in FY20. ISU reports that faculty turnover after the first year, including three department faculty leaving at the end of Spring 2017 term, were factors in the low enrollment numbers. While they were able to hire a new faculty member in Fall 2017, this faculty member has sole responsibility for managing, developing, and teaching courses under the program. With the program now offered online, enrollment is anticipated to grow. Marketing and promotional efforts are underway to assist in increasing enrollment. One student has been accepted to the program with an additional five to seven applicants anticipated for Fall 2021. Full-time tenure-track faculty and adjunct instructors have also been dedicated to solely support the program.

The Bachelor of Arts in Spanish for the Health Professions was approved in May 2013 for a Fall 2014 start. ISU reports that the program has grown steadily and ahead of expectations since implementation. Based on actual numbers provided, the program met and exceeded enrollment projections with 36 initial enrollments and 46-61 enrollments in subsequent years compared to 10-20 projected. Based on the information provided, the program had 11 graduates in FY16 with fluctuating numbers from six to eleven in subsequent years. ISU reports that graduates of this program have experienced a high rate of successful placement in post-graduate opportunities and anticipates future growth as demand increases. The program has potential to expand and serve an even broader field of students in health and human services professions.

Lewis-Clark State College

The Bachelor of Science and Bachelor of Arts in Exercise Science was approved in May 2014 for a Fall 2014 start. The initial program proposal submitted to the Board did not provide enrollment and graduate projections over three-year period

because those were not collected as part of the proposal process at that time. While projections were not provided, the program proposal did provide a statement indicating a projected 30 enrollments with a growth rate of 10% per year to reach a total enrollment of 60 students. The report provides that the anticipated growth rate of 10% per year was not realized; however, LC State reports the enrollments have remained fairly consistent even with the economic downturn and pandemic. Based on actual numbers provided in the report, the program reached nine enrollments at implementation with 31 enrollments starting in FY16 and 35 enrollments the following two years. LC State reports the program registered 24 students for spring 2021. The program reached nine graduates by year four (FY18) and two graduates in FY20. While those numbers have fluctuated, the program continues to see success with students achieving employment in their chosen fields and securing admission to graduate school. Indeed, the program indicates over 90% of their graduates who apply to graduate schools in allied health related fields are admitted.

University of Idaho
The Ph.D. in Experimental Psychology was approved by the Board in February 2014 for a Fall 2014 start. University of Idaho reports that the program has grown steadily and sustained enrollment; however, graduation rates have been inconsistent, with one graduate reported in FY17. The program reports that the unanticipated loss of two faculty members may be a contributing factor to low enrollment and graduations. The university is considering additional faculty support that will allow the program to grow further and anticipates two strategic hires to close the faculty gap as budgets improve. Based on the information provided in the report, enrollment numbers were at approximately seven or below. That headcount, however, does not comprise the same group of students each year as one left the program and completed the MS program instead and one student withdrew from the PhD program. The program indicates that these numbers were replaced with new admissions. There are currently eight students enrolled and two additional extended offers. There will be a dissertation defense this spring and one this summer. Additionally, there are three candidates in the preliminary exam phase, which should result in five graduates by next spring. The university reports that the program has strong demand and growth potential and will monitor progress and graduation rates over the next two years.

The Online Master's in Public Administration (MPA) was approved by the Board in February 2016. The online version was added to reach more place-bound individuals and practitioners in Idaho. The MPA is also offered in traditional format. The university reports that enrollment growth has been substantial and steady. The initial program proposal provided that the program will be limited to cohorts of 25 students with a new cohort beginning each fall, reaching a continuous enrollment of 50 students. Based on actual numbers, enrollments reached 13 students initially and reached 45 enrollments by year four (FY20) and the subsequent two years. The program had 21 graduates in FY19; however, the following year showed a dip in number of graduates, with only 2 reported. The

program anticipates that it will have 19 graduates this year and a cohort of 22 incoming students. With this information, the university believes the programs are on track.

The university reports that the program has strong demand and growth potential; however, growth has been constrained due to limited faculty. Currently the program only has 2.8 FTE faculty. Additional faculty support will allow the program to grow further and advance its goals of achieving specialized accreditation with the Network of Schools of Public Policy, Affairs, and Administration.

BOARD ACTION

This item is for informational purposes only.

New Program Review: Boise State EdS Educational Technology

1. Executive Summary of the program report

The Education Specialist in Educational Technology degree was approved by the Idaho State Board of Education in April 2016. The program is designed to support professionals in education or training fields who already have a master's degree, but who wish to improve their skills in technology leadership or who want to use technology more effectively for improved student engagement and learning. The EdS in Educational Technology has maintained a steady enrollment; however, it has remained relatively flat at roughly 30 students, and is most likely not on a trajectory to reach projected number of 48 students by FY 22. Spring enrollment in general has trended higher than the fall enrollment, and has met or exceeded the projected enrollment numbers prior to FY 21. According to the program data, the EdS has 38 active students enrolled in spring 2021. The number of graduates exceeded the projected level by year of one of the program; however, the number of graduates likely will remain stable at roughly 10-12 graduates per academic year based on enrollment trends. A factor that has influenced the number of graduates from the program is that six students have transferred to the EdD program, thus the graduation of these students are not captured in the EdS data. While enrollment and graduation trends in EdS program are slightly lower than originally projected, it is a very healthy and stable program. In addition, it is important to note that the continuation of EdS in Educational Technology supports the efficiency of the Department of Educational Technology. This program utilizes the existing capacity in courses that are taught and would continue to be taught to serve the EdD students in the department. No new courses were created to support the offering of the EdS program.

2. Brief overview of the program

The EdS in Educational Technology was developed to serve a different market segment than that served by Boise State's current educational technology master's and doctoral programs. US Department of Labor statistics indicate that approximately 40 to 45% of teachers nationwide already have master's degrees. Many of those with a master's degree in an educational field are interested in developing additional expertise in educational technology. However, in general, they do not want a second master's degree. In addition, a number of educators want the research and other advanced course work of a doctoral program but do not have the time or inclination to complete a dissertation. The Education Specialist degree fills the gap between master's and doctoral degrees.

3. Enrollment and Graduates

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual (fall headcount)	6	21	34	29	29	Not available

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Projected (fall headcount)	10	20	28	34	42	48

Number of Graduates	Implementation: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual	0	1	8	10	Not available	Not available

Number of Graduates	Implementation: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Projected	0	0	9	10	14	18

New Program Review: Boise State MS Biomolecular Sciences

1. Executive Summary of the program report

The Master of Science in Biomolecular Sciences degree was approved by the Idaho State Board of Education in June 2016. The program is designed to train scientists to work as part of an interdisciplinary team to address challenges of global importance while preparing graduates for challenging and rewarding careers in today's biomedical and biotechnology workforce. The MS in Biomolecular Sciences has maintained a steady enrollment, higher than originally projected. The number of graduates exceeded the projected levels by year of four of the program (FY20), and it is anticipated that in FY21 the program will graduate at least five graduates, having already graduated four students following the close of the fall 2020 semester. Additionally, based on enrollment trends, the program will likely continue to graduate at least five students per academic year.

2. Brief overview of the program

The MS in Biomolecular Sciences was developed to serve a number of students. First, the program offered a degree for students who may have originally enrolled in the PhD in Biomolecular Sciences and for a variety of reasons may not have been able to complete the full PhD. By offering an MS in the discipline, these students were still able to leave Boise State with a significant credential reflecting their completed coursework and research. The program is also marketed and tailored to strong undergraduate students in Physics, Chemistry, or Biology who are able to complete a 4+1 option and creating a pathway into the PhD program.

Lastly, the program allows faculty to accept students who may not be ready to embark on a PhD program yet. Providing these students with the opportunity to dive into the discipline, conduct research, and work with faculty and peer colleagues on interdisciplinary research. Students gain a better understanding of what it takes to complete a PhD during their MS degree and faculty gain a better understanding of the unique skills and talents of students while they complete their MS degree.

3. Enrollment and Graduates

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual (fall headcount)	4	15	22	24	15	Not available

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Projected (fall headcount)	5	10	10	10	10	10

Number of Graduates	Implementation: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual	1	4	1	7	Not available	Not available

Number of Graduates	Implementation: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Projected	2	5	5	5	5	5

<div align="right">**ATTACHMENT 3**</div>

New Program Review: Boise State MSW Social Work Online

1. Executive Summary of the program report

The Master of Social Work (MSW) online degree was approved by the Idaho State Board of Education in August 2015. The program is designed to prepare students for advanced social work practice with individuals and families. Students learn clinical, organizational, and policy skills necessary for promoting social justice and equality, and enhancing the quality of life for all people. The online MSW has exceeded enrollment and graduate number projections, and has allowed students from across the state and beyond Idaho to access a program that enables them to serve their local and surrounding communities.

2. Brief overview of the program

The Online MSW degree program offers two tracks for students. The first is a two-year program, known as the Full-Program, designed for students with baccalaureate degrees in disciplines other than Social Work. The second track is known as the Advanced Standing program, is a one-year program, designed for students who enter the program with a Bachelor of Social Work from an accredited program. The Full-Program consists of 61 credits and the Advanced Standing program consists of 37 credits.

3. Enrollment and Graduates

Please note that data in the tables below reflects combined enrollment and graduate numbers in two tracks of the MSW online program.

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual (fall headcount)	109	234	305	378	384	Not available

Enrollments	Implementation Year: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Projected (fall headcount)	157	206	224	337	Not available	Not available

Number of Graduates	Implementation: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Actual	0	87	107	166	Not available	Not available

Number of Graduates	Implementation: FY2017	FY2018	FY2019	FY2020	FY2021	FY2022
Projected	0	32	94	149	Not available	Not available

New Program Review—ISU BA Spanish for the Health Professions

1. Executive Summary of the program report

   - The Spanish for Health Professions program has grown steadily and ahead of expectations since its inception, garnering interdisciplinary interest from across Idaho State University, and serving as a recruitment tool from regional high schools. Program enrollment is twice the level of the projections laid out in the program proposal. Projections were for 20 students enrolled by the third year, and actual enrollment that year was 53 students.
   - Program graduates have experienced a high rate of successful placement in post-graduate opportunities including medical school, nursing programs, dental school, health administration, counseling and psychology programs, as well as in national and international internships and career opportunities.
   - Going forward, program faculty expect the program to continue to grow in response to increasing demand, expanding its potential to serve an even broader field of students in health and human services professions, including education and social work.

2. Brief overview of the program

   This interdisciplinary degree program combines courses in Arts and Letters and in the Kasiska Division of Health Sciences to provide a flexible, hybrid degrees designed to increase graduate marketability and better serve the health care needs of Idaho. It is a timely and necessary response to the national, regional, and state-wide demographically driven need to increase the number of health care workers able to provide services to a historically medically underserved population. The program is closely aligned with health professions curricula from across ISU, and is responsive to the specific linguistic and culture knowledge, skills and qualifications that health professions and post-baccalaureate health professions programs seek in successful candidates. The Spanish for Health professions BA curriculum is designed so that learners achieve an ACTFL intermediate-high to advanced-low linguistic fluency across language skills, including speaking, reading, listening, writing and culture. In addition, the curriculum is carefully tailored to the specific needs of learners in health professions disciplines, including professional vocabulary, training in interpretation and translation ethics and practice, and service-learning and faculty-led community health research and service opportunities in community advocacy and education around topics where health disparities are stark, such as cervical cancer, opioid abuse education and intervention, pediatric dental health and access to mental health services.

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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: FY_15__	FY_16__	FY_17__	FY_18__	FY_19__	FY_20__
Actual (fall headcount)	36	46	53	53	61	60

Number of Graduates	Implementation: FY_15__	FY_16__	FY_17_	FY_18__	FY_19__	FY_20__
Actual	1	11	6	10	11	10

New Program Review—ISU MS Health Informatics

1. Executive Summary of the program report

- The Master of Science in Health Informatics (MSHI) program launched in the College of Business (COB), Department of Informatics and Computer Science in Fall 2016. The MSHI program and Health Informatics Faculty were transferred to the Kasiska Division of Health Sciences (KDHS), College of Health Professions, Department of Community and Public Health in Fall 2019.

- After the MSHI program and Health Informatics faculty were transferred to KDHS, enhancements to the MSHI curriculum and the delivery mode were approved by ISU, Idaho SBOE and NWCCU. Changes were made to bring the curriculum in line with Industry needs and CAHIIM Accreditation requirements. The current KDHS MSHI program is a 39-credit hour fully online program consisting of Health Informatics courses across the three foundational domains of Health, Information Science and Technology, and Social and Behavioral Science. Knowledge, skill and abilities in these domains were derived by the American Medical Informatics Association (AMIA) and are required for CAHIIM accreditation. Students accepted into the KDHS MSHI program started the program in Spring 2021, and are on track to complete the program within 2 years. Full-time tenure-track faculty and Adjunct instructors are assigned to solely support the ISU Health Informatics programs including the BBA-HI and MSHI programs.

- Now that the program is offered fully online, enrollment is anticipated to grow. Marketing and promotional campaigns are underway including targeted Google and social media advertisements, printed promotional materials, branded emails to partners, an MSHI promotional video, and posts to career, higher education and tech boards.

2. Brief overview of the program

College of Business MSHI - The Master of Science in Health Informatics program was launched by the College of Business in Fall 2016 as a 36-credit hour program consisting of ten 3 credit hour courses plus either a thesis or informatics project. Students could select one of two options including 33 credits of coursework (ten required courses plus one additional course) and a 3 credit Informatics Project, or 30 credits of coursework plus a 6 credit Thesis. The program was housed in the Department of Informatics and Computer Science.

Courses that comprised the MSHI included a diverse set of courses including Statistical Methods for Data Analytics, Health Informatics, Health Information Governance, Healthcare Workflow Process Analysis and Redesign, Health Data Analytics, Electronic Health Records, Health Clinical Practicum, Management of Informatics Projects, Healthcare Law and Bioethics (owned and taught by the HCA Program) and US and Global Health Systems (owned and taught by MPH Program). All courses were on-ground evening courses.

Students without a degree in computing sciences (e.g. business or health informatics, computer information systems or computer science) were required to complete 15 credits of leveling courses to build the required prerequisite knowledge necessary to prepare for required MSHI courses.

Admission requirements included meeting criteria for admission specified by the Graduate School (Baccalaureate degree or equivalent, minimum 2.5 GPA in the last 60 credits of the Baccalaureate

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program, with standardized test scores for undergraduate GPAs less than 3.5) plus additional College of Business requirements including a GRE or GMAT requirement regardless of the undergraduate GPA, and meeting or exceeding a score of 1150 computed by summing 200 times the GPA in the last 60 credits of coursework (4.0 system) plus the total score on the GRE or GMAT exam.

Six students started the COB MSHI program upon its launch in Fall 2016. Five students were not retained; one student continued the program. In FY2017 three additional students were accepted into the program, two of which graduated (2019 and 2010), and one who discontinued the program after three semesters of study due to relocating to Canada for job opportunities. In FY2018, two additional students were accepted into the program; both graduated in Spring 2020. In FY2019, all current students continued in the program. Two new students were accepted for a Fall 2019 start; both deferred enrollment, but neither started the program due to family health issues and job responsibilities. In the Fall 2020 semester, the COB MSHI student did not enroll due to work and family obligations; he is currently enrolled in Spring 2021 and is on target to graduate in Fall 2021.

There was a faculty turn-over after the first year with three department faculty leaving ISU at the end of the Spring 2017 term to pursue other opportunities. A tenure track faculty member with a PhD degree in Biomedical Informatics was hired in Fall 2017. This faculty member remains at ISU and has served as the Health Informatics Program Director, managing the BBA-HI and MSHI programs, course developer and instructor-of-record of the core BBA-HI and MSHI courses. This faculty member is solely allocated to managing and teaching in the Health Informatics programs (BBA-HI and MSHI).

Kasiska Division of Health Science MSHI – Per the approval of the Idaho State Board of Education on February 8, 2019, the MSHI program transferred to the Kasiska Division of Health Sciences (KDHS), College of Health Sciences, Department of Community and Public Health (DCPH) and is now being offered through KDHS. This transfer was effective starting in the Fall 2019 term.

In order to prepare for CAHIIM Accreditation and bring the MSHI curriculum in line with industry needs, a proposal was developed to enhance the MSHI curriculum. Approval of this proposal was granted by the Idaho State Board of Education, and the Northwest Commission on Colleges and Universities (NWCCU). This change resulted in substantial changes to the curriculum, and a change in the delivery mode from on-ground delivery to an online format. Students can now complete all MSHI course requirements online. The new curriculum appeared in the ISU Graduate Catalog for the first time in the 2020-21 academic catalog. Students accepted into the KDHS program started taking courses in Spring 2021.

The MSHI program offered by KDHS is a 39-credit program consisting of 30 credits of core courses and 9 credits in an area of specialization. Students also have the opportunity to complete an optional thesis, informatics project, and/or an internship adding an additional 3 to 9 credits to the 39-credit requirement. MSHI courses cover content on the three foundational domains of Health, Information Science and Technology and Social & Behavioral Science. These domains have been specified by the American Medical Informatics Association (AMIA) and the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM) as critical knowledge for Health Informatics Graduates and required for CAHIIM accreditation. Once all tracks are fully developed, students will have the option of specializing in Clinical Informatics, Data Science & Analytics, Consumer Health Informatics, Population Health Informatics, Rural Health Informatics, or Clinical Research Informatics. Students can also customize a specialization by selecting 3 courses from any of the other tracks.

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With the transfer of the MSHI program to KDHS, admission requirements were changed to be in line with the admission requirements of other programs in the department. The 1150 computed score used by the COB was dropped, a 3.0 undergraduate GPA is now required, and more specific GRE score requirements was adopted (the GRE score must be in at least the 40th percentile in both quantitative and verbal, but not lower than 20th percentile in a section).

One student has been accepted into the KDHS MSHI program, with an additional 5 to 7 applicants anticipated for a Fall 2021 start.

The tenure-track Health Informatics faculty member hired in Fall 2017 to support the Health Informatics programs was transferred to KDHS and continues to support the COB BBA-HI and the KDHS MSHI programs. In addition to the full-time tenure track Health Informatics faculty, Adjunct Instructors are also supporting the BBA-HI and MSHI programs.

The MSHI Program Director and KDSH Marketing Director are actively marketing and promoting the MSHI program to increase enrollment. The marketing campaign consists of several components including targeted Google and social media advertisements, printed promotional materials, branded emails to partners, a MSHI promotional video, and posts to career / higher education / tech boards.

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: FY_16_	FY_16_	FY17___	FY_18__	FY_19__	FY_20__
Actual (fall headcount)	0	6	4	7	4	0

Number of Graduates	Implementation: FY_16_	FY__17_	FY_18__	FY_19_	FY_20__	FY___
Actual	0	0	0	0	4	

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ATTACHMENT 6

New Program Review— LCSC- BS Exercise Science

1. Executive Summary of the program report

The Exercise Science program is one of our most robust. Currently, 24 students registered for spring 2021 classes have declared this pathway to meet their interests and efforts for preparation into graduate school in the Allied Health Sciences (i.e. Cardiac Rehabilitation, Physical Therapy, Occupational Therapy) or a professional career in the health and fitness Industry.

While the anticipated growth rate of 10% per year to a total enrollment of 60 students has not been realized (see below), numbers have remained fairly consistent even with the downturn in the economy and recent pandemic. It is expected that interest in the degree program will remain high because of projected employability. The United States Bureau of Labor Statistics (www.bls.gov/ooh) had projected growth in employment opportunities from 2019-29 in fields like physical therapy by 18% and occupational therapy by 16%, both fields that would be trained by the required coursework in this major, which is much faster than the average for all occupations. Finally, employment in healthcare occupations is projected to grow 15% from 2019 to 2029, adding about 2.4 million new jobs. Healthcare occupations are projected to add more jobs than any of the other occupational groups. This projected growth is mainly due to an aging population, leading to greater demand for healthcare services.

State & Area Data

Our interest in offering a BS/BA in Exercise Science was initially fueled by student interest, faculty disciplinary specializations, employment projections, and our efforts to best prepare our students for success in their chosen paths. The most recent data from Physical Therapy Centralized Application Service (PTCAS) shows that approximately 75% of all accredited US Physical Therapy programs utilize PTCAS as their application system. The 2018-2019 PTCAS Applicant Data Report documented that Exercise Science was the most identified major of accepted PTCAS applicants.

Since the program's conception, it continues to be true that our students are successfully achieving employment in their chosen fields and are being accepted into graduate school at high rates through careful advising. We recognize that offering a degree in Exercise Science has surely helped them focus and accomplish their goals as they complete their academic plan. Over 90% of our graduates who apply to graduate schools in allied health related fields are admitted. We have faculty who are specialists in the area, required lab equipment for the hands-on nature of many of the courses, and students who are committed to this area of study and career path. Another interesting consideration is the type of student pursuing this degree. Currently, 28% (n=7) of declared Exercise Science students are also student-athletes. Providing this unique population with a "high demand" degree will help to ensure they can meet the demands of their multiple roles as student and athlete and complete their degree requirements in 4 years while maintaining their eligibility.

2. Brief overview of the program

Program Name: Exercise Science
Program Description: A major in Exercise Science prepares students to integrate principles from the physical sciences, kinesiology, and health into the study of the science of human movement. Students who pursue this degree often plan to attend professional post-baccalaureate programs in the allied health sciences (i.e. physical therapy, occupational therapy, cardiac rehabilitation, etc.). This major is delivered jointly by the Kinesiology and Biology programs.

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Our goal is to do the best job we can to prepare our students for future success. The shared Exercise Science degree is a positive step in meeting the needs of our students. By design, this shared degree ensures that our students are assigned advisors in both Natural Sciences and Movement & Sports Science. This arrangement allows for our students to be fully engaged and informed as to their future opportunities and enriches their overall experience.

3. Enrollment and Graduates

Enrollments	Implementation Year: FY15	FY16	FY17	FY18	FY19	FY20
Actual (fall headcount)	9	31	35	35	25	33

Number of Graduates	Implementation: FY15	FY16	FY17	FY18	FY19	FY20
Actual	0	3	6	9	5	2

ATTACHMENT 7

New Program Review – University of Idaho, Ph.D. Experimental Psychology

1. Executive Summary of the program report

The Ph.D. in Experimental Psychology program was added in Fall 2014. The program's growth has a sustained enrollment but inconsistent graduation rates. The program has strong demand and growth potential.   The graduation rates may be attributed to the loss of 2 faculty and the dissertation process.   Currently the program has only 4 FTE faculty. Additional faculty support through replacement hiring will allow the program to grow further.   The graduation rates will be monitored for the next two years.

2. Brief overview of the program

The PhD program in experimental psychology with an emphasis in Human Factors began in fall 2014. The number of faculty supporting students in the program has fluctuated over the years. At that time, six tenure-track faculty served as the graduate studies committee and/or were available to mentor students in our PhD and MS programs. In 2017, one faculty member voluntarily withdrew from supporting the program but retained one PhD student. In summer 2019, our department lost one faculty member due to cancer. Due to these losses we currently have four tenure-track faculty with training in psychology able to mentor students in the PhD program. We hope to make at least one strategic hire to support the program as the University of Idaho's budget situation improves.

3. Enrollment and Graduates

Enrollment is reported below as seven student each year. However, that headcount does not comprise the same group of students each year. Two students across the years left the PhD program and completed our MS program instead. One other student withdrew from the PhD program. These numbers were replaced by new admissions.

As of February 2021, three PhD students are in the doctoral candidacy stage and finishing work on dissertations. At least two PhD students are expected to graduate from our program in spring 2021.

Enrollments	Implementation Year: FY_15___	FY_16___	FY_17___	FY_18___	FY_19___	FY_20___
Actual (fall headcount)	1	7	8	6	5	7

Number of Graduates	Implementation: FY_15___	FY_16___	FY_17___	FY_18___	FY_19___	FY_20___
Actual	0	0	1	0	0	0

New Program Review – University of Idaho Master's in Public Administration

1. Executive Summary of the program report
   The online version of the Master's in Public Administration (MPA) program was added in Fall 2016 to reach more rural and place-based students and practitioners in Idaho. The program's growth has been substantial both in enrollment and graduation rates. It also has a greater representation of minority groups. The program has strong demand and growth potential. Currently the program has only 2.8 FTE faculty. Additional faculty support will allow the program to grow further.

2. Brief overview of the program
   The Master's in Public Administration (MPA) is one of the oldest graduate programs at the University of Idaho. Consistent with the land grant mission of the University, the program trains individuals and practitioners with a focus on local governments, rural communities, and economic development to better serve Idaho and the region although the training also prepares students to work for state and federal governments and non-profit sector. The program added online version in Fall 2017 to reach more place-bound individuals and practitioners in Idaho. The program has strong demand and potential to grow. The program was constrained by limited faculty from the start. Additionally, it lost one faculty in 2019 due to voluntary separation. Currently the program has only 2.8 FTE faculty. Additional faculty support will allow the program to grow further and to move one step closer to the goal of achieving NASPAA or the Network of Schools of Public Policy, Affairs, and Administration accreditation, the global standard in public service education.

3. Enrollment and Graduates
   Enrollment numbers are reported below. The enrollment growth has been substantial and steady. Compared to FY 2016, enrollment increased by 3.5 times in FY 2020. In Fall 2020, 20.83% of students were from minority groups compared to the University average of about 16%.

   The MPA program has also been graduating significant number of students. In 2019-20, the program graduated 21 students which is twice the number of graduates in FY 2018-19.

Enrollments	Implementation Year: FY__17__	FY_18___	FY_19___	FY_20___	FY____	FY____
Actual (fall headcount)	13	29	41	45		

Number of Graduates	Implementation: FY_17___	FY_18___	FY_19___	FY_20___	FY____	FY____
Actual	0	10	21	2		

SUBJECT
>   Board Policy III.Q, Admissions Standards – First Reading

REFERENCE

June 2007	Board approved the first reading of amendments to Board Policy III.Q.
August 2007	Board approved the second reading of amendments to Board Policy III.Q.
December 2013	Board approved the first reading of amendments to Board Policy III.Q.
February 2014	Board approved the second reading of amendments to Board Policy III.Q.
April 2017	Board approved the first reading of amendments to Board Policy III.Q.
June 2017	Board approved the second reading of amendments to Board Policy III.Q.
June 2020	Board approved a temporary waiver of the College Entrance Exam minimum admission requirement in response to the COVID-19 pandemic.

APPLICABLE STATUTES, RULE OR POLICY
>   Idaho State Board of Education Governing Policies & Procedures, Section III.Q, Admissions Standards

BACKGROUND / DISCUSSION
>   The role and prominence of college entrance exams like ACT and SAT in undergraduate college admissions began to noticeably shift a few years ago. Then, in summer 2020, there were significant alterations to college admissions requirements nationwide, with many institutions adopting either "test blind" or "test optional" policies. Test blind policies admit students without consideration of college entrance exam scores, even if applicants submit such scores. Test optional policies do not require, but allow applicants to submit college entrance exam scores as part of the application process, with the understanding that the scores may be considered by the institution for admission decisions.
>
>   The national movement away from college entrance exam scores in 2020 was primarily due to the limited or nonexistent capacity at testing sites in many high school students' local areas due to the COVID-19 pandemic. For some institutions, such decisions were also hastened by a growing body of research suggesting scores on these exams predict family income and ethnicity as well or better than success in first-year college coursework.
>
>   In response to the COVID-19 pandemic, in June 2020, the Board approved a temporary waiver of Board Policy III.Q.4.a. (college entrance exam score as an Idaho public postsecondary minimum admissions requirement) for students

seeking admission for the 2020-2021 academic year. This waiver will expire in June 2021.

IMPACT

Approval of the policy amendments will remove college entrance exam scores as an Idaho public postsecondary minimum admissions requirement for academic and career technical programs. Institutions will not be prohibited from requiring college entrance exam scores for admissions, as Board Policy III.Q only establishes minimum requirements. Institutions may continue to use college entrance exam scores for course placement, scholarships and other decisions. The policy amendments also update the Admission Standards Core courses to align with Idaho graduation requirements. Additional amendments include grammatical, technical, and structural changes to bring the policy into conformity with standard Board policy format (removing the Coverage and Purpose sections) and to improve readability and interpretability of the policy. Finally, amendments include a provision requiring institutions to establish and publish placement policies for academic and career technical programs. Inclusion of this provision in Board Policy III.Q renders Board Policy III.O. Course Placement duplicative and unnecessary. Board action will repeal Board Policy III.O. Course Placement.

ATTACHMENTS

Attachment 1 – Board Policy III.Q, Admissions Standards – First Reading
Attachment 2 – Board Policy III.O. Course Placement – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Because Idaho institutions exist within a hierarchy when it comes to the college selection process, it is important to understand what is happening with other institutions with which Idaho institutions usually compete for first-time freshman students. As of March 2021, over 1,300 of the nation's 2,832 accredited, four-year colleges and universities[1] have temporarily or indefinitely adopted test blind or test optional admission policies, including the following institutions in the Western United States:

Arizona State University
University of Arizona
University of Oregon
Oregon State University
University of Nevada-Reno
University of Washington
Eastern Washington University
Washington State University
University of California system (9 campuses)
California State University system (23 campuses)
University of Utah

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[1] https://nces.ed.gov/fastfacts/display.asp?id=84

The College of Idaho

It is unlikely that, after the pandemic, many of these institutions will go back to requiring college entrance exam scores for admission decisions. Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College all support removal of college entrance exam scores as a minimum admissions requirement in Board policy.

The proposed policy amendments were reviewed by Board staff, enrollment/admissions staff at the four-year institutions, the Council on Academic Affairs and Programs at their April 1, 2021 meeting, and the Instruction, Research, and Student Affairs Committee of the Board at their April 7, 2021 meeting. Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.Q, Admission Standards as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move approve the first reading of Board Policy III.O. Course Placement, repealing the policy in its entirety.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards   June ~~2017~~2021

1. ~~Coverage~~

   ~~The University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho and North Idaho College are included in this subsection. The College of Eastern Idaho, College of Southern Idaho, College of Western Idaho and North Idaho College are exempted from certain provisions of this admission policy when~~where ~~established in by their local boards of trustees.~~

2. ~~Purposes~~

   ~~The purposes of the admission policies are to~~This policy is intended to accomplish the ~~following goals:~~

   a. ~~Promote institutional policies which meet or exceed minimum statewide standards for admission to higher education institutions;~~

   b. ~~Inform students of the academic and technical degree expectations of postsecondary level work;~~

   c. ~~Improve the quality of academic and technical degree preparation for postsecondary programs;~~

   d. ~~Enhance student access to academic and technical degree programs; and~~

   e. ~~Admit to postsecondary education institutions those students for whom there is a reasonable likelihood of success.~~

~~3~~1. Institution Policies

   ~~The college and universities~~Each postsecondary institution must establish institutional policies which meet or exceed the following minimum academic and career technical admission standards. Additional and more rigorous requirements also may be established by the ~~college and universities~~ institutions for admission to specific programs, departments, schools, or colleges ~~within the institutions~~. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee.

~~4~~2. Academic ~~College and University~~Postsecondary Institution Program ~~Regular~~ Admission

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards   June ~~2017~~2021

a. Academic Program Regular Admission

   Students attending an Idaho public school, or Idaho private school that has entered a Direct Admission participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. ~~A~~dmission awarded through the program is contingent ~~upon~~ on the verified level of achievement in high school curriculum ~~and performance on a college entrance exam,~~ and successful completion of ~~state~~Idaho high school graduation requirements.

An applicant who is not admitted under the Board's Direct Admission Program must ~~complete each of the minimum requirements listed below. International students and those seeking postsecondary career technical studies are exempt.~~

~~a. Submit scores received on the American College Test (ACT) or Scholastic Aptitude Test (SAT) and/or other standardized diagnostic tests as determined by the institution. These scores will be required of applicants graduating from high school in 1989 or later. Exceptions include applicants who have reached the age of 21. These applicants are subject to each institution's testing requirements; and~~

~~b. G~~graduate from a~~n accredited~~ high school accredited by a body recognized by the Board and complete the Admission Standards Core ~~c~~Courses ~~below~~ with a minimum 2.00 cumulative grade point average. Applicants who graduate~~d~~ from high school prior to 1989 will be subject to the admission standards at the time of their high school graduation. Each institution may develop a separate policy for the admissions and placement of ~~I~~international students~~ and those seeking postsecondary career technical education studies are exempt.~~.

Admission Standards Core Courses

Subject Area	Minimum Requirement	Select from These Subject Areas
Secondary Language Arts and Communication	8 credits	Composition, Literature, and Oral Communication

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SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards   **June ~~2017~~2021**

Mathematics	6 credits	A minimum of six (6) credits. ~~,~~ Secondary Mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in Mathematical Problem Solving and Quantitative Reasoning.~~including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II~~. A total of 8 credits are strongly recommended. Four (4) of the required mathematics credits must be taken after 9th grade.
		Courses not identified by traditional titles, (i.e., Algebra I or Geometry), may be used as long as they contain all of the critical components of higher math functions~~)~~ prescribed by the State Mathematics ~~Achievement~~ Content Standards.
		Institutions may recognize other Mathematics courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.
		~~Other courses may include Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10th, 11th, and 12th grade.~~
Social Studies	5 credits	American Government (state and local), Geography, U.S. History, and World History.
		Other courses may be selected from Economics, ~~(~~including Consumer Economics, if i~~ts~~ aligns to the state content standards~~)~~, Psychology, and Sociology.
Science	6 credits	Secondary sciences include instruction in Applied Sciences, Earth and Space Sciences, Physical Sciences, and Life Sciences. ~~Anatomy, Biology, Chemistry, Earth Science, and Geology. Physiology, Physics, Physical Science, Zoology.~~ A maximum of two (2) credits may be derived from career technical science courses when courses are aligned to state career technical content standards, and/or Applied Biology, and/or Applied Chemistry. (Maximum of two (2) credits).
		Institutions may recognize other Science courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements
		Must have laboratory science experience in at least two (2) credits.
		A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens;

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GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards   **June 20172021**

		to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.
Arts and Humanities (including world languages)	2 credits	Humanities courses include instruction in Visual Arts, Music, Theatre, Dance, or World Language aligned to the Idaho content standards for those subjects. Other courses such as Literature, History, Philosophy, Architecture, or Comparative World Religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards.Literature, History, Philosophy, Fine Arts (if the course is aligned to the state arts and humanities content standards), and inter-disciplinary humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted toward this category. World Language is strongly recommended. The Native American Languages may meet the world language credit requirement
Other College Preparation	3 credits	Speech or Debate ([no more than one (1) credit)]. Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). Secondary Career Technical Education classescourses (no more than two (2) credits) in Agricultural Science and Technology; Business Technology Education; Computer Science Technology; Engineering; Family and Consumer Sciences; Marketing Technology Education; Technology EducationAgricultural science and technology, business and office education, health occupations education, family and consumer sciences education, occupational family and consumer sciences education, technology education, marketing education, trade, industrial, and technical education, and individualized occupational training.

If the high school the student graduated from a high school that does not offer a required course, applicants may contact the institutional admission officer for clarification of provisional admission procedures.

High school credit counted in one (1) category (e.g., Humanities/World Languages) may not also count in another category.

5b. Academic College and University Provisional Admission

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards June 20172021

    i. A degree-seeking applicant who does not qualify for admission based on subsection 4.ba. above, but who satisfies one (1) of the criteria below, may seek provisional admission by petitioning the institutional admissions director officer .:

        1) i. Graduated from an accredited secondary school accredited by a body recognized by the Board but has not completed the Admission Standards Core courses set forth above;

        ii.2) Did not graduate from an accredited secondary school accredited by a body recognized by the Board, including home schooled students, and has acceptable performance on either the General Educational Development (GED) Ttest or another standardized diagnostic tests such accepted by the institutions.;

        iii.3) Deserves special consideration by the institution because of special status, (e.g., disadvantaged or minority students, delayed entry students, returning veterans, or gifted and talented students wishing to enter college early).

    A student seeking provisional admission to any public postsecondary institution must take at least twoone (21) testing assessment indicators that will allow the institution to assess competency and placement., one (1) of which must be the ACT or SAT. ACT or SAT scores must be submitted prior to enrollment.

    iib. If provisionally admitted, a student will enroll with provisional standing and is subject to the institutional grade retention. A provisionally admitted student may change to regular admission status upon satisfactory completion of fourteen (14) baccalaureate level credits, twelve (12) of which must be general education courses. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

    6. Advanced Opportunities

Secondary students who wish to participate in the Advanced Opportunities program outlined in Board Policy Section III.Y. Advanced opportunities, must follow the procedures outlined in Board Policy III.Y Advanced Opportunities.

    7c. Academic Transfer Admission

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards   June ~~2017~~2021

ia. A degree-seeking student who, after graduating from high school or earning a GED, has earned at least fourteen (14) or more semester hours of transferable academic college level credit from a regionally accredited college or university with a minimum cumulative GPA of 2.00 may be admitted.

iib. A student not meeting the requirement in subsection ~~7~~6.a. may petition the institutional admission~~s~~ ~~director~~officer to be admitted. If admitted, the student must enroll on probation status, meet all conditions imposed by the institutional admissions committee, and complete the first semester with a minimum 2.00 GPA, or may be dismissed.

d~~8~~. Academic Program Placement

Placement assessment indicating potential for success may be required for some academic programs. Placement requirements vary according to the program. Each institution shall establish academic program placement policies and publish these policies in an accessible manner on the institution's website.

3~~8~~. Career Technical ~~Education~~ Program Admissions

a. Admission Standards

Regular or Provisional admission standards apply to individuals who seek a technical certificate or Associate of Applied Science (A.A.S.) degree through a career technical program. The admission standards and placement criteria do not apply to workforce development or short-term training programs. Career technical programs employ program admission processes in addition to institutional program admission.

~~Placement Tests~~

~~Placement test scores indicating potential for success are generally required for enrollment in a career technical program of choice. Placement score requirements vary according to the prograc.   Idaho Technical College System~~

~~The career technical education programs are offered at the following locations:~~

~~Region I   Coeur d'Alene, North Idaho College~~
~~Region II   Lewiston, Lewis-Clark State College~~

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SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards   June ~~2017~~2021

~~Region III   Nampa, College of Western Idaho~~
~~Region IV   Twin Falls, College of Southern Idaho~~
~~Region V   Pocatello, Idaho State University~~
~~Region VI   Idaho Falls, College of Eastern Idaho~~

   ~~d.~~b.   Student Advising

   i.   Clarify the importance of career planning and preparation: high school students should be actively engaged in career planning prior to entering the 9th grade. Career planning assures that students have sufficient information about self and work requirements to adequately design an education program to reach their career goals.

   ii.   Emphasize that career technical courses in high school, including career technical advanced opportunities and work-based learning connected to school-based learning, are beneficial to students seeking continued education in career technical programs at the postsecondary level.

   iii.   Clarify the kind of educational preparation necessary to successfully enter and complete postsecondary studies. Mathematics and science are essential for successful performance in many career technical programs. Programs of a technical nature generally require greater preparation in applied mathematics and laboratory sciences.

   iv.   Clarify that career technical programs of one or two years in length may require additional time if applicants lack sufficient educational preparation.

   ~~e~~c. Career Technical Program Regular Admission

   Students desiring Regular Admission to any of Idaho's technical colleges must meet the following standards. Students planning to enroll in programs of a technical nature are also strongly encouraged to complete the recommended courses. Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.

   i.   Standards for students who graduated from high school in 1997 or earlier

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
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SUBSECTION: Q. Admission Standards   **June ~~2017~~2021**

1) High School diploma with a minimum 2.0 GPA[1] from a high school accredited by a body recognized by the Board; and

2) Placement examination[2] ~~(ACT, SAT or other diagnostic/placement tests~~ as determined by the institution. ~~Scores may also be used to determine placement eligibility for specific career technical programs.)~~; and

3) Satisfactory completion of high school coursework that includes at least the following:

   a) Mathematics -- 4 credits (6 credits recommended) from challenging math sequences of increasing rigor selected from courses such as Algebra I, Geometry, Applied Math I, II, and III, Algebra II, Trigonometry, Discrete Math, Statistics, and other higher level math courses. Two (2) mathematics credits must be taken in the 11th or 12th grade. Less rigorous mathematics courses taken in grades 10-12 after 1998, such as pre-algebra, review mathematics, and remedial mathematics, shall not be counted.

   b) Science -- 4 credits (6 credits recommended, with 4 credits in laboratory science) including at least 2 credits of laboratory science from challenging science courses including applied biology/chemistry, principles of technology (applied physics), anatomy, biology, earth science, geology, physiology, physical science, zoology, physics, chemistry, and agricultural science and technology courses (500 level and above).

   c) Secondary Language Arts and Communication -- 8 credits. Applied English in the Workplace may be counted for English credit.

   d) Other -- Career technical courses, including postsecondary credits earned pursuant to Board Policy III.Y. Advanced Opportunities and organized work-based learning experiences connected to the school-

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[1]An institution may substitute a composite index placement exam score and high school GPA for the GPA admission requirement.

[2]~~If accommodations are required to take the placement exam(s) because of a disability, please contact the College to which you are interested in applying.~~

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SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards   June ~~2017~~2021

based curriculum, are strongly recommended. High School Work Release time not connected to the school-based curriculum will not be considered.

ii.   Standards for Others Seeking Regular Career Technical Program Admission

Individuals who graduated from high school, received their GED prior to 1997, or who are at least 21 years old and who desire Regular Admission to the technical colleges must have a:

1)   High School diploma with a minimum 2.0 GPA from a high school accredited by a body recognized by the Board; or

2)   General Educational Development (GED) certificate[3]; and

3)   ~~ACT, SAT or other d~~Diagnostic/placement tests as determined by the institution~~s~~. Scores may also be used to determine admission eligibility for specific career technical programs.

~~9~~.d. Career Technical Program Provisional Admission

Students who do not meet all requirements for ~~r~~Regular ~~a~~Admission may apply to a technical program under provisional admission. Provisionally admitted students who are conditionally admitted must ~~successfully~~ complete appropriate remedial, general and/or technical education coursework related to the career technical program for which ~~r~~Regular ~~a~~Admission status is desired, and to demonstrate competence with respect to that program through methods and procedures established by the technical college. Students desiring Provisional Admission must ~~have a~~ meet the following standards:

i.   High School diploma or GED certificate[3]; and
ii.   ~~ACT, SAT or other~~ diagnostic/placement tests as determined by the institution~~s~~. Scores may also be used to determine placement eligibility for specific career technical programs.~~)~~

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[3]~~Certain i~~Institutions ~~may~~ allow individuals who do not have a high school diploma or GED to be admitted if ~~they~~ applicant can demonstrate the necessary ability to succeed in a ~~career technical program through appropriate tests or experiences~~ as ~~determined by the institution.~~

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Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards   June ~~2017~~2021

iii.   Institutions may allow individuals who do not have a high school diploma or GED to be admitted if the applicant can demonstrate the necessary ability to succeed in a career technical program through appropriate tests or experiences as determined by the institution.

~~10~~e.   Career Technical Program Placement Criteria~~:   Procedures for placement into specific career technical programs~~

Placement test scores indicating potential for success are generally required for enrollment in a career technical program of choice. Placement score requirements vary according to the program.

Each institution shall establish career technical program placement policies and publish these policies in an accessible manner on the institution's website

Specific career technical programs may require different levels of academic competency and admission requirements. Students must also be familiar with the demands of a particular occupation and how that occupation matches individual career interests and goals. Therefore, before students can enroll in a specific program, the following placement requirements must be satisfied:

i.   ~~a.~~ Specific program requirements (including placement exam scores) established by the technical program. A student who does not meet the established requirements for the program of choice will have the opportunity to participate in remedial education to improve their skills; and

ii.   Formal procedures and definitions for program admission employed by the technical college. Program admission requirements and procedures ~~are~~shall be clearly defined and published for each program.

ATTACHMENT 2

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: O. Course Placement ~~October 2016~~June 2021

~~1. Coverage~~

~~University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College are included in this subsection, herein referenced as "institution."~~

~~2. Academic College and University Course Placement~~

~~a. Each institution shall submit their academic course placement policies to the Office of the State Board of Education for publication in a single online location.~~

~~b.~~a. ~~Any amendments made to an institution's academic course placement policy must immediately be submitted to the Office of the State Board of Education for updating the published policy.~~

SUBJECT
Board Policy III.U., Textbook and Instructional Material Affordability – First Reading

REFERENCE

April 2018	Board received an update on an Open Educational Resources (OER) initiative.
June 2018	Board discussed system-wide access and affordability strategies including OER and requested an inventory and implementation timeline be provided at the October 2018 Board meeting.
August 2018	Board approved a line item request for OER funding.
December 2018	The Board was provided with a timeline and inventory update regarding OER and the total number of course sections delivered exclusively with OER throughout Idaho colleges and universities.
April 2019	The Board was provided with an inventory of common indexed courses for which funding will be focused for OER adoption.
August 2019	The Board approved the first reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
October 2019	The Board approved the second reading of proposed new Board Policy III.U. Textbook and Instructional Material Affordability.
February 2021	The Board temporarily waived the implementation deadline for Board Policy III.U.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.U.

BACKGROUND/DISCUSSION
Since the turn of the century, the cost of instructional materials for college students has far outpaced the rate of inflation. The American Enterprise Institute reported that textbook costs rose 182 percent between 1998 and 2016.[1] Over the past five years, institutions across the United States, including in Idaho, responded to this alarming trend by deploying cost-saving programs and other measures to help students access more affordable instructional materials. These collective actions have likely helped stem the rise in textbook costs, which appear to have leveled off. However, despite recent plateaus in textbook cost prices, a 2021 survey of 5,000 college students at 80 U.S. institutions revealed that 65% of students did not purchase a textbook for a class because of affordability concerns, despite believing that going without required materials would negatively impact their grades.[2] This report indicated that student access to instructional materials has gotten worse as

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[1] https://www.aei.org/carpe-diem/chart-of-the-day-the-astronomical-rise-in-college-textbook-prices-vs-consumer-prices-and-recreational-books/
[2] https://uspirg.org/reports/usp/fixing-broken-textbook-market-third-edition

a result of the COVID-19 pandemic, compounded by other factors like loss of employment, unreliable internet access, and food insecurity.

The Board envisions a student-centered education system that creates opportunities for all Idahoans to improve their quality of life. To achieve this vision, the Board prioritizes access to educational opportunities for all, regardless of geography or socioeconomic status. Increasing access to, and affordability, of instructional materials in higher education is a critical part of accomplishing this vision. In October 2019, the Board adopted a new policy, Board Policy III.U. Textbook and Instructional Material Affordability, to establish minimum standards for textbook affordability at Idaho's four-year public institutions. This policy required institutions to implement plans for meeting these minimum standards by the beginning of the 2021-2022 academic year. The policy also positioned Open Educational Resources (OER) as the primary element of institutions' textbook affordability plans. In particular, the policy required institutions to provide at least one section of every common-indexed course offered with OER or a low cost option when OER is not available. The policy also required institutions to provide students with textbook cost information at time of course registration.

Soon after the policy was adopted, several concerns were raised by faculty and academic leaders at the institutions. These concerns centered primarily on the potential infringement of the academic freedom and responsibility of faculty to choose appropriate course materials (particularly in general education courses), the narrow scope of the policy in the broader context of instructional material access and affordability, the lack of clarity about certain undefined terms, and the perceived disregard for existing efforts of instructors to ensure access and affordability of course materials through open, free, and low-cost means.

To respond to these concerns, the Board Office established a Working Group comprising faculty and academic leaders from all eight public institutions. This Working Group met several times in late 2020 and early 2021 to develop a new version of the policy that more precisely defines the scope, relevance, and expectations for improving instructional material access and affordability while also addressing the concerns raised by the academic community mentioned above.

IMPACT

The proposed new version of the policy maintains the current policy's requirement that each institution create a plan to increase access and affordability of instructional materials, but differs from the current policy in several significant ways:

    a) Addition of several important terms and definitions relevant to access and affordability of instructional materials,

    b) Creation of a required set of elements that institutions must include in their plans to increase access and affordability of instructional materials in their own contexts,

c) Creation of an optional set of elements that institutions might consider as part of their plans,

d) Establishment of June 2022 as a deadline for institutions to develop their plans,

e) Establishment of an annual reporting requirement to ensure the Board is apprised of the implementation and outcomes of each plan, and

f) A change of the title of the policy to "Instructional Materials Access and Affordability" to reflect the broader scope of the new policy language.

Approval of the new version of the policy will provide Idaho colleges and universities with guidance for ensuring that all students have reliable low- or no-cost access to instructional materials. The new version of the policy also sets expectations for goal-oriented, institution-supported, and measurable access and affordability initiatives at our institutions.

ATTACHMENTS
Attachment 1 – Board Policy III.U, Instructional Material Access and Affordability – First Reading

STAFF COMMENTS AND RECOMMENDATIONS
Increasing access and affordability of instructional materials requires significant culture change among faculty and academic leaders. Yet, many productive examples of such culture change already exists in Idaho. The new version of the policy promotes best practices that have already proven successful within and beyond Idaho and encourages new, practical experimentation in scaling access and affordability efforts across our state. In particular, the newly proposed requirements for institutional plans place the responsibility for establishing relevant goals and outcomes squarely on the shoulders of the institutions—allowing each to attend to its unique contexts while also encouraging collaboration on common interests and programs (e.g., common-indexed GEM courses, shared degree pathways, etc.).

The proposed language related to annual reporting will allow Board staff to regularly collect quantitative and qualitative data to assist the Board in understanding the institutions' successes and challenges in accomplishing the Board's vision of "prioritizing access to educational opportunities for all" through instructional materials reform. Finally, in addition to addressing the concerns raised by the academic community, the new policy language acknowledges the myriad, innovative solutions that Idaho's academic community has engineered to ensure access and affordability of instructional materials for all students. These policy changes are supported by the funding allocated from the legislature for open education-related initiatives, including $50,000 in FY 2020 for supporting faculty to develop open textbooks and $1,000,000 in FY 2022 for Zero Textbook Cost Degrees in the community colleges.

Due to the extensive nature of the amendments in Board policy III.U. the policy is being replaced in its entirety by Attachment 1.

The policy was reviewed by the Council on Academic Affairs and Programs on April 1, 2021, and by the Instruction, Research, and Student Affairs Committee of the Board on April 7, 2021.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy III.U., Instructional Material Access and Affordability, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: U. Instructional Material Access and Affordability   **June 2021**

1. Definitions

    a. "Automatic charge" is an additional course fee automatically charged to a student by an institution or entity authorized by the institution for the purpose of providing access to instructional materials. Special course fees as defined in Board policy V.R. are not considered automatic charges for instructional materials

    b. "Course marking" is the act of assigning specific attributes (e.g., letters, numbers, graphic symbols, colors, etc.) to course sections that help students quickly identify important information and make informed decisions at time of registration.

    c. "Instructional materials" are print or digital media used to support access to knowledge. Books, articles, lab manuals, study guides, software, subscriptions, modules, multimedia, assessments, assignments, courseware, and full courses are common examples of instructional materials.

    d. "Cost" is the consistent total list price for the faculty-preferred format of all required instructional materials in a single course or course section for one term and shall be qualified as follows:

        i.   "Zero cost" means a total list price of $0.
        ii.   "Very low cost" means a total list price of $1-$30.
        iii. "Low cost" means a total list price of $31-$50.
        iv.   "Mid cost" means a total list price of $51-$100.
        v.   "High cost" means a total list price of more than $100.

    e. "Open Education Resources (OER)" are teaching, learning, and research materials that reside in the public domain or have been released under an intellectual property license, such as a Creative Commons license, that permits free use and repurposing by others.

2. Institution Plans for Instructional Material Access and Affordability

    a. Each institution shall develop and implement a plan to increase access and affordability of instructional materials for all students.

        Plans shall include the following elements:

ATTACHMENT 1

    i.   Resources and support to help faculty ensure all instructional materials are relevant and accessible for all students, especially students who require learning accommodations or additional modes of delivery (e.g. a print version of a digital textbook, internet access, etc.).

    ii.   Policies and/or strategies that minimize the cost of instructional materials for students while maintaining the quality of education, the academic freedom and responsibility of faculty and students, and the recognition that the average cost of instructional materials is higher in certain disciplines, and some disciplines require higher cost materials which are used over multiple terms or throughout an entire program.

    iii.   Professional development opportunities for faculty and staff related to the discovery, adoption, and use of OER and other affordable instructional materials.

    iv.   Strategies to support faculty adoption, adaption, and/or use of OER and other affordable instructional materials.

    v.   Programs, incentive structures, or other strategies to encourage and support faculty to publicly share OER developed for their own courses.

    vi.   Course marking processes at the time of course schedule releases that indicate the cost of instructional materials in course sections that are reliably zero cost or very low cost, as defined in this policy.

    vii.   Course marking processes at the time of course schedule releases that indicate course sections that reliably require the purchase of, including an automatic charge for, any access codes for instructional materials.

    viii.   Strategies with measurable goals for improving and using readily available and relevant OER or other very low cost instructional materials in common-indexed courses (as articulated in Board Policy III.N.6.b.), including dual credit courses.

b. Plans may include the following elements:

    i.   Course marking that indicates the cost of instructional materials in course sections at time of registration that are low cost, mid cost, and/or high cost, as defined in this policy.

    ii.   Strategies with measurable goals for improving and using readily available and relevant OER or other affordable instructional materials in non-common-indexed courses.

    iii.   Policies or procedures that encourage faculty to be intentional in selection and use of instructional materials, including ongoing review and reconsideration of required materials.

    iv.   Inclusion of efforts to increase access and affordability of instructional materials as part of tenure and promotion processes.

    v.   Other elements as determined by the institution.

ATTACHMENT 1

c. Institutions shall submit their initial plans to the Board Office for review and feedback by June 1, 2022. Institutions shall regularly review and update their plans as needed.

d. Institutions shall submit to the Board Office a report on the implementation and outcomes of their plans annually. The format and requirements of this annual report shall be determined by the Executive Director or designee.

SUBJECT
> Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – Second Reading

REFERENCE

October 20, 2016	The Board approved the first reading of the proposed amendments to Board Policy III.Z., updating institutions' statewide program responsibilities.
December 15, 2016	The Board approved the second reading of proposed amendments to Board Policy III.Z.
December 21, 2017	The Board approved the first reading of proposed amendments to Board Policy III.Z., changing the planning timeframe from five years to three years.
February 15, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June 21, 2018	The Board approved the first reading of proposed amendments to Board Policy III.Z., adding responsibilities for applied baccalaureate degrees to each region.
August 16, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z.
June 10, 2020	The Board approved the first reading of proposed amendments to Board Policy III.Z., changing the name of a statewide program listed for the University of Idaho and a waiver of the requirement that the three year plan be reviewed and approved by the Board at the August 2020 Board meeting.
August 26, 2020	The Board approved the second reading of proposed amendments to Board Policy III.Z.
February 18, 2021	The Board approved the first reading of proposed amendments to Board Policy III.Z.

APPLICABLE STATUTE, RULE, OR POLICY
> Idaho State Board of Education Governing Policies and Procedures, Section III.Z. and Section III.G.
> Section 33-113, Idaho Code
> Section 33-2107A, Idaho Code

BACKGROUND/DISCUSSION
> The Presidents Leadership Council (PLC) identified a need to reexamine Board Policy III.Z. to ensure it is promoting collaboration between institutions for the delivery of regional and statewide programs. The Council on Academic Affairs and Programs (CAAP) was charged with coordinating a Board Policy III.Z. Working Group, which consisted of Board staff and academic leaders from Idaho's institutions. The Working Group reviewed Board Policy III.Z., and developed proposed amendments that incentivize cooperation, coordination, and synergies

between institutions; maintain a focus on avoiding duplication; and revise policy language that has fostered an environment of competition in the past.

IMPACT

Proposed amendments include new definitions to assist institutions and the Board with developing and expanding educational programs. The amendments also streamline the planning and coordination sections of the policy that had extraneous guidance, while adding language to other areas that encourage institutions to increase their collaboration with one another and fulfill the state's program requirements.

ATTACHMENTS

Attachment 1 – Board Policy III.Z. Planning and Delivery of Postsecondary
Programs and Courses – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

In June 2020, the Board approved a waiver of Board Policy III.Z.2.a.i., which required the Board review and approve the three-year plan at the August 2020 Board meeting. The waiver was in response to the COVID-19 pandemic and impacts to institution budgets. This waiver provided institutions with opportunities to reevaluate program plans and align those with budget realities. Institutions have been working on updating their three-year plans and are on schedule to present those to the Board for review and approval at the August 2021 meeting.

No changes were made between the first and second readings. Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III. Z. Planning and Delivery of Postsecondary Education Programs and Courses as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses

April 2021

The purpose of this policy is to ensure Idaho's public postsecondary institutions meet the educational and workforce needs of the state through academic planning, alignment of programs and courses (hereinafter referred to collectively as "programs"), and collaboration and coordination. This subsection shall apply to the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College (hereinafter "institutions"). The State Board of Education (the Board) aims to optimize the delivery of academic programs while allowing institutions to grow and develop consistent with their vision and mission with an appropriate alignment of strengths and sharing of resources.

This policy requires the preparation and submission of academic plans to advise and inform the Board in its planning and coordination of educational programs in a manner that enhances access to quality programs, while concurrently increasing efficiency, avoiding unnecessary duplication and maximizing the cost-effective use of educational resources through coordination between institutions. As part of this process, the Board hereby identifies and reinforces the responsibilities of the institutions governed by the Board to deliver Statewide Programs. The provisions set forth herein serve as fundamental principles underlying the planning and delivery of programs pursuant to each institution's assigned Statewide and Service Region Program Responsibilities. These provisions also require collaborative and cooperative agreements, or memorandums of understanding, between and among the institutions.

This policy is applicable to campus-based face-to-face programs, including those that use technology to facilitate and/or supplement a physical classroom experience. It also applies to hybrid and blended programs where a substantial portion of the content is delivered on-line and typically has reduced seat time.

1. Definitions

    a. Designated Institution shall mean an institution whose main campus is located in a service region as identified in subsection 2.b.ii.1) and 2) below; and which possesses the first right to offer programs within its designated service region(s).

        i. For purposes of this policy, wWith respect to academic programs, Designated Institutions and Partnering Institutions shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.1).

        ii. For purposes of this policy, wWith respect to career technical programs, Designated Institutions and Partnering Institutions shall include only the College of Southern Idaho, College of Western Idaho, North Idaho College,

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College of Eastern Idaho, Lewis-Clark State College, and Idaho State University and shall have Service Region Program Responsibility for those regions identified in subsection 2.b.ii.2).

b. A memorandum of understanding (MOU) is an agreement between two or more institutions offering duplicative programs within the same service region that details how such programs will be delivered in a collaborative manner. An MOU is intended to provide specific, practical details that build upon what has been provided in each Institution's Plan.

c. High-Need Program shall mean a program identified by an institution or the Board as critical to supporting the future growth of a profession.

d. Joint Program shall mean an educational program jointly developed and delivered concurrently by two or more institutions.

e. Partnering Institution shall mean either
   i. (i) an institution whose main campus is located outside of a Designated Institution's identified service region but which, pursuant to a Memorandum of Understanding, offers Regional Programs in the Designated Institution's primary service region, or (ii)
   i.ii. an institution not assigned a Statewide Program Responsibility which, pursuant to a Memorandum of Understanding with the institution assigned the Statewide Program Responsibility, offers and delivers a statewide educational program.

d.f. Service Region Program shall mean an educational program identified by the Board to be delivered by a Designated Institution within its respective service region that meets regional educational and workforce needs.

e.g. Service Region Program Responsibility shall mean an institution's responsibility to offer and deliver a Service Region Program to meet regional educational and workforce needs in its primary service region as defined in subsection 2.b.ii.1) and 2) below. Service Region Program Responsibilities are assigned to the Designated Institution in each service region, but may be offered and delivered by Partnering Institutions in accordance with the procedures outlined in this policy.

f.h. Statewide Program shall mean an educational program identified by the Board to be delivered by a particular institution which meets statewide educational and workforce needs. Lewis-Clark State College, College of Eastern Idaho, North Idaho College, College of Southern Idaho, and College of Western Idaho do not have Statewide Program Responsibilities.

g.i. Statewide Program Responsibility shall mean an institution's responsibility to offer and deliver a Statewide Program in all regions of the state. Statewide Program

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Responsibilities are assigned to a specific institution by the Board, taking into account the degree to which such program is uniquely provided by the institution.

2. Planning and Delivery Process and Requirements

   a. Planning

      i. Three-Year Plan

         The Board staff shall, using the Institution Plans submitted, create and maintain a rolling three (3) year academic plan (Three-Year Plan) which includes all current and proposed institution programs. The Three-Year Plan shall be approved by the Board annually at its August Board meeting.

      ii. Institution Plan

         Each institution shall, in accordance with a template to be developed by the Board's ~~Chief Academic Officer~~ Executive Director or designee, create and submit to Board staff a rolling three (3) year academic plan, to be updated annually, that describes all current and proposed programs and services to be offered in alignment with each institution's Statewide and Service Region Program Responsibilities (the Institution Plan). Institution Plans shall be developed pursuant to a process of collaboration and communication with the other institutions in the state.

         1) Statewide Programs

            Institutions assigned a Statewide Program Responsibility shall plan for and determine the best means to deliver such program. Each institution assigned a Statewide Program Responsibility shall include in its Institution Plan all currently offered and proposed programs necessary to respond to the workforce and educational needs of the state relating to such Statewide Program Responsibilities. Each Institution Plan shall include the following information for proposed Statewide programs:

            a) A description of the Statewide Programs to be delivered throughout the state and the anticipated resources to be employed.

            b) A description of the Statewide Programs to be offered by a Designated or Partnering Institution.

            c) A summary of the Memoranda of Understanding (MOU's), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

         2) Service Region Programs

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It is the responsibility of the Designated Institution to plan for and determine the best means to deliver Service Region Programs that respond to the educational and workforce needs of its service region. If, in the course of developing or updating its Institution Plan, the Designated Institution identifies a need for the delivery of a program within its service region, and the Designated Institution is unable to provide the program, then the Designated Institution shall coordinate with a Partnering Institution (including institutions with Statewide Program Responsibilities if applicable) located outside of the service region to deliver the program in the service region.

The Institution Plan developed by a Designated Institution shall include the following:

a) A description of the proposed academic programs to be delivered in the service region, or outside of the service region, by the Designated Institution and the anticipated resources to be employed.

b) A description of proposed programs to be offered in the service region by Partnering Institutions, including any anticipated transition of programs to the Designated Institution.

c) A description of proposed Statewide Programs to be offered in the service region by an institution with Statewide Program Responsibilities, or by the Designated Institution in coordination with the institution holding the Statewide Program Responsibility.

d) A summary of proposed MOU's, if any, to be entered into between the Designated Institution and any Partnering Institutions in accordance with Subsection 2.b.iii. below.

e) A summary of collaborative programs created to meet areas designated as high-need.

3) Institution Plan Updates

Institution Plans shall be updated and submitted to Board staff annually as follows:

a) Preliminary Institution Plans shall be developed according to a template provided by the Board's ~~Chief Academic Officer~~ Executive Director or designee and submitted to the Council for Academic Affairs and Programs (CAAP) for review, discussion and coordination annually in April.

b) Following review by CAAP, Institution Plans shall be submitted to Board

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staff. Upon submission of the Institution Plans to Board staff, the Board's ~~Chief Academic Officer~~Executive Director or designee shall review the Institution Plans for the purpose of optimizing collaboration and coordination among institutions, ensuring efficient use of resources, and avoiding unnecessary duplication of programs.

c) In the event the Board's ~~Chief Academic Officer~~ Executive Director or designee recommends material changes, he/she shall work with the institutions and then submit those recommendations to CAAP for discussion prior to submission to the Board for inclusion in the Three-Year Plan.

d) The Board's ~~Chief Academic Officer~~Executive Director or designee shall then provide their recommendations to the Board for enhancements, if any, to the Institution Plans at a subsequent Board meeting. The Board shall approve the Institution Plans annually through the Three-Year Plan submitted by Board staff. Board approval of Institution Plans acts as a roadmap for institutional planning and does not constitute Board approval of a program. Institutions are still required to follow the standard program approval process as identified in Board Policy Section III.G to gain program approval.

b. Delivery of Programs

i. Statewide Program Delivery
The Board has established statewide program responsibilities for the ~~following institutions~~ University of Idaho, Boise State University, and Idaho State University. Each institution must assess the need for, and~~,~~ when determined by the assessment, ensure the statewide delivery of educational programs assigned by the Board. ~~This~~ A statewide program list consisting of statewide program responsibilities shall be updated by the Board every two years in accordance with a schedule developed by the Executive Director or designee. The program list will be contained in the Board approved three-year plan document and maintained by Board staff.

~~Boise State University must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:~~

~~Program Name~~	~~Degrees~~
~~Public Policy and Administration~~	~~M.S., Ph.D.~~
~~Community and Regional Planning~~	~~M.C.R.P., Ph.D.~~
~~Social Work (Region V-VI —shared with ISU)~~	~~M.S.W.~~
~~Social Work~~	~~Ph.D.~~

~~Idaho State University must assess the need for and, when determined~~

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necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Audiology	Au.D., Ph.D.
Physical Therapy	D.P.T., Ph.D.
Occupational Therapy	M.O.T.
Pharmaceutical Science	M.S., Ph.D.
Pharmacy Practice	Pharm.D.
Nursing (Region III shared w/ BSU)	M.S., D.N.P.
Nursing	Ph.D.
Physician Assistant	M.P.A.S.
Speech Pathology	M.S.
Deaf Education	M.S.
Sign Language Interpreting	B.S.
Health Education	M.H.E.
Public Health	M.P.H.
Health Physics	B.S., M.S., Ph.D.
Dental Hygiene	B.S., M.S.
Medical Lab Science	B.S., M.S.
Clinical Psychology	Ph.D.

University of Idaho must assess the need for and, when determined necessary by the assessment, ensure the statewide delivery of all educational programs in the following degree program areas:

Program Name	Degrees
Law	J.D.
Architecture	B.S. Arch., M. Arch.
Integrated Architecture & Design	M.S.
Landscape Architecture	B.S.L.A., M.L.A.
Interior Design	B.I.D., M.S.
Animal & Veterinary Science	B.S.A.V.S.
Animal Science	M.S.
Veterinary Science	D.V.M.
Plant Science	M.S., Ph.D.
Agricultural Economics	B.S.Ag.Econ.
Applied Economics (Agricultural)	M.S.
Food Science	B.S.F.S., M.S., Ph.D.
Forestry	B.S.Forestry
Renewable Materials	B.S.Renew.Mat.
Wildlife Resources	B.S.Wildl.Res.
Fishery Resources	B.S.Fish.Res.
Natural Resource Conservation	B.S.Nat.Resc.Consv.
Rangeland Ecology & Management	B.S.Rangeland.Ecol.Mgmt.
Fire Ecology & Management	B.S.Fire.Ecol.Mgt.

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Natural Resource concentrations in:	M.S., M.N.R., Ph.D.
• Forestry • Forest and Sustainable Products • Wildlife Resources • Fishery Resources • Natural Resource Conservation • Rangeland Ecology & Management • Fire Ecology & Management	

ii. High-Demand Programs

The Board recognizes that the need for high-demand, high-need programs may require joint delivery by multiple institutions statewide. These high-demand programs must be delivered through collaboration between institutions in order to preserve rural and statewide access. Service region restrictions and primary institution first rights to offer a program do not apply to Board identified high-demand programs. Criteria for statewide program high-demand designation includes, but is not limited to:

1) Idaho Department of Labor data,
2) Idaho industry demand as demonstrated by unfilled positions and industry data,
3) Demonstrated Idaho state needs for programs supporting underserved populations, and
4) Requested by the Board.

An institution wishing to offer a high-demand program that does not have statewide responsibility in the program area must meet the criteria above, have a signed MOU with the Institution with the Statewide Program Responsibility, and the approval of the Board's Executive Director or designee. At that point, the Partnering Institution shall include the program in its Institution Plan. If the Board determines that an emergency need exists for a program that the Institution with Statewide Program Responsibility cannot meet, then upon Board approval the two Institutions shall enter into an MOU for the delivery of such program.

ii. iii. Service Region Program Delivery

The Board has established service regions for the institutions based on the six geographic areas identified in Section 33-2101, Idaho Code. A Designated Institution shall have the Service Region Program Responsibility to assess and ensure the delivery of all educational programs and services necessary to meet the educational and workforce needs within its assigned service region.

1) Academic Service Regions

ATTACHMENT 1

Region I shall include the area within Area No.1 under Section 33-2101, Idaho Code. Lewis-Clark State College, the University of Idaho, and North Idaho College are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs. Lewis-Clark State College, and North Idaho College are the Designated Institutions serving applied baccalaureate degree needs.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College and the University of Idaho are the Designated Institutions serving undergraduate needs. The University of Idaho is the Designated Institution serving the graduate education needs.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. Boise State University and College of Western Idaho are the Designated Institutions serving undergraduate needs. Boise State University is the Designated Institution serving graduate education needs. Boise State University and College of Western Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. Idaho State University and College of Southern Idaho are the Designated Institutions serving undergraduate needs. Idaho State University is the Designated Institution serving the graduate education needs, with the exception that Boise State University will meet undergraduate and graduate business program needs. Idaho State University and College of Southern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution serving undergraduate and graduate education needs.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. Idaho State University and College of Eastern Idaho are the Designated Institutions serving undergraduate education needs. Idaho State University is the Designated Institution serving the graduate education needs. Idaho State University and College of Eastern Idaho are the Designated Institutions serving applied baccalaureate degree needs.

2) Career Technical Service Regions

Postsecondary career technical education is delivered by six (6) institutions, each having responsibility for serving one of the six geographic areas identified in Section 33-2101.

Region I shall include the area within Area No.1 under Section 33-2101,

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<div align="right">**ATTACHMENT 1**</div>

Idaho Code. North Idaho College is the Designated Institution.

Region II shall include the area within Area No.2 under Section 33-2101, Idaho Code. Lewis-Clark State College is the Designated Institution.

Region III shall include the area within Area No.3 under Section 33-2101, Idaho Code. College of Western Idaho is the Designated Institution

Region IV shall include the area within Area No.4 under Section 33-2101, Idaho Code. College of Southern Idaho is the Designated Institution.

Region V shall include the area within Area No.5 under Section 33-2101, Idaho Code. Idaho State University is the Designated Institution.

Region VI shall include the area within Area No.6 under Section 33-2101, Idaho Code. College of Eastern Idaho is the Designated Institution.

3) Program Offerings by Partnering Institutions

If a Partnering Institution (other than an institution with Statewide Program Responsibilities) identifies a Service Region Program not identified, or anticipated to be identified, in a Designated Institution's Plan, and the Partnering Institution wishes to offer such program in the Designated Institution's service region, then the Partnering Institution may communicate with the Designated Institution for the purpose of allowing the Partnering Institution to deliver such program in the service region and to include the program in the Designated Institution's Plan. In order to include the program in the Designated Institution's Plan, the Partnering Institution must demonstrate the need within the service region for delivery of the program, as determined by the Board (or by the Administrator of the Division of Career Technical Education in the case of career technical level programs). In order to demonstrate the need for the delivery of a program in a service region, the Partnering Institution shall complete and submit to the Chief Academic Officer of the Designated Institution, to CAAP and to Board staff, in accordance with a schedule to be developed by the Board's ~~Chief Academic Officer~~Executive Director or designee, the following:

a) A study of business and workforce trends in the service region indicating anticipated, ongoing demand for the educational program to be provided.

b) A survey of potential students evidencing demand by prospective students and attendance sufficient to justify the short-term and long-term costs of delivery of such program.

c) A complete description of the program requested to be delivered, including a plan for the delivery of the program, a timeline for delivery of

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the program, the anticipated costs of delivery, the resources and support required for delivery (including facilities needs and costs), and program syllabuses.

4) Designated Institution's First Right to Offer a Program

In the event the Partnering Institution has submitted the information set forth above to the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, and a need is demonstrated by the Partnering Institution for such program in the service region, as determined by the Board (or by the Administrator for the Division of Career Technical Education in the case of career technical level programs), or prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region the Designated Institution shall have a first right to offer such program.

The Designated Institution must within six (6) months (three (3) months in the case of associate level or career technical level programs) of receiving the request from a Partnering Institution to offer said program determine whether it will deliver such program on substantially the same terms (with respect to content and timing) described by the Partnering Institution. In the event the Designated Institution determines not to offer the program, the Partnering Institution may offer the program according to the terms stated, pursuant to an MOU to be entered into with the Designated Institution. If the Partnering Institution materially changes the terms and manner in which the program is to be delivered, the Partnering Institution shall provide written notice to the Chief Academic Officer of the Designated Institution and to the Board's Chief Academic Officer of such changes and the Designated Institution shall be afforded the opportunity again to review the terms of delivery and determine within three (3) months of the date of notice whether it will deliver such program on substantially the same terms.

iii. iv. Memoranda of Understanding

The Board encourages and fosters orderly and productive collaboration between Idaho's public institutions. Memoranda of Understanding can support such collaboration.
When a service region is served by more than one institution for the delivery of an academic or technical credential defined in Board Policy Section III.E., an MOU shall be developed between such institutions as provided herein and submitted to the Board's Chief Academic Officer for review and approval by the Board prior to entering into such agreements. Each MOU shall be entered into based on the following guidelines, unless otherwise approved by the Board.

Institutions proposing to offer a joint program shall develop an MOU to identify the specific roles of each participating institution; the student-related processes

associated with delivery of the program; and a timeline for review.

When an institution desires to offer a program already being offered by another institution in the latter institution's service region, an MOU shall be developed between the institutions to offer the program.

If a Designated Institution has identified a workforce or educational need for the delivery of a program within its service region and is unable to provide the program, the Designated Institution may collaborate with a Partnering Institution to offer the program. An MOU will not be required for review or approval prior to implementation in this case. Institutions are required to follow the standard program approval processes as identified in Board Policy III.G to obtain program approval.~~If an institution with Statewide Program Responsibility has submitted the information set forth in Subsection 2.a.ii. above to a Designated Institution and Board staff in a timely manner (as determined by the Board's Chief Academic Officer) for inclusion in the Designated Institution's Plan, then the Designated Institution shall identify the program in its Institution Plan and enter into an MOU with the institution with Statewide Program Responsibility in accordance with this policy. If, prior to the submission of an updated Institution Plan by the Designated Institution, it is determined by the Board that an emergency need has arisen for such program in the service region, then upon Board approval the institution with Statewide Program Responsibility and the Designated Institution shall enter into an MOU for the delivery of such program in accordance with the provisions of this policy.~~

An institution with Statewide Program Responsibility need not enter into an MOU with any other institutions before offering the statewide program in service regions outside the service region of the institution with Statewide Program Responsibility. If an institution desires to offer a program for which another institution has Statewide Program Responsibility, the institution that does not have Statewide Program Responsibility shall be required to enter into an MOU with the institution that has Statewide Program Responsibility for that program.

When an institution with Statewide Program Responsibility or Service Region Program Responsibility desires to offer a program within a service region where such program is currently being offered by another institution, the institutions shall enter into a transition MOU that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

Idaho public postsecondary institutions may enter into MOUs with out-of-state postsecondary institutions or private postsecondary institutions to offer programs. Such MOUs do not require notification or approval by the Board, but shall be shared with the Council on Academic Affairs and Programs. While the Board does not prohibit MOUs with out-of-state postsecondary institutions, agreements with in-state public institutions are preferred. ~~The Board~~

encourages agreements with out-of-state postsecondary institutions, but agreements with in-state public institutions are favorable.

Articulation agreements between any postsecondary institutions for the purposes of facilitating course or program transfer do not require approval by the Board. Such agreements shall be managed and tracked by the institutions, and shall be reported to the Board on an annual basis as part of the three-year planning process. All articulation agreements must be in compliance with Section 33-3729, Idaho Code, and Board Policy III.V.

All MOUs shall be submitted in conjunction with related program proposals following the standard program approval processes as identified in Board Policy III.G.

iv. v. Facilities

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipal or metropolitan area that encompasses the campus of a Designated Institution, the Partnering Institution's programs offerings shall be conducted in facilities located on the campus of the Designated Institution to the extent the Designated Institution is able to provide adequate and appropriate property or facilities (taking into account financial resources and programmatic considerations), or in facilities immediately adjacent to the campus of the Designated Institution. Renting or building additional facilities shall be allowed only upon Board approval, based on the following:

1) The educational and workforce needs of the local community demand a separate facility at a location other than the campus of the Designated Institution or adjacent thereto as demonstrated in a manner similar to that set forth in Subsection 2.b.ii.1) above, and

2) The use or development of such facilities are not inconsistent with the Designated Institution's Plan.

Facilities rented or built by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) on, or immediately adjacent to, the "main" campus of a Designated Institution may be identified (by name) as a facility of the Partnering Institution, or, if the facility is rented or built jointly by such institutions, as the joint facility of the Partnering Institution and the Designated Institution. Otherwise, facilities utilized and programs offered by one or more Partnering Institutions within a service region shall be designated as "University Place at (name of municipality)."

For programs offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) within a municipality or

metropolitan area encompassing a campus of a Designated Institution, to the extent programmatically possible, auxiliary services (including, but not limited to, bookstore, conference and other auxiliary enterprise services) and student services (including, but not limited to, library, information technology, and other auxiliary student services) shall be provided by the Designated Institution. To the extent programmatically appropriate, registration services shall also be provided by the Designated Institution. It is the goal of the Board that a uniform system of registration ultimately be developed for all institutions governed by the Board. The Designated Institution shall offer these services to students who are enrolled in programs offered by the Partnering Institution in the same manner, or at an increased level of service, where appropriate, as such services are offered to the Designated Institution's students. An MOU between the Designated Institution and the Partnering Institution shall outline how costs for these services will be allocated.

v. vi. Duplication of Courses

If courses necessary to complete a Statewide Program are offered by the Designated Institution, they shall be used and articulated into the Statewide Program.

vi. Program Transitions

Institutions with Statewide Program or Service Region Program Responsibilities may plan and develop the capacity to offer a program within a service region where such program is currently being offered by another institution (the Withdrawing Institution) as follows:

1) The institution shall identify its intent to develop the program in the next update of its Institution Plan. The institution shall demonstrate its ability to offer the program through the requirements set forth in Subsection 2.b.ii.3) above.

Except as otherwise agreed between the institutions pursuant to an MOU, the Withdrawing Institution shall be provided a minimum three (3) year transition period to withdraw its program. If the Withdrawing Institution wishes to withdraw its program prior to the end of the three (3) year transition period, it may do so but in no event earlier than two (2) years from the date of notice (unless otherwise agreed). The Withdrawing Institution shall enter into a transition MOU with the institution that will be taking over delivery of the program that includes an admissions plan between the institutions providing for continuity in student enrollment during the transition period.

vii. Discontinuance of Programs

Unless otherwise agreed between the applicable institutions pursuant to an

MOU, if, for any reason, (i) a Designated Institution offering programs in its service region that supports a Statewide Program of another institution, (ii) a Partnering Institution offering programs in the service region of a Designated Institution, or (iii) an institution holding a Statewide Program Responsibility offering Statewide Programs in the service region of a Designated Institution, wishes to discontinue offering such program(s), it shall use its best efforts to provide the institution with Statewide or Service Region Program Responsibility, as appropriate, at least one (1) year's written notice of withdrawal, and shall also submit the same written notice to the Board and to oversight and advisory councils. In such case, the institution with Statewide or Service Region Program Responsibilities shall carefully evaluate the workforce need associated with such program and determine whether it is appropriate to provide such program. In no event will the institution responsible for the delivery of a Statewide or Service Region Program be required to offer such program (except as otherwise provided herein above).

3. Existing Programs

   Programs being offered by a Partnering Institution (whether an institution with Statewide Program Responsibilities, or otherwise) in a service region prior to July 1, 2003, may continue to be offered pursuant to an MOU between the Designated Institution and the Partnering Institution, subject to the transition and notice periods and requirements set forth above.

4. Oversight and Advisory Councils

   The Board acknowledges and supports the role of oversight and advisory councils to assist in coordinating, on an ongoing basis, the operational aspects of delivering programs among multiple institutions in a service region, including necessary resources and support and facility services, and the role of such councils in interacting and coordinating with local and regional advisory committees to address and communicate educational needs indicated by such committees. Such interactions and coordination, however, are subject to the terms of the MOU's entered into between the institutions and the policies set forth herein.

5. Resolutions

   All disputes relating to items addressed in this policy shall be forwarded to the Board's ~~Chief Academic Officer~~ Executive Director or designee for review. The Board's ~~Chief Academic Officer~~ Executive Director or designee shall prescribe the method for resolution. The Board's ~~Chief Academic Officer~~ Executive Director or designee may forward disputes to CAAP and if necessary make recommendation regarding resolution to the Board. The Board will serve as the final arbiter of all disputes.

6. Exceptions

a. This policy is not applicable to programs for which 90% or more of all activity is required or completed online, or dual credit courses for secondary education.

b. This policy also does not apply to courses and programs specifically contracted to be offered to a private, corporate entity. However, in the event that an institution plans to contract with a private corporate entity (other than private entities in the business of providing educational programs and course) outside of their Service Region, the contracting institution shall notify the Designated Institutions in the Service Region and institutions with Statewide Program Responsibilities, as appropriate. If the corporate entity is located in a municipality that encompasses the campus of a Designated Institution, the Board encourages the contracting institution to include and draw upon the resources of the Designated Institution insomuch as is possible.

BOISE STATE UNIVERSITY

SUBJECT
   Master of Science in Cybersecurity

APPLICABLE STATUTE, RULE, OR POLICY
   Idaho State Board of Education Governing Policies & Procedures, Section III.G.

BACKGROUND/DISCUSSION
   Boise State University (BSU) proposes to create an interdisciplinary Master of Science (M.S.) in Cybersecurity. The program will have three emphases: Computer Science, Cryptanalysis and Signals Analysis, and Management. Faculty members participating in this interdisciplinary master's program are from the College of Engineering, the College of Arts and Sciences, and the College of Business and Economics.

- The Computer Science emphasis focuses on protection of computers, networks, programs, industrial control systems, and data from unintended or unauthorized access, change, or destruction.
- The Cryptanalysis and Signals Analysis emphasis focuses on modern and emerging cryptographic systems, weaknesses of the underlying mathematics of a cryptographic system, weaknesses in implementation including side channel attacks, and weak entropy inputs.
- The Management emphasis focuses on managing the many complex systems required to run a successful information security program. These systems include governance systems, change management systems, identity and access management systems, and managing the people running them.

   The proposed program is built on a solid foundation and specialized expertise available at Boise State University and is complimentary to and supports other recent initiatives and related certificate programs in cybersecurity. Additionally, Boise State University is a member of the Center for Advanced Energy Studies (CAES), a research and education consortium between the four-year Idaho institutions and the Idaho National Laboratory (INL). Cybersecurity is one of seven focus areas in the CAES strategy and Boise State University contributes to this strategy through developing research collaborations with INL and the other CAES affiliated institutions and through developing new cybersecurity related educational programs.

IMPACT
   The proposed M.S. in Cybersecurity degree program is intended to be a part of the statewide cybersecurity initiative and the collaboration between the Idaho's higher education institutions to meet the growing workforce demand for cyber-related education. Cybersecurity is a multifaceted challenge, and this interdisciplinary

program will help fill a gap in Idaho's cybersecurity program offerings. This program will collaborate and coordinate with BSU's new Institute for Pervasive Cybersecurity. It will provide unique and specialized research opportunities in cybersecurity building on the expertise of BSU faculty.

There is no duplication, as no Idaho public institution offers a similar graduate degree program in Cybersecurity. This interdisciplinary Master of Science in Cybersecurity program builds knowledge and skills of security specialists to effectively protect the safety and prosperity of companies, communities and nations. The purpose of the program is to engage students in academically rigorous training on the security aspects of software, signal analysis and protocol analysis, and management. It is designed for post-baccalaureate students who want to create positive change by developing and deploying solutions that mitigate cybersecurity threats.

ATTACHMENTS
Attachment 1 – Proposal for Master of Science in Cybersecurity

STAFF COMMENTS AND RECOMMENDATIONS
Boise State University anticipates five enrollments initially and projects that the program will reach 25 students by the fifth year, graduating approximately 10-13 students per year once the program is up and running. If enrollment does not reach 12 total students and four graduates per year by FY2025, the program will be identified as underperforming and given two additional years until the program is discontinued. BSU anticipates potential students will be full-time working professionals who are self-funded or sponsored by their employers. With support from federal funding, BSU estimates they will eventually have four graduate assistantships.

Boise State University's request to offer a Master of Science in Cybersecurity is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region III. In accordance with Board Policy III.Z., no institution has the statewide program responsibility specifically for cybersecurity programs.

Currently there are no Master's level programs in cybersecurity being offered by the Idaho's three universities. However, University of Idaho anticipates bringing forward a Master's level Cybersecurity program for consideration at the June 2021 Board meeting. University of Idaho currently offers an M.S. in Computer Science and a Graduate Certificate in Secure and Dependable Computing Systems. BSU and ISU both offer an M.S. in Computer Science, however, neither are specifically focused on cybersecurity.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 4, 2021; and to the Instruction, Research, and Student Affairs on April 7, 2021.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create a Master of Science in Cybersecurity, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Institutional Tracking No. _____

Idaho State Board of Education
Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	December 2020
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Arts and Sciences, College of Engineering, College of Business and Economics
Name of Department(s) or Area(s):	Computer Science, Mathematics, and Information Technology and Supply Chain Management

Official Name of the Program:	Master of Science in Cybersecurity	
Implementation Date:	Fall 2021	
Degree Information:	Degree Level: Master	Degree Type: Science
CIP code (consult IR /Registrar):	11.1003 Computer and Information Systems Security/Auditing/Information Assurance	
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	80% face-to-face, 20% online	
Geographical Delivery:	Location(s) Boise	Region(s) III
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	Self-Support fee	Professional Fee Online Program Fee
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	x Regional Responsibility	Statewide Responsibility

Indicate whether this request is either of the following:

x New Degree Program ☐ Consolidation of Existing Program

☐ Undergraduate/Graduate Certificates (30 credits or more) ☐ New Off-Campus Instructional Program

☐ Expansion of Existing Program ☐ Other (i.e., Contract Program/Collaborative

DocuSigned by:
Dr. Leslie Durham 12/14/2020 | 4:33 PM PST
College Dean (Institution)

DocuSigned by:
John S. Reghty 2/16/2020 | 5:52 PM PST
Date

DocuSigned by:
Dr. Tammi Vacha-Haase 16/2020 | 6:10 PM PST
ficial Date

DocuSigned by:
12/22/2020 | 5:42 PM MST
er (Institution) Date

12/17/2020 | 12:47 PM PST
Instruction (Institution) Date

DocuSigned by:
1/14/2021 | 8:15 AM PST
Date

DocuSigned by:
Mark Bannister 12/14/2020 | 8:26 PM PST
(Institution) Date

Todd Sanchy 1/27/2021
Academic Affairs Program Manager, OSBE Date

Todd J. Kilburn 1/28/2021
Chief Financial Officer, OSBE Date

TJ Bliss 1/27/2021
Chief Academic Officer, OSBE Date

_____
SBOE/Executive Director Approval Date

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Rationale for Creation or Modification of the Program

1.   **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree,   please   describe   transferability.

     Boise State University proposes the creation of a new interdisciplinary program leading to the degree of **Master of Science in Cybersecurity**. The program will have three emphases: Computer Science, Cryptanalysis and Signals Analysis, and Management. Faculty members participating in the program will be drawn from the College of Engineering, the College of Arts and Sciences and the College of Business and Economics.
     ● The Computer Science emphasis will focus on protection of computers, networks, programs, industrial control systems, and data from unintended or unauthorized access, change, or destruction.

     ● The Cryptanalysis and Signals Analysis emphasis will focus on modern and emerging cryptographic systems, weaknesses of the underlying mathematics of a cryptographic system, weaknesses in implementation including side channel attacks and weak entropy inputs.

     ● The Management emphasis will focus on managing the many complex systems required to run a successful information security program. These systems include governance systems, change management systems, identity and access management systems, and managing the people running them.

     The program will be managed by an advisory committee that will consist of one member from the departments of Computer Science, Mathematics, and Information Technology and Supply Chain Management. The Master of Science in Cybersecurity students and faculty will collaborate with students and faculty from the existing Master of Science in Computer Science, Master of Science in Mathematics and the PhD in Computing programs. The program will also closely work with the newly developed Institute for Pervasive Cybersecurity at Boise State University.

     The proposed program will be built on a solid foundation created by recent growth at Boise State in cybersecurity - related disciplines and the many cybersecurity initiatives and certificate programs. Additionally, Boise State University is a member of the Center for Advanced Energy Studies (CAES) - a research and education consortium between the four-year Idaho institutions, University of Wyoming and the Idaho National Laboratory (INL). Cybersecurity is one of seven focus areas in the CAES strategy and Boise State University contributes to the mission through developing research collaborations with INL and the other CAES affiliated institutions as well as developing new cybersecurity related educational programs.

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

    a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

A recent study by Cybersecurity Ventures[1] predicts that 3.5 million cybersecurity jobs around the world will be unfilled by 2021. In the United States, the demand for professionals with cybersecurity expertise is outpacing all other occupations[2]. These reports, along with many others, underpin the need for increasing workforce development initiatives founded in cybersecurity principles. The workforce shortage is across all cybersecurity domains, yet our adversaries are always advancing, always probing for vulnerabilities in corporate enterprise systems, critical infrastructure systems, and vital national security systems.

Organizations often follow the NIST Cybersecurity Framework[3] and the NICE Cybersecurity Workforce Framework[4] to manage cyber-risk. Both frameworks emphasize the importance of cybersecurity education, training, and workforce development. However, the looming threat of cyber-attacks and their impact on business continuity has led companies to prioritize information technology infrastructure over cybersecurity training and awareness programs. This is changing. In 2017, it is estimated that the global market for cybersecurity training was $1 billion and that by 2027 an additional $9 billion will be dedicated to security awareness training programs.[5] These estimates were prior to the pandemic. In a recent study by McKinsey & Company, they state that an increase in remote workers will result in companies investing even more in security and awareness training.[6]

The site www.cyberseek.org provides an on-going set of workforce statistics across the United States in aggregate, as well as regionalized demands. As shown below, the need for cybersecurity professionals remains at an all-time high of over 500,000 needed (but currently unfillable) openings around the country.

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[1] https://cybersecurityventures.com/jobs/

[2] https://www.nist.gov/news-events/news/2018/11/new-data-show-demand-cybersecurity-professionals-accelerating

[3] https://www.nist.gov/cyberframework/framework

[4] https://niccs.us-cert.gov/workforce-development/cyber-security-workforce-framework

[5] https://cybersecurityventures.com/security-awareness-training-report/

[6]https://www.mckinsey.com/~/media/McKinsey/Business%20Functions/Risk/Our%20Insights/COVID%2019%20crisis%20shifts%20cybersecurity%20pri

National level

The demand for cybersecurity jobs in the state of Idaho and in the Boise area is described in the figures below.

Idaho
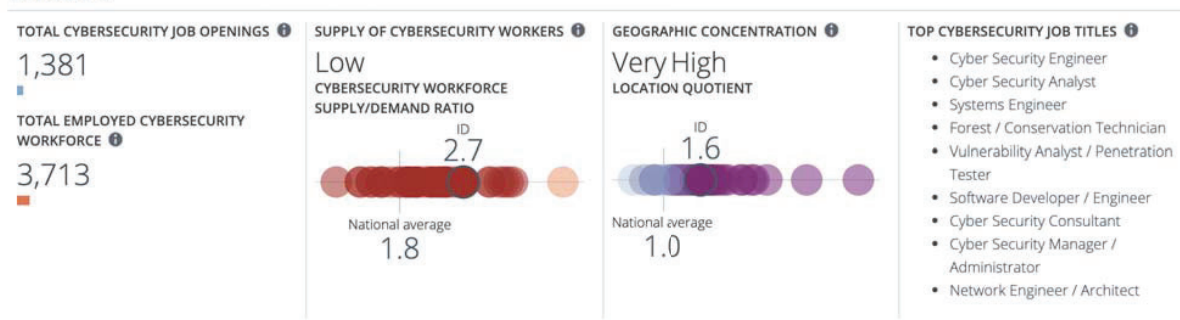
Boise City, ID

It is difficult to match job categories from the Bureau of Labor Statistics and the Idaho Department of Labor to the proposed program, as some students may seek employment in engineering or computer science fields, and others may seek employment in corporations at a managerial level. The categories below best represent the roles graduates would be eligible for following the completion of the program.

- Management Analysts (13-1111 both)
- Compliance Officers (13-1041 both)
- Computer and Information Research Scientists (15-1111 ID, 15-1221 BLS)
- Computer Network Architects (15-1143 ID, 15-1241 BLS)
- Information Security Analysts (15-1122 ID, 15-1212 BLS)

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- Computer Systems Analysts (15-1121 ID, 15-1211 BLS)
- Network and Computer Systems Administrators (15-1142 ID, 15-1244 BSL)
- Software Developers and Software Quality Assurance Analysts and Testers (15-1256 BLS)
- Software Developers Systems Software (15-1133 ID)
- Mathematicians (15-2021 BLS)
- Computer Hardware Engineers (17-2061 both)

	State DOL data	Federal DOL data	Other data source: (describe)
Local (Service Area)	353 (½ of state)	435 (½ of state)	
State	706	870 (.25% of nation)	
Nation		348,200	

b. **Student demand.** What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

The primary intended audience for the program is graduate students enrolled in mathematics, computer sciences, management, or engineering programs, off-campus military personnel, and nontraditional students in Idaho and throughout the United States. Nontraditional students could potentially include those employed at HP, Idaho National Laboratory (INL), Clearwater Analytics, U.S. military, banking industries, and other similar organizations.

Recruitment to the program will be coordinated with the recruiting staff of the Graduate College. The program will also work with the Institute for Inclusive and Transformative Scholarship and the Institute for Pervasive Cybersecurity in recruiting students across the state and nationally. Faculty associated with the proposed program will work with colleagues nationally to identify promising students and encourage application. Alumni will be contacted about the new program as well as current students in order to refer prospective students to the program. Current undergraduate students that show promise and interest for the graduate program will be encouraged to apply. Each summer Boise State hosts an NSF sponsored Research Experience for Undergraduates (REU) program that focuses on various aspects of cybersecurity. Students from across the country participate in the REU program and this will provide an opportunity for recruiting students to the program.

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

The increasing need for trained cybersecurity professionals has become a societal challenge. The workforce shortage exists across all cybersecurity domains, yet our adversaries are always advancing, always probing for vulnerabilities in corporate enterprise systems, critical infrastructure systems, and vital national security systems.

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To combat this persistent threat, which is a 24-7 operation, we need an all-hands-on-deck approach. This need is especially pressing when assessing our current and future digital landscape — a tireless and ever-expanding connectivity supported by societal needs and economic development, yet compromised by the common criminal to nation-state sponsored criminal activity. And when coupled with the uncertainties and realities presented by a world immersed in a pandemic — the rapidly shifting priorities of people, businesses, and governments have accelerated the mainstream adoption of a remote workforce.

3.   Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No___ X ___

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4.   Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Students who enter the program with related coursework may have some course requirements waived. A student may request that prior coursework be counted towards course requirements, however it remains up to the faculty in the program to review the coursework and make the final determination if the prior coursework is sufficient.

Boise State University Policy# 3040 has defined a process where students can challenge a course. If a student believes that his/her background, education, and/or experience has given him/her knowledge in a subject area, the student may challenge certain courses to get credits for his/her prior learning.

5.   Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

In Fall 2021, the program plans to have two courses ready to be delivered online. These two courses are MATH 508 and 509. As the program matures it is anticipated that more courses will be delivered online.

Many courses at Boise State University have already adopted open educational resources for textbooks and course materials. A number of courses in the proposed program will take advantage of the open educational resources to make courses more affordable to students.

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Enrollments and Graduates

6. **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 for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		Fall 2016	Fall 2017	Fall 2018	Fall 2019	FY17	FY18	FY19	FY20
UI	M.S. Computer Science	27	30	52	49	10	11	11	23
UI	Secure and Dependable Computing Systems Graduate Academic Certificate	n/a	n/a	4	5	n/a	n/a	2	6
ISU	M.S. Computer Science								
BSU	M.S. Computer Science	51	42	54	43	16	10	17	21

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education 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.

   There are currently no master's level degree programs offered in *Cybersecurity* at Idaho public higher education institutions. Currently, the University of Idaho offers a M.S. in Computer Science and a "Secure and Dependable Computing Systems" Graduate Academic Certificate, while Boise State and Idaho State Universities offer M.S. in Computer Science. None of these are master's programs specifically focusing on cybersecurity.

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

Proposed Program: Projected Enrollments and Graduates First Five Years
Program Name: Master of Science in Cybersecurity

Projected Fall Term Headcount Enrollment in Program					Projected Annual Number of Graduates From Program				
FY22	FY23	FY24	FY25	FY26	FY22	FY23	FY24	FY25	FY26
5	12	17	23	26	0	5	7	10	13

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

Projected Enrollment. The enrollment projections are based on the following:

- The majority of students will be professionals who likely have full-time jobs and who are either self-funded or sponsored by their company.
- A number of the faculty members who will participate in the program are successful at securing federal grants. It is estimated that eventually four graduate assistantships will be funded by grants.
- It will typically take two years for a full-time student to finish the program. Some students admitted to the program may complete their degree in less than 24 months if the program determines that the student has appropriate transfer credits or prior learning.
- Recruitment efforts will be more than sufficient to fill the incoming cohort.

The above assumptions are expected to yield the following results:
- Approximately 7 students will graduate after the third year of the program.
- A total average enrollment of 25 students is expected in the program once the program is operating at full capacity by year 4 or 5 of the program implementation.

Recruitment. We expect the interdisciplinary nature of the program will have a broad appeal, enabling us to recruit students nationally, particularly states in the North Pacific region where the demand for cybersecurity knowledge and skills are in high demand. Recruitment to the program will be coordinated with the recruiting staff of the Graduate College. The program will also work with the Institute for Inclusive and Transformative Scholarship and the Institute for Pervasive Cybersecurity in recruiting students across the state and nationally. Faculty associated with the proposed program will work with colleagues nationally to identify promising students and encourage application. Alumni, and current students will refer prospective students to the program. The program will have a highly visible web presence, with up-to-date information on opportunities, success stories, and where-are-they-now information about graduates. Current undergraduate students that show promise and interest for the graduate program will be encouraged to apply. Each summer Boise State hosts an NSF sponsored Research Experience for Undergraduates (REU) program that focuses on various aspects of cybersecurity. Students from across the country participate in the REU program, this will provide an opportunity for recruiting students to

program.
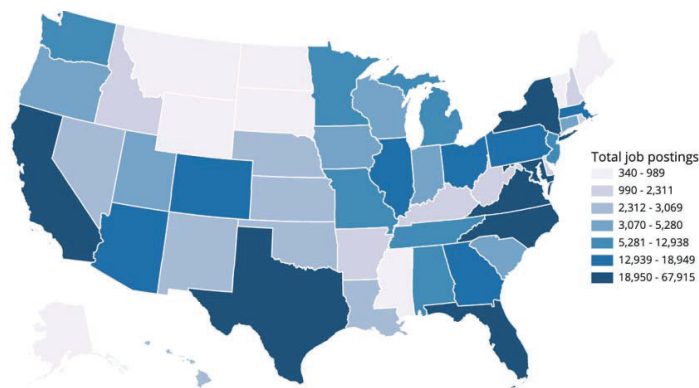
9.   Minimum Enrollments and Graduates.
a.   What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

It is projected that the program will have approximately 17 students in the third year. Continuing education for retraining the cybersecurity workforce in the state of Idaho is essential given the rapidly changing nature of the field. Thus, it is expected that the program will have a number of students who are already security specialists. Furthermore, to encourage undergraduate students to apply, the program may adopt the model of an accelerated Master program that exists in the MS in Computer Science and in the MS in Mathematics. In this model, undergraduate senior students can be admitted to the accelerated Master program and can take some dual listed courses in their senior year. A dual-listed course is a course that is listed as both undergraduate and graduate. In the model, these dual-listed courses can be counted toward students' undergraduate degree, as well as their Master degree. After the second year it is expected that the program (including its recruitment plan) will be reasonably well established and able to recruit self-funded students into the program.

b.   If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If the program fails to achieve 12 total students and 4 graduates per year by FY 2025, the program will be considered to be underperforming and have 2 additional years (FY 2027) until the program is discontinued.

10.   **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:

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

Specialized Accreditation: The Boise State University undergraduate engineering programs (e.g., civil engineering, computer science, electrical and computer engineering,

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materials science and engineering, and mechanical engineering) have been accredited by ABET, Inc. Engineering disciplines are normally only accredited by ABET at one level, the undergraduate level. The Computer Science program underwent a successful re-accreditation visit in Fall 2016, and was re-accredited to 2022 as a result of the visit.

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

Graduate College: 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.

Program Oversight: The proposed new interdisciplinary Master of Science in Cybersecurity will be built based on a successful experience within multiple departments that manage a similar interdisciplinary PhD in Computing program. Two out of three managing departments (i.e., Computer Science and Mathematics) for the proposed Master of Science in Cybersecurity are the departments that manage the PhD in Computing. The PhD in Computing currently has approximately 55 students. The governance structure, policies and procedures of the MS in Cybersecurity program will ensure that students receive the individual mentoring, guidance, and professional development needed to progress through their program in a timely manner.

11. **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 A**.

   N/A

12. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

   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?

13. **Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes <u>X</u>   No <u>   </u>

If yes, proceed to question 15. If no:

a. **Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. **Provide an explanation for all statements you selected.**

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

14.   **Curriculum. Provide descriptive information of the educational offering.**

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

Credit hours in foundational courses offered by the departments offering the program.	9
Credit hours in required courses offered by the departments offering the program.	12
Credit hours for a culminating experience	3
Credit hours in free electives	6
Total credit hours required for degree program	30

b. **Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

The program offers three emphases: Computer Science, Cryptanalysis and Signals Analysis, and Management.

COMPUTER SCIENCE	CRYPTANALYSIS AND SIGNALS ANALYSIS	MANAGEMENT
Cybersecurity Foundation (9 credits)		
● Introduction to	● Introduction to	● Introduction to

Cybersecurity	Cybersecurity	Cybersecurity
• Computing Foundations For Computational Science • Network and System Foundations for Cybersecurity	• Number Theory • Computational Statistics	• Information Security Management • Security Analytics • Introduction and Business Foundations

Cybersecurity Knowledge Building (12 credits)

At least four of the following classes	*At least fours of the following classes*	*The following classes from the Career-Track MBA (CT), Professional Track MBA (PT), or Online MBA (O) are required*
• Cybersecurity of Critical Infrastructures • Computer Security • Applied Cryptography • Software Security • Advanced Network Security	Symmetric Key Cryptography and Cryptanalysis Advanced Asymmetric Cryptography and Cryptanalysis Quantum and Post-Quantum Cryptography Advanced Applied Cryptography Stochastic Signals and Systems	• Innovation Driven Advantage (CT) or Strategic Perspectives (PT) or Design Thinking and Strategic Management (O) • Managing Successful Projects (CT, O) or Successful Project Management (PT) • Leading People and Organizations (CT) or Organizational Issues and Leadership (PT) or People and Organizations (O)

Cybersecurity Crosscutting Knowledge Building (6 credits)

At least two of the following or other classes approved by the program	*At least two of the following or other classes approved by the program*	*At least two of the following or other classes approved by the program*
• Digital Forensics • Cyber Physical Systems • Operating Systems • Advanced Operating Systems • Information Security Management • Security Analytics	• Digital Signal Processing • Information and Coding Theory • Cybersecurity of Critical Infrastructures • Machine Learning • information Security Management • Cyber Physical Systems • Data Analysis	Predictive Analytics Project Management Cybersecurity of Critical Infrastructure Computer Security Software Security Symmetric Key Cryptography and Cryptanalysis Data Management and

• Advanced Asymmetric Cryptography and Cryptanalysis • Symmetric Key Cryptography and Cryptanalysis	• Design and Analysis of Algorithms	Analytics IT and Process Management Operations and Supply Chain Management Information Technology and Business Alignment
OR any other course approved by the program		
Cybersecurity Culminating Experience (3 credits)		
CYBER 592: Capstone Course or CYBER 590: Practicum/Internship		

- **COURSES (Excluding the Elective Courses)**
  - CYBER 500: INTRODUCTION TO CYBERSECURITY (3-0-3) (F/S)
  - CS 507 COMPUTING FOUNDATIONS FOR COMPUTATIONAL SCIENCE (3-0-3)(F).
  - CS 508 NETWORK AND SYSTEM FOUNDATIONS FOR CYBERSECURITY (3-0-3)(S).
  - CS 524 CYBER SECURITY OF CRITICAL INFRASTRUCTURES (3-0-3)(S)(Odd years).
  - CS 546 COMPUTER SECURITY (3-0-3)(F).
  - CS 567 APPLIED CRYPTOGRAPHY (3-0-3)(F)(Even years).
  - CS 575 SOFTWARE SECURITY (3-0-3)(S)(Even years).
  - CS 622 ADVANCED NETWORK SECURITY (3-0-3)(S)(Odd years).
  - MATH 504 NUMBER THEORY (3-0-3)(S).
  - MATH 508 ADVANCED ASYMMETRIC CRYPTOGRAPHY AND CRYPTANALYSIS (3-0-3)(F).
  - MATH 509 SYMMETRIC KEY CRYPTOGRAPHY AND CRYPTANALYSIS (3-0-3)(S).
  - MATH 510 QUANTUM AND POST-QUANTUM CRYPTOGRAPHY (3-0-3)(F).
  - MATH 667 (CS 667) ADVANCES IN APPLIED CRYPTOGRAPHY (3-0-3)(S)(Even Years).
  - ECE 650 STOCHASTIC SIGNALS AND SYSTEMS (3-0-3)(S).
  - MATH 572 COMPUTATIONAL STATISTICS (3-0-3)(S).
  - ITM 555 INFORMATION SECURITY (3-0-3)(F/S)
  - ITM 556 MANAGING INFORMATION SECURITY (3-0-3)(F)
  - ITM 557 SECURITY ANALYTICS (3-0-3)(S)
  - MBA 503 MANAGING SUCCESSFUL PROJECTS (3-0-3)(S)
  - MBA 510 LEADING PEOPLE AND ORGANIZATIONS (3-0-3) (S)
  - MBA 514 INNOVATION DRIVEN ADVANTAGE (3-0-3) (F)
  - MBA 531 STRATEGIC PERSPECTIVES (3-0-3) (F)
  - MBA 532 ORGANIZATIONAL ISSUES AND LEADERSHIP (3-0-3) (F)
  - MBA 549 SUCCESSFUL PROJECT MANAGEMENT (3-0-3) (SU)
  - BUSMBA 500 INTRODUCTION AND BUSINESS FOUNDATIONS (1-0-1) (Varies)
  - BUSMBA 501 DESIGN THINKING AND STRATEGIC MANAGEMENT (4-0-4) (Varies)
  - BUSMBA 510 PEOPLE AND ORGANIZATIONS (4-0-4) (Varies)
  - BUSMBA 540 MANAGING SUCCESSFUL PROJECTS (4-0-4) (Varies)
  - CYBER 590 PRACTICUM/INTERNSHIP
  - CYBER 692 CAPSTONE COURSE

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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.

Students will complete a 3 credit Capstone Course (CYBER 692) or Practicum/Internship (CYBER 590) as a culminating experience.

15. **Learning Outcomes: Expected Student 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 students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

Mission of the Program. This Master of Science in Cybersecurity builds knowledge and skills of security specialists to effectively protect the safety and prosperity of companies, communities and nations. The mission of the program is to engage students in academically rigorous training on the security aspects of software, signal analysis and protocol analysis, and management. It is designed for post-baccalaureate students who want to effect positive change by developing and deploying solutions that mitigate cybersecurity threats. The program is offered in three emphases: Computer Science, Cryptanalysis and Signals Analysis, and Management. The program provides a foundational and integrated approach to cybersecurity education developed to deliver specific, relevant, in-demand knowledge and skill sets. The program's curriculum is intensive and has an in-depth focus on the most critical current and emerging threats.

Program Objectives
Objective A: Enable students to develop as successful professionals for cybersecurity positions in industry, government, and academic institutions.
Objective B: Prepare students to make contributions in the field of cybersecurity.
Objective C: Maintain and improve the program's leadership position in the State of Idaho and nationally.

Program Learning Outcomes
   ○ **PLO 1** - Graduates will demonstrate leadership, knowledge, skills, and practices needed for safeguarding security and privacy in today's and tomorrow's cyber infrastructure.
   ○ **PLO 2** - Graduates will demonstrate the ability to analyze complex cybersecurity problems.
   ○ **PLO 3** - Graduates will demonstrate the ability to design systems, components or processes that provide solutions to complex cybersecurity problems.
   ○ **PLO 4** - Graduates will function and communicate effectively in a range of interdisciplinary activities and will design security solutions in a team context.

16. **Assessment plans.**

   a. **Assessment Process.** Describe the assessment plan for student learning outcomes

that will be used to evaluate student achievement and how the results will be used to improve the program.

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
1. Graduates will demonstrate leadership, knowledge, skills, and practices needed for safeguarding security and privacy in today's and tomorrow's cyber infrastructure.	Assignments in coursework, completion of capstone course or internship	Exit interview with students, faculty observations and discussions
2. Graduates will demonstrate the ability to analyze complex cybersecurity problems.	Required culminating experience, publications	Exit interview with students, faculty observations and discussions
3. Graduates will demonstrate the ability to design systems, components or processes that provide solutions to complex cybersecurity problems.	Assignments in coursework, course projects	Exit interview with students, faculty observations and discussions, presentations at professional meetings, publications
4. Graduates will function and communicate effectively in a range of interdisciplinary activities and will design security solutions in a team context.	Assignments in coursework, completion of capstone course or internship, course project presentations	Exit interview with students, faculty observations and discussions

Program Assessment. The program will undergo an annual assessment that includes exit interviews of graduating students, compilation of student publications, and special activities (such as internships, workshops, and conference presentations), monitoring ongoing career development, and key metrics of the student pipeline including data for admission, enrollment, degree progress, overall time-to-degree, and student financial support. This assessment is the responsibility of the program coordinators assisted by 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.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including

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administrative, staff, and faculty hires, facilities, student services, library; etc.

17. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

   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 Department of Computer Science will be the main host/location for the Computer Science Emphasis of the proposed MS in Cybersecurity. The department moved into a new building located in the center of downtown Boise in Summer 2016. The new building, the City Center Plaza, is a 9-story building on the Main Street between the 9th Street and Capitol Blvd. The Department fully occupies the second and third floors of the building, with a total footprint of 53,549 ft^2. The facility in the new building includes server rooms, a visualization center, tutoring center, 34 faculty/staff and departmental offices, 6 classrooms, 3 conference rooms, focus rooms, 100 plus cubicle desks (each with a desktop PC), outdoor balconies and community gathering spaces.

The Department maintains a 40-workstation MetaGeek lab for students. This laboratory has special software and hardware to support advanced computer science courses and research. In addition to the four full time IT employees in the College of Engineering, there is one additional full time IT employee in the Department.

The Department of Mathematics will be the main host/location for the Cryptanalysis and Signals Analysis Emphasis (CASA) of the proposed MS in Cybersecurity. The Mathematics building includes more than 27 faculty/staff and departmental offices, graduate student offices, over 10 classrooms, 1 conference room, tutoring center and community gathering space. The department has a "LifeSize" room for hosting speakers from remote sites and Mac Computer Lab with twenty-one 2.7GHz Quad-core iMac 21.5 inch computers. Each computer has 8GB RAM, a 1 TB hard drive and a CUDA capable 512MB NVidia GForce 640M video card.

The department recently developed a research lab dedicated to the CASA Emphasis of the program. The CASA lab is equipped with 6 Spartan 6 LX9 FPGA Target for CW308, four Intel D2000 microcontrollers, CW305 Artix FPGA Target Board, 2 ChipWhisperer-Lite (CW1173) Basic Board, two Basys 3 Artix-7 FPGA Trainer Board, five Raspberry Pis, OpenBCI EEG Headband Kit, Ganglion Board, and side-channel analysis software.

The Department of Information Technology and Supply Chain Management, which will be the host of the Management Emphasis, has 19 full-time faculty members and two computer labs/classrooms with a total of 63 workstations. The department is part of the AACSB accredited College of Business and Economics housed in the 118,890 ft^2 Micron Business and Economics Building with numerous classrooms, labs, and flexible workspaces. Students in the Management emphasis will take several existing courses in the MBA program, which currently has about 450 students.

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

The proposed MS in Cybersecurity will not impact existing program's physical resources. Creation of the proposed MS in Cybersecurity will create an opportunity for a more vibrant research and teaching culture that will attract undergraduates and additional graduate students. Moreover, the program will provide a natural academic path for students who plan to pursue a doctoral degree in the area of cybersecurity.

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 equipment, space, or laboratory instruments are needed for the proposed program. Existing resources are adequate to support the program.

18.   **Library and Information Resources:** Describe adequacy and availability of library and information resources.

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

Library resources are adequate to support the proposed MS in Cybersecurity. There will be no impact on existing programs through increased library usage in   support of the new program.

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

No new library resources are needed for the program.

19. **Faculty/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?

Five new courses plus a capstone course / experience will be created to support this program. In the Department of Mathematics one new course will be covered by distributing the course load within the department and hiring an adjunct instructor to cover existing undergraduate courses. Similarly, the two new courses in the Department of Information Technology and Supply Chain Management will

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be covered by distributing the course load within that department and hiring an adjunct instructor to cover existing undergraduate courses. In each of these two cases undergraduate course coverage by the adjunct instructor will enable current full-time faculty to teach the new graduate courses. The Department of Computer Science is creating two new courses and has the instructional capacity to cover these new courses. It is not anticipated that any additional sections of existing courses will be needed for this program.

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.

A committee of advisors composed of one faculty member from the College of Business and Economics, the College of Engineering, and the College of Arts and Sciences will oversee a variety of activities related to the proposed program, including curriculum and assessment, as well as collaboration both internal and external. The administrative staff in the PhD Program in Computing and the Graduate College are available to support part of the administrative operations of the program. As enrollment grows in the program additional support may be needed. The following are existing faculty lines who will participate in the program and provide instructional support:

> Gaby Dagher, Computer Science
> Yantian Hou, Computer Science
> Hoda Mehrpouyan, Computer Science
> Edoardo Serra, Computer Science
> Jidong Xiao, Computer Science
> Jyh-haw Yeh, Computer Science
> Tim Andersen, Computer Science
> Amit Jain, Computer Science
> Liljana Babinkostova, Mathematics
> Marion Scheepers, Mathematics
> Jodi Mead, Mathematics
> Leming Qu, Mathematics
> Uwe Kaiser, Mathematics
> Sin Ming Loo, Electrical and Computer Engineering
> Doug Twitchell, Information Technology and Supply Chain Management

The Division of Research and Economic Development, Office of Information Technology, and Research Computing Support Department provide the following services:

- Provides robust cyberinfrastructure including storage, computational power, and connectivity to guarantee faculty a dedicated and reliable cyber environment to conduct their research.
- Assists researchers and faculty with centralized high-performance computing (HPC), visualization and the Geographic Information Systems (GIS) Center and related software.
- Provides a senior software engineer for customized programming and a senior cyberinfrastructure engineer for HPC training and development.

- The Research Computing Support Department conducts outreach to build trust and develop a willingness to turn to centralized resources instead of funding and duplicating established Boise State cyberinfrastructure services and notes existing and future needs for cyberinfrastructure support.
- Works with the Boise State University Research Cyberinfrastructure Advisory Council to achieve their mission in developing a robust and reliable environment for research. That plan involves providing network speed, computational power, storage and seamless connectivity to researchers and faculty while ensuring centralized support and communication for ongoing cyberinfrastructure efforts.

In addition, the Division of Research and Economic Development, in collaboration with the Office of Information Technology, is currently providing scalable, dependable and affordable virtual servers and storage for faculty, researchers, and colleges. These include:

- R2 Cluster: R2 Cluster - the R2 cluster is a Linux core operating system (CentOS 7) supporting 22 compute nodes, each with dual Intel Xeon e5-2380 14 core CPUs, for a total of 616 CPU cores. Five GPU nodes with dual Nvidia Tesla NVLink P100s, each GPU has 3584 cores with double-precision performance, for a total of 35,840 GPU cores.

- Falcon Super Computer at INL: Idaho National Laboratory makes the Top 500 supercomputer known as "Falcon" available to Boise State researchers. The 25,056-processor Silicon Graphics International Corporation (SGI) supercomputer has 124 TBytes of memory and an aggregate peak processing rate of 786 Tflops.

- Science DMZ and SDN for a Software Defined Data Center: Boise State was awarded the NSFfunded "CC*DNI: Networking Infrastructure: Science DMZ and SDN" proposal. The Science DMZ and SDN allows Boise State to expand the capabilities of a research network using the Idaho Regional Optical Network (IRON) to support a statewide collaboration among Boise State, INL, the University of Idaho (UofI), and Idaho State University (ISU). The project lays the groundwork for a statewide Software Defined Data Center (SDDC) design to facilitate shared network, data, and compute resources. Software Defined Networks (SDN) provide the foundation of the infrastructure and Software Defined Compute (SDC) and Software Defined Storage (SDS) integrate to create the Software Defined Data Center (SDDC). Leveraging this network and extending a dedicated software defined science network into our Idaho peer institutions enables collaboration among researchers to accelerate scientific discovery.

- Globus: Boise State maintains a Globus subscription for managed endpoints which facilitates collaborative data access using a convenient user interface and infrastructure for moving data between accessible Globus endpoints. This includes movement to and from XSEDE resources and other research and academic infrastructure as well as to and from personal workstations

using the Globus Connect Personal software. This service makes it easy for researchers to reliably move large data sets asynchronously.

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?

The program will not impact existing programs in terms of personnel resources.

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.

As the majority of the courses required for the degree are pre-existing courses, those will not require additional faculty support. For the six new courses, the teaching load will be distributed throughout each department and supplemented by the use of adjunct faculty for each new course that is offered by that department. The adjuncts will teach existing undergraduate level courses, which are taught twice per year. This approach will release faculty to teach the new course(s) in each department. The participating departments currently use a total of over 30 adjunct faculty per year to cover an array of required math, computer science and information and technology management courses. When enrollment grows in the program it will strain existing resources needed to accomplish effective and successful implementation of the program, such as oversight of advising, teaching, development and management of the program, and so additional support may be needed, requiring increased faculty/staff (course release or other release) using the BSU Bronco budget resources. Plans for this are being considered.

The following summarizes the needed resources over the next five years.

Years 1-2: Expect to need two additional adjuncts in the Department of Mathematics and the Department of Information and Technology Management. These adjuncts will free-up full-time faculty to support other required courses in the program.

Years 3-5: Expect to need additional support (faculty or staff) who will get a course release or other adequate release to oversee advising, teaching, development and overall management of the program.

20. **Revenue Sources**

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?
N/A

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.
N/A

c) **Non-ongoing sources**:
    i.   If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends? N/A

    ii.   Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds? N/A

d) **Student Fees**:
    i.   If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.
        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 excel <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).

Appendix A: Budget

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 22		FY 23		FY 24		FY 25	
	FTE	Headcount	FTE	Headcount	FTE	Headcou	FTE	Headcou
A. New enrollments	5	5	7	7	10	10	15	15
B. Shifting enrollments	0	0	0	0	0	0	0	0
Total Enrollment	5	5	7	7	10	10	15	15

II. REVENUE

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-	One-time	On-going	One-time
1. New Appropriated Funding Request	$0	$0	$0	$0	$0	$0	$0	$0
2. Institution Funds	$0	$0	$0	$0	$0	$0	$0	$0
3. Federal	$0	$0	$0	$0	$0	$0	$0	$0
4. New Tuition Revenues from Increased Enrollments	$36,792	$0	$51,156	$0	$62,244	$0	$81,900	$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	$36,792	$0	$51,156	$0	$62,244	$0	$81,900	$0

III. EXPENDITURES

	FY 22 On-going	FY 22 One-time	FY 23 On-going	FY 23 One-time	FY 24 On-	FY 24 One-time	FY 25 On-going	FY 25 One-time
A. Personnel Costs								
1. FTE	$0	$0	$0	$0	$0	$0	$0	$0
2. Faculty	$0	$0	$0	$0	$0	$0	$0	$0
3. Adjunct Faculty	$6,654	$0	$6,654	$0	$6,654	$0	$6,654	$0
4. Graduate/Undergrad Assistants	$0	$0	$0	$0	$0	$0	$0	$0
5. Research Personnel	$0	$0	$0	$0	$0	$0	$0	$0
6. Directors/Administrators	$0	$0	$0	$0	$0	$0	$0	$0
7. Administrative Support Personnel	$0	$0	$0	$0	$0	$0	$0	$0
8. Fringe Benefits	$0	$0	$0	$0	$0	$0	$0	$0
9. Other: Peer-Advising	$0	$0	$0	$0	$5,000	$0	$7,500	$0
Total Personnel and Costs	$6,654	$0	$6,654	$0	$11,654	$0	$14,154	$0

	FY 22 On-going	FY 22 One-time	FY 23 On-going	FY 23 One-time	FY 24 On-	FY 24 One-time	FY 25 On-going	FY 25 One-time
B. Operating Expenditures								
1. Travel	$0	$0	$0	$0	$0	$0	$0	$0
2. Professional Services	$0	$0	$0	$0	$0	$0	$0	$0
3. Other Services	$0	$0	$0	$0	$0	$0	$0	$0
4. Communications	$0	$0	$0	$0	$0	$0	$0	$0
5. Materials and Supplies	$0	$0	$0	$0	$0	$0	$0	$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	$0	$0	$0	$0	$0	$0	$0	$0
Total Operating Expenditures	$0	$0	$0	$0	$0	$0	$0	$0

	FY 22		FY 23		FY 24		FY 25	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$0	$0	$0	$0	$0	$0	$0	$0
2. Equipment	$0	$0	$0	$0	$0	$0	$0	$0
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0
D. Capital Facilities Construction or Major Renovation	$0	$0	$0	$0	$0	$0	$0	$0
E. Indirect Costs (overhead)								
Utilities	$0	$0	$0	$0	$0	$0	$0	$0
Maintenance & Repairs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$6,654	$0	$6,654	$0	$11,654	$0	$14,154	$0
Net Income (Deficit)	$30,138	$0	$44,502	$0	$50,590	$0	$67,746	$0

Appendix B: Letters of Support

State of Idaho Information Technology Services – Keith Tresh, Chief Information Security Officer

Idaho National Laboratory – Scott Cramer, Director Cybercore Integration Center

DocuSign Envelope ID: D0909EF8-FEAC-46C4-BC50-F0561E20E222

State of Idaho

Information Technology Services
Office of the Governor

BRAD LITTLE
Governor

JEFF WEAK
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Deputy Administrator/
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August 6, 2020

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

Dear Board Members,

I am writing this letter in support of Boise State University's proposed Master of Science in Cybersecurity program.

Given the importance of cybersecurity in every aspect of modern life and the shortage of trained cybersecurity professionals nationwide, this program and the graduates it produces will benefit the public and private sectors inside Idaho and the nation a whole. The proposed Master of Science in Cybersecurity program will also build a pathway for professionals to change careers and for existing cybersecurity professionals to deepen their expertise. This program will also help cybersecurity professionals progress into management level positions and will feed some of the PhD programs statewide should these same professionals choose to continue their education by pursuing a doctorate degree.

Boise State University already offers a Bachelor of Science in Computer Science with a Cybersecurity emphasis and a PhD in Computing with Cybersecurity emphasis, so the proposed Master of Science program fills a missing level that would be attractive to many potential students. Idaho employers need multiple universities inside our state to offer programs that specialize in all aspects of cybersecurity to satisfy the demand and need for trained cybersecurity professionals. To that end, Boise State University is participating in conversations within our state to codify an agreement for all major universities to share courses, curriculum and resources within the cybersecurity area of concentration.
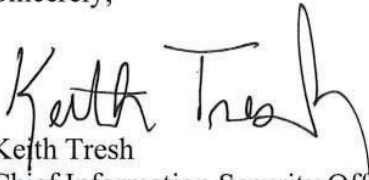
I also want to highlight the fact that Boise State University hired several faculty members with operational cybersecurity experience in the last five years. They have also worked hard to seek and maintain many key industry/government relationships within the cybersecurity field including the State of Idaho, Information Technology Services as well as the Idaho National Lab.

As an example, and a matter of fact, I was hired in August of 2019 to teach in their current baccalaureate program. I have also been asked to participate in all of their Cybersecurity planning and to sit on the Board of the Boise State's up-and-coming Institute for Pervasive Cybersecurity.

In closing, I would like to add that as a public servant with over 25 years of information technology and cybersecurity operational experience, I feel this program can and will dramatically increase the available number of trained cybersecurity professionals within Idaho and nationwide. I wholeheartedly support the creation and implementation of Boise State University's Master of Science in Cybersecurity program!

If you have questions or need more information, please feel free to contact me at (208) 605-4054 or keith.tresh@its.idaho.gov.

Sincerely,

Keith Tresh
Chief Information Security Officer
Office of Information Technology Services
Office of the Governor
Keith.Tresh@its.idaho.gov
Office: (208) 605-4054
Cell: (208) 407-8509

DocuSign Envelope ID: D0909EF8-FEAC-46C4-BC50-F0561E20E222

Idaho National Laboratory **INL**

October 13, 2020   CCN 248072

Idaho State Board of Education
650 West State St.
Suite 307
Boise, ID 83720

Subject: Letter of Support Regarding Boise State University's Master of Science in Cybersecurity Program

Dear Board Members,

This is a letter of support on behalf of Idaho National Laboratory for Boise State University's proposed Master of Science in Cybersecurity program.

In recognition of the crucial role that cybersecurity plays in everyday life and with regards to the documented shortage of cybersecurity professionals, this program will help meet the educational needs and workforce demands of organizations within the state and beyond. Professionals will be able to leverage the proposed program's pathway of easy entrance; current cybersecurity professionals will be able to further develop their expertise.

Boise State University (BSU) currently offers a Bachelor's Degree in Computer Science with an emphasis in Cybersecurity, a minor in Cybersecurity and a PhD program in Computing with an emphasis in cybersecurity. The proposed Master of Science in Cybersecurity will compliment the strong cybersecurity program at BSU and offer continued development opportunities for skilled professionals in the state of Idaho.

Idaho National Laboratory (INL) and industries across Idaho would benefit from this program by expanding existing pathways and building increased depth within our cybersecurity workforce. BSU, with its strong cybersecurity knowledge-base, interdisciplinary approach, and proximity to industrial partners is well positioned to successfully develop this program.
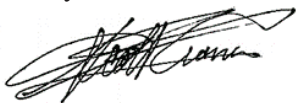
INL is pleased to see the growth of cybersecurity education and research at BSU and its participation and cooperation with all major universities in Idaho to share courses, curriculum and resources in the cybersecurity arena.

BSU's recent history demonstrates a commitment to high quality programs and the support necessary for successful implementation. The established partnerships with BSU provide formal channels of communicating workforce needs and for creating a curriculum framework that meets the demands for specific skills and knowledge.

In closing, we strongly support the creation and the development of the proposed Master of Science in Cybersecurity program at Boise State University as we believe it will have a positive

impact for the state of Idaho and Idaho National Laboratory as we work together to address cybersecurity workforce development needs.

Sincerely,

Scott Cramer, Director Cybercore Integration Center
National & Homeland Security

SC:KL

Distribution:
Liljana Babinkostova, Boise State University

cc: Z.D. Tudor, MS 3750
         W.C. Kiestler, MS 3750
         S.F. McAraw, MS 1444
         E.J. Taylor, MS 1444
         M.T. Bingham, MS 3605

SUBJECT
  Freedom of Expression and Responsibility

APPLICABLE STATUTE, RULE, OR POLICY
  Idaho State Board of Education Governing Policies and Procedures, Sections III.B.3, Academic Freedom and Responsibility; and III.P.3., Students

BACKGROUND/DISCUSSION
  State Board of Education (Board) policy contains provisions on freedom of expression and responsibilities for postsecondary faculty and students. Board member interest and recent campus events have prompted a review of existing Board policy on these topics.

  In July 2014, a Committee on Freedom of Expression was appointed at the University of Chicago. "The Committee's charge was to draft a statement 'articulating the University's overarching commitment to free, robust, and uninhibited debate and deliberation among all members of the University's community.'" The Committee report "affirms the importance of maintaining and, indeed, celebrating those values for the future." The report is now commonly referred to as the "Chicago Principles" or "Chicago Statement." Substantially similar versions of the Chicago Principles have been adopted or endorsed by 81 public systems and public and private institutions nationwide. While not dispositive nor perfect, the Chicago Principles are a nationally-normed policy statement which could inform a review of the Board's current freedom of expression policies.

  In June 2018, the Board of Regents in South Dakota initiated an ongoing statewide conversation about free speech in postsecondary education, including hearings, public conversations, and forums with policymakers, the public, and the academic community. One result of this effort is an annual report on free speech to the South Dakota Legislature. This report includes results of a campus climate survey sent to all public postsecondary students in the state. The 2020 survey included responses from over 3,500 students, with results showing that over 67% of students "do not feel silenced at all from sharing their views." At the same time, 7% feel that faculty at their institution "did not respect their free speech rights," 25% "did not feel comfortable expressing their political views with faculty," and 40% agreed that "it is important for them to enroll in courses specifically designed to enhance their knowledge of different political views." Like the Chicago Principles, the South Dakota approach could inform the Board's actions and policies related to freedom of expression.

IMPACT
  The opportunity for balanced, candid and honest discourse and debate is foundational to our republic. Freedom of expression is a principle creed of American higher education. Our institutions are laboratories for modeling a climate and culture in which robust freedom of expression is encouraged, not just tolerated, and certainly never suppressed.

ATTACHMENTS

Attachment 1 – Model Freedom of Expression Resolution Based on University of Chicago Statement

STAFF COMMENTS

Board policies III.B.3. and III.P.3. were already in the staff's queue for review and possible update. Board discussion will help inform and frame the staff work to prepare these policies for possible amendment.

A corollary to these policies will be a discussion about student course evaluations and campus climate surveys around freedom of expression, and a possible annual report around institutions' actions or events that promote or hinder the free exchange of ideas.

BOARD ACTION

This item is for informational purposes only.

Model Freedom of Expression Resolution Based on University of Chicago Statement

Because [INSTITUTION] is committed to free and open inquiry in all matters, it guarantees all members of the [INSTITUTION] community the broadest possible latitude to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of [INSTITUTION], [INSTITUTION] fully respects and supports the freedom of all members of the [INSTITUTION] community "to discuss any problem that presents itself."

Of course, the ideas of different members of the [INSTITUTION] community will often and quite naturally conflict. But it is not the proper role of [INSTITUTION] to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive. Although [INSTITUTION] greatly values civility, and although all members of the [INSTITUTION] community share in the responsibility for maintaining a climate of mutual respect, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever they wish, wherever they wish. [INSTITUTION] may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades substantial privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of [INSTITUTION]. In addition, [INSTITUTION] may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of [INSTITUTION]. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with [INSTITUTION]'s commitment to a completely free and open discussion of ideas.

In a word, [INSTITUTION]'s fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the [INSTITUTION] community to be offensive, unwise, immoral, or wrong-headed. It is for the individual members of the [INSTITUTION] community, not for [INSTITUTION] as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose. Indeed, fostering the ability of members of the [INSTITUTION] community to engage in such debate and deliberation in an effective and responsible manner is an essential part of [INSTITUTION]'s educational mission.

As a corollary to [INSTITUTION]'s commitment to protect and promote free expression, members of the [INSTITUTION] community must also act in conformity with the principle of free expression. Although members of the [INSTITUTION] community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the freedom of others to express views they reject or even loathe. To this end, [INSTITUTION] has a solemn responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

Source: https://www.thefire.org/get-involved/student-network/take-action/adopting-the-chicago-statement/

SBE Board

From:	Rick Ubic <rickubic@boisestate.edu>
Sent:	Friday, April 16, 2021 10:57 AM
To:	SBE Board
Cc:	Amy Vecchione
Subject:	Re: Faculty Senate Updates: Academic Freedom

Regarding the discussion of student course evaluations on the agenda for the upcoming regular Board meeting on 21-22 April:

The fact that these surveys, which contain biases and other problems, don't actually measure teaching effectiveness is gaining traction in academia. Averages of categorical material are meaningless and misleading at the best of times, and especially so with a small self-selected subgroup of students who may be motivated by disgruntlement with the course or instructor. Students are not the right people to ask about the effectiveness of a course. They are not trained in pedagogy, yet we continue to rely on them as our experts.

Indeed, students are not the right people to ask about the *effectiveness* of a course (that's what *grades* are for, right?). Questions where students are expected to discuss or score statements like "Overall, the quality of this course was excellent" and "Overall, I think the instructor is excellent" (both of which are included in *our* evaluations) are coming under increasing criticism because the responses are frequently biased and unactionable — instructors don't glean ideas about how to improve their teaching. Some responses are even abusive. That type of question presents a vacuum to fill and encourages whatever biases students have, implicit or explicit. Evaluations could even make faculty afraid to switch to more innovative teaching methods because evidence shows that student ratings initially drop when instructors try new approaches. Some research-intensive universities ignore teaching altogether in evaluating faculty. I don't necessarily believe that is the right path for them and certainly not for Boise State, but if we want to measure how faculty *teach*, then the measure should correlate with student *learning*.

Studies have shown that student evaluations penalize women, underrepresented minorities, nonnative English speakers, and older and physically less attractive instructors; and the strongest correlation with high ratings is *expectations* - if students go in thinking they're getting a good grade, they give better evaluations. In 2009 the faculty union at Ryerson University in Toronto filed a grievance with the university over student evaluations being an unfair measure of teaching effectiveness. An arbitrator ruled in the faculty's favor, so student evaluations at Ryerson can no longer be used to assess teaching effectiveness for high-stakes decisions such as tenure and promotion. I think we'll be seeing more of that, and it would be nice if Boise State were keeping ahead of the curve in this respect.

See this article in Physics Today (Physics Today 73, 1, 24 (2020); https://doi.org/10.1063/PT.3.4386).

R.
--
Rick Ubic, *PhD, MInstP*

Professor	| Micron School of Materials Science & Engineering (MSMSE)
Director	| Boise State Center for Materials Characterization (BSCMC)
Fellow	| American Ceramic Society (ACerS)
Editor-in-Chief	| Materials Research Bulletin (MRB)

On Fri, 16 Apr 2021 at 09:40, College of Engineering Dean <coendean@boisestate.edu> wrote:
> Greetings all -

Happy Friday morning of Spring Break. I hope that some of you were able to get some rest. I did spend part of the week in Oregon, which was quite enjoyable.

First - you are welcome to share this email with constituents in your respective areas. I have three primary items to communicate.

I expect we are all somewhat aware of the many issues that have arisen in the news this week. As you know, we are working to develop a draft statement upholding academic freedom, to be shared on Tuesday with you all for consideration. I invite you all to share your concerns or comments with either myself or Interim Provost Roark.

The Idaho State Board of Education has announced a topic of discussion at their April meeting. We have been invited to provide official comment from the Senate. You are welcome to share your thoughts directly with me so that I may draft a final comment for the Board.

https://boardofed.idaho.gov/resources/board-to-discuss-freedom-of-expression-at-april-meeting/

I would also like to add there are future considerations as well. It is my understanding is that there are other efforts underway to enhance communication around these issues.

Please get in touch with your comments and questions and I look forward to your compiled responses from your constituents.

Thank you, Amy

AMY VECCHIONE
Associate Professor and Unit Head of the Emerging Technologies and Experiential Learning Unit
Albertsons Library Boise State University

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Mail: 1910 University Drive, Boise, ID 83725-1030
Location: 1865 Cesar Chavez Drive, Boise, ID 83706
Web: https://works.bepress.com/amy_vecchione/ | https://www.boisestate.edu/library-makerlab/

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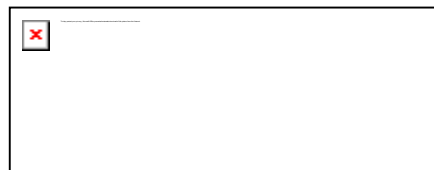
SBE Board

From:	Scott Yenor <scott.yenor24@gmail.com>
Sent:	Friday, April 16, 2021 6:02 AM
To:	SBE Board
Subject:	question
Attachments:	Commission-and-Advisory-Council-on-Diversity-and-Inclusion-Report-July-10-20171.pdf

Boise State used a campus climate survey to justify their forays into building a social justice infrastructure. To justify hiring in this area. To justify curriculum changes in this area. This was in Summer 2017 (report is attached). Would the SBOE consider hiring an independent firm to re-do the climate survey that BSU conducted to see if the Diversity and Inclusion efforts have improved the campus climate? The report and its findings are attached to this email, since they have been removed from the BSU website.

What policies should be adopted if matters have indeed become worse in the past years? Perhaps undoing everything that has been done would be a start.

Yours,
SEY

Report of the

Commission and Advisory Council

on Diversity and Inclusion

July 2017

Signature Page

As of July 10, 2017 the following members of the Commission and Advisory Council on Diversity and Inclusion have added their name to the electronic signature page for this report.

Robin W. Allen
Tomás Joaquín Hulick Baiza
Catherine Bates
Harold Blackman
Gonzalo R. Bruce
Corey Cook
Alicia Garza
Sienna George
William L. Hughes
Csea Leonard
Donna Llewellyn
Scott E. Lowe
Jamie Lundergreen
Sherepta McLeod
Jay Nelson
Dora A. Ramirez
Elizabeth Ramsey
Arturo Rodriguez
Gabe Rosenvall
Francisco Salinas
Susan E. Shadle
Ramon Silva
Lori Sprague
Angela Taylor
Katie Thomas
Gayla Thomas-Dabney
Tammi Vacha-Haase
Chris VanderStouwe
Leslie Webb
Angeli Weller

Foreword

Important Terms

Four terms that come up in the work of this report are diversity, inclusion, inclusive excellence, and equity. For the purposes of this report we are using the following definitions.

- **Diversity** is the variety of intersecting identities that make individuals unique, including but not limited to race, ethnicity, sexual orientation, gender expression or identity, socioeconomic status, age, country of origin, veteran status, abilities, spirituality, religious beliefs, and political beliefs. Diversity recognizes the uniqueness of individuals, populations, groups and their perspectives and experiences.

- **Inclusivity** is the conscious and deliberate decision to continuously work towards the creation of an accepting and nurturing campus climate where similarities and differences are respected, supported, and valued by ensuring the active participation of the entire campus community.

- **Inclusive Excellence** is an aspirational standard of excellence for Boise State University. It is achieved through a self-reflective and uncompromised commitment to the practice of inclusivity, which seeks to break free from implicit and limiting biases that reify exclusionary practices. It intentionally works to replace dominant cultural norms with a welcoming community that engages all of its diversity in the service of student and organizational learning.[1]

- **Equity** is the practice of providing support systems, resources, and opportunities to individuals based on what each person needs to thrive and be successful. It is to be distinguished from equality, which is the practice of providing the same resources and opportunities to everyone. Equity may be usefully thought of as a necessary strategy of the process which is meant to result in equality. Equality is giving everyone the same pair of size 10 shoes; equity is helping people find the shoes that fit them best.

Contents

Introduction

The establishment of the Commission and Advisory Council on Diversity and Inclusion by the university is a critical first step to begin the process of substantially impacting diversity and inclusion on the campus of Boise State University. In support of this bold leadership, the Commission and Advisory Council surveyed the campus community, met with a variety of stakeholders, and reviewed university data and past reports. This initial work has revealed a need, a desire, and an urgency to move forward with this process.

We recommend that Boise State begin the process of building a comprehensive institution-wide strategic plan for diversity and inclusion, specifically addressing the challenges and opportunities presented in this report. The imperative to envision a new level of excellence was made clear to us. This is reflected in the responses of those who chose to participate in the various data collection efforts we undertook (contained herein), as well as through the previous campus efforts that have come before. In this initial report, we have identified six thematic areas in which future action can be focused and can form a basis for the strategic plan. The areas are:

1. Leading with Inclusion and Diversity
2. Fostering a Sense of Belonging and Being Valued
3. Increasing the Diversity of our Community
4. Achieving an Inclusive Instructional Climate
5. Supporting Our Campus Community
6. Communicating Effectively

In each of these we examine the defining themes in terms of challenges and opportunities, share key voices and/or data, and identify future directions. The overall structure emphasizes not only the top-down potential for addressing these issues, but also the concentric and intersecting levels at which there is opportunity for action. The primary purpose of this report is to paint a picture of the environment as it exists now at Boise State. We fully acknowledge that our work is just beginning, and we expect to continue our work and to provide more specific recommendations in a later report. This report frames our future work to step up and reimagine, and to redouble our efforts to chart progress towards the still compelling, yet unrealized, dream that Dr. Martin Luther King articulated for a nation on August 28th, 1963.

Basis for Acting Now

Promoting equity and inclusivity in higher education is not only the right thing to do; it is also a strategically wise thing to do. While we should build on the good work we already do, we should draw on a new value that will come from leveraging the full engagement of human diversity. As we move forward, fostering inclusion and diversity must be recognized as being at the heart of our institutional viability and vitality, a core value of the academic mission, and a priority of the institution. We must enact what we envision and pursue ongoing institutional transformation through specific and tangible actions.

"*Boise State University is actively committed to diversity and inclusivity, a stance in alignment with our Statement of Shared Values. We recognize that our success is dependent on how well we value, engage, include, and utilize the rich diversity of our faculty, staff, students, and alumni. We believe that prejudice, oppression, and discrimination are detrimental to human dignity, and that a vibrant and diverse campus community enhances the learning environment of the populations that we serve. We are fully committed to treating all stakeholders with dignity and respect, and to working collectively on an ongoing basis to build and maintain a community that understands, celebrates, and values diversity, and expects and fosters inclusivity at all levels.*" - Boise State University's Statement of Diversity and Inclusivity, Feb 2017

With our institutional statement in mind, we would like to emphasize the urgency of this endeavor. As such, we frame our discussion through the lens of why *now* is the time for this bold leadership.

- **Our on-campus community cannot wait**
  When we say "*Our success is dependent on how well we value, engage, include, and utilize the rich diversity of our faculty, staff, students, and alumni*", we acknowledge that the relative lack of diversity on-campus complicates our path towards fully realizing our aspirations for Inclusive Excellence. Success at every level and among each population must be envisioned, enacted, and evaluated, paying special attention to the segments of our population that historically have been underrepresented and underserved.[2] These populations include low-income, first-generation; people of color; DACA (Deferred Action for Childhood Arrival) eligible people; women; including women in the sciences, technology, engineering, and math (STEM) fields; veterans; persons with disabilities; adult learners, including those with dependent-care responsibilities; populations across the range of sexual orientations, gender-identities and/or gender-expressions[3]; populations recently immigrated to the United States; and people from all corners of the international sphere.[4] Each of these populations play a crucial role in contributing to enriching and broadening the working and learning environment at this university. Every day that we wait is a day that these populations continue to be under-served and we do not realize the full benefit of this rich potential.

- **Our off-campus community cannot wait**
  As we are **"***actively committed to diversity and inclusivity***"** we intentionally identify ourselves as a role model. Our proactive work can model for both the Treasure Valley and the State of Idaho ways to build productive workplaces and communities that celebrate, leverage and create opportunities out of the strengths that come from human diversity. Our students, our faculty, our staff and the communities we interact with will surely benefit from our work. Demographic trends are such that both nationally and in Idaho, populations will become more racially and ethnically diverse.[5] Providing regional leadership is especially important given our growing refugee population and continued challenges in gaining legal recognition for all people (as evidenced by the several year-long continuing state campaign to add the words "gender identity" and "sexual orientation" to Idaho human rights code).[6] Lack of action can be viewed as consent, as we witness oppressive or hate related events in our community and amongst our institutional peers. We have an important opportunity to build a legacy that will have an important impact for our entire region. Every day we wait is a day that we model for others that we do not live up to our stated ideals.

- **Standing up to oppression cannot wait**
  If "*prejudice, oppression, and discrimination are detrimental to human dignity,*" the time to stand up and address these identified ills is now. The proliferation of recorded incidents between law enforcement and communities of color across the nation have become almost ubiquitous and play an important role in defining public consciousness about historically unresolved issues of racial tension and institutional bias. Higher education has a uniquely authoritative role in defining public consciousness. The Boise State University campus has also witnessed growing expressions from students and others about the need for greater attention to issues in our climate from the reaction to the Afro-Black Student Alliance's vandalized homecoming float to the recent student-led creation of the Inclusive Excellence Student Council. We must move from a reactive mode to leading with vision and intentionality. Every day that we wait is a day that we allow the roots of oppression to deepen and acts of discrimination to lay claim over unrealized potential. Every day that we wait is a day in which we choose to allow these populations to remain vulnerable and at unacceptable risk.

- **Defining our institutional path cannot wait**
  When we say "*We are fully committed to treating all stakeholders with dignity and respect, and to working collectively on an ongoing basis to build and maintain a community that understands,*

celebrates, and values diversity, and expects and fosters inclusivity at all levels" we are not only adhering to a vision of integrity and action, but adapting to evolving market relevance. According to research done by the Institute for the Future 2020, cross-cultural competency has become and will continue to be a core proficiency.[7] Institutions of higher education, Boise State included, have an obligation to attend to the full education of our students and their impact on their respective communities.[8] Student demographics are changing faster than faculty, staff and administrator, and community demographics.[9] As this gap increases, so does our personal, cultural, and structural blind-spot as an institution. This reality becomes even more pronounced as we stake out our aspiration as a nationally recognized presence, competing for students from states with vastly different demographic influences and less impacted by such blind spots. We have an opportunity to proactively prepare Boise State University to hire and provide professional development to a more diverse faculty and staff who are well prepared to welcome and educate diverse students and to meet the educational needs of students across lines of difference. Every day that we wait is a day in which our competitors and peer institutions work to surpass us.

1. Leading with Inclusion and Diversity

Challenges and Opportunities

Dr. King left us with four leadership lessons: (1) you must commit to your cause, (2) your dream will only become a reality with deliberate communication and action, (3) upending the status quo is necessary for real change to happen, and (4) every decision you make *must* reflect your mission, vision, and strategic plans.[10,11,12,13]

Commit to the cause: The convening of the Commission and Advisory Council on Diversity and Inclusion is an important step towards inclusive excellence at Boise State. However, in the absence of intentional leadership, concrete investments, and real accountability, our institutional statement (see Introduction) is nothing more than a dream.

Deliberate communication and action: Who is leading, what they say, and what they do, reflect the depth of our commitment to moving toward our vision for a truly inclusive university. The outcomes of our institutional decision-making mirror the composition of our institutional leadership today. This has had long-term effects on how we recruit, train, and retain faculty, staff, and students, as well as who feels like they belong on our urban campus. Similar to the Center for Urban Education at the University of Southern California, we invite our leadership team to model equity-mindedness – *"a demonstrated awareness of and willingness to address equity issues among institutional leaders and staff."*[14] Indeed, the future of Boise State needs intentional leadership to better understand and hence address inclusion, diversity, and equity challenges on and off campus.

Upending the status quo: Reaching our vision is not an easy task. It will require difficult decisions and changes to the way we do business. We need courageous leadership that will help us change *intentionally* and become stronger as a result of this mission-critical work.

Our mission, vision, and strategic plans: Our mission, vision, and strategic plans, below, outline great things for us as an institution:

> According to our mission statement, *"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."*

> According to our vision statement, *"Boise State University aspires to be a research university known for the finest undergraduate education in the region, and outstanding research and graduate programs. With its exceptional faculty, staff and student body, and its location in the heart of a thriving metropolitan area, the university will be viewed as an engine that drives the Idaho economy, providing significant return on public investment."*

> In formulating our strategic plan, *"Boise State University embraces the following attributes: spirited optimism, transformative thinking, principled action, and responsible risk taking."*

While these statements accurately summarize who we are and who we are becoming, they lack the institutional commitment to become a leader of diversity, inclusion, and equity in Idaho and beyond. As a consequence, there are no performance metrics specific to inclusive excellence at Boise State. Based on how we measure, reward, incentivize, and invest in people and processes, we reinforce only traditional metrics of success. While we should fully celebrate our successes, we must also broaden our definition of success, the ways we measure

success, and the ways we support success to foster inclusive excellence.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

- Only 20% of students felt executive level administration communicate very effectively to the campus regarding issues of diversity and inclusion. Students expressed, "*frustration with ambiguous statements toward building a more inclusive campus,*" and over what they perceive as "*little follow through from the university.*"
- "Some examples of actions or behaviors that result in feeling included as a member of the BSU community would be a stronger executive stance on diversity that speak toward the current violence within lived realities of non-white students, faculty, and staff and BSU community members with identities of a different marginalized nature." – student respondent

Future Directions

Future recommendations for our leadership are likely to fall into the following general areas:

- Commit to inclusion and diversity as a moral and strategic imperative.
- Create an infrastructure with executive leadership, and with the appropriate resources (personnel, funds, and support), incentives, and accountability related to diversity and inclusion.
- Deliberately communicate and take specific actions in support of diversity and inclusion.
- Challenge the status quo via courageous leadership.
- Update the mission, vision, and strategic plans at Boise State to include inclusion and diversity.
- Model greater diversity and inclusion among our executive leadership team.
- Establish institutional performance metrics related to inclusion and diversity.
- Ensure that the budget directly reflects the campus commitment to diversity and inclusivity.
- Adopt a framework to support institutional change for diversity and inclusion such as the AAC&U.
- Look to our peers for emerging leadership practices related to diversity and inclusion.
- Explore partnerships with the private sector related to diversity and inclusion.

2. Fostering a Sense of Belonging and Being Valued

Challenges and Opportunities

At the heart of being part of a community is a sense that one belongs, and that one is respected and valued both by one's peers and those who serve in positions of leadership. Data from recent surveys indicate that there are members of our university community who do not feel like they belong. Further, there is strong evidence that there is room for improvement in leadership (at all levels) to help ensure all members of our community feel valued.

Additionally, beyond Boise State University, it is also important that our campus stakeholders feel a sense of belonging and inclusion in the wider Boise community. As such, the relationship between the university and the Boise community with regard to diversity, inclusion, and belonging is also an important area of focus and collaboration. At present, a minority of students, and faculty stated that they 'very much' belong in Boise, signaling that this is an area for improvement, too.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

Overall, the majority of the campus community indicates a sense of belonging at Boise State. Notably, students are more likely to express lower levels of belonging generally. Those students identifying on the survey as other than White, other than male, and other than heterosexual are significantly less likely to articulate high levels of belonging. Similarly, those staff identifying at other than White, other than male, or with accommodations are significantly less likely to articulate high levels of belonging. Among faculty, those identifying as other than male were similarly less likely to do so.

To what extent do you feel you belong at Boise State University?				
	Students	**Faculty**	**Staff**	**Administration**
Very Much/Mostly	**68.9%**	**76.1%**	**80.9%**	**78.9%**
Very much	34.8%	39.1%	46.2%	52.6%
Mostly	34.1%	37.0%	34.7%	26.3%
Somewhat/Not at All	**28.1%**	**22.1%**	**17.2%**	**21.1%**
Somewhat	24.8%	19.6%	16.1%	15.8%
Not at all	3.3%	2.5%	1.1%	5.3%
Other	**3.0%**	**1.8%**	**2.0%**	**0.0%**
I don't know	2.6%	1.4%	1.8%	0.0%
I prefer not to answer	0.4%	0.4%	0.2%	0.0%
Number	939	276	571	38

Survey respondents also generally expressed a feeling of being valued. Again, students were least likely to express high levels of being valued, with more than 8 percent feeling "not at all" valued. There were no discernably significant demographic differences in the responses

To what extent do you feel valued in your department/unit/major?				
	Students	**Faculty**	**Staff**	**Administration**
Very Much/Mostly	**57.2%**	**69.6%**	**77.9%**	**78.9%**
Very much	27.3%	38.4%	45.7%	50.0%
Mostly	29.9%	31.2%	32.2%	28.9%
Somewhat/Not at All	**37.3%**	**29.0%**	**21.8%**	**18.4%**
Somewhat	28.9%	23.2%	18.6%	15.8%
Not at all	8.4%	5.8%	3.2%	2.6%
Other	**35.2%**	**1.4%**	**0.4%**	**2.6%**
I don't know	5.2%	1.4%	0.4%	2.6%
I prefer not to answer	30.0%	0.0%	0.0%	0.0%
Number	939	276	571	38

A majority of respondents indicated that they "very much" or "mostly" that they belong in the wider Boise community. While administrators were the most likely to express "very much" belonging, students again expressed the lowest levels of belonging. Students self-identifying as other than male were significantly more likely to express lower levels of belonging in the community.

To what extent do you feel you belong in the wider Boise community?				
	Students	**Faculty**	**Staff**	**Administration**
Very Much/Mostly	**58.0%**	**67.4%**	**68.1%**	**74.2%**
Very much	25.5%	34.1%	31.3%	54.8%
Mostly	32.5%	33.3%	36.8%	19.4%
Somewhat/Not at All	**37.7%**	**31.3%**	**29.4%**	**25.8%**
Somewhat	30.7%	28.0%	25.9%	25.8%
Not at all	7.0%	3.3%	3.5%	0.0%
Other	**4.4%**	**1.4%**	**42.1%**	**0.0%**
I don't know	4.2%	1.4%	2.1%	0.0%
I prefer not to answer	0.2%	0.0%	40.0%	0.0%
Number	939	276	571	38

The vast majority of respondents expressed that they "very much" or "mostly" feel respected by peers. More than half of students and staff indicated that they "very much" feel this respect. Few respondents indicated that they feel no respect from peers. However, those students identifying as other than heterosexual and those requiring accommodations were more likely to articulate lower levels of respect. Similarly, staff requiring accommodations and classified staff (as distinct from professional staff) were more likely to voice lower levels of respect from peers.

Similarly, a large majority of respondents expressed that they "very much" or "mostly" feel respected by supervisors or faculty. More than half of students and staff indicated that they "very much" feel this respect. Non male faculty (those who identified with any gender identity other than male) were significantly more likely to articulate lower levels of respect from supervisors.

To what extent do you feel you are treated with respect by your peers?				
	Students	**Faculty**	**Staff**	**Administration**
Very Much/Mostly	**88.2%**	**83.7%**	**88.7%**	**89.5%**
Very much	52.1%	44.9%	52.4%	47.4%
Mostly	36.1%	38.8%	36.3%	42.1%
Somewhat/Not at All	**10.3%**	**14.5%**	**10.9%**	**10.6%**
Somewhat	9.0%	12.7%	9.5%	5.3%
Not at all	1.3%	1.8%	1.4%	5.3%
Other	**91.3%**	**1.8%**	**50.0%**	**0.0%**
I don't know	1.3%	1.4%	50.0%	0.0%
I prefer not to answer	90.0%	0.4%	0.0%	0.0%
Number	939	276	571	38

To what extent do you feel you are treated with respect by your supervisors/faculty?

	Students	Faculty	Staff	Administration
Very Much/Mostly	**86.4%**	**80.1%**	**85.6%**	**84.2%**
Very much	54.3%	46.4%	59.9%	57.9%
Mostly	32.1%	33.7%	25.7%	26.3%
Somewhat/Not at All	**12.6%**	**17.4%**	**14.0%**	**15.8%**
Somewhat	11.2%	13.4%	11.2%	13.2%
Not at all	1.4%	4.0%	2.8%	2.6%
Other	**1.1%**	**2.6%**	**0.4%**	**0.0%**
I don't know	0.9%	0.4%	0.4%	0.0%
I prefer not to answer	0.2%	2.2%	0.0%	0.0%
Number	939	276	571	38

Staff respondents were relatively lukewarm of the question of whether they feel listened to in meetings. Only 26.1% expressed "very much" feeling this way, while sizeable numbers say they "mostly" (40.1%) or "somewhat" (26.4%) feel listened to. Those identifying as other than male were more likely to voice lower levels of feeling listened to. Among administrators, half say that they "very much" feel listened to while 28.9% say they do "not at all" feel listened to in meetings.

To what extent do you feel listened to and heard when you speak up in meetings?

	Staff	Administration
Very Much/Mostly	**66.2%**	**55.3%**
Very much	26.1%	50.0%
Mostly	40.1%	5.3%
Somewhat/Not at All	**31.8%**	**44.7%**
Somewhat	26.4%	15.8%
Not at all	5.4%	28.9%
Other	**2.0%**	**0.0%**
I don't know	1.8%	0.0%
I prefer not to answer	0.2%	0.0%
Number	571	38

According to the ASBSU 2016 Student Survey, only 29% of students feel they have found their community at Boise State, with a few comments referencing the university as a commuter campus, and the impact of jobs and other responsibilities. Additionally, while graduate students as a whole felt faculty were respectful of diverse backgrounds, identities, and perspectives, 6% of the respondents indicated they had experienced discrimination within the past year but only three of these students made an official report. Reasons for not reporting by the remaining 35 students included concerns about retaliation or negative consequences, being unaware of how or where to report such an incident, and believing that no action would be taken.

Boise State Campus Community

- "It takes aggressive acts of bravery and grace," to get involved on campus. "It takes effortful calculations to navigate my classrooms and the campus in general." – student respondent
- "I wish I could experience college like the majority of white students." – student respondent
- "I think it's really important that people know the difference between diversity and inclusivity. It's possible to be very inclusive but not very diverse and it's also possible to be very diverse and not very inclusive. I think Boise State needs to focus on both aspects." – faculty respondent
- "When I have candid conversations with faculty, staff, and students at the university, those who often express that they feel LEAST welcomed and valued are often those who have economic, moral, political, and theological points of view that are different from the dominant [liberal] views on campus." – faculty respondent

Wider Boise Community

- "Downtown, Hyde Park, and University feel somewhat safe for LGBT, rest not" – faculty respondent
- "It is easy for people of color to lose themselves here. Also, microaggressions are abundant." – faculty respondent

Future Directions

Future recommendations are likely to fall into the following general areas:

- Work with leaders at all levels of the university to ensure a diverse set of faculty and staff are invited and involved in university, college, department, and programmatic initiatives as common practice.
- Ensure that the work of community building is not just the work of the faculty, staff, and students from underrepresented groups.
- Identify intentional means for people to share how difference impacts them and why that matters on our campus and in the wider Boise community.
- Engage the wider Boise community including alumni (with an intentional effort to include underrepresented groups), the business community that is hiring Boise State students as well as partners of faculty, staff, and students, and other community organizations in Boise, including minority affinity groups, to build bridges that support and catalyze feelings of inclusion and belonging for our campus stakeholders.
- Refer to the Communication section about publicly addressing the value that the different members of our community bring to the university.
- Provide training and engagement around key aspects of diversity, inclusion, and belonging for faculty, staff, students, and the wider Boise community (e.g. implicit bias training, etc.).
- Create opportunities for Boise State stakeholders to experience exceptional people from all backgrounds (e.g. lecturers, professors of the practice, staff, etc.).

3. Increasing the Diversity of our Community

Challenges and Opportunities

Research and experience indicate that retention is negatively impacted when underrepresented groups (faculty, staff, and students) lack support and feel unwelcome and/or excluded within the campus environment and larger community. Recruiting and retention efforts currently do not address cultural barriers for our diverse campus community, including faculty, staff, and students--an essential step to enhancing diversity on our campus.

Faculty and staff from underrepresented groups are not well represented at the university. The university's underrepresentation of staff, faculty, and administration diversity stems, in part, from a lack of cultural competency, cultural awareness, and consistent and intentional recruitment and hiring practices. In review of the affirmative action plan[15] (workforce totals listed in this section below), and from focus groups held on campus, it is clear both that the percentages for minority populations are well below workforce availability statistics, and that there is also a sense of unequal pay and treatment related to gender and ethnicity.

Our student body also lacks in diversity as shown in the IPEDS ethnicity data below. While Idaho has seen a dramatic increase in our Latino/a population, minority students reported experiencing institutional barriers that affect retention and their overall student success. Further, when current students from underrepresented populations lack a sense of belonging and value, it creates a challenge to improve recruitment and retention efforts.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

- According to the 2017 Affirmative Action Plan for Boise State University, overall workforce (faculty/staff) total as of 1/17/2017 reflects 2,447 employees. **Women and Minority (faculty and staff): Women population:** 1,367(56%). **Minority population:** 308(12.6%). **Minority groups: Black/African American:**21(1%); **Hispanics:**150(6%); **Asians:**115(5%); **Pacific Islander/Native Hawaiian:**6(0%); **American Indian/Nat AK:**17(1%); **Two or more races:**9(0%).

- **Representation of faculty based on gender, race, and rank is as follows:**

Faculty Information:	Race Total	Race % Total	Male Total %	Female Total %	Tenure Total %	Non-Tenure on Track Total %
American Indian/Alaska Native	4	0.51%	0.26%	0.26%	0.38%	0.00%
Asian	60	7.69%	4.87%	2.82%	3.08%	2.69%
Black/African American	3	0.38%	0.26%	0.13%	0.26%	0.00%
Hispanics of any race	25	3.21%	1.15%	2.05%	1.54%	0.64%
Native Hawaiian/Other Pacific Islander	1	0.13%	0.13%	0.00%	0.00%	0.00%
Two or more races	5	0.64%	0.51%	0.13%	0.26%	0.26%
White	682	87.44%	44.87%	42.56%	43.97%	17.69%
Total	**780**	**100.00%**	**52.05%**	**47.95%**	**49.49%**	**21.28%**

- **Representation of professional and classified staff based on gender and race:**

Staff Information:	Race Total	Classified Race Total %	Professional Race Total %	Classified Male Total %	Classified Female Total %	Professional Male Total %	Professional Female Total %
American Indian/Alaska Native	0	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Asian	76	15.60%	5.57%	6.41%	9.19%	3.06%	2.51%
Black/African American	31	5.01%	3.62%	3.62%	1.39%	2.51%	1.11%
Hispanics of any race	198	46.24%	8.91%	18.94%	27.30%	3.34%	5.57%
Native Hawaiian/Other Pacific Islander	7	1.95%	0.00%	0.56%	1.39%	0.00%	0.00%
Two or more races	47	11.42%	1.67%	4.74%	6.69%	0.84%	0.84%
White	1691	26.73%	55.76%	10.49%	16.24%	22.98%	32.78%
Total	**2050**	**40.78%**	**59.22%**	**16.49%**	**24.29%**	**24.68%**	**34.54%**

- **Representation of students based on (IPEDS) ethnicity:**

Fall 2016 Degree-seeking Undergraduate Students by IPEDS Ethnicity

IPEDS Ethnicity	Students	% of Total
Nonresident Alien	634	4%
Hispanics of any race	1,917	12%
American Indian/Alaska Native	76	0%
Asian	337	2%
Black/African American	276	2%
Native Hawaiian/Other Pacific Islander	68	0%
White	11,805	74%
Two or more races	706	4%
Race and Ethnicity unknown	234	1%
TOTAL	16,053	100%

- Many faculty and staff respondents to our survey stated that in the past, there has been a "lack of training for search committees; consistent and mandated processes" in accordance with Affirmative Action and Human Resources guidelines. Minority faculty stated that the "tenure and promotion processes are not consistent and do not support them succeeding here at Boise State University." There is a **"**lack of professional mentorship and development opportunities and a connection to groups" for underrepresented faculty and staff internal to campus.
- Faculty recommend we "hire more diverse faculty."
- Student participants also indicated on the survey that the university should, "Make more of a commitment to hire diverse faculty and staff."

- Students would like to see "better outreach to minority communities so that our student body is more diverse."
- Open-ended responses from minority students indicated students do not always feel their presence is valued on campus or in the classroom.
- "Make sure students that identify as part of a diverse population know their presences are acknowledged, valued, and important, by demonstrating it verbally and visually." – student respondent

Future Directions

Future recommendations are likely to fall into the following general areas:

Actively address the recruitment and retention of diverse faculty and staff

- Ensure robust recruitment and retention plans are in place
- Support departments and programs to effectively implement plans
- Develop a culture that values and empowers employees to support diversity and inclusion efforts
- Provide training for all departments about how to be intentional about increasing diversity and inclusion

Actively address the recruitment and retention of diverse students

- Ensure existing strategic enrollment and recruitment plans work intentionally to build diversity
- Promote a clearer path of access for students from underserved populations.
- Create marketing materials and communication that validates the diverse student identities and experiences.
- Invest in need based aid to increase access and support persistence and retention.

4. Achieving an Inclusive Instructional Climate

Challenges and Opportunities

For many of our students, their primary connection to the university is through the courses in which they are enrolled, making attention to the instructional climate an important area for attention. Further, both students and faculty identify gaps and challenges associated with diversity and inclusion. These include: (a) challenges with interactions in and out of class (for both faculty and students), (b) gaps in the curriculum, and (c) the need for course and schedule design to be informed by diverse student needs. Proactive work with both faculty and students has the potential to improve the learning environment in disciplines across the university, as well as to improve retention and student success, especially for those most at risk of not completing a college degree.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

A majority of student (52.2%) say they feel "extremely safe" expressing ideas, thoughts, or questions in class, and an additional 41.3% say they feel "somewhat safe." Those students identifying as other than White, other than male, and other than heterosexual are less likely to express feeling safe in class.

Overall, how safe have you felt in your classes expressing your ideas/thoughts/questions?	
	Students
Extremely Safe	**52.2%**
Somewhat Safe	**41.3%**
Not at all safe	**4.7%**
Other	**1.8%**
I don't know	1.5%
I prefer not to answer	0.3%
Number	939

While only a small minority of faculty report that they feel "not at all" prepared to engage with diverse student populations, the majority of respondents, (52.0%) say they are only "somewhat prepared" to do so as indicated in the table below.

How prepared do you feel to understand and engage effectively with students?	
	Faculty
Extremely Prepared	**46.0%**
Somewhat Prepared	**51.8%**
Not at all Prepared	**0.7%**
Other	**1.4%**
I don't know	0.7%
I prefer not to answer	0.7%
Number	276

A smaller proportion of faculty respondents, only 30.4% say they feel "extremely prepared" to handle "spark moments" in class. A small, but not insignificant percentage of faculty (7.2%), report that they are "not at all prepared" to handle these difficult situations.

How prepared do you feel to handle "spark moments" or issues that arise when controversial material is addressed in class?	
	Faculty
Extremely Prepared	**30.4%**
Somewhat Prepared	**55.1%**
Not at all Prepared	**7.2%**
Other	**7.3%**
I don't know	6.2%
I prefer not to answer	1.1%
Number	276

- *"The culture here can be rough at times...a large percentage of my students just don't want to believe that discrimination exists in any meaningful way in the modern U.S."* – faculty respondent
- *"This is an area in which I need more training. I am always afraid of offending students from other backgrounds with my comments--well-meaning though they may be."* – faculty respondent
- *"Being a minority in a smaller class where I feel the instructor isn't fostering an environment conducive to the acceptance of diversity really holds me back from participating."* – student respondent
- *"A lot of professors are ignorant on creating an inclusive academic experience. In a class where I experienced a couple of microaggressions and a lack of acknowledgement towards Black or women poets, the instructor at the end of the class said he was unaware that he had created a biased course plan."* – student respondent
- From the December 2016 Graduate Student Climate Survey:
  - "Women are substantially more likely (70% to 65%) to disagree or strongly disagree with the statement that "Many courses were not offered at a good time for me."
  - In addition, women are substantially more likely (33.9% to 25.3%) to disagree or strongly disagree with the statement that: "Many opportunities existed outside of class for interactions between students and faculty."
  - Finally, women are substantially more likely (33.9% to 25.3%) to agree or strongly agree (79.8% to 75.1%) with the statement that: "Interactions and discussions with my peers were a major source of motivation and support."

Future Directions

Future recommendations are likely to fall into the following general areas:

- Provide support for faculty to improve their skills to facilitate difficult dialogues and effectively incorporate diverse student views.
- Establish mechanisms by which faculty and students who encounter resistance or hostile micro-aggressions (intentional or unintentional) from students can seek advice, support, or confidential counsel.
- Involve faculty in proactive mentoring of underrepresented/first generation students within departments
- Consider opportunities to expand or highlight curriculum focused on diversity and inclusion
- Enhance faculty development for course design so that courses better serve a diversity of students, are focused on inclusive pedagogy and utilize inclusive course materials

5. Supporting our Campus Community

Challenges and Opportunities

While the university offers many services related to inclusion and belonging, these services are not always well-coordinated or advertised. We have an opportunity to create a more coherent marketing plan for the various offices and services with the goal of increasing knowledge of available services. There is also a sense among some students that the various Centers in the SUB are only applicable to the minority or subpopulation labeled by the name of the Center. This highlights an opportunity for more cross-group conversations, activities, and events for majority/dominant students to get more involved. Further, there is room to improve the support provided for marginalized and/or minority populations amongst students, faculty, and staff.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

Relatively few staff and administrators report feeling "not at all prepared" to engage effectively with students and colleagues from diverse backgrounds. But only 40.5% of staff and 31.6% of administrators state that they feel "extremely prepared" to do so.

How prepared do you feel to serve and engage effectively with students and colleagues from diverse backgrounds?		
	Staff	**Administration**
Extremely Prepared	**40.5%**	**31.6%**
Somewhat Prepared	**54.8%**	**63.2%**
Not at all Prepared	**2.8%**	**2.6%**
Other	**1.9%**	**2.6%**
I don't know	1.4%	2.6%
I prefer not to answer	0.5%	0.0%
Number	571	38

The vast majority of students, faculty, staff, and administrators indicate that they sense they receive comparable service on campus as their peers. Among staff, those with accommodations are significantly more likely to say that they receive "less attention" or "poorer service." Among students, those identifying as other than heterosexual and those reporting accommodations are likely to voice this feeling of receiving worse services or attention.

> **Do you feel that you receive the same level of service as your peers when you access various campus services (for example the dining hall, the bookstore, financial aid, the registrar, the Zone,**

the library, etc.)?	Students	Faculty	Staff	Administration
No - I feel like I receive less attention/poorer service	**7.5%**	**4.0%**	**4.9%**	**7.9%**
Yes - I have a sense that I am being treated the same	**76.1%**	**77.2%**	**76.2%**	**57.9%**
No - I feel like I receive more attention/better service	**3.5%**	**2.5%**	**5.1%**	**13.2%**
Other	**12.9%**	**16.3%**	**13.9%**	**21.0%**
I don't know	11.7%	14.5%	13.0%	18.4%
I prefer not to answer	1.2%	1.8%	0.(5	2.6%
Number	939	276	571	38

- **Lack of awareness of services**: There were comments from students that clearly indicated a lack of awareness of certain available services, such as mental health services and support for students with disabilities.
  - *"There should be a central location for students to receive services."* – student respondent
  - *"There needs to be better education about how to use campus services from the zone to PeopleSoft… for students who in their second year still have not developed those relationships there is no one to improve their knowledge above what they get at orientation if anything. There should be a visible place that is constantly streaming low barrier access to education and information on services that benefit all groups."* – student respondent
- **Services for nontraditional students**: Many nontraditional and graduate students would like to see more services or events for students with children. These students were also more likely to cite the SUB as being a non-welcoming building and to see it as catering only to the traditionally aged undergraduate students. Students who work full-time also wrote about the challenges of offices/buildings being closed before they can get off work to come to campus.
  - *"I wish Boise State treated their graduate students with more value. I feel (and I know it predominately [serves] undergraduate students) that graduates just float around and don't really belong to BSU--we don't have as much targeted for graduate audiences."* – student respondent
  - *"I would like to see a program for older and/or part time students. Something that would put a human face on the overall process of being a student."* – student respondent
  - *"More assistance for older students transitioning into going back to school.* – student respondent
- **Support for faculty**: Faculty commented that they would like to see support systems for them to partner with when they are working with underrepresented and underserved students on academic issues.

- **Support for non-native English speakers**: It was noted in the 2017 International Student Climate survey that there was not enough support for non-native English speakers.

Future Directions

Future recommendations are likely to fall into the following general areas:

- Investigate where the service and resource gaps are, especially for underrepresented students and students who are not being retained (e.g., Idaho residents, junior status, low income, first generation).
- Establish a clearer understanding of the barriers to student engagement and success for nontraditional and graduate students, including campus-to-career barriers.
- Coordinate communication and increase visibility of existing support services and resources.
- Explore service locations and evaluate potential functional area moves to address and increase access.
- Ensure faculty and staff are aware of the services and resources that are available to students, and faculty and staff.

6. Communicating Effectively

Challenges and Opportunities

Faculty, staff, and students note communication around issues of diversity and inclusion as a specific area for improvement, and it arose in many of the open-ended questions throughout the survey. The tone and content of both formal and informal communication has the ability to express value and respect, and to increase one's sense of belonging to a community. Rhetoric, both that in response to events, and that which seeks to proactively shape the institution, has the potential to move the institution forward. Our institutional communication has missed this opportunity. Moving forward, thoughtful and consistent messaging from every sector of the university will help shift campus culture.

Key Supporting Data and Campus Voices (from the Spring 2017 Commission and Advisory Council Survey, unless otherwise noted)

Generally speaking, members of the campus community voiced less than enthusiastic responses about the degree to which the executive level and college and department level administrators communicate about issues of diversity and inclusion. In each case, a plurality or a majority say that administrators are "somewhat" effective in their communications while a sizeable minority say they are "not at all" effectively. Interesting, a substantial number (and nearly a quarter of student respondents) don't know about whether or not administrators communicate effectively. In most of the columns below, respondents other than male and other than heterosexual are more likely to view executive, college, and departmental administrators as less effective communicators.

To what extent do you feel that the Boise State University college and department level administration communicate effectively to the campus regarding issues of diversity and inclusion?			
	Students	**Faculty**	**Staff**	**Administration**
Very Effectively	19.8%	22.8%	18.0%	13.2%
Somewhat Effectively	41.5%	43.8%	45.5%	50.0%
Not at all Effectively	15.7%	19.6%	12.4%	23.7%
Other	23.1%	13.8%	24.0%	13.2%
I don't know	22.2%	12.7%	23.3%	13.2%
I prefer not to answer	0.9%	1.1%	0.7%	0.0%
Number	939	276	571	38

To what extent do you feel that the Boise State University executive level administration communicate effectively to the campus regarding issues of diversity and inclusion?				
	Students	**Faculty**	**Staff**	**Administration**
Very Effectively	**20.2%**	**18.8%**	**25.6%**	**7.9%**
Somewhat Effectively	**41.6%**	**48.9%**	**52.0%**	**60.5%**
Not at all Effectively	**15.8%**	**18.8%**	**11.7%**	**23.7%**
Other	**22.4%**	**13.4%**	**10.7%**	**7.9%**
I don't know	21.4%	12.3%	10.2%	7.9%
I prefer not to answer	1.0%	1.1%	0.5%	0.0%
Number	939	276	571	38

- "When something overtly non-inclusive happens (like those white supremacy fliers), a swift, unambiguous response is one step towards making things more inclusive" - faculty respondent
- "Explicitly acknowledg(e) that our climate is not inclusive, and work...to address that." – faculty respondent
- "Have Dean of Students address real issues and concerns for those students affected by President Trump's actions." – student respondent
- `" Actually talk about diversity and inclusion, I have been here for three years and this is the first time I have really been contacted in any form about it." – student respondent
- "I rarely hear from my college dean, I only hear from my advisor when I contact first, I never heard from ASBSU President/ Vice President" – student respondent
- "Take a stand. An actual stand. Make a statement, be clear, stand up for students, stop being worried about reputation / the capitol. YOU ARE ONLY HERE BECAUSE OF THE STUDENTS; they are your priority." – student respondent

Future Directions

Future recommendations are likely to fall into the following general areas:

- Create a strategic communication plan emphasizing the importance of diversity and inclusion (at all administrative levels) and that embodies the commitment that has been made to creating and supporting a diverse and inclusive community.
- Commit to being frank about the challenges we face with respect to diversity and inclusion; identify strategies for communicating with heart.
- Provide professional development across the university to help people develop confidence in using effective communication strategies with respect to diversity and inclusion.
- Create a culture of communication that supports and engages inclusivity and diversity.
- Adopt patterns of regular communication that celebrate diversity and inclusion

Conclusions: Committing to Action and Accountability

"*A great democracy cannot be content to provide a horizon-expanding education for some and work skills, taught in isolation from the larger societal context, for everyone else.*"[16] As stewards of the past, role models for the present, and projectors of the future, higher education cannot provide "*liberal education for some and narrow or illiberal education for others.*"[17]

When measured against our current vision, mission, and strategic plan, Boise State has made remarkable progress – growing from a community college to a nationally-recognized innovator in higher education. As an institution on the move that is often building the airplane during flight, we are a modern day *Cinderella* story. Unfortunately, when evaluating the beneficiaries of our success, it is not clear that everyone is being invited nor supported to participate in the ball. Our institution and those that lead it have reinforced cultural, structural, and personal norms of what success *looks like* in Idaho and rural America. This image is reflected in who we are and how we recruit, support, and retain people. In contrast, and defined here for the first time, true success is inclusive excellence – which is achieved through a self-reflective and uncompromised commitment to the practice of inclusivity, which seeks to break from implicit and limiting biases that reify exclusionary practices. As both an institutional value and outcome, it intentionally works to replace dominant cultural norms with a welcoming community that engages all of its diversity in the service of student and organizational learning.[18]

In addition to being a moral imperative, inclusive excellence is a strategic imperative for Boise State because of external forces that are unbundling the promise of higher education today. Select examples include: (1) student demographics are changing faster than faculty, staff, administrator, and community demographics, (2) privatization is placing a disproportionate financial burden on under-served and under-represented populations, (3) graduation rates for people of color are well below the national average, (4) emboldened behavior is contributing to hate related events on our campuses, and (5) fragmentation is dividing rather than unifying our nation. For example, in just 10 years 49% of all high school seniors will be students of color. "[19]*Yet, historically and today, African American, Latino/a, and Native American students are notably less likely than students from other racial and ethnic groups to enter and complete college.*[20,21] *In addition, only 9 % of students in the lowest income quartile complete a bachelor's degree by age twenty-four*".[22,23] The consequence is that the equity divide is growing in Idaho as our middle class is shrinking.

In response, the time is right for President Kustra and his executive team to prioritize inclusion, diversity, and equity at Boise State. The campus community stands ready. In our survey, 90-98% of our campus community (90% students, 96% staff and administrators, 98% faculty) stated that it was "*Somewhat/Very Much*" their responsibility to contribute to an inclusive campus climate. In addition, this is the single most important legacy that the current Boise State leadership can leave for future generations of students, faculty, staff, and administrators. From a foundation of inclusion and diversity, our campus and community will prosper.

In summary, this report is a call to action and a request for deep accountability among the Boise State leadership. In do so, we have the opportunity both to address gaps and needs, but also to build an institution that is richer and stronger.

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Appendices

1. Commission and Advisory Council Charges and Memberships
2. Campus Survey Methodology
3. Functional Areas and Programs Focused on Diversity and inclusion Efforts
4. Campus Survey Instrument

Appendix 1: Commission and Advisory Council Charges and Memberships

Commission on Diversity and Inclusion: As directed by President Kustra, the purpose and charge of the Commission on Diversity and Inclusion was specifically to: (1) Gather and review information and data including past documents and campus studies as well as collect, update and enable a current status view; (2) Frame recommendations to the President on ways to advance our commitment to diversity and inclusion; (3) Oversee the transition to actions in response to recommendations.

Members of the Commission on Diversity and Inclusion are as follows:

Donna Llewellyn, Co-Chair, Executive Director, Institute for STEM and Diversity Initiatives

Gayla Thomas-Dabney, Co-Chair, EO/AA Officer, Office of Institutional Compliance and Ethics

Leslie Webb, Vice President,Student Affairs and Enrollment Management

Harold Blackman, Associate Vice President, Research & Economic Development

Gonzalo Bruce, Assistant Provost, Global Education

Corey Cook, Dean, School of Public Service

Will Hughes, Associate Dean, College of Innovation + Design

Tammi Vacha-Haase, Dean, Graduate College

Susan Shadle, Director, Center for Teaching and Learning

Maria Alicia Garza, Director, Casita Nepantla

Arturo Rodriguez, Chair, Cultural & Ethnic Diversity Board

Angeli Weller, Director Responsible Business Initiative (COBE)

Scott Lowe, President, Faculty Senate

Francisco Salinas, Director, Student Diversity and Inclusion

Katie Thomas, President, Professional Staff Senate

Sherepta McLeod, & *Rob Pangaro, (Outgoing & Incoming) President Association of Classified Employees

Rebecca Kopp & *Sienna George, (Outgoing & Incoming), President, ASBSU

*Brooke Putra, President ,Intertribal Native Council

Angela Taylor, Partner, Dignatas

` Jay Nelson, Intertribal Native Council

*Queen Alexander, Delegate,-MLK Living Legacy

*Indicates members who during the early or middle of the establishment of the Commission and Advisory Council, moved to new positions on campus, joined at a later time due to change in roles, or were never able to serve due to unforeseen reasons. We want to acknowledge their membership.

Advisory Council on Diversity and Inclusion: The Commission on Diversity and Inclusion established an Advisory Council on Diversity and Inclusion to work in collaboration with the Commission specifically to: (1) Collect input from the campus community and pass that input along to the Commission draft (and where appropriate deliver) communication to the campus community about the Commission's work; (2) Work with the Commission members to analyze and create a framework representative of the data collected from the campus climate survey and focus groups on campus; (3) Work in collaboration with the Commission in work groups to frame and submit a report of recommendations based on the tasks of each working groups research (the goal is to identify trends/themes in the data).

Members of the Advisory Council on Diversity and Inclusion are as follows:

Arturo Rodriguez, Co-Chair, Chair, Cultural & Ethnic Diversity Board

Francisco Salinas, Co-Chair, Director, Student Diversity and Inclusion

Maria Alicia Garza, Director, Casita Nepantla

Gregory Martinez, Interim Director, Center for Multicultural Education Opportunities

*Milaun Danclar, Chair, MLK Living Legacy Committee

Dora Ramirez, Member, Faculty Senate Committee on Diversity

Robin Allen, Member of Executive Committee, HERS West

Csea Leonard, Program Coordinator, Gender Equity Center

Lori Sprague, Coordinator, Veterans Services

Catherine Bates, Diversity Coordinator, Institute for STEM and Diversity Initiatives

*Jamie Lundergreen, International Academic Coordinator for International Student Services, Center for Global Education/Program Coordinator, Osher Institute

Ramon Silva, Associate Director, Admissions

Chris Vanderstouwe, Lecturer, Gender Studies

Tomas Baiza, Director, Advising and Academic Support Center

*Brooke Putra,Member, Intertribal Native Council

Gabe Rosenvall,Associate Athletic Director, Athletic Academic Services

Jay Nelson, Member, Intertribal Native Council

Work Groups: In order to develop a framework for diversity and inclusion for our campus, the following workgroups were assigned specific tasks to collect and analyze past/previous data (climate survey results, focus groups), and present the challenges/opportunities, key data (quotes etc.,), and future directions in a report to President Kustra.

Members of work groups as follows:

Work group 1 (Extract relevant data from existing prior reports): Csea Leonard (AC), Arturo Rodriguez (AC, Comm), and Leslie Webb (Comm)

Work group 2 (Extract relevant data from existing prior surveys): Corey Cook (Comm), Tammi Vacha-Haase(Comm), Dora Ramirez (AC), and Jamie Lundergreen (AC)

Work group 3 (Gather information from the community (off campus): Angeli Weller (Comm), Francisco Salinas (AC, Comm), and Virginia Husting (AC)

Work group 4 (Gather information from current students): Rebecca Kopp (Comm), Catherine Bates (AC), Lori Sprague (AC), Gonzalo Bruce (Comm), and Sienna George (Comm)

Work group 5 (Gather information from current instructional staff (faculty and Profession staff who teach): Robin Allen (AC), Elizabeth Ramsey (AC), Donna Llewellyn (Comm), Scott Lowe (Comm) and Susan Shadle (Comm)

Work group 6 (Gather information from current non-instructional professional and classified staff): Ramon Silva (AC), Gabriel Rosenvall (AC), Sherepta McLeod (Comm), Katie Thomas (Comm) and Harold Blackman (Comm)

Work group 7 (Gather information about infrastructure): Tomas Baiza (AC), Alicia Garza (AC, Comm), Jay Nelson (AC,) Will Hughes (Comm), Angela Taylor (Comm), Leslie Webb (Comm), and Gayla Thomas-Dabney (Comm)

Writing Group: A writing group was formed and consisted of members from the Commission and Advisory Council to gather the written data from work groups, make edits, and develop a thematic framework for a written report,for submission to the President. This writing group devoted much effort and time in creating and collaborating with all members to write a report representative of input from faculty, staff, and students on our campus. The written report is based on past and present documents, research conducted from all work groups, a campus climate survey, Shared Values and the Diversity and Inclusion Statement Boise State University.

Members of the writing group were as follows:

Donna Llewellyn

Gayla Thomas-Dabney

Corey Cook

Susan Shadle

Francisco Salinas

Angela Taylor

Harold Blackman

Appendix 2: Campus Survey Methodology

The Commission and Advisory Council on Diversity and Inclusion created and administered a survey of the campus environment in Spring 2017. The full survey is in Appendix 3. The survey was administered using a Google form and was accessible to anyone with a boisestate.edu or a u.boisestate.edu account. Since student employees have both types of accounts, they were able to access the survey through either platform, and hence there is a potential that some completed the survey twice (the form was set to only accept one response per account). All other administration methods carried the risk of an outside person obtaining a link to the survey and completing it. The decision was made that the risk of students completing the survey twice was preferable to the risk of a non-Boise State person completing it.

The survey remained open for three weeks. The Office of the President sent an email to all employees and the Office of the Vice President for Student Affairs sent an email to all students alerting them of the survey and the deadline to complete it. The students also received a reminder email. In addition, an item was posted in Campus Update about the survey. Further, members of the Commission and the Advisory Council used their professional and personal networks on campus to spread the word about the survey. All respondents had the opportunity to enter their name on a separate Google form to be entered into a raffle for gift cards to the campus store or for Aramark. A total of 10 staff and faculty, and 25 students received gift cards from this raffle.

In all, 939 students (795 undergraduates, 118 masters, and 26 doctoral), 571 staff (404 professional and 167 classified), 276 faculty (179 tenure-track and 97 non-tenure track), and 38 administrators, for a total of 1763 individuals, completed the survey. The table on the next page gives the demographic representation of the respondents.

The Commission co-chairs cleaned the open-ended responses to be sure that anonymity would be retained and then they turned over the survey data to the working groups discussed in Appendix 1.

In addition, members of the group used SPSS to run cross tabs and calculate chi-square statistics. The report only describes substantively and statistically significant results.

	Students		Staff		Faculty		Admin.	
Asian/Pacific Islander	37	3.9%	10	1.8%	6	1.8%	0	0.0%
Black	12	1.3%	4	0.7%	3	1.1%	2	5.3%
Latino	58	6.2%	31	5.4%	5	1.8%	2	5.3%
Two or More	83	8.8%	40	7.0%	12	4.3%	2	5.3%
White	666	70.9%	429	75.1%	208	75.4%	31	81.6%
Other	20	2.1%	6	1.1%	6	2.2%	1	2.6%
Declined	63	6.7%	51	8.9%	37	13.4%	0	0.0%
Total	939		571		276		38	
Female	542	57.7%	376	65.8%	133	48.2%	22	57.9%
Male	330	35.1%	152	26.6%	105	38.0%	16	42.1%
Other	19	2.0%	1	0.2%	5	1.8%	0	0.0%
Declined	48	5.1%	42	7.4%	33	12.0%	0	0.0%
Total	939		571		276		38	
Hetero	720	76.7%	446	78.1%	199	72.1%	35	92.1%
Other	108	11.5%	34	6.0%	18	6.5%	0	0.0%
Declined	111	11.8%	91	15.9%	59	21.4%	3	7.9%
Total	939		571		276		38	
Accommodations	74	7.9%	32	5.6%	15	5.4%	3	7.9%
None	841	89.6%	517	90.5%	243	88.0%	35	92.1%
Declined	24	2.6%	22	3.9%	18	6.5%	0	0.0%
Total	939		571		276		38	

Appendix 3: Functional Areas and Programs Focused on Diversity and Inclusion Efforts

Please note – this list is not exhaustive and we are sure that we have left off some important efforts that are on our campus. Please forgive us for any oversight.

1. **Offices and Centers Within the Division of Student Affairs and Enrollment Management**
   a. Admissions - Multicultural Recruitment
   b. Student Diversity and Inclusion
      i. Multicultural Student Services
   c. Gender Equity Center
   d. Veteran Services
   e. Educational Access Center

2. **Offices and Centers Within Academic Units**
   a. Center for Multicultural Opportunities (within the College of Education)
      i. TRiO Rising Scholars
      ii. Teacher Prep Program
      iii. College Assistance Migrant Program
      iv. High School Equivalency Program
      v. Upward Bound
      vi. Educational Talent Search
      vii. Veteran's Upward Bound
      viii. McNair Scholars
   b. Gender Studies Program (within the College of Arts and Sciences)
   c. Latin American and Latino/a Studies Minor (within the Department of World Languages, College of Arts and Sciences)

3. **Offices and Centers Under the Office of the Provost and the Division of Research and Economic Development**
   a. Institute for STEM & Diversity Initiatives
      i. Louis Stokes Alliance for Minority Participation
      ii. Diversity Network for Student Success Staff
   b. Center for Global Education
   c. Center for Teaching and Learning
   d. Casita Nepantla
   e. Leadership Development Taskforce

4. **Offices and Centers Under the Office of the President**
   a. Affirmative Action/Office for Equal Opportunity (Not sure this is accurate title of office)

5. **Committees, Entities, and Other Groups – Student**
   a. Inclusive Excellence Student Council
   b. MLK Living Legacy Committee
   c. Intertribal Native Council
   d. OELA
   e. MEChA

   f.   The Boise State Refugee Alliance
   g.   Afro-Black Student Alliance
   h.   Boise American Filipino Relations Club and Diversity Association
   i.   Boise State University Korean Club
   j.   Bosnian Student Association
   k.   Chinese Club
   l.   Japan Club
   m.   Kuwaiti Club
   n.   Saudi Students Club
   o.   National Society of Black Engineers (NSBE)
   p.   Society of Hispanic Professional Engineers (SHPE)
   q.   International Student Association
   r.   Nepalese Student Association
   s.   PRIDE Alliance
   t.   TRiO Rising Scholars Student Organization
   u.   Alpha Pi Sigma
   v.   Lambda Theta Alpha
   w.   Lambda Theta Phi
   x.   Multicultural Greek Council
   y.   Sigma Lambda Beta
   z.   Muslim Student Association
   aa. Students for Prison Awareness
   bb. Tender Thoughts
   cc. American Sign Language Club
   dd. Secular Student Alliance
   ee. Ethos Project
   ff. Gender Studies Club

6. **Committees, Entities, and Other Groups – Faculty and Staff**

   a.   HERS West
   b.   Faculty Senate Diversity Committee
   c.   Cultural and Ethnic Diversity Board

7. **Alumni Groups**

   a.   Latino Chapter of the Boise State University Alumni Association

Appendix 4: Spring 2017 Campus Survey Instrument

Diversity and Inclusion Campus Survey (boisestate.edu)

This survey is being distributed to all Boise State University students, staff, and faculty members in order to gather information about our current campus climate. The Commission and Advisory Council on Diversity and Inclusion will use this input in our recommendations and advice to President Kustra and his executive team.
All surveys are anonymous, and results will be only reported in the aggregate. The data that is collected will only be used for this purpose.
Please give your honest opinion so that we can foster diversity and inclusion at Boise State. Together we can do it!
The survey should take no more than 15 minutes to complete.
Thank you.

* Required

1. **To what extent do you feel you belong at Boise State University?** *
Mark only one oval.

- ( ) Not at all
- ( ) Somewhat
- ( ) Mostly
- ( ) Very much
- ( ) I don't know
- ( ) I prefer not to answer

2. **To what extent do you feel valued in your department/unit/major?** *
Mark only one oval.

- ( ) Not at all
- ( ) Somewhat
- ( ) Mostly
- ( ) Very much
- ( ) I don't know
- ( ) I prefer not to answer

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

APRIL 22, 2021   **ATTACHMENT 2**

3. **To what extent do you feel valued by the executive level Boise State University administration (the President, Vice Presidents, and the Provost)?** *

Mark only one oval.

○ Not at all

○ Somewhat

○ Mostly

○ Very much

○ I don't know

○ I prefer not to answer

4. **To what extent do you feel valued by the Boise State University college and department level administration (Deans and Department Heads)?** *

Mark only one oval.

○ Not at all

○ Somewhat

○ Mostly

○ Very much

○ I don't know

○ I prefer not to answer

5. **To what extent are you engaged and active within the Boise State University community?** *

Mark only one oval.

○ Not at all

○ Somewhat

○ Mostly

○ Very much

○ I don't know

○ I prefer not to answer

6. **To what extent do you feel you are treated with respect by your peers at Boise State University?** *

Mark only one oval.

○ Not at all

○ Somewhat

○ Mostly

○ Very much

○ I don't know

○ I prefer not to answer

IRSA   **TAB 6 PAGE 40**   **35**

7. **To what extent do you feel you are treated with respect by your supervisors/faculty at Boise State University?** *

Mark only one oval.

- ( ) Not at all
- ( ) Somewhat
- ( ) Mostly
- ( ) Very much
- ( ) I don't know
- ( ) I prefer not to answer

8. **How comfortable are you interacting with people from diverse backgrounds?** *

Mark only one oval.

- ( ) Not at all
- ( ) Somewhat
- ( ) Very much
- ( ) I don't know
- ( ) I prefer not to answer

9. **How easy has it been to get to know people from different racial/ethnic backgrounds at Boise State University?** *

Mark only one oval.

- ( ) Not at all
- ( ) Somewhat
- ( ) Very easy
- ( ) I don't know
- ( ) I prefer not to answer

10. **To what extent do you believe it is your responsibility to contribute to an inclusive campus climate?** *

Mark only one oval.

- ( ) Not at all
- ( ) Somewhat
- ( ) Very much
- ( ) I don't know
- ( ) I prefer not to answer

IRSA   **TAB 6 PAGE 41**   **36**

11. **To what extent do you feel that the executive level Boise State University administration (the President, Vice Presidents, and the Provost) communicate effectively to the campus regarding issues of diversity and inclusion?** *

    Mark only one oval.

    ( ) Not at all effectively

    ( ) Somewhat effectively

    ( ) Very effectively

    ( ) I don't know

    ( ) I prefer not to answer

12. **To what extent do you feel that the Boise State University college and department level administration (Deans and Department Heads) communicate effectively to the campus regarding issues of diversity and inclusion?** *

    Mark only one oval.

    ( ) Not at all effectively

    ( ) Somewhat effectively

    ( ) Very effectively

    ( ) I don't know

    ( ) I prefer not to answer

13. **What are some examples of actions or behaviors that result in your feeling included and like a member of the Boise State University community?**

    _____

    _____

    _____

    _____

    _____

14. **Based on your experience at Boise State University, please provide us with three ideas you have for improving the diversity and inclusivity experience on campus for students, staff, and/or faculty.**

    _____

    _____

    _____

    _____

    _____

IRSA　　　　　　　　　　　　　　　　　　　　**TAB 6 PAGE 42**　　**37**

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 22, 2021   **ATTACHMENT 2**

15. **If President Kustra were to create offices, positions, spaces, etc. to support diversity and inclusion, what are up to two elements that you would want to see addressed or included in these elements?**

_____

_____

_____

_____

_____

16. **What role(s) do you have at Boise State University (select all that apply)?**
Check all that apply.

- [ ] Undergraduate Student
- [ ] Masters Student
- [ ] Doctoral Student
- [ ] Student Employee (or Graduate Assistant)
- [ ] Classified Staff
- [ ] Professional Staff
- [ ] Non-tenure Track Faculty (includes adjunct faculty, instructors, lecturers, clinical faculty, etc.)
- [ ] Tenure Track/Tenured Faculty
- [ ] Administrator

17. **Which role do you see as your primary role at Boise State University (if you only chose one in the last question, just repeat that choice here)?** *
Mark only one oval.

- ( ) Undergraduate Student   *Skip to question 18.*
- ( ) Masters Student   *Skip to question 18.*
- ( ) Doctoral Student   *Skip to question 18.*
- ( ) Classified Staff   *Skip to question 29.*
- ( ) Professional Staff   *Skip to question 29.*
- ( ) Non-tenure Track Faculty   *Skip to question 36.*
- ( ) Tenure Track/Tenured Faculty   *Skip to question 36.*
- ( ) Administrator   *Skip to question 29.*

Primary Role: Student

Even if you wear many hats at Boise State, we are most interested for the rest of the questions of this survey in your perspectives as a student. Thanks.

18. **Overall, to what extent have your instructors understood and engaged effectively with students from various backgrounds?** *

Mark only one oval.

( ) Not at all - for the most part (possibly with a few exceptions), they have not exhibited these skills

( ) Somewhat - they appear to be trying, but more professional development in this area is needed

( ) Pretty good - for the most part, they have exhibited these skills satisfactorily

( ) Exceptional - there should be an article in the newspaper about how well my instructors do this

( ) I don't know

( ) I prefer not to answer

( ) Other: _____

19. **Overall, how safe have you felt in your classes expressing your ideas/thoughts/questions?** *

Mark only one oval.

( ) Not at all safe

( ) Somewhat safe

( ) Extremely safe

( ) I don't know

( ) I prefer not to answer

20. **Any comments that you want to share about the classroom climate?**

_____

_____

_____

_____

_____

21. **Do you feel that you receive the same level of service as your peers when you access various campus services (for example the dining hall, the bookstore, financial aid, the registrar, the Zone, the library, etc.)?** *

Mark only one oval.

( ) No - I feel like I receive less attention/poorer service than some of my peers at some of these types of services

( ) No - I feel like I receive more attention/better service than some of my peers at some of these types of services

( ) Yes - I have a sense that I am being treated the same way as other students are

( ) I don't know

( ) I prefer not to answer

IRSA　　　　　　　　　　　　　　　　　　**TAB 6 PAGE 44**　　　**39**

22. **Are there services that you wish Boise State would offer to students that do not appear to be currently available? If so, please give a brief description:**

_____

_____

_____

_____

_____

23. **Any comments you want to share about campus services?**

_____

_____

_____

_____

_____

24. **In what year did you first enroll as a student at Boise State University (four digit year please)?**

_____

25. **Before enrolling at Boise State University, did you reside in Idaho?** *
    Mark only one oval.

    ( ) Yes

    ( ) No

    ( ) I prefer not to answer

    ( ) Other: _____

26. **Have you ever served, or are you currently serving, in any branch of service in the United States military?** *
    Mark only one oval.

    ( ) Yes

    ( ) No

    ( ) I prefer not to answer

27. **Are you the first in your immediate family to attend a four year college or university?** *
    Mark only one oval.

    ( ) Yes   *Skip to question 44.*

    ( ) No   *Skip to question 28.*

    ( ) I prefer not to answer   *Skip to question 44.*

    ( ) Other: _____   *Skip to question 44.*

IRSA   **TAB 6 PAGE 45**   **40**

Skip to question 44.

Additional Question

28. **Who else in your immediate family attended a four year college or university before you?**

_____

_____

_____

_____

_____

Skip to question 44.

Primary Role: Staff or Administrator

Even if you wear many hats at Boise State, we are most interested for the rest of this survey in your perspectives as a member of the staff or administration. Thanks.

29. **To what extent do you feel listened to and heard when you speak up in meetings? ***

Mark only one oval.

( ) Not at all

( ) Somewhat

( ) Mostly

( ) Very much

( ) I don't know

( ) I prefer not to answer

30. **How prepared do you feel to serve and engage effectively with students and colleagues from diverse backgrounds? ***

Mark only one oval.

( ) Not at all prepared

( ) Somewhat prepared

( ) Extremely prepared

( ) I don't know

( ) I prefer not to answer

31. **Are there particular training opportunities that you would like to access for helping to create an inclusive campus climate? If so, please briefly tell us about them:**

_____

_____

_____

_____

_____

IRSA   **TAB 6 PAGE 46**   **41**

32. **Do you feel that you receive the same level of service when you access various campus services (for example the dining hall, the bookstore, financial aid, the registrar, the Zone, the library, etc.) as your peers?** *

    Mark only one oval.

    ( ) No - I feel like I receive less attention/poorer service than some of my peers at some of these types of services

    ( ) No - I feel like I receive more attention/better service than some of my peers at some of these types of services

    ( ) Yes - I have a sense that I am being treated the same way as other employees are

    ( ) I don't know

    ( ) I prefer not to answer

33. **Are there services that you wish Boise State would offer to staff and/or administrators that do not appear to be currently available? If so, please give a brief description:**

    _____

    _____

    _____

    _____

    _____

34. **In what year did you begin your first (non-student) position at Boise State University (four digit year please)?**

    _____

35. **Have you attended a four year college or university?** *

    Mark only one oval.

    ( ) No   *Skip to question 44.*

    ( ) Yes and I was the first in my immediate family to do so   *Skip to question 44.*

    ( ) Yes and I was not the first in my immediate family to do so   *Skip to question 28.*

    ( ) I prefer not to answer   *Skip to question 44.*

    ( ) Other: _____   *Skip to question 44.*

Skip to question 44.

Primary Role: Faculty

Even if you wear many hats at Boise State, we are most interested for this survey in your perspectives as an instructor. Thanks.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 22, 2021   **ATTACHMENT 2**

36. **To what extent do you feel listened to and heard when you speak up in meetings?** *

   Mark only one oval.

   ( ) Not at all

   ( ) Somewhat

   ( ) Mostly

   ( ) Very much

   ( ) I don't know

   ( ) I prefer not to answer

37. **How prepared do you feel to understand and engage effectively with students and colleagues from diverse backgrounds?** *

   Mark only one oval.

   ( ) Not at all prepared

   ( ) Somewhat prepared

   ( ) Extremely prepared

   ( ) I don't know

   ( ) I prefer not to answer

38. **How prepared do you feel to handle "spark moments" or issues that arise when controversial material is addressed in class?** *

   Mark only one oval.

   ( ) Not at all prepared

   ( ) Somewhat prepared

   ( ) Extremely prepared

   ( ) I don't know

   ( ) I prefer not to answer

39. **Any comments on the classroom climate?**

   _____

   _____

   _____

   _____

   _____

IRSA   **TAB 6 PAGE 48**   **43**

40. **Do you feel that you receive the same level of service when you access various campus services (for example the dining hall, the bookstore, financial aid, the registrar, the Zone, the library, etc.) as your peers?** *

    Mark only one oval.

    ( ) No - I feel like I receive less attention/poorer service than some of my peers at some of these types of services

    ( ) No - I feel like I receive more attention/better service than some of my peers at some of these types of services

    ( ) Yes - I have a sense that I am being treated the same way as other employees are

    ( ) I don't know

    ( ) I prefer not to answer

41. **Are there services that you wish Boise State would offer to instructors that do not appear to be currently available? If so, please give a brief description:**

    _____

    _____

    _____

    _____

    _____

42. **In what year did you start in your first faculty position at Boise State University (four digit year please)?**

    _____

43. **Were you the first in your immediate family to attend a four year college or university?** *

    Mark only one oval.

    ( ) Yes   *Skip to question 44.*

    ( ) No   *Skip to question 28.*

    ( ) I prefer not to answer   *Skip to question 44.*

    ( ) Other: _____   *Skip to question 44.*

Closing Section

44. **Are there certain buildings or places on campus that make you feel like you belong here? If so, please tell us which ones (and a brief reason for why if you know why):**

    _____

    _____

    _____

    _____

    _____

IRSA   **TAB 6 PAGE 49**   44

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

APRIL 22, 2021   **ATTACHMENT 2**

45. **Are there certain buildings or places on campus that make you feel like you don't belong here? If so, please tell us which ones (and a brief reason for why if you know why):**

_____

_____

_____

_____

_____

46. **Are there spaces that don't exist on campus that you wish did exist? If so, please briefly describe:**

_____

_____

_____

_____

_____

_____

47. **To what extent do you feel you belong in the wider Boise community?** *
Mark only one oval.

( ) Not at all

( ) Somewhat

( ) Mostly

( ) Very much

( ) I don't know

( ) I prefer not to answer

48. **Any comments that you want to share about the broader Boise community?**

_____

_____

_____

_____

_____

49. **Any additional comments?**

_____

_____

_____

_____

_____

IRSA   **TAB 6 PAGE 50**

45

50. **Is your primary location for study and/or work on campus?** *

Mark only one oval.

◯ Yes

◯ No

◯ I prefer not to answer

◯ Other: _____

51. **How do you identify? Please check all that apply:** *

Check all that apply.

☐ American Indian/Alaska Native

☐ Asian

☐ Black/African American

☐ Hispanic of any race

☐ Native Hawaiian/Other Pacific Islander

☐ Nonresident Alien

☐ International student or employee visa-holder (F, J, H1B, etc.)

☐ Refugee

☐ White

☐ I prefer not to answer

☐ Other: _____

52. **How do you identify regarding your gender (man, woman, trans, etc.)? Or write N/A if you prefer not to answer please.** *

_____

53. **How do you identify regarding your sexual orientation (Heterosexual, LGBTQIA, etc.)? Or write N/A if you prefer not to answer please.** *

_____

54. **Have you ever received (or are currently receiving) accommodation for (check all that apply):** *

Check all that apply.

☐ Sensory impairment (vision or hearing)

☐ Mobility impairment

☐ Learning disability

☐ A disability or impairment not listed above

☐ None of the above

☐ I prefer not to answer

IRSA   **TAB 6 PAGE 51**   **46**

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
APRIL 22, 2021   ATTACHMENT 2

55. **If you identify with a religion (or religions),**
please identify it/them here:

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IRSA   **TAB 6 PAGE 52**

47

SBE Board

From:	m.lawford@lawfordmedia.com
Sent:	Thursday, April 1, 2021 10:13 AM
To:	SBE Board
Subject:	Current discussion about Critical Race Theory classes

TO: All board members

Our family would like to address the board members regarding the current discussion on the classes in our H.S. and Universities on Critical Race Theory and other "Social Justice" topics.

After looking into the content often included, and learning of recent disturbing instances in some of these classes, we think it's time for the Idaho Board of Education to take a stand for the citizens of Idaho and put a stop to this biased teaching.

These classes are pushed by real extremists and are not based on any accepted data regarding race relations. They are often used to target white students and accuse them of being racist. They often denigrate our country and call for the destruction of our system of government. These classes are actually a means of propaganda for the left in our country and do NOT belong in Idaho schools. Here at BSU we learned that a former professor in one of these classes was the founder of BLM Boise, a hater of police & white people, and now accused of vandalizing our Lincoln statue. This is NOT the type of education we need in Idaho.

We are asking that the board act to immediately stop these classes in Idaho schools. There should be a public audit of the content of any classes and the instructors of classes that say they deal with race issues. We do not need more hate in our country and this is exactly what is coming out of these classes ... self hate ... and hatred for white people and our country. We have two grandchildren in the Idaho education system ... one at U of I and one entering BSU this fall. We do not want them subjected to this type of biased and hateful information about their race and their country.

I would appreciate a written response from each member of the board on your position and how you plan to represent the citizens of Idaho going forward with regard to this issue.

Regards,
Mary Ann & Jack Lawford
Boise, Idaho

SBE Board

From:	Representative Bruce Skaug <BSkaug@house.idaho.gov>
Sent:	Monday, April 12, 2021 3:00 PM
To:	SBE Board
Subject:	Rep. Skaug

Thank you for the email regarding the planned review of Freedom of Expression. It may be helpful to review the House Floor debate that occurred last week. The video is worth the watch.

Thank you for your important work.

Best regards,

Bruce

Bruce D. Skaug
BSkaug@house.idaho.gov
1226 E. Karcher Road
Nampa, Idaho 83687

Idaho House of Representatives
Rep. District 12 – A
Committees: State Affairs; Judiciary & Rules; Local Government; ad hoc Economic Outlook & Revenue Committee

SBE Board

From:	Jodie Seward <jodieaseward@gmail.com>
Sent:	Monday, April 12, 2021 7:58 PM
To:	SBE Board
Subject:	State funding for higher education

I am writing my opinion on the state of higher education in Idaho. I do feel and see facts that our state funded schools are using state payer funds to appropriate them to classes and groups that do support and teach critical race theory.
I am not in favor and do not support my tax funds being used for racial diversity. I live in Idaho because of our long standing values of character, hard work and kindness to all. These classes regarding social justice, diversity and inclusion are only driving division in this state and our children.
I will support the legislature's as they withhold funds from state colleges that have these classes and special groups. I am proud that funds were withheld from BSU and will he directed towards schools like LCSC. I hope that you take the voices of those in this state that pay taxes to support state colleges seriously on our position on this critical race theory issue that is being infiltrated in our state.

Jodie Seward

SBE Board

From:	The Other Choice Diversity Resource <t.o.cdiversityresource@gmail.com>
Sent:	Wednesday, April 14, 2021 11:24 AM
To:	SBE Board
Subject:	DISCUSS FREEDOM OF EXPRESSION QUESTION

My question is out of concern for the work I do in my community, and the reasons why, and means by which I have chosen to give back to my community. As a BIPOC citizen of the community 20 years now. With ample knowledge and experience in the community regarding the topic of " Freedom of Speech" as a person of color. Having survived and inso able to identify the systemically racist policing and judicial practises from first hand experience. Resulting in a violation of my 4th & 14th Amendment Rights, by bad actors hiding behind the name of the State.

My question : I fear my non-profit will be assaulted next for advocating and educating as we have the last 6 years on the very topics of Social Justice. The very foundation TOC Diversity Resource was founded. If freedom of speech is being discussed in a star chamber it feels. Keeping in mind TOC has never taken, or qualified for Municipal / State funding or grants. And we are entering 6 years now of successful community outreach. Receiving no funding being unincorporate with the State. How should I expect any legislation, on its face, that seeks the removal of my business, work in my own community. To effect the work TOC has done and does now? For example, the establishment of the 1st NAACP branch in the State in 85 years , and 1st ever in North Idaho.?
And further the leens of our community, viewed by the nation's eye, given theHistory channel documentary, PBS special, not to mention past poor dated history. That still circulates contributing to a poor reputation for North Idaho particularly. Is limiting freedom of speech through diversity studies & CRT studies the right look in our already polarized community?

J. McDay

www.tocdiversityresource.org

208-557-1999

"Hatred paralyzes life; love releases it. Hatred confuses life; love harmonizes it. Hatred darkens life; love illuminates it."

SBE Board

From: F Storli <fstorli@gmail.com>
Sent: Thursday, April 15, 2021 11:01 AM
To: SBE Board
Subject: Freedom of Expression

Hello,

I am writing in regard to the legislative concerns about the discussion and teachings surrounding social justice and freedom of expression in Idaho schools.

As a parent with a master's degree in science & engineering, I know the value of a good education. I also know the importance of a COMPLETE education. America has a complicated history. But our beliefs in truth, and pursuit of our higher ideals, has always been at the root of our education system. As we delve into our history, we see many positives, and many negatives. A true education looks at all aspects of our history. But it also (and this is crucial) looks at all PERSPECTIVES of our history. For example, the idyllic 1950s portrayed by many white Americans, is not the same history that was experienced by many black Americans. It is vital that we make an effort to include all perspectives of history in our education, in order to learn from the past and move toward a future where we truly do have equality in this country.

Idaho is obviously a predominantly white, conservative state. Therefore, in many cases, children receive homogenous viewpoints as they grow. One of the only places where they may hear, and have a chance to discuss, differing viewpoints is in the classroom.

A TRUE education exposes us to a wide variety of beliefs and opinions. A good educator can help facilitate thoughtful, respectful, and challenging discussions around these beliefs. It is not in the best interest of our children to present an incomplete history to them, or to prevent them from having discussions about topics where there is disagreement.

A real-world impact of such limitations on education, is in the job market. Like it or not, many good jobs are global and diverse, and require their employees to be able to work with people with a variety of backgrounds or beliefs. Also, it is vital that employees know how to problem solve by handling disputes about opinions in a respectful, collaborative way. One of the ways our children are prepared for the real world is through the diversity of thought, and challenging discussions that they encounter during their education.

Another impact of our education system on our state, is the students, student athletes, and employers that come to our state. If students are afraid to attend due to the embrace of anti-diversity education, we may see a drop off in many students or student-athletes coming to our schools. This will hurt our schools, economy, and the national rankings of our schools. If employers see intolerance in Idaho, they may elect to move to a less extremist state, taking good paying jobs with them.

I thank you for considering my comments. Please do the right thing and stand up for a complete education in our state,

Regards
Farrah Storli
Meridian, ID

SBE Board

From:	Joie Henington-Sarceda <msjoie1@hotmail.com>
Sent:	Friday, April 16, 2021 12:55 AM
To:	SBE Board
Subject:	Our Future

Idaho needs to cut funding to schools that teach the 1619 Project, or come up with a way to stop this and the teaching of hatred for America and all whites. This all- causes racism instead of stopping it. We have not had rampant racisms like we do now since the Jim Crow era. We, as a nation, are reverting back to racisms in a huge way. This indoctrinating of our children and young adults needs to stop. Schools are pumping out students that are destroying our country from the biased lies they are being taught. The fundamentals of education are not being taught any more. Communistic instructors, teachers and professors, are taking over our country, through our children and young adults, by brainwashing them!! This is not what schools are supposed to be about!! Idaho needs a bill to stop all of this nonsense and to stop funding this and to enforce the teachings that schools were meant to teach, not what biased, communistic, instructors want to teach!!
Joie Henington-Sarceda
(208)860-1035

SBE Board

From:	Scott Yenor <scott.yenor24@gmail.com>
Sent:	Friday, April 16, 2021 6:08 AM
To:	SBE Board
Subject:	freedom of expression on campus

I appreciate that you have put this on the radar, but the issue is not exactly freedom of expression. It is the honoring of an ideology that is harmful to the common good, to scientific inquiry, and to good social relations. If everyone agrees with one ideology on campus and it is the only one allowed or represented in the curriculum, then there can be free speech but never a departure from the party line. Take sociology for instance (please!). Sociology majors are fed one ideology, represented by every faculty member. They adhere to that ideology. This is indoctrination. But no one even thinks differently so there is no need to worry about free expression.

So my question is this: What is the SBOE doing to ensure or even measure "viewpoint diversity" on campus, which is the prerequisite for free speech and free expression? What is it doing to ensure that disciplines, colleges, and universities as a whole do not get captured by one predominant ideology?

Yours,
SEY

SBE Board

From:	Jon Hill <hardbutworthit@gmail.com>
Sent:	Friday, April 16, 2021 6:26 PM
To:	SBE Board
Subject:	Key questions re your Freedom of Expression meeting.

To: Pres. Debbie Critchfield, et al.

Pre-pandemic, I talked to BSU Director Salinas about left-wing bias made obvious by his unscholarly social media post excoriating Prof. Scott Yenor and his white paper on the history of feminism. He assured me he was a bit over the line there and would emphasize perspective diversity in the future. Also, BSU Pres. Tromp early in her BSU tenure said that BSU would be a marketplace of ideas, etc. SO WHY ARE THEY AND OTHER LEADERS IN IDAHO UNIVERSITIES CENSORING THE CONSERVATIVE VIEWPOINT WHEN DISCUSSING INEQUALITY, PRIVILEGE, SOCIAL JUSTICE, ETC.??
I realize that the Idaho legislature wants to "censor" social justice or to some degree defund this curricula, but what else are they to do in response to what is censorship by progressives in higher ed?

Don't you find it troubling that such leaders will not have deliberative dialogues of any depth and length with conservatives on talk radio or at pro/con forums??Regarding the BSU Prof. Yenor imbroglio, why didn't 2000 leftist professors and BSU students on a petition challenge Prof. Yenor to debate and debunk his position instead of trying to fire him?

Sincerely,
Jon T. Hill, m.s.
208-243-3233

SBE Board

From:	Kganya Ranamane <kganyaranamane44@gmail.com>
Sent:	Sunday, April 18, 2021 8:53 PM
To:	SBE Board
Subject:	re: "Relocate to Idaho and rediscover freedom"

Dear Editor:

The message from the Idaho Freedom Foundation is "Relocate to Idaho and rediscover freedom." But freedom for whom? Unfortunately, minorities and other groups deemed diverse are disproportionately affected by an education system that perpetuates institutionalized racism.

Three solutions will help to minimize systemic discrimination. For one, promote equitable funding by putting everyone on the same level. Provide money (grants, scholarships, or low-interest loans) and resources for things like books, technology, equipment, and tools that will go far in ensuring that all students start out with the same chance to reach their potential. Secondly, educating the masses on the problem of institutional racism and incorporating more awareness and educational programs starting in middle school would enhance the idea of a global community that exists within and outside of Idaho. Finally, changing the leadership structure in terms of having a more inclusive and diverse panel of representatives is paramount. This, too, will allow young people to view these leaders who look like them and thus inspire a whole new generation to pick up where these leaders leave off and advocate for the change they want to see.

Thank you for allowing me to write this letter to you and for considering what I think are solutions that will help fight institutionalized racism in education. In going forward, be a good leader, be a good neighbor, and be a good friend--fight for the freedom of ALL people who live in Idaho. Society cannot change if you don't change.

Sincerely,

SBE Board

From:	Robert Watkins <robertwatkins@isu.edu>
Sent:	Sunday, April 18, 2021 9:55 PM
To:	SBE Board
Cc:	Mike Keckler
Subject:	R. Watkins comments about freedom of expression at April Meeting

Dear Mike Keckler, Debbie Critchfield, and the Idaho State Board of Education

I appreciate the opportunity to reach out to you all. My name is Rob Watkins and I was born and raised in Northern Utah by the Idaho border and have lived in Pocatello for seven years. I always felt close to the Idaho community even before I chose to become a lifelong part of it. I'm concerned about current conversations on race and censorship.

Thousands of years ago a wise teacher told a story to his pupils when asked who they should love. He told a story so famous that it has become shorthand. A man fell on hard times and was left to die on the side of the road. Two different ranking members of their religious community left him to die. A third man, who happened to be an ethnicity that his students viewed as lesser, saved him. The teacher asked his students who had loved his neighbor most? Of course I'm talking of Jesus of Nazareth and his Good Samaritan parable. Recent budget issues and proposed laws in our state would make teaching such a parable punishable by having funds withheld.

Jesus wasn't the only teacher in history whose teachings would be censored by such laws and actions from the state of Idaho. While our great state has unfortunately been labeled one of the leading states in hatred, I had assumed such biases were by outliers, not endorsed by the state. I like to think that such misunderstandings in state funding for education come from misinformation and not hatred. Through the millennia, teachers of Jesus often tried to teach that humans have a natural and spiritual self. The natural self is prone to things like hatred and racism. The spiritual self seeks to overcome such things. Things like the HO352 bill would condemn such spiritual teachings as being racist.

While these have been religious examples, such things are usually only taught in passing in schools partially because of the first amendment guaranteeing the right of individuals not to have a federal religion forced upon them. But such a bill would prohibit schools to discuss the constitution itself, which deals with racist and sexist ideals (the 3/5 compromise, the lack of representation for American Indians, and the lack of voting power granted to women) until they were amended in 15th and 19th amendments. HO352 would prohibit Idaho schools to teach the historical context of the constitution.

Which leads us to one of the largest problems with HO352 and Lt. Governor Janice McGeachin's proposed task force on "liberal bias" in education. The verb used by her and so many others promoting these concepts is indoctrination. This is no accident. While the verb itself has neutral uses, the meaning most likely meant by these groups is a synonym for brainwash. This concept sends fear into those out of the education circles. But the idea of brainwashing in education is unfounded. Educators don't present one partisan opinion, because they function on a non-partisan level. They don't work in absolutes and dichotomies. They seek to educate. This means presenting knowledge based in multiple methodologies that have been developed for thousands of years. Students are encouraged to find the truth in the teachings. In some areas of knowledge the answers can become rote (mathematics and some STEM), but this doesn't mean partisan either. If 5 + 5 =10 there is no need to investigate alternative theories that suggest the answer might be 23. It isn't. Educators don't spend time on fringe theories in the classroom.

Bill HO352 would encourage education to be censored for answers that certain demographics don't agree with—which would be actual indoctrination. When I instruct my students how to write and argue with ancient rhetoric, they are given tools to present persuasive arguments using thousands of years of wisdom. If thousands of years of wisdom that have been woven together to form western civilization is liberal indoctrination then the problem isn't in education but in

those defining the word liberal. The United States of America was founded on progressive ideals and has always had a subgroup that kicks against the pricks of progress. Students are free to evaluate the arguments of the past in racial subjugation and inequality and decide for themselves if such theories hold true to them. But as for educators, we follow the lead of teachers like Jesus of Nazareth and the many secular and religious instructors that have followed, in teaching love and equity. We do not indoctrinate. We teach. If teaching becomes a synonym for indoctrination of liberal beliefs, than the slippery slope that could follow will lead to dangerous censorship more akin to the fascist and authoritarian regimes my grandfathers fought wars against. In this response I've used religious examples—something I tend not to refer to in class aside from in passing. I've used them to find common ground and to point out that the wording used by those attempting to silence educators can also be applied to religious settings. The precedent for religious censorship could be next. I say let freedom ring and let students govern themselves.

Thank you for your time,

Rob

Dr. Robert Watkins
Associate Professor of English
Idaho State University
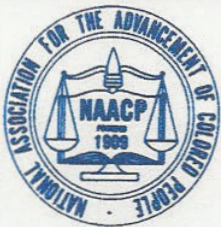
SALT LAKE BRANCH NAACP

P.O. Box 25414 * Salt Lake City, UT 84125-0414
Tel: (801) 250-5088 Fax: (801) 250-5111 Email: jdwnaacp@att.net
Website: naacp-saltlakebranch.org

Jeanetta Williams
President

I am writing as President of the NAACP Tri-State Conference of Idaho, Nevada and Utah to voice our opposition of any restrictions of freedom of expression on campus and in Idaho schools. There are NAACP Branches in Boise, Pocatello and Kootenai County, Idaho.

Public school students possess a range of free-expression rights under the First Amendment. Students can speak, write articles, assemble to form groups and even petition school officials on issues. The U.S. Supreme Court has said that students "do not shed their constitutional rights to freedom of speech and expression at the schoolhouse gate."

There is a fundamental distinction between public and private school students under the First Amendment. The First Amendment and the other provisions of the Bill of Rights limit the government from infringing on an individual's rights. Public school officials act as part of the government and are called state actors. As such, they must act according to the principles in the Bill of Rights. Private schools, however, aren't arms of the government. Therefore, the First Amendment does not provide protection for students at private schools.

Though public-school students do possess First Amendment freedoms, the courts allow school officials to regulate certain types of student expression. For example, school officials may prohibit speech that substantially disrupts the school environment or that invades the rights of others. Many courts have held that school officials can restrict student speech that is lewd.

Many state constitutions contain provisions safeguarding free expression. Some state Supreme Courts have interpreted their constitutions to provide greater protection than the federal Constitution. In addition, a few states have adopted laws providing greater protection for freedom of speech.

The U.S. Supreme Court has said that students "do not shed their constitutional rights to **freedom of speech** and **expression** at the schoolhouse gate." ... For example, **school** officials may prohibit **speech** that substantially disrupts the **school** environment or that invades the rights of others.

Public **school students** possess a range of free-**expression** rights under the First Amendment. **Students** can speak, write articles, assemble to form groups and even petition **school** officials on issues.

There must be a duty to behave responsibly and to respect other people's rights. restrict your freedom of expression if, for example, you express views that encourage racial or religious hatred.

I can be reached by email or mobile, (801) 979-5050 if there are questions.

Sincerely,

Jeanetta Williams

Jeanetta Williams

NAACP: FOUNDED: 1909