TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.Z. PLANNING AND DELIVERY OF POSTSECONDARY PROGRAMS AND COURSES – FIRST READING	Action Item
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3	BOARD RESOLUTION PROHIBITING DIVERSITY STATEMENTS IN HIRING AND PROMOTING AN ENVIRONMENT OF BELONGING FOR ALL STUDENTS AT PUBLIC POSTSECONDARY INSTITUTIONS	Action Item
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SUBJECT

Board Policy III.Z, Planning and Delivery of Postsecondary Programs and Courses – First 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.
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 that added new definitions for high-demand programs and joint programs.
April 22, 2021	The Board approved the second reading of proposed amendments to Board Policy III.Z.
October, 2022	The Board approved the first reading of proposed amendments to Board Policy III.Z. that described a set of minimum criteria by which the Board will evaluate proposals by the universities to offer new associate degrees and proposals by the community colleges to offer baccalaureate degrees.
December 21, 2022	The Board approved the second reading of 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 33-123, Idaho Code
Section 33-2101, Idaho Code

BACKGROUND/DISCUSSION

The purpose of Board Policy III.Z, "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, and collaboration and coordination." The purpose is to also meet the statutory requirement to "as far as practicable prevent wasteful duplication of effort" by the institutions.

In 2022, Lewis-Clark State College ("LC-State") and University of Idaho ("UI") were selected as two of 73 institutions throughout the nation to participate in the U.S. Department of Education's Second Chance Pell Experiment. This program allows incarcerated individuals to access federal Pell grants to pay for higher education. LC-State and UI have worked closely with the Idaho Department of Correction to increase programming for adults within the prison system.

LC-State has specifically requested action from the Board to allow it to offer face-to-face academic undergraduate education in prison locations outside its designated Service Regions (Regions I and II). The college has established a Memorandum of Understanding with the Department of Correction that would allow it to offer face-to-face undergraduate courses and programs throughout the prison system. LC-State has offered face-to-face instruction at the Idaho Correctional Institution – Orofino during the 2022-23 academic year to approximately 58 students in courses leading to associate degrees in liberal arts, business, and welding. However, LC-State is currently only designated by Policy III.Z. to offer undergraduate education in Regions I and II using the face-to-face modality. Similarly, UI is only designated to offer face-to-face graduate education in Regions I and II.

Four possible approaches have been identified that would allow LC-State to offer face-to-face undergraduate and education in prison locations outside its designated Service Regions:

1. The college could work within the parameters currently established by Policy III.Z. and establish separate Memoranda of Understanding with Designated Institutions in other service regions where it desires to offer face-to-face academic undergraduate education in prisons;
2. The Board could modify Policy III.Z. to create a new academic Service Region that would include all adult correctional facilities under the jurisdiction of the Department of Correction, designating the college to provide academic undergraduate in this new, non-geographical Service Region;
3. The Board could modify policy to exempt face-to-face academic undergraduate education in prison facilities from the Service Region restrictions in Policy III.Z, allowing all institutions so desiring, including LC-

State, to offer face-to-face courses and programs in every prison location in the state; or

4. The Board could waive certain provisions in Policy III.Z. to allow the college to offer face-to-face undergraduate education outside its designated service regions temporarily, until a more permanent solution can be agreed upon.

In all scenarios, no institution is restricted from offering online programming in the prison systems throughout the state because Policy III.Z. designations do not apply to programs that are 90% or more online. Currently, only LC-State is offering and planning to offer face-to-face academic undergraduate education in the prisons, though other institutions have indicated they may desire to do so in the future.

Additionally, in all scenarios, Career Technical Education (CTE) in the prison system would continue to be delivered regionally as currently designated in Policy III.Z. No institution is allowed to offer CTE programs in the prisons outside its geographically designated region without formal agreement from the Designated Institutions in other regions and in coordination with the Division of CTE.

IMPACT

Board approval of option two, three or four would allow LC-State to offer face-to-face academic undergraduate education in other Service Regions in the upcoming academic year. Approval of Option 2 would require the Board to designate one or more institutions to offer academic undergraduate education in the prison systems. Both LC-State and UI have indicated a desire to be a Designated Institution for this new Service Region under this option. If the Board chooses not to take any of these three actions, then LC-State would need to work within the current parameters of Board Policy to offer programming this coming academic year.

ATTACHMENTS

Attachment 1 – Board Policy III.Z. Planning and Delivery of Postsecondary Programs and Courses – Service Region Version – First Reading

Attachment 2 – Board Policy III.Z. Planning and Delivery of Postsecondary Program and Courses – Exception Version – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recognizes that the adult prison population is uniquely separate from all other populations of potential students in Idaho. These individuals are also highly mobile within the prison system. Continuity and consistency of educational opportunities throughout the system is important. Moreover, educational programming in the prisons requires unique and specialized approaches to ensure security.

Board staff commends the leadership of LC-State and UI in providing academic undergraduate education in the prison system through the Second Chance Pell pilot. Staff agree that it is desirable that LC-State, in particular, be able to offer face-to-face programming in the upcoming academic year, given its status as a Second Chance Pell pilot institution and the establishment of an MOU with the

Department of Correction. UI has stated that it does not currently offer face-to-face programming but would like the option to do so in the future.

While current policy provides a path for LC-State to offer face-to-face programs in the upcoming academic year through several MOUs with the other institutions, staff would be supportive of streamlining this process through one of the latter three options. The institutions involved will make arguments for and against each option to the Board directly and request the Board to decide on the best option to pursue at this time.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III. Z., Planning and Delivery of Postsecondary Education Programs and Courses, which create a new Service Region, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to approve the first reading of proposed amendments to Board Policy III. Z., Planning and Delivery of Postsecondary Education Programs and Courses, which provide an exception to this policy for face-to-face academic undergraduate education in prison locations, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to waive the provisions in Board Policy III. Z., Planning and Delivery of Postsecondary Education Programs and Courses, that require Lewis-Clark State College to enter into Memoranda of Agreements with other institutions to offer face-to-face academic undergraduate education in prison locations outside Regions I and II for 2023-2024 academic year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses
~~December 2022~~June 2023

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. With 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. With 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, 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. 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. 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.

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.

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.

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.

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

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 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 (MOUs), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs

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 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 staff. Upon submission of the Institution Plans to Board staff, the Board's 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 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 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 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. 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.

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.

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

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.

Region VII is a non-geographical region that shall include all adult correctional facilities under the jurisdiction of the Idaho Department of Correction. In cooperation with the State Board of Correction ~~per~~pursuant to Section 33-123, Idaho Code, Lewis-Clark State College is the Designated Institution serving undergraduate education and applied baccalaureate degree needs. University of Idaho is the Designated Institution serving graduate education needs. Designated Institutions in Regions III, IV, V, and VI are not designated to offer academic undergraduate education in correctional facilities within their respective Service Regions.

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

iv. Associate Degrees at Universities and Baccalaureate Degrees at Community Colleges

When a university proposes to offer an associate degree or a community college proposes to offer a baccalaureate degree, the Board will evaluate the proposed degree using at least the following criteria:

1) Demand
Proposed offerings must be to meet an urgent, local need based on where students who complete the offering will be employed rather than on where the students reside. The demand for the proposed offering needs to be clear, urgent, and compelling, as evidenced through data and industry input. Commitments of practical support (e.g. funding, internships, etc.) from industry stakeholders constitutes evidence of demand.

2) Specialization
The proposed offering must be based on the unique capability at the institution, founded on specialized instructional expertise and any infrastructure necessary for program delivery.

3) Non-Competitiveness
The proposed offering must be non-competitive with other institutions' offerings within the identified service area (whether regional or statewide) and supported by other institutions within the service area. The Executive Director or designee may request written commitments from the presidents of other institutions within the service area expressing conceptual and, if necessary, practical support for the proposed program.

4) Collaboration
Alternative approaches to meeting the identified demand addressed by the proposed offering should be fully considered, including potential collaboration with other institutions. High-demand programs must be offered through inter-institutional collaboration as described in this policy.

5) Resources
The institution must have sufficient resources to develop and deliver the proposed offering.

These criteria do not apply to Associate Degrees in General Studies currently offered or proposed to be offered by the universities.

v. Memoranda of Understanding

The Board encourages and fosters orderly and productive collaboration between Idaho's public institutions. Memoranda of Understanding can support such collaboration.

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.

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.

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.

vi. 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.

vii. 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.

viii. 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 Executive Director or designee for review. The Board's Executive Director or designee shall prescribe the method for resolution. The Board's Executive Director or designee may forward disputes to CAAP and, if necessary, make recommendations 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.

ATTACHMENT 2

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
Subsection: Z. Planning and Delivery of Postsecondary Programs and Courses
~~December 2022~~June 2023

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. With 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. With 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, 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. 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. 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.

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.

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.

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.

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

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 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 (MOUs), if any, to be entered into with Partnering Institutions pursuant to Subsection 2.b.iii. below.

2) Service Region Programs

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 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 staff. Upon submission of the Institution Plans to Board staff, the Board's 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 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 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 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. 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.

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.

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

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

iv. Associate Degrees at Universities and Baccalaureate Degrees at Community Colleges

When a university proposes to offer an associate degree or a community college proposes to offer a baccalaureate degree, the Board will evaluate the proposed degree using at least the following criteria:

1) Demand
Proposed offerings must be to meet an urgent, local need based on where students who complete the offering will be employed rather than on where the students reside. The demand for the proposed offering needs to be clear, urgent, and compelling, as evidenced through data and industry input. Commitments of practical support (e.g. funding, internships, etc.) from industry stakeholders constitutes evidence of demand.

2) Specialization
The proposed offering must be based on the unique capability at the institution, founded on specialized instructional expertise and any infrastructure necessary for program delivery.

3) Non-Competitiveness
The proposed offering must be non-competitive with other institutions' offerings within the identified service area (whether regional or statewide) and supported by other institutions within the service area. The Executive Director or designee may request written commitments from the presidents of other institutions within the service area expressing conceptual and, if necessary, practical support for the proposed program.

4) Collaboration
Alternative approaches to meeting the identified demand addressed by the proposed offering should be fully considered, including potential collaboration with other institutions. High-demand programs must be offered through inter-institutional collaboration as described in this policy.

5) Resources
The institution must have sufficient resources to develop and deliver the proposed offering.

These criteria do not apply to Associate Degrees in General Studies currently offered or proposed to be offered by the universities.

v. Memoranda of Understanding

The Board encourages and fosters orderly and productive collaboration between Idaho's public institutions. Memoranda of Understanding can support such collaboration.

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.

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.

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.

vi. 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.

vii. 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.

viii. 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 Executive Director or designee for review. The Board's Executive Director or designee shall prescribe the method for resolution. The Board's Executive Director or designee may forward disputes to CAAP and, if necessary, make recommendations 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.

~~a.~~b. This policy is not applicable to face-to-face academic undergraduate and graduate ~~programs~~ education offered within adult correctional facilities under the jurisdiction of the Idaho Department of Correction.

~~b.~~c. 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.

SUBJECT

Board Policy III.M., Public Postsecondary Accreditation – Second Reading

REFERENCE

June 22, 2011	First Reading, Board Policy III.M., Public Postsecondary Accreditation approved.
August 11, 2011	Second Reading, Board Policy III.M., Public Postsecondary Accreditation approved by the Board.
June 15, 2022	The Board approved a first reading of Board Policy III.M., clarifying that all eight public postsecondary institutions shall be accredited by NWCCU.
August 24, 2022	The Board approved a second reading of Board Policy III.M.
February 15, 2023	The Board approved a first reading of Board Policy III.M., Public Postsecondary Accreditation to clarify the intent of the policy related to the accrediting body approved by the Board.

APPLICABLE STATUES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.M. Public Postsecondary Accreditation
Section 33-107, Idaho Code

BACKGROUND/DISCUSSION

It is the statutory responsibility of the Board to ensure transferability of credit to state institutions of higher education. Seamless credit transfer between all eight public postsecondary institutions is of paramount importance to a uniform system of education in Idaho. Section 33-3729, Idaho Code, sets out the requirements for the transfer of credits to and between the public postsecondary institutions, including the requirement that transferring credits must be earned at an institution accredited by an accrediting body recognized by the Board.

Board Policy III.M. Public Postsecondary Accreditation identifies the Northwest Commission on Colleges and Universities (NWCCU) as the Board-recognized accrediting body for public postsecondary institutions in Idaho. The policy also contains reporting requirements related to the accreditation process.

The policy currently states that all eight institutions shall “be evaluated” by NWCCU based on a seven-year accreditation cycle. The proposed change will clarify the long-standing intent of this policy that institutions shall “be accredited” by NWCCU and “evaluated” on a seven-year accreditation cycle.

IMPACT

The proposed amendments will clarify the intent of this Board policy to require all public postsecondary institutions in Idaho to be accredited by NWCCU.

ATTACHMENTS

Attachment 1 – Board Policy III.M. Public Postsecondary Accreditation – Second Reading

STAFF COMMENTS AND RECOMMENDATIONS

There were no changes between first and second readings. Board staff recommends approval of this policy change to ensure clarity around the Board's requirements for accreditation.

BOARD ACTION

I move to approve the second reading of Board Policy III.M., Public Postsecondary Accreditation as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: M. Public Postsecondary Accreditation ~~August~~ April 2023~~2~~

Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College shall be ~~evaluated~~ accredited by the Northwest Commission on Colleges and Universities (NWCCU) and evaluated ~~based~~ on a seven-year accreditation cycle. Evaluations are conducted in progressive stages that build on previous findings and regular feedback from peer evaluators and the NWCCU Board of Commissioners. All eight institutions shall follow the process prescribed by NWCCU. The universities and Lewis-Clark State College shall update the Board, and the community colleges shall update their local boards of trustees, as to the content and status of their self-evaluation at each stage of the reporting cycle.

1. For Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho:

   a. Board members shall be provided with opportunities to participate in the evaluation process. Prior to formal NWCCU accreditation visits to an institution, the president will notify the Board's Executive Director of such visit and schedule a time and place for Board representation during each visit. The Board's Executive Director (or designee) and Board member(s) shall visit the NWCCU self-study team as determined by the Board's Executive Director upon consultation with the NWCCU review team.

   b. Copies of the NWCCU reports completed by an institution shall be submitted to the Board's Executive Director at the same time the report is forwarded to NWCCU. A draft copy of the NWCCU year one self-evaluation report completed by an institution shall be shared with the Board's Executive Director prior to its submission to NWCCU. A copy of each corrective action progress report submitted to NWCCU by an institution will also be forwarded to the Board's Executive Director at the same time the report is sent to NWCCU.

SUBJECT

Board Resolution Prohibiting Use of Diversity Statements in Hiring and Promoting an Environment of Belonging for All Students at Public Postsecondary Institutions

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section II.P.

BACKGROUND/DISCUSSION

The Idaho State Board of Education has long affirmed its interest in promoting an environment of belonging for all students at the public postsecondary institutions it governs. Faculty and staff are responsible for creating a welcoming and dynamic learning environment for all students, as an outgrowth of their investment in student success.

The Board recognizes that a requirement for faculty applicants to demonstrate a commitment to diversity, equity, and inclusion through a written statement (known as a "diversity statement") may lead to hiring decisions based on factors other than merit. At the national level, some faculty have also raised concerns that use of diversity statements in hiring may violate First Amendment rights, academic freedom principles, or both. The Board is not aware of any specific concerns by faculty in Idaho, nor the extent to which diversity statements have been used for hiring decisions at Idaho's public postsecondary institutions.

IMPACT

This Board Resolution prohibits the use of diversity statements in hiring at Idaho State University, Boise State University, Lewis-Clark State College and the University of Idaho. It also reaffirms the Board's goal that faculty and staff continue to create and nurture a safe, welcoming and dynamic learning environment of belonging for all students.

ATTACHMENTS

Attachment 1 – Resolution

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff notes additional background related to diversity statements in faculty hiring as provided by The Foundation for Individual Rights in Education:[1]:

> *Institutions of higher education have both the authority and obligation to prevent unlawful discrimination on campus, as well as an interest in employing faculty who work toward the academic success of students of various backgrounds and identities. But [diversity statement requirements] frequently go further, compelling faculty to affirm contested views on matters of public debate or to embed specific ideological perspectives in their academic activities. This violates faculty members' individual rights*

[1] https://www.thefire.org/news/fire-releases-statement-use-diversity-equity-and-inclusion-criteria-faculty-hiring-and

and thwarts values like intellectual freedom, epistemic humility, and open-mindedness that underlie a university's mission to produce and disseminate knowledge…[Such requirements] are especially concerning given that adverse consequences for those who hold or voice dissenting, minority, or simply unpopular opinions are increasingly common on campus.

Staff recommends approval of the Resolution and direction from the Board to codify the principles of the Resolution in Board policy.

BOARD ACTION

I move to approve the Resolution set forth in Attachment 1, the title of which is as follows:

Board Resolution Prohibiting Use of Diversity Statements in Hiring and Promoting an Environment of Belonging for All Students at Public Postsecondary Institutions

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to direct staff to develop a proposed amendment to Board policy codifying the principles of this Resolution and bring the amendment forward for first reading not later than the August 2023 Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

650 W. State Street ● Suite 307 ● Boise, ID ● 83702
P.O. Box 83720 ● Boise, ID ● 83720-0037

A RESOLUTION PROHIBITING USE OF DIVERSITY STATEMENTS IN HIRING AND PROMOTING AN ENVIRONMENT OF BELONGING FOR ALL STUDENTS AT PUBLIC POSTSECONDARY INSTITUTIONS

WHEREAS, the general supervision of the state educational institutions of the state of Idaho is vested in the State Board of Education pursuant to Article IX, §2 of the Idaho Constitution and Idaho Code § 33-101; and

WHEREAS, the Board of Education serves as the Board of Regents of the University of Idaho (Article IX, §10 of the Idaho Constitution; Idaho Code § 33-2802), and the Board of Trustees of Idaho State University (Idaho Code § 33-3003), Boise State University (Idaho Code § 33-4002), Lewis-Clark State College (Idaho Code § 33-3102); and

WHEREAS, it is in the best interest of the institutions to create a welcoming and dynamic learning environment of belonging by administrators, faculty, and staff who are invested in the success of every student; and

WHEREAS, prospective and current faculty and other staff may be or previously have been invited or required to demonstrate their commitment to the principles of diversity, equity, and inclusion through a written “diversity statement” as a condition of hiring; and

WHEREAS, the use of written diversity statements to evaluate candidates for hire may result in employment decisions based on factors other than one's own merit;

NOW, THEREFORE, BE IT RESOLVED that Idaho State University, Boise State University, Lewis-Clark State College and the University of Idaho shall not invite nor require any candidate for hire to demonstrate commitment to the principles of diversity, equity, and inclusion through a written diversity statement.

BE IT FURTHER RESOLVED that administrators, faculty and staff at the institutions shall continue to create and nurture a safe, welcoming and dynamic learning environment of belonging for all students.

ADOPTED and APPROVED by the Idaho State Board of Education, April ____, 2023.

_____
Kurt Liebich, President

SUBJECT

Complete College Idaho Report

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.
June 2012	Board approved the postsecondary degree and certificate projections and the Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State.
June 2015	Board approved changes to Board Policy III.S., establishing co-requisite, accelerated, and emporium support models as the approved delivery of remedial instruction, a strategy included in the Complete College Idaho plan.
September 2017	Board adopts the Governor's Higher Education Task Force recommendations, which includes Complete College America 'Game Changer' strategies.
December 2017	Board received an update on implementation of Complete College America 'Game Changer' strategies from institutions.
April 2018	Board received an update on the impact of Complete College Idaho funding.

BACKGROUND / DISCUSSION

In 2010, the Board established an attainment goal that 60% of Idaho's 25- to 34-year-old age demographic would have a postsecondary credential by 2020. The Governor's 2017 Higher Education Task Force called for this goal to be revised or extended. Subsequent to the Board adopting the 60% attainment goal, in August 2011, Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the 60% attainment goal.[1] In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic

[1] Within its strategic plan the State Board has since replaced the population-based 60% attainment goal with institutionally unique credential production goals.

Growth in the Gem State (CCI Plan). The Board, at its June 2012 meeting, approved the final version of the CCI Plan.

Legislative funding for implementing CCI strategies was allocated to four-year institutions beginning in 2014, and community colleges beginning in 2015. In 2017, CCI key indicators, including degree attainment, course completion, and job placement, were reported by the President of the State Board of Education to the Joint Finance-Appropriations Committee, the Senate Education Committee, and the House Education committee. This report discussed the implementation and effectiveness of funding appropriated for the CCI initiative. Institutions have continued to report annually to the State Board of Education staff on key CCI strategies, particularly strategies related to remediation.

Office of the State Board of Education convened a CCI Summit at Idaho State University that included change leaders from each postsecondary institution. Institutions provided updates on the status of CCI strategy implementation at their respective campuses.

Over the past fifteen years, Complete College America's recommendations have matured as continued research has emerged; at the same time, institutions have deepened and extended their use of student success strategies that support student learning and success. The current report offers an updated, comprehensive assessment of the CCI strategies at each institution. At most institutions, many strategies are now woven into standard institutional practices that support and improve student retention and degree attainment. It also offers recommendations for the next phase of the CCI work.

IMPACT

Adoption by the Board of the report's recommendations for the next phase of CCI work would provide strategic direction to Board staff and institutional leaders in support of continued efforts to improve student retention and degree completion. Given the changes in CCA's structure and strategies, as well as the various efforts throughout the public postsecondary system in Idaho toward these goals, renewed strategic direction is critical to ensure we continue building effectively on the work and outcomes of the past decade.

ATTACHMENTS

Attachment 1 – Complete College Idaho Report
Attachment 2 – Complete College Idaho Report Presentation

STAFF COMMENTS AND RECOMMENDATIONS

Board Staff commend the institutions for their systemic integration of most CCI strategies. These efforts have stretched over many years and have involved multiple faculty, staff, and administrators at each institution. At this point, these strategies have largely been integrated into institutional practices, most notably in each institution's student enrollment and retention planning processes. More

specifically, of the nineteen CCA Game Changers, at least twelve are fully implemented across the eight institutions. The remaining seven have been implemented at some campuses and are in progress at the others.

Staff look forward to working with the institutions on the next stage and recommend acceptance of the report and approval of the recommendations.

BOARD ACTION

I move to accept the Complete College Idaho report and approve the recommendations contained therein as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Complete College Idaho: 2022 Update

Executive Summary

In the past ten years, Idaho post-secondary institutions have made significant strides with student retention, persistence, and graduation. These improvements are the result of substantial campus-level efforts to improve the course options for first-year students, develop proactive advising, increase student basic needs support, and remove sometimes-invisible barriers hindering student success. The individual campus efforts were strengthened and supported by the strategic, statewide Complete College Idaho (CCI) plan that was set forth a decade ago.

Idaho post-secondary institutions have made significant progress in nearly all areas, often under challenging circumstances. This report describes the history of the Complete College Idaho plan, documents the statewide success in most areas, and offers recommendations for the future.

CCA and CCI: A Brief Timeline

2010	Idaho joins the Complete College America (CCA) alliance
2012	The State Board of Education releases the "Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State." This plan includes goals for higher education related to transforming remediation (English and math), structuring for success (math pathways, advising, degree pathways), and rewarding retention and degree completion.
2012-2017	Each area of focus includes a wide range of initiatives, and most result in substantial system-wide improvements. Throughout this time, faculty and administrators from all eight institutions gather regularly to share resources, analyze data, and implement new curricular structures and student support programs.

2017	CCA's Game Changers released: 1. Structured Schedules 2. Corequisite Remediation 3. Math Pathways 4. GPS Direct (Meta-Majors, Academic Maps, and Advising) 5. #15 to Finish
October 2017	Governor Otter's Higher Education Task Force recommends continued effort around college completion through full implementation of the CCA Game Changers. These strategies continue the efforts of earlier years; for example, corequisite remediation had been a specific focus beginning in 2012 – while others brought new energy to and support for initiatives around advising, scheduling, and setting credit enrollment expectations for students that would lead to on-time graduation.
2018-2022	Institutions continue implementing or deepening CCA Game Changer strategies, with varying focus and intensity depending on unique institutional contexts.
2021	CCA releases an updated Strategic Framework.
June 2022	Complete College Idaho Summit convenes.

Current Engagement with CCI Initiatives

In 2021, CCA realigned their organizational Strategic Framework around four conceptual Pillars: Structure, Purpose, Momentum, and Support. Each pillar includes numerous specific strategies, including the earlier Game Changers, while adding additional strategies to reflect a larger number of evidence-based approaches that enhance college completion.

In June 2022, provosts and other leaders of CCI initiatives from each Idaho institution convened at Idaho State University to offer updates on their institutions' progress with the CCA Game Changers and share best practices. In addition to the institutional updates, participants were surveyed on the strategies in the new CCA Strategic Framework to gauge institutions' familiarity with the broader set of strategies as well as their interest in each of these areas. While this data is impressionistic, it is heartening to see how many of the newer strategies are very familiar to the institutions. In many cases, these initiatives have been infused into the fabric of institutional strategic plans, providing evidence of the long-term staying power of these efforts.

This report offers an overview of the institutions' progress with the 2017 Game Changers (bolded below) as well as with CCA's expanded set of strategies.

Structure

The pillar of Structure includes several of the 2017 Game Changers: **Math Pathways**, an approach to math instruction that moves away from a "College Algebra for all" approach to one that provides students with different entry-level math options depending on their major and career goals; **Meta-Majors**, and **Academic Maps**, both of which provide students with clear degree plans; and **Smart (or Structured) Schedules**. This pillar also includes Stackable Certificates, and while that was not one of the earlier Game Changers, it has been an area of interest and activity for the institutions for several years now.

At the summit, all institutions reported substantial implementation of Math Pathways, Meta-Majors, and Academic Maps. While there has been uneven implementation of Smart Scheduling and Stackable Certificates, there is a lot of interest in these areas, particularly around Certificates. Most institutions are currently engaged in purposefully developing appropriate certificate and microcredentialing options for their students. The following examples highlight how institutions have already developed Structural changes in nearly all of these areas[1].

Math Pathways[2]

"Math pathways" is a strategy designed to better align entry-level math with students' majors. For example, historically, all college students have been required to take College Algebra, a course that is not appropriate for most non-STEM majors. In Idaho, nearly all institutions have made significant progress in adding entry-level, pathway-specific math courses. Most have developed courses for pre-education, liberal arts, and STEM majors; some have added other specialized gateway courses, like Boise State's "Business Algebra" and ISU's "Business Statistics." Several community colleges have added program-specific math courses more appropriate for Associate degrees and technical certificates, such as CWI's "Personal Finance" and "Technical Math" offerings.

Each institution continues to collect and assess student success data in these courses. Continued collaboration among college faculty, as well as with Idaho's Math Transitions Network[3], will bring better K-16 alignment in math instruction. While institutions can and should continue to strengthen their math pathways, in collaboration with faculty from across campus, math faculty should be commended for their attention to creating multiple new courses that better serve students.

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[1] Structured (or Smart) Scheduling is supported by Idaho institutions, but other Game Changers were of higher impact and have received more focused attention. The institutions are sensitive to student needs and work to provide course offerings in a number of modalities; these efforts have only increased since the recent pandemic. Online Idaho will be another resource for students as they seek to complete coursework on time.

[2] Elizabeth Ganga and Amy Mazzarelio, "Math Pathways: Expanding Options for Success in College Math," *Education Commission of the States*, October 2018.

[3] The Idaho Math Transitions Project is a Board-led collaboration between higher education math faculty and high school math teachers to improve alignment of mathematics courses and expectations, particularly at the transition from high school to college mathematics.

Meta-Majors and Degree Maps[4]

According to CCA's findings, students are best served by a purposeful combination of flexibility and structure. **Meta-Majors** and **Degree Maps** offer students a variety of ways to understand and navigate their degree plans. For example, default program maps, preset schedules that allow students to opt out rather than opt in, four-year plans, flexible meta-majors for undecided students, and proactive advising are all designed to help students choose a major within their first year and to have clear progress milestones, each of which increases the likelihood of college completion.

At the June summit, representatives from each institution gave brief updates on progress on their implementation of **Meta-Majors** and **Degree Maps**. All institutions have implemented both strategies, and they have done so with nuanced, context-specific approaches while also sharing resources and ideas. For example, LCSC drew from CEI's earlier work on meta-majors to, in turn, create their own set of these degree plans. Four-year plans are available for majors at the four year institutions; when combined with proactive advising and when built with on-time degree completion in mind, these tools can help students navigate their degree completion.

Purpose

CCA identifies four strategies within the pillar of Purpose: first-year experience, career exploration, academic and career alignment, and adult learning engagement. Even though none of these strategies are included in the 2017 Game Changers, the institutions did report on their adult learning programs at the June summit. Further, when surveyed, all of the institutional representatives identified these strategies as areas with which they are already actively engaged and for which they have developed programming. Two campuses identified these areas as their "highest priority," four others identified that they are "currently working on these strategies," and the remaining two are interested in learning more. The following examples highlight how institutions have already developed Purpose-driven efforts on their campuses.

Adult Learning Programs[5]

Institutions have all implemented strategies to engage adult learners through using a number of institution-specific approaches, from specific degree paths to flexible options to increasing opportunities for Prior Learning Assessments. For example, the College of Eastern Idaho was a finalist for the "Million Dollar Community College Challenge," which is sponsored by the Lumina Foundation. This effort is designed to help community colleges tell their story to prospective students of all kinds, and CEI capitalized on this opportunity by creating marketing materials that welcome a broad range of students.

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[4] Davis Jenkins, Hana Lahr, John Fink, Elizabeth Ganga, "What are We Learning About Guided Pathways: Part 3," *Community College Research Center*, April 2018.

[5] Ann E. Person, Julie Bruch, and Ashley Hong, "How States and Institutions Can Work Together to Serve Adult Learners: Lessons From Adult Promise," *Mathematica*, July 2021.

CEI has also reimagined career services to better serve all students, but in particular, working adults.

Additionally, institutions have also made significant strides with increasing the available options for prior learning assessments that accelerate students' progress toward degree completion and/or that provide greater flexibility for working adults. For example, CWI has taken explicit steps to add PLA options for every course possible and is developing an AAS Leadership degree that includes up to 45 PLA credits. Boise State has revised their degree for working adults/degree completion into a comprehensive, integrated Interdisciplinary Professional Studies degree that includes stackable certificates and is fully online. They have also added an online degree program that engages distance learners in a lower-cost, simplified general education pathway as a way to access fully online degrees in a number of areas, from health care sciences to business and cybersecurity management.

Academic and Career Exploration and Alignment[6]

All institutions have strengthened various efforts to create clearer pathways to post-graduate life for students. For example, LCSC has created preset schedules for first-year students as well as a semester-long credit-bearing orientation that most students complete and that serves to orient students to degree planning and campus support. ISU's proactive advising tool, ISU Navigate, is directly integrated into the Career Center and provides students immediate access to relevant resources and career planning.

Many institutions are also developing specific, targeted programming around the first-year experience while also working on specific initiatives to improve retention to the second year of college, and while these strategies were not reported on in June, they are efforts that should be encouraged and amplified.

Momentum

The pillar of Momentum includes: Credit for Competency, Multiple Measures Placement, **Corequisite Support** (previously Corequisite Remediation), Dual Credit, and **15 to Finish**/Staying on Track. There has been sustained investment in the 2017 Game Changers and all of these strategies for many years at all Idaho institutions. Most of these initiatives were among the earliest ones that CCA supported, and so institutions report that they are "far" or "very far" along in implementation; they are collectively farthest along with dual credit. The brief descriptions below speak to the significant effort that institutions have put into these initiatives that help students gain access to credit-bearing coursework and maintain momentum throughout their educational experience.

Corequisite Support[7] [8]

[6] Catalina Covacevich, Anthony Mann, Filippo Besa, Jonathan Diaz, and Cristina Santos, "Thinking about the future: Career readiness insights from national longitudinal surveys and from practice," *OECD*, June 2021.

[7] "No Room for Doubt," *Complete College America*, 2021

[8] A.W. Logue, Daniel Douglas, and Mari Wanatabe-Rose, "Corequisite Mathematics Remediation: Results Over Time and in

First-Year Writing: CCA has long advocated for corequisite entry-level writing coursework as a much more effective approach to "remediation" for entry-level college students. In first-year writing courses across Idaho, this curricular structure was quickly adopted, with some schools implementing corequisite courses as early as 2012. This became a rich area of professional development among the Idaho institutions, and as faculty in first-year writing mentored and supported each other through workshops and campus visits, all institutions decided to move to corequisite approaches within a few years. Idaho's configuration of successful credit-bearing first-year writing courses that support student learning, and that were developed collaboratively across institution types, has brought national attention and acclaim.

Non-credit bearing, remedial courses for first-year writing are no longer offered at any public postsecondary institution in Idaho. Instead, English 101 is offered in a select number of corequisite modalities (the support class/credits may be taught by a different instructor, for example, or include Writing Center visits). This corequisite English course, ENGL 101 Plus, is offered in either 4-credit or 5-credit (some community colleges) packages. Importantly, all of these credits count toward general education and/or graduation, thus supporting students in an on-time graduation[9].

Entry-level Math: Entry-level math courses have also long been an area of focus and attention for first-year math educators in Idaho. Math program coordinators have worked tirelessly over the past ten years as they reduced the number of non-credit bearing courses, transitioned to corequisite models, explored ways to improve the emporium approach, and continuously gathered data and reflected on that data. These reforms have been implemented in a variety of ways.

All institutions have reduced the number of non-credit bearing (remedial) courses and most have made significant progress on increasing the number of students who begin in credit-bearing coursework. For example, Boise State has transitioned from two pre-general education-level classes (025 and 108) to one (103 Mathematics Transitions for Success). Additionally, students within one course may be accelerated to the next class, even within the same semester. They are provided co-requisite, embedded support as needed. As another example, ISU has added a corequisite option; students are completing the course at satisfactory rates, and fewer students are being placed into the developmental course to begin with.

Corequisite uptake in mathematics has not been uniform, but several institutions are newly committed to moving as many students as possible into credit-bearing, co-requisite supported mathematics courses. Some institutions, like College of Eastern Idaho, only offer corequisite math, while others are continuing to move toward corequisite offerings. North Idaho College, for example, is working to develop and

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Different Contexts," *Educational Evaluation and Policy Analysis*, 41.3, 2019.

[9] Students who enroll in ENGL 101 Plus have similar pass rates to those who begin in ENGL 102. Further, they also complete ENGL 102 at similar rates as those who begin in ENGL 101. This is notable in that this effect is seen across institutions: students who may otherwise be at some kind of academic risk are succeeding and continuing to make academic progress. The significant increases in success rates for students in first-year writing classes have had a direct impact on the improving retention rates at almost all institutions.

implement corequisite options within its three math pathways, with full implementation planned for fall 2024.

These efforts are paying off; when it is fully implemented, success rates have increased in both corequisite and subsequent math courses. The vast majority of Idaho students will be best served by placement approaches that place students into general education mathematics courses, with well-designed corequisite approaches providing support for students at the time of need.

Think 30/#15 to Finish[10] [11]

CCA promotes a number of completion strategies that have been demonstrated to encourage on-time student graduation. **#15 to Finish** is a part of the 2017 Game Changers, as is its related approach, "Think 30." These strategies encourage students to complete 30 credits each year or 15 credits each semester to remain on track for degree completion. Of note is that another related strategy for on-time completion – completing gateway Math and English courses in the first year – has already been infused into the institutional practices of Idaho institutions. All have integrated prerequisites into subsequent courses and other strategies for requiring students to complete these courses in their first year, if not their first semesters.

The Think 30 and Fifteen to Finish initiatives have been adopted by all of the institutions at both the institutional level and more specifically within advising and orientation offices. At several institutions, for example, an "On time, On track. Think 30" marketing campaign has been integrated into registration presentations for new and prospective students. The other institutions have added it to advising modules, prospective student presentations, and broader on-campus marketing initiatives.

The institutions have also recognized the importance of all of these Momentum-focused strategies as part of their larger commitments to increasing student attendance, persistence, and graduation. At the College of Western Idaho, for example, leadership has identified first-time, full-time student fall-to-fall retention as an institutional priority. To that end, they have designed interventions to better support full-time students. For example, student credit loads are flagged and included in advising reports for added context for both students and advisors. Additionally, they have added an Advising Hub module within their LMS which guides students through a process designed to help them calculate their credit load for each semester. In a similar vein, Lewis-Clark State College has set specific targets for the increase in full-time students, and they are using a variety of approaches to encourage students to attend and be successful with a full-time schedule, including adding 30 credits/year as a criterion for merit-based

[10] Meredith Kolodner, "6 Reasons You Might Not Graduate On Time (and What to Do About it)," *New York Times*, April 6 2017.

[11] Doug Shapiro, Afet Dundar, Phoebe Khasiala Wakhungu, Xin Yuan, Angel Nathan, Youngsik Hwang, Completing College: A State-Level View of Student Attainment Rates (Signature Report No. 12a), *National Student Clearinghouse Research Center*, March 2017.

scholarships.

Support

The pillar of Support includes strategies related to **Proactive Advising** and Student Support, 360 degree Coaching, and Student Basic Needs. At the June summit, institutions report high levels of interest and implementation in all areas, but particularly in active academic support and proactive advising. Participants also reported that all institutions have implemented these strategies and are still engaged with them; all eight institutions listed them as either "high priority" or "working on this strategy right now." Students' basic needs, which includes mental health needs, are an especially high priority for institutions as demand rose in these areas during the pandemic and has remained high since then. For example, institutions now have food pantries and micro-grants for short term emergency loans, and most are actively exploring ways to reduce or eliminate financial holds on transcripts. The following description of efforts around the 2017 Game Changer of Proactive Advising speaks to how this strategy has been integrated at the institutions.

Proactive Advising[12]

All institutions have enhanced advising, recognizing that wrap-around support is critically important for helping students stay on track and gain momentum. Institutions have increased the ways in which they advise, coach, and mentor students, from refining and targeting specific kinds of advising (enrollment specialists and student success advisors at CSI), to adding specialized advisors (Health Sciences advisors at ISU), to enhancing new student orientation (ISU).

Further, institutions have taken numerous notable and innovative steps to continuously improve how students find and work with advisors. Boise State is adding a mobile advising appointment booking app, for example, and ISU has expanded their pilot of EAB/Navigate to proactively engage struggling students before it's too late and to increase advising opportunities. Each institution is continuing to focus on advising because of the strong link between advising and student success.

Recommendations

The pressures of the recent pandemic and its aftermath have resulted in an upheaval in college attendance and student persistence rates. We highly commend the efforts of each campus to address the significant challenges of the past few years even while continuing to engage with initiatives that enhance student engagement, persistence and graduation.

Idaho's partnership with Complete College America has been critically important for setting statewide

[12] Jennifer Varney, Intrusive advising. *Academic Advising Today,* 30.3, September 2007.

goals and implementing research-based strategies that have led to improvements (sometimes significant) in retention, persistence, and degree completion across all institutions. Now that the original Game Changers and even most of the strategies in the updated CCA Strategy Framework have been embraced – so much so that many of them are infused into institutional strategic plans – future steps can continue to foster this success. Currently, we have an opportunity to reflect and refocus on college completion efforts that will have a meaningful impact on Idahoans. In that spirit, we offer recommendations in the following areas:

Celebrate, Maintain, and Strengthen Commitments to CCA Game Changers:

1. The institutions should be encouraged to review, maintain, and deepen their commitment to the original and newly revised CCA Game Changers. These eighteen strategies have largely been integrated at each campus; some will be differently applicable, and each institution should review and prioritize these evidence-based practices in a context-specific way.
2. Too many Idaho students continue to be required to take pre-general education mathematics courses. The Board should direct OSBE Staff to gather national recommendations, meet with stakeholders, and revise Policy III.S to more accurately reflect current best practices around general education math. Many states have completely eliminated remedial/non-general education math offerings because students are more successful in corequisite models, and our policy can respond to Idaho's context while also reflecting national best practices.

Increase Transfer-Friendly Programs and Policies:

3. The Board should incentivize and celebrate any programs and initiatives designed to facilitate student transfer to and from institutions. The institutions can, with some resources, scale and systematize community college-university degree partnerships. These most often take the form of 2+2 agreements and joint degrees; many options are now possible due to the Joint/Co-Enrollment MOU that has recently been established. This MOU, which enables students to move more fluidly among institutions, has the potential to have an outsized positive impact on the college completion rates for first-generation, Pell-eligible, and rural Idahoans.

Revise General Education Framework:

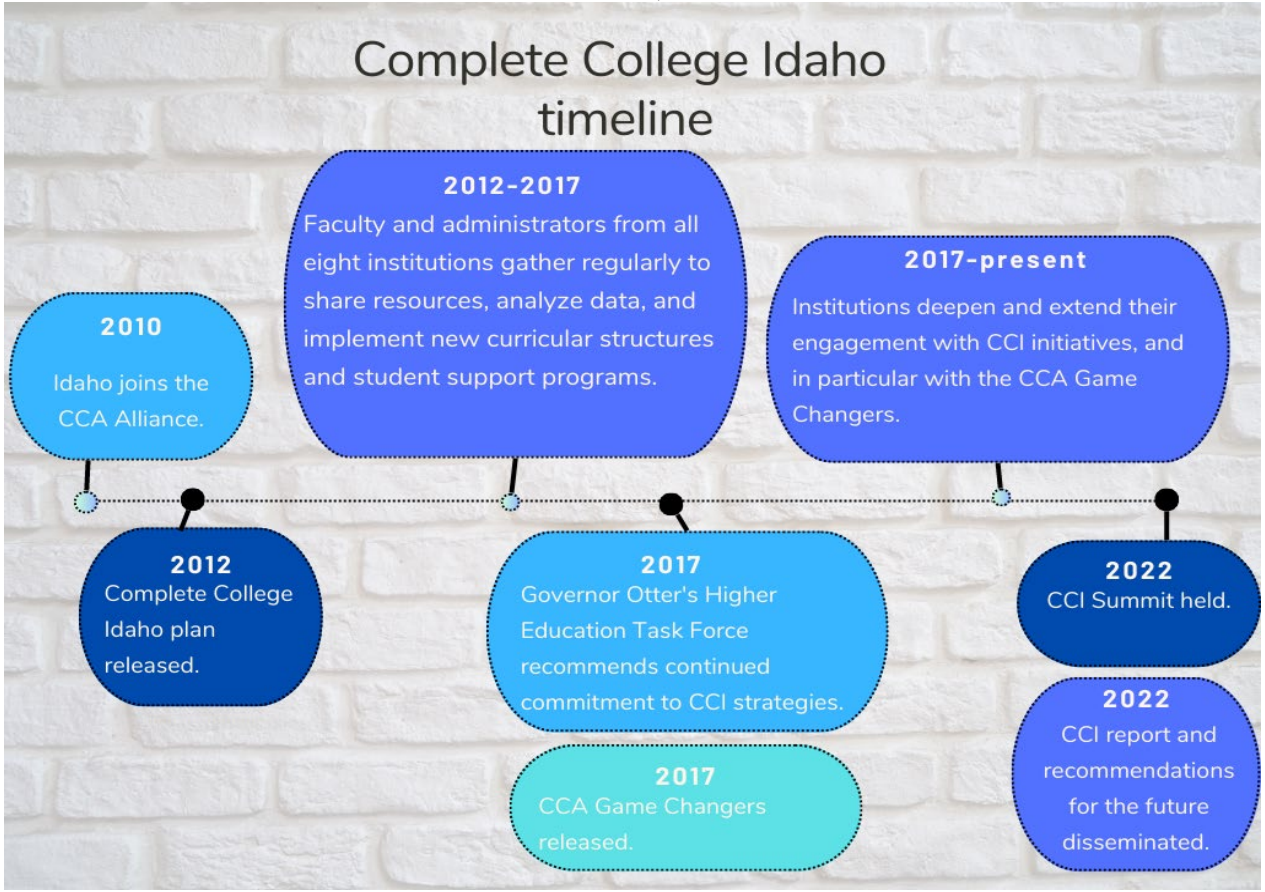
4. The Board should direct OSBE Staff to conduct a comprehensive review of Idaho's current general education framework and create a plan for its next iteration. Idaho has strong faculty leadership in general education across the state, and there is an opportunity to lead in creating a vision for general education that emphasizes the habits of mind, critical thinking experiences, and durable skills that are fostered in these foundational courses.

Create Purposeful Reporting:

5. Institutions should work with Board staff to determine appropriate reporting and accountability for these efforts.

Complete College Idaho

2022 Update


Complete College Idaho timeline
2010
Idaho joins the CCA Alliance.
2012
Complete College Idaho plan released.
2012-2017
Faculty and administrators from all eight institutions gather regularly to share resources, analyze data, and implement new curricular structures and student support programs.
2017
Governor Otter's Higher Education Task Force recommends continued commitment to CCI strategies.
2017
CCA Game Changers released.
2017-present
Institutions deepen and extend their engagement with CCI initiatives, and in particular with the CCA Game Changers.
2022
CCI Summit held.
2022
CCI report and recommendations for the future disseminated.

current engagement

Fully Implemented CCA Game Changers

- Career exploration
- Academic and career alignment
- Adult learning engagement
- Academic maps and milestones
- Stackable certificates and credentials
- Credit for competency
- Corequisite support for English/Writing
- Dual enrollment
- Proactive advising
- Student basic needs
- Active academic support
- Math pathways

CCA Game Changers In Progress

First year experience

Meta majors

Smart schedules

Multiple measures placement

15-to-finish/ stay on track

Corequisite support for math

360 degree coaching

next steps: five recommendations

Celebrate, Maintain, and Strengthen Commitments to CCA Game Changers

Recommendation 1:

The institutions should be encouraged to review, maintain, and deepen their commitment to the original and newly revised CCA Game Changers.

These eighteen strategies have largely been integrated at each campus; some will be differently applicable, and each institution should review and prioritize these evidence-based practices in a context-specific way.

Celebrate, Maintain, and Strengthen Commitments to CCA Game Changers

Recommendation 2:

The Board should direct OSBE Staff to gather national recommendations, meet with stakeholders, and revise Policy III.S to more accurately reflect current best practices around general education math.

Many states have completely eliminated remedial/non-general education math offerings because students are more successful in corequisite models, and our policy can respond to Idaho's context while also reflecting national best practices.

Increase Transfer-Friendly Programs and Policies

Recommendation 3:

The Board should incentivize and celebrate any programs and initiatives designed to facilitate student transfer to and from institutions.

The institutions can, with some resources, scale and systematize community college-university degree partnerships. These most often take the form of 2+2 agreements and joint degrees; many options are now possible due to the Joint/Co-Enrollment MOU that has recently been established. This MOU, which enables students to move more fluidly among institutions, has the potential to have an outsized positive impact on the college completion rates for first-generation, Pell-eligible, and rural Idahoans.

Revise General Education Framework

Recommendation 4:

The Board should direct OSBE Staff to conduct a comprehensive review of Idaho's current general education framework and create a plan for its next iteration.

Idaho has strong faculty leadership in general education across the state, and there is an opportunity to lead in creating a vision for general education that emphasizes the habits of mind, critical thinking experiences, and durable skills that are fostered in these foundational courses.

Create Purposeful Reporting

Recommendation 5:

Institutions should work with Board staff to determine appropriate reporting and accountability for these efforts.

SUBJECT

Student Mental Health Update

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.H

BACKGROUND/DISCUSSION

Over the past year, members of the Council on Student Affairs (COSA) have had numerous discussions regarding the mental health struggles seen on Idaho's postsecondary campuses. The number of students needing mental health services is rising, and this is having an impact on academic and non-academic programs. COVID relief funds have been used to increase support for students facing mental health challenges, but these funds are being rapidly depleted. Institutional leaders are concerned about how these mental health issues are impacting students and their ability to succeed. They are also concerned about the future support for students as federal funding runs out. The COSA chair, Dr. Andrew Hanson, met with the Presidents Leadership Council (PLC) last fall to discuss these concerns on behalf of COSA, and the PLC charged COSA with gathering additional information from campus counseling and health services staff and other stakeholders on the current state of student mental health at Idaho's public institutions.

IMPACT

This agenda item creates an opportunity for campus representatives to provide the Board with their findings from their recent examinations of student mental health on campus. Additionally, information will be provided on some of the additional resources that campuses are utilizing to meet the needs of students.

ATTACHMENT

Attachment 1 – Student Mental Health Update Presentation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff have been engaged in conversations related to the mental health needs of students and are aware of the increased need for mental health services that directly support students in completing their education. Most of Idaho's public institutions were able to use some COVID relief funds to assist campuses in meeting the mental health needs of students with either additional staff or contracted mental health services. Noting the significant needs of students along with the looming end of COVID funding, Board staff are concerned about our institutions' ongoing ability to meet the rising demand for mental health services. Additional funds may be needed and perhaps there could be some institutional savings with a statewide contract for some services.

BOARD ACTION

This item is for information purposes only.

Student Mental Health Challenges in Idaho

Andrew T. Hanson
LC State Senior Vice President/Vice President for Student Affairs
Chair, Council of Student Affairs

The genesis and the problem…

- Observations about students, student engagement, and student achievement post-pandemic
- Casual observations about student behavior – more frequent problems and more severe
- Discussions about strategies…
- Studies pointing to some causal factors…

Higher Education…snapshots

- LC State (Fall 2022 HC = 3783)
  - Counseling appointments, 1073 between July and December 2022; total face-to-face appointments have nearly doubled since AY 2017-18: 1501 appointments vs. 2804 in AY 21-22
  - 47% = general anxiety, 41% depression, 35% social anxiety, 33% suicide ideation
  - Therapy Assisted Online (TAO) and RESPOND
- Boise State University (Fall 2022 HC = 26,182)
  - Counseling Encounters, FY17 = 4105 and FY22 = 8162
  - Crisis Counseling, FY17 = 271 and FY22 = 335
  - JED Foundation/JED Campus (substance abuse and suicide prevention programming)

Higher Education…snapshots

- Idaho State University (Fall 2022 HC = 12,319)
  - 51.4% increase in crisis appointments and an increase of 41.8% in the number of unique clients attending a crisis appointment.
  - 33.7% of clients we've seen this fall have engaged in self-injury (e.g. cutting, burning, headbanging, etc.).
  - 43.3% of clients we've seen this fall have "seriously considered attempting suicide" at some point.
  - MySSP
- University of Idaho (Fall 2022 HC = 11,507)
  - Fall 2022 (as of Nov 28) counseling data – 251 psychiatric visits, 2004 counseling appointments

Higher Education…snapshots

- North Idaho College
  - 1.0 FTE Counselor
  - Relationship issues, academic distress, and depression are top three presenting concerns
  - 487 students participated in 889 counseling sessions since Spring 2019
- College of Western Idaho
  - Top reasons students seek counseling = anxiety, depression, and loneliness
  - JED Foundation, Therapy Assisted Online
- College of Eastern Idaho
  - 52% of counseling clients above national average for depression, 49% above for general anxiety, 50% above for social anxiety.
- College of Southern Idaho
  - 1133 counseling visits during 21-22 academic year
  - 21-22 stats: 75% reported stress, 62% reported depression/anxiety
  - Fall 2022 stats: 97% reported depression/anxiety
  - BetterMynd

Youth Risk Behavior Survey

Idaho Department of Education, 2021, p. 35

- 990 Idaho high school students, grades 9 - 12
- The percentage of Idaho high school students who felt so sad or hopeless (almost every day for the 2+ weeks in a row) during the past 12 months increased significantly from 27.3% in 2011 to 44.8% in 2021.
- The percentage of Idaho high school students who did something to purposely hurt themselves without wanting to die increased significantly from 17.5% in 2011 to 27.9% in 2021
- The percentage of Idaho high school students who seriously considered attempting suicide during the previous 12 months increased significantly from 15.4% in 2011 to 21.3% in 2021.

What's happening and what's next…

- Postsecondary mental health providers and Student Affairs officers are engaged in discussions
- Several initiatives underway at different higher ed campuses to address the management of student mental health
- Statewide groups and councils share these concerns
- Need to engage with K-12 and address the issues, challenges, and solutions on a K-20 basis
- Need to develop more consistent data collection methods at the postsecondary level
- Need to recognize and respond to the relationship between mental health and student achievement

BOISE STATE UNIVERSITY

SUBJECT

Institute for Microelectronics Education and Research

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes to establish a new Institute for Microelectronics Education and Research (MER). The institute will be a premier hub in the northwestern United States to advance education, research, and next-generation technologies in the microelectronics field. MERs partnerships will engage with industry and government (local, state, and federal) entities, as well as other northwest universities. The institute will pave the way for a robust microelectronics workforce; elevating economic development in Idaho.

The institute is intended to support both research and education furthering Boise State's mission and supporting Idaho partnerships. It is aligned with Boise State's Blueprint for Success by supporting the following strategic goals:

- *Improve Educational Access and Student Success*: MER will serve Idaho through its offerings to allow all Idahoans to participate in this exciting field. It will leverage career technical, community college, and university partnerships, and thus students will understand the pathways toward various careers.
- *Innovation for Institutional Impact*: MER will coordinate and work with partners to leverage existing and upcoming funding opportunities to impact.
- *Advance Research and Creative Activity*: MER's focus on optimizing resources will allow Boise State to take full advantage of funding opportunities as the result of the Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Acts of 2022, and future funding supporting the microelectronics industry. Our ability to focus and partner with industrial partners in this work will increase our rate of success.
- *Trailblaze Programs and Partnerships*: MER's focus is on meeting workforce needs of industry and collaborating in research. Existing partnerships will be strengthened, and new ones established through the work in education and research.

IMPACT

With the federal investment in microelectronics through the CHIPS and Science Act of 2022, and the subsequent plans by Micron of a $15 billion-dollar semiconductor fabrication facility, expectations are strong for a substantial increase in the need for undergraduate and graduate students across multiple disciplines over the next decade. This funding represents a once in a generation opportunity for the university to obtain not only substantial federal research

funding, but also develop strong engineering and related educational programs to meet the needs of the US technology industries.

Considering the $52.7 billion dollars in the CHIPS act alone, the impact to Idaho will be substantial with potentially thousands of well-paying jobs; however, without meaningful investment in the university as part of this opportunity to provide local industry with much needed scientists, engineers and business professionals needed to support these companies, Idaho may not be well-positioned to meet the industry needs and provide the opportunity for high paying careers to Idaho residents. In addition to the direct hires of estimated 900 engineers and scientists, and approximately 200 business operations staff by Micron, there are numerous support vendors who will also hire these same graduates.

MER will help Boise State University develop opportunities for educational, workforce, and research funding and provide connections and collaborations across campus to improve our microelectronics related efforts. These opportunities will in turn improve education in the disciplines that potentially provides more scholarships and internships, improves teaching lab equipment, and provides greater undergraduate research. There will also be support for professional development of the current workforce of scientists and engineers, and engagement with community colleges for the training of technicians.

There are expected to be several revenue streams for the startup (one time) and ongoing efforts of MER. This will include funds from the university to support the institute depending upon other revenue and changes. The other revenue includes:

a. Federal Grants and Facilities & Administrative (F&A). Through the CHIPS and Science Act, there are numerous funding opportunities for Boise State University, the State of Idaho, and the region. These include requests for proposals (already ongoing) from the Department of Defense, the National Science Foundation, the Department of Commerce, and the Department of Energy. The calls provide a range of funding opportunities including education/workforce, university physical/research infrastructure, and research. Many of these opportunities require state, industry, and regional university collaborations of which MER will coordinate. Therefore, some funding may come directly to MER as the entity supporting these efforts at Boise State. In addition, faculty pursuing a variety of funding will leverage MER's capabilities to obtain funding, and some percentage of the F&A from the funding will go to support MER.
b. Other (Work Force Development). As part of the efforts in Idaho to support the semiconductor industry, the Idaho Work Force Development Council is anticipating funding to stand up educational/workforce efforts. MER will participate in such efforts in collaboration with colleges. It is planned to request funds ($150,000 per year) to support MER efforts for three years.
c. Other (Industry Support). MER will work with industry across Idaho and the

region to provide opportunities for both the university and industry. Efforts will include: taking input on educational efforts, providing access to students for internships and careers, and providing research collaboration opportunities. Boise State will request gifts/membership fees from participating industries to allow access to MER efforts on campus and in the region anticipating $30,000 to $40,000 per year.

The institute will require a full-time director recruited by industry to run the institute. Salary is prorated in FY23 with annual salary expected to be approximately $275,000. A part-time project manager will also be required for operational support in FY23 and an administrative assistant starting in FY24. Other costs include travel and materials. Total financial impact is $85,751-$345,128 over a four-year period.

ATTACHMENTS

Attachment 1–Institute for Microelectronics Education and Research Proposal

STAFF COMMENTS AND RECOMMENDATIONS

As provided in the proposal, the proposed research institute will consist of four main objectives to include:

- leveraging and accelerating activities to fulfill the needs of industry and government;
- coordinating innovative educational pathways and curriculum for K-16 and graduate programs that support microelectronics workforce in STEM and non-STEM disciplines;
- continuing collaborative efforts with industry to provide opportunities for professional development and career changes for the current workforce; and;
- leveraging university research infrastructure and support to fast-track and expand research funding opportunities related to microelectronics industry.

The institute will not direct instruction but will coordinate educational, research, and workforce activities across campus through existing programs. This includes coordinating and advising on courses to avoid redundancy and duplicative efforts.

The proposal completed the review process and was presented to the Council on Academic Affairs and Programs on April 6, 2023 and to the Instruction, Research, and Student Affairs committee on April 13, 2023. Staff notes that the fiscal impact for the proposed institute surpasses the threshold for Executive Director approval and is being forwarded to the Board for its consideration consistent with Board Policy III.G. Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to establish the Institute for Microelectronics Education and Research as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

PROPOSAL FORM

Instructional and Administrative Units

Date of Proposal Submission:	February 16, 2023
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	Division of Academic Affairs, Division of Research and Economic Development and Division of Advancement
Name of Department(s) or Area(s):	Academic Affairs
Title of Proposed Unit	Institute of Microelectronics Education and Research
Proposed Implementation Date:	April 2023

Indicate whether this request is either of the following:

[X] New Administrative Unit [ ] New Instructional Unit

JoAnn S. Lighty (Feb 17, 2023 08:57 PST) 02/17/2023
College Dean Date

Nancy F Glenn 02/24/2023
Nancy F Glenn (Feb 24, 2023 14:08 MST)
Vice President for Research **(as applicable)** Date

Matthew Ewing 02/23/2023
Matthew Ewing (Feb 23, 2023 12:42 PST)
Vice President for University Advancement Date

3/29/2023
OSBE Program Manager/IDCTE Director, Program Services Date

Jo Ellen DiNucci 03/02/2023
Jo Ellen DiNucci (Mar 2, 2023 12:51 MST)
FVP/Chief Fiscal Officer Date

State Administrator, IDCTE Date

02/24/2023
John Buckwalter (Feb 24, 2023 17:07 MST)
Provost/VP for Instruction Date

Chief Financial Officer, OSBE Date

03/09/2023
President Date

4/5/23
Chief Academic Officer, OSBE Date

SBOE/Executive Director or Designee Approval Date

1. What are the goals and objectives for the new unit?

   GOALS
   The Institute of Microelectronics Education and Research (MER) will be a premier hub in the northwestern United States to advance education, research, and next-generation technologies in the microelectronics field. MERs partnerships will engage with industry and government (local, state, and federal) entities, as well as other northwest universities. The institute will pave the way for a robust microelectronics workforce; elevating economic development in Idaho.

   OBJECTIVES
   a. Through a cohesive approach to educational, workforce, and research opportunities, MER will leverage and accelerate activities to fulfill the needs of industry and government.

   b. MER will coordinate innovative educational pathways and curriculum for K-16 and graduate programs to support the microelectronics workforce both in STEM and non-STEM disciplines.

   c. Continued collaborations with industry will provide opportunities for professional development and career changes for the current workforce.

   d. MER will leverage university research infrastructure and support to fast-track and expand research funding opportunities related to the microelectronics industry. It will be intentionally nimble and able to pivot and respond to both student demand and industry needs.

2. What is the relationship of the unit to the university's mission and priorities? Is the unit involved in instruction and if so, to what extent?

   a. MER is intended to support both research and education furthering the university's mission and supporting Idaho partnerships. It is aligned with Boise State's Blueprint for Success by supporting the strategic goals:

   - *Improve Educational Access and Student Success*: MER will serve Idaho through its offerings to allow all Idahoans to participate in this exciting field. It will leverage career technical, community college, and university partnerships, and thus students will understand the pathways toward various careers.

   - *Innovation for Institutional Impact*: MER will coordinate and work with partners to leverage existing and upcoming funding opportunities to impact.

   - *Advance Research and Creative Activity*: MER's focus on optimizing resources will allow Boise State to take full advantage of funding opportunities as the result of the CHIPS and Science Acts of 2022, and future funding supporting the microelectronics industry. Our ability to focus and partner with industrial partners in this work will increase our rate of success.

   - *Trailblaze Programs and Partnerships*: MER's focus is on meeting workforce needs of industry and collaborating in research. Existing partnerships will be strengthened, and new ones established through the work in education and research.

b. MER will coordinate educational, research, and workforce activities across campus through existing programs, however, it will not provide direct instruction. MER will work with academic units, industry, and community colleges to develop instructional needs for the microelectronics workforce across all campus disciplines. It will coordinate this work by reaching out to college leaders and relevant academic units to advise on courses and coordinate efforts on campus to avoid redundancy and duplicative efforts. Regarding research, MER will work with campus investigators to identify research opportunities and will work with other universities and industry to support larger programs such as centers. MER will also act as the point of contact for investigators requesting letters of support or collaboration from industry and government.

3. What is the demand for the unit's services? What population will the unit serve?

With the federal investment in microelectronics through the **Creating Helpful Incentives to Produce Semiconductors (CHIPS) and Science Act of 2022** and the subsequent plans by Micron of a $15 billion-dollar semiconductor fabrication facility, expectations are strong for a substantial increase in the need for undergraduate and graduate students across multiple disciplines over the next decade. This funding represents a once in a generation opportunity for the university to obtain not only substantial federal research funding, but also develop strong engineering and related educational programs to meet the needs of the US technology industries. Considering the $52.7 billion dollars in the CHIPS act alone, the impact to Idaho will be substantial with potentially thousands of well-paying jobs; however, without meaningful investment in the University as part of this opportunity to provide local industry with much needed scientists, engineers and business professionals needed to support these companies, Idaho may not be well-positioned to meet the industry needs and provide the opportunity for high paying careers to Idaho residents. In addition to the direct hires of estimated 900 engineers and scientists, and approximately 200 business operations staff by Micron, there are numerous support vendors who will also hire these same graduates.

MER will help Boise State develop opportunities for educational, workforce, and research funding and provide connections and collaborations across campus to improve our microelectronics related efforts. These opportunities will in turn improve education in the disciplines that potentially provides more scholarships and internships, improves teaching lab equipment, and provides greater undergraduate research. MERs will especially serve Boise State students from the following programs:

- Electrical Engineering
- Computer Systems Engineering
- Computer Science
- Materials Science and Engineering
- Mechanical Engineering
- Chemistry
- Physics
- Cyber-Operations and Resilience
- STEM Education
- Accounting
- Finance
- Supply Chain Management

There will also be support for professional development of the current workforce of scientists and engineers, and engagement with our community colleges for the training of technicians.

4. Describe the proposed unit's organizational structure.

MER will be managed by a Director selected from the microelectronics industry. The Director of MER will report to Dr. John Buckwalter, Provost and Vice President for Academic Affairs at Boise State. The Director will also work directly with Dr. Nancy Glenn, Vice President of Research and Economic Development, and Mr. Matthew Ewing, Vice-President of University Advancement. These connections ensure that the Director and MER have visibility and interactions across campus.

MER will have two boards: (1) an external Industry Advisory Board (IAB) and (2) an internal campus committee / advisory board, or Internal Steering Committee (ISC). The IAB, comprised of current and past industry experts and executives, will help the director and Boise State connect with industry, determine industry education and workforce needs, and also help MER and the university navigate funding opportunities including collaborations with industry.

The Internal Steering Committee (ISC) will include members (Associate Deans, or similar) from each of Boise State's four colleges with MER related efforts (the College of Engineering, the College of Arts and Sciences, the College of Business and Economics and the College of Education.) Board representatives will also be selected by the Provost, the Vice President of Research and Economic Development, and the Vice President of Advancement. MER, with help from the advisory boards, will establish sub-committees to support cross campus efforts in education, research, and advancement to ensure collaboration and to reduce/minimize redundant and competing efforts.

MER will coordinate and collaborate with higher education institutions in Idaho as appropriate. A mechanism for regular information exchange and communication will be planned. Collaborations with CWI are already established, and Boise State looks forward to and anticipates further collaborations as things become more defined.

5. What targets have been set to assess the proposed unit's success in achieving objectives?

As the goals are to engage with industry and prepare students for training in the relevant microelectronics disciplines, the assessments are based on each of the units' activities. These include *but are not limited to* the targets and metrics below.

OBJECTIVE	TARGETS	METRICS
MER will leverage and accelerate activities to *fulfill the needs of industry and government*.	Cohesive and collaborative approach to educational, workforce, and research opportunities.	Number of industry, government, and educational, partners.
MER will coordinate and innovative educational pathways for K-16 and graduate programs to support the microelectronics workforce both in STEM and non-STEM disciplines.	Coordinate and accelerate the creation of **microelectronics curriculum** at all levels that is relevant and cutting edge with accessible pathways to career readiness.	*Quality:* The institute will work collaboratively with relevant academic units to develop curriculum and new programs informed by student needs, with multiple pathways to engagement and career success.
	K-12 partnerships: support education and awareness of microelectronics	Number of K-12 partnerships and engagement with rural communities; partnerships and participants in programming

	Post-secondary recruitment and retention: -Attract and support the success of students from all backgrounds to Boise State's microelectronics educational programs -Partnerships with the College of Western Idaho to support training and transfer of students -Explore partnership with the College of Southern Idaho	-Help increase engineering and computer science graduates pursuing microelectronics as a career to more than 15 graduates per year. -Help increase the number of Hispanic, rural, and low-income students. -Establish targets for Business and Economics, Chemistry, Physics.
Continued collaborations with industry will provide opportunities for professional development and career changes for the current workforce.	**Continuing Education:** recruit and retain participants to Boise State's professional development programs through Extended Studies and in collaboration with industry partners.	Number of programs; participants in relevant professional development programs; number of industry partners; revenue generated.
MER will leverage university research infrastructure and support to fast-track and expand research funding opportunities related to the microelectronics industry. It will be intentionally nimble and able to pivot and respond to both student demand and industry needs.	**Increase external funding** for microelectronics workforce development, research, and education.	Submission of 3-4 proposals per year to federal and state agencies and to industry.

6. Briefly describe the processes that will demonstrate the quality of the unit.
   The quality of the unit will be assessed quarterly, annually, and every three years.

   a. Quarterly meetings with the external Industry Advisory Board (IAB) and the Internal Steering Committee (ISC) to report on progress toward targets and propose appropriate action.
   b. Annual reports to the Provost, the Vice President of the Division of Research and Economic Development, and the Vice President for University Advancement on MER.
   c. The center will participate in Program Prioritization to formally assess quality, relevance, and impact with annual updates

7. Indicate the number of students, businesses, industries, and/or other clients to be served by this unit. Include a description of faculty participation and student involvement in the unit if applicable.

   a. Students: Each year, approximately 100 undergraduate Boise State students and 10-20 graduate students will be participating or influenced by MER. Students will take updated courses, overview courses in microelectronics, and pursue certificates related to microelectronics. Students will have undergraduate research and internship opportunities.

K-12 will be exposed to microelectronics industries and be able to develop pathways. Community college students will see pathways to Bachelor of Science degrees, and community college technicians will be trained (approximately 30-50 per year) in the Boise State University cleanroom. Graduate students will have expanded research opportunities.

b. Businesses: More than 20 regional businesses (internships, scholarships, apprenticeships, employment). Examples: *Micron, Marvell, On Semiconductor, Applied Materials.*

c. All participating units will have some level of involvement, but this will vary significantly across campus. The participating units include: Electrical Engineering, Computer Systems Engineering, Computer Science, Materials Science and Engineering, Mechanical Engineering, Chemistry, Physics, Cyber-Operations and Resilience, STEM Education, Accounting, Finance, and Supply Chain Management.

d. MER will involve approximately 30 faculty from multiple units across Boise State, including the College of Engineering, the College of Arts and Sciences, the College of Education, and the College of Business and Economics. Faculty will provide content to relevant courses and work with industry and MER to develop content. Industry experts will present "state-of-the-art" educational lectures and work with industry through outreach programs. Faculty will also have numerous research funding opportunities for state, federal, and industry sources that MER will help guide.

8. Financial Impact: Using the **budget template**, provide a narrative budget summarizing the needs and requirements for implementing the new unit.

MER Revenue (Budget Section II): There are expected be several revenue streams for the startup (one time) and ongoing efforts of MER. This will include funds from the university to support the institute depending upon other revenue and changes. The other revenue includes:

a. Federal Grants and Facilities & Administrative (F&A) (II.3). Through the CHIPS and Science Act, there are numerous funding opportunities for Boise State, the State of Idaho, and the region. These include requests for proposals (already ongoing) from the Department of Defense (DoD), the National Science Foundation (NSF), the Department of Commerce (NIST), and the Department of Energy (DoE.) The calls provide a range of funding opportunities including education/workforce, university physical/research infrastructure, and research. Many of these opportunities require state, industry, and regional university collaborations of which MER will coordinate. Therefore, some funding may come directly to MER as the entity supporting these efforts at Boise State. In addition, faculty pursuing a variety of funding will leverage MER's capabilities to obtain funding, and some percentage of the F&A from the funding will go to support MER. These funding opportunities are anticipated, however, are not yet obtained.

b. Other (Work Force Development) (II.6). As part of the efforts in Idaho to support the semiconductor industry, the Idaho Work Force Development Council is anticipating funding to stand up educational/workforce efforts. MER will participate in such efforts in collaboration with colleges. It is planned to request funds ($150,000 per year) to support MER efforts for 3 years. These work force development grant opportunities are also anticipated, however, are not yet obtained.

c. Other (Industry Support) (II.6). MER will work with industry across Idaho and the region to provide opportunities for both the university and industry. Efforts will include: taking input on educational efforts, providing access to students for internships and careers, and providing research collaboration opportunities. We will request gifts/membership fees from participating industries to allow access to MER efforts on campus and in the

region anticipating $30,000 to $40,000 per year.

MER Operations (Budget Section III): The institute will require a full-time Director, 1 FTE project manager and 1 administrative support person, as well travel and operational expenses. The Director will be recruited from industry and will oversee the internal and external activities of MER.

The Director will be critical to engaging industry; state and federal agencies; community colleges; and regional universities. This person is anticipated to have a salary ~$275,000 per year. The project manager (~$63,104 per year at 1.0 FTE) will advise the Director and provide internal logistics for university operations including policies and procedures, faculty engagement, work with other college and university entities. In FY24, we plan to add an administrative support person (~$42,000 per year at 1 FTE) to help with internal and external meetings and activities, and provide operational assistance, including travel. It is expected that the Director will travel at a cost of approximately $10,000 per year to various industry locations, other universities, and community colleges within Idaho and external to Idaho. Office supplies ($3,000 per year) will support the institute operations.

Operations of MER may be adjusted and scaled according to the realized revenue streams and successful grant awards.

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	FY 23 (3 months		FY 24		FY 25		FY 26	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments		N/A		N/A		N/A		N/A
B. Shifting enrollments		N/A		N/A		N/A		N/A
Total Enrollment	0	0	0	0	0	0	0	0

II. REVENUE

	FY 23 (3 months		FY 24		FY 25		FY 26	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds	$116,347.30		$302,098.56		$317,671.52		$328,711.66	
3. Federal (grants and F&A)			$50,000.00		$50,000.00		$50,000.00	
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees								
6. Other (i.e., Gifts): State Work Force Development, Industry Support (membership)			$30,000.00	$150,000.00	$30,000.00	$150,000.00	$35,000.00	$150,000.00
Total Revenue	$116,347	$0	$382,099	$150,000	$397,672	$150,000	$413,712	$150,000

September 16, 2021
Page 1

Ongoing is defined as ongoing operating budget for the program which will become part of the base.
One-time is defined as one-time funding in a fiscal year and not part of the base.

III. EXPENDITURES

	FY 23 (3 months		FY 24		FY 25		FY 26	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	2.0		3.0		3.0		3.0	
2. Faculty								
3. Adjunct Faculty								
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators	$ 68,750		$ 283,250		$ 291,748		$ 300,500	
7. Administrative Support Personnel			$ 43,260		$ 44,558		$ 45,895	
8. Project Manager	$ 15,751		$ 64,893		$ 66,840		$ 68,845	
9. Fringe Benefits	$ 26,847		$ 127,695		$ 131,526		$ 135,472	
10. Other:								
Total Personnel and Costs	$ 111,347	$ -	$ 519,099	$ -	$ 534,672	$ -	$ 550,712	$ -

	FY 23 (3 months		FY 24		FY 25		FY 26	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$3,000.00		$10,000.00		$10,000.00		$10,000.00	
2. Professional Services								
3. Other Services								

4. Communications								
5. Materials and Supplies	$2,000.00		$3,000.00		$3,000.00		$3,000.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$5,000	$0	$13,000	$0	$13,000	$0	$13,000	$0

	FY 23 (3 months		**FY 24**		**FY 25**		**FY 26**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 23 (3 months		**FY 24**		**FY 25**		**FY 26**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
Utilites								
Maintenance & Repairs								
Other								

Total Other Costs	$0	$0	$0	$0	$0	$0	$0	$0
TOTAL EXPENDITURES:	$116,347	$0	$532,099	$0	$547,672	$0	$563,712	$0
Net Income	$0	$0	-$150,000	$150,000	-$150,000	$150,000	-$150,000	$150,000

Budget Notes (specify row and add explanation where needed; e.g., "I.A.,B. FTE is calculated using…"):

II.2	Funds include support from the university
II.3	Through CHIPS funding, numerous grant opportunities in education and research are expected with annual revenue to MER through direct and indirect funds estimated at $50,000 per year. These funds are expected to coninue with future funding efforts (grants) that support the institute. Grant opportunites inlcude from NSF, NIST, DoD, DoE.
II.6	We expect to apply for state Work Force Development grants ($150,000 per year) which will offset some costs for 3 years. We also expect to have industry members pay a fee ($30,000 to $40,000 total) to have access to MER for students, interns, research, etc.
III.A.6	A director, recruited from industry, will run the institute. Salary in Y23 is prorated for FY start date. Afterward, an annual salary is required for this full time position.
III.A.7	We plan to add an administrative assistant starting in FY 24. One FTE, ongoing position.
III.A.8	A project manager will provide operational support for the institute. This is expected to be a 1.0 FTE position and will be ongoing.
III.A.9	Fringe is calculated for all positions.
III.B.1	Travel is requested for the director both within Idaho (community colleges, industry) and external to Idaho (industry)
III.B.5	Materials to operate the office are requested (computers, copying, office supplies, etc)