STATE BOARD OF EDUCATION MEETING
April 15-16, 2026
The University of Idaho
Pitman Center, 2nd Floor
709 Deakin Avenue
Moscow, ID 83843

Public Streaming https://www.uidaho.edu/news/ui-live

Wednesday, April 15, 2026 – 1:00 p.m. (Pacific Time)

BOARDWORK

1. Agenda Review and Approval – Action Item
2. Minutes Review and Approval – Action Item
3. Rolling Calendar – Action Item

CONSENT

BAHR

1. FY 2027 Appropriation Information – Institutions and Agencies of the Idaho State Board of Education – Action Item
2. Retirement Plan Committee – Idaho State Board of Education (Board) Voluntary Deferred Compensation Plan 457(b) Restatement – Action Item
3. Boise State University – Lease Agreement with Westmark Credit Union – Action Item
4. Boise State University – Lease Amendment with BSU Foundation – Action Item
5. Idaho State University – Revised Multi-Year Contract for Cody Hawkins, Head Football Coach – Action Item
6. Idaho State University – Approval of Idaho State University (ISU) Purchasing Policy, ISUPP 2560 – Action Item
7. Idaho State University – Prison Education Program Tuition and Fee Proposal – Action Item
8. Lewis Clark State College – Ellucian Colleague Enterprise Resource Planning (ERP) Software License Renewal – Action Item
9. University of Idaho – Schlumberger Technology Corporation Gift - Academic Software License for Petrel Software to Idaho Geological Survey – Action Item
10. University of Idaho – FY2027 & FY2028 Building Management Services – Idaho Water Center – Action Item

IDE

11. Emergency Provisional Certificate Recommendations – Action Item
12. Student Transportation Funding Cap Waiver Request – Action Item

STATE BOARD OF EDUCATION
650 W. State Street • P. O. Box 83720 • Boise, ID 83720-0037
208/334-2270 • FAX: 208/334-2632
www.boardofed.idaho.gov

13. Professional Standards Commission Appointments – Action Item
14. Curricular Materials Selection Committee Appointments – Action Item

IRSA

15. Boise State University – Bachelor of Science in Health Science and Online Program Fee in Lieu of Tuition – Action Item
16. Boise State University – Master of Science in Applied Artificial Intelligence and Online Program Fee in Lieu of Tuition – Action Item
17. Boise State University – Undergraduate Certificate in Community and Career Readiness Studies and Self Support Program Fee in Lieu of Tuition – Action Item
18. Boise State University – Undergraduate Certificate in Sport Impact – Online Program Fee in Lieu of Tuition – Action Item
19. Lewis-Clark State College – Bachelor of Science in Nursing – Professional Program Fee – Action Item
20. Lewis-Clark State College – Direct-Entry Master of Science in Nursing – Professional Program Fee – Action Item
21. Lewis-Clark State College – Elementary and Secondary Education – Professional Program Fees – Action Item
22. Lewis-Clark State College – Radiographic Sciences – Professional Program Fee – Action Item
23. Graduate Medical Education (GME) Committee New Appointment – Action Item
24. Higher Education Research Council (HERC) Appointment – Action Item

PPGA

25. State Rehabilitation Council Appointment – Action Item

BOARD OF REGENTS – UNIVERSITY OF IDAHO

1. University of Idaho students address the Board
2. University of Idaho employees address the Board
3. University of Idaho Annual Report – Information Item

NORTH IDAHO COLLEGE

1. North Idaho College Annual Report – Information Item

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent's K-12 Update – Information Item
2. Proposed Civics Test – Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Board Policy II.R. Retirement Plan Committee – First Reading – Action Item
2. Board Policy V.N. Grants and Contracts – First Reading – Action Item
3. Boise State University – Campus Master Plan Update (2025-2034) – Action Item
4. Idaho State University – Operating Agreement Between Idaho State University (ISU) and the Idaho State University Foundation, Inc. – Action Item
5. Idaho State University – Softball/Golf Training Facility - Project Authorization – Action Item

6. Idaho State University – Indoor Track Procurement and Installation - Project Authorization – Action Item
7. University of Idaho – Proposed Idaho Water Center Medical Education Classroom and Support Suite Improvements – Planning and Design Authorization – Action Item

Thursday, April 16, 2026 – 9:00 am (Pacific Time)

EXECUTIVE SESSION – Closed to the Public

1. The Board, pursuant to Idaho Code § 74-206, convenes into Executive Session to:
   - consider a Idaho Public Television personnel matter pursuant to Idaho Code § 74-206(1)(a) & (b);
   - consider a Boise State University personnel matter pursuant to Idaho Code § 74-206(1)(a) & (b);
   - consider University of Idaho records that are exempt from public disclosure pursuant to Idaho Code § 74-206(1)(d) and Idaho Code § 74-107(1), (15), and (20);
   - communicate with legal counsel regarding Boise State University pending litigation authority pursuant to Idaho Code § 74-206(1)(f).

   No action will be taken in Executive Session.

PLANNING, POLICY, AND GOVERNMENTAL AFFAIRS)

1. Legislative Update – Information Item
2. Boise State President Search Update – Information Item
3. FY 26 Accountability Oversight Committee Recommendations Report – Information Item
4. Board Policy I.Q. Accountability Oversight Committee – Second Reading – Action Item
5. Board Policy IV.D. Certification and Career Ladder – First Reading – Action Item
6. Division of Career Technical Education – ISU Agricultural Science EPP Application – Action Item
7. Division of Career Technical Education – Integration of WIOA and Perkins Plans – Information Item
8. Delegated Authority to the Executive Director for Settlement – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.D. Official Calendars – First Reading – Action Item
2. Board Policy III.P. Students – First Reading – Action Item
3. Repeal of Board Policy III.T. Student Athletes – First Reading – Action Item
4. Board Policy III.Q. Admission Standards – First Reading – Action Item
5. Board Policy III.V. Articulation and Transfer – First Reading – Acton Item
6. University of Idaho – Bachelor of Science in Construction Management and the Built Environment – Action Item
7. America's Next 250 Update – Information Item

INFORMATIONAL

BAHR

IRSA

1. Established Program to Stimulate Competitive Research (EPSCoR) Annual Report
2. Higher Education Research Council (HERC) Annual Report
3. Semi-Annual Report of Approved Program Requests

PPGA

4. University of Idaho Annual Report
5. North Idaho College Annual Report

While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after, the order listed.

If auxiliary aids or services are needed for individuals with disabilities, please contact the Board office at (208) 332-1571. If you wish to provide public comment in person at the Board Meeting, the deadline to sign up to speak is 10:00 a.m. (MT), April 13, 2026. To sign up for public comment, please contact the Office of the State Board of Education at board@edu.idaho.gov or (208) 332-1571.

BOARDWORK
APRIL 15, 2026

---

1. Agenda Approval

Changes or additions to the agenda.

BOARD ACTION
I move to approve the agenda as posted.

2. Minutes Approval

BOARD ACTION
I move to approve the minutes for the December 17, 2025 Regular Board Meeting, and the February 18, 2026 Special Board Meeting.

3. Rolling Calendar

BOARD ACTION
I move to set April 14-15, 2027 as the date, and the University of Idaho as the location, for the April 2027 Regular Board Meeting.

STATE BOARD OF EDUCATION MEETING
December 17, 2025
Office of the State Board of Education
650 West State Street, Suite 307
Boise, ID 83720

A regular meeting of the Idaho State Board of Education was held at the office of Idaho State Board of Education on December 17, 2025. Board President, Kurt Liebich, called the meeting to order at 9:01 a.m. (MT).

Present

Kurt Liebich, President
William G. Gilbert, Jr., Vice President
Cally Roach, Secretary
David Turnbull
Debbie Critchfield, Superintendent
Kurt Liebich
Shawn Keough
Cindy Siddoway
Peter C. Koehler

BOARDWORK

1. Agenda Review and Approval – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the agenda as posted. *Motion carried by voice vote.*

2. Minutes Review and Approval – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the minutes for the October 15 and 16, 2025 Regular Board Meeting, and the November 20, 2025 Special Board Meeting. *Motion carried by voice vote.*

3. Rolling Calendar – Action Item

BOARD ACTION
M/S (Gilbert / Roach) I move to set December 16, 2026, as the date for the December 2026 Regular Board Meeting to occur via videoconference originating from the Office of the State Board of Education in Boise. *Motion carried by voice vote.*

PUBLIC COMMENT

1. Richard Hershman, Vice President of Government Relations, National Association of College Stores, provided testimony in opposition of Board Policy III.U, Instructional Material Access and Affordability.

2. Amy Vecchione provided testimony in support of Board Policy III.U, Instructional Material Access and Affordability.

CONSENT

BAHR

1. FY2025 College/Universities Audits – Reported by Idaho State Board of Education External Auditor Clifton Larsen Allen LLP – Action Item
2. Retirement Committee – Idaho State Board of Education Optional Retirement Program (ORP) 401(a), Supplemental 403(b), and Voluntary Deferred Compensation 457(b) Plan Restatements – Action Item
3. Boise State University – University Ticketing Service – Action Item
4. Boise State University – 6-Year Capital Plan Updates – Action Item
5. University of Idaho – 6-Year Capital Plan Updates – Action Item
6. University of Idaho – Employment Contract Head Women's Basketball Coach, Arthur Moreira – Action Item

PPGA

7. Idaho State Rehabilitation Council Appointments – Action Item
8. Data Management Council Appointments – Action Item
9. College of Southern Idaho Educator Preparation Program Review – Action Item

IDE

10. Emergency Provisional Certificate Recommendations – Action Item

IRSA

11. General Education Committee Appointment – Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the Consent Agenda. *Motion carried by voice vote.*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Division of Career Technical Education – Educator Apprenticeship Program – Action Item – Alison Henken, Policy Director, Office of the State Board of Education (OSBE) and Peter Risse, Administrator, Idaho Career Technical Education presented the proposed administration changes of the K-12 and Special Education Teacher registered apprenticeship program.

BOARD ACTION

M/S (Keough / Turnbull) I move to approve the request by the Division of Career Technical Education to assume administration of the K-12 and Special Education Teacher registered apprenticeship programs approved by the Board. *Motion carried by voice vote.*

2. Board Policy I.Q. Accountability Oversight Committee – First Reading – Action Item – Alison Henken presented the first reading of Board Policy I.Q..

BOARD ACTION
M/S (Keough / Turnbull) I move to approve the first reading of amendments to Board Policy I.Q. Accountability Oversight Committee, as provided in Attachment 1. *Motion carried by voice vote.*

3. Idaho State Department of Education – Federal Flexibility Recommendations – Information Item – Alison Henken and Superintendent Critchfield, Idaho Department of Education (IDE) presented the process of the Federal Flexibility Recommendations.

IDAHO DEPARTMENT OF EDUCATION

1. Superintendent Critchfield delivered an update on K-12 education.
2. 2025 Curricular Materials – Action Item – Greg Wilson, Chief of Staff, IDE, presented the 2025 Curricular Materials recommendation.

BOARD ACTION
M/S (Critchfield / Roach) I move to approve the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 Science and CTE, as submitted in Attachment 1. *Motion carried by voice vote.*

President Liebich placed the Board at recess at 10:31 a.m.
President Liebich reconvened the meeting at 10:45 a.m.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.E. Certificates and Degrees – Second Reading – Action Item – Heidi Estrem, Chief Academic Officer, OSBE, introduced the second reading of Board Policy III.E., Certificates and Degrees.

BOARD ACTION
M/S (Roach / Turnbull) I move to approve the second reading of proposed amendments to Board Policy III.E. Certificates and Degrees as submitted in Attachment 1 and to establish a cap of no more than three new reduced-credit baccalaureate programs per postsecondary institution as part of a pilot phase that will allow Board staff and participating institutions to assess public interest and industry need. Board staff and participating institutions are directed to report back to the Board with findings and recommendations in accordance with a timeline shared by the Board's Executive Director. *Motion carried by voice vote.*

2. Board Policy III.Q. Admission Standards – Second Reading – Action Item – Heidi Estrem presented the second reading of Board Policy III.Q., Admission Standards.

BOARD ACTION
M/S (Roach / Gilbert) I move to approve the second reading of proposed amendments to Board Policy III.Q, Admission Standards as presented in Attachment 1. *Motion carried by voice vote.*

3. Board Policy III.U. Instructional Material Access and Affordability – First Reading – Action Item – Heidi Estrem introduced the first reading of Board Policy III.U., Instructional Material Access and Affordability.

BOARD ACTION
M/S (Roach / Turnbull) I move to approve the first reading of Board Policy III.U. Instructional Material Access and Affordability, as submitted in Attachment 1. *Motion carried by voice vote.*

4. Idaho State University – Bachelor of Applied Science in Applied Business and Professional Sales (3YR) – Action Item – Heidi Estrem presented Idaho State University's (ISU), proposal to create a reduced-credit Bachelor of Applied Science in Applied Business and Professional Sales.

BOARD ACTION
M/S (Roach / Critchfield) I move to approve the request by Idaho State University to create a reduced-credit Bachelor of Applied Science in Applied Business and Professional Sales as presented in Attachment 1. *Motion carried by voice vote.*

5. Idaho State University – Bachelor of Applied Science in Intelligent and Trustworthy Digital Systems (3YR) – Action Item – Heidi Estrem presented ISU's proposal to create a reduced-credit Bachelor of Applied Science in Intelligent and Trustworthy Digital Systems.

BOARD ACTION
M/S (Roach / Turnbull) I move to approve the request by Idaho State University to create a reduced-credit Bachelor of Applied Science in Intelligent and Trustworthy Digital Systems as presented in Attachment 1. *Motion carried by voice vote.*

6. Idaho State University – Bachelor of Applied Science in Law Enforcement Management and Leadership (3YR) – Action Item – Heidi Estrem introduced ISU's request to add a Three-Year BAS in Law Enforcement Management and Leadership.

BOARD ACTION
M/S (Roach / Critchfield) I move to approve the request by Idaho State University to add a Three-Year BAS in Law Enforcement Management and Leadership as presented in Attachment 1. *Motion carried by voice vote.*

7. Idaho State University – Family Nurse Practitioner Graduate Certificate – Professional Program Fee – Action Item – Heidi Estrem presented ISU's request to add a professional program fee to the Nursing: Family Nurse Practitioner Graduate Certificate program.

BOARD ACTION
M/S (Roach / Turnbull) I move to approve the request by Idaho State University to add a professional program fee of $200.00 per credit to the Nursing: Family Nurse Practitioner Graduate Certificate program, in conformance with the program budget submitted to the Board in Attachment 1. *Motion carried by voice vote.*

8. Nuclear and Critical Materials Postsecondary Programs and Partnerships – Information Item – Heidi Estrem; Blake Sanchez, North Idaho, College (NIC) Student Body President; Isaac Celedon, Boise State University (BSU), Student Body President; Denise Aberle-Cannata, Provost and Vice President of Academic Affairs, College of Western Idaho (CWI); Dr. Suzie Long, Dean of the College of Engineering, University of Idaho (UI); Dr. Adam Bradford, Provost, Idaho State University (ISU); Dr. Todd Combs, Deputy Lab Director and Chief Research Officer, Idaho National Laboratory (INL); Trevor Elordi, Vice President, Workforce Training and Continuing Education and Facilities and Operations, College of Eastern Idaho (CEI); Dr. Lori Barber, President, CEI; Gordon Jones, President, CWI; Scott Green, President, UI; Dr. Dean Fisher, President, College of Southern Idaho (CSI); Dr. Jeremiah Shinn, President, BSU; Dr. Nick Swayne, President, NIC; and Dr. Robert Wagner, President, ISU; presented on the Nuclear and Critical Materials Postsecondary Programs and Partnerships.

President Liebich placed the Board at recess at 11:45 a.m.
President Liebich reconvened the meeting at 12:45 p.m.

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Policy II.G. Policies Regarding Faculty (Institutional Faculty Only) – Second Reading – Action Item – Heidi Estrem introduced the second reading of Policy II.G., Policies Regarding Faculty (Institutional Faculty Only).

BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the second reading of amendments to Board Policy II.G. Policies Regarding Faculty (Institutional Faculty Only) as presented in Attachment 1. *Motion carried by voice vote.*

2. Patrick Coulson, Chief Financial Officer, OSBE, introduced the Second Reading of Policy V.E. Gifts and Affiliated Foundations.

BOARD ACTION
M/S (Gilbert / Koehler) I move to approve the second reading of the proposed revisions to Board Policy V.E. - Gifts and Affiliated Foundations, as presented in Attachment 1. ***Motion carried by voice vote.***

3. Policy V.H. Audits – Second Reading – Action Item – Mark Eisenman, Chief Audit Executive, OSBE, presented the Second Reading of Policy V.H., Audits.

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the second reading of the proposed amendments to Board Policy V.H. – Audit, Risk and Compliance Committee as presented in Attachment 1. ***Motion carried by voice vote.***

4. Policy V.K. Construction Projects – Second Reading – Action Item – Patrick Coulson introduced the Second Reading of Policy V.K., Construction Projects.

BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the second reading of proposed amendments to Policy V.K.- Construction Projects, as provided in Attachment 1. ***Motion carried by voice vote.***

5. Policy V.X. Intercollegiate Athletics – Second Reading – Action Item – Stacy Pearson, Interim Chief Financial Officer, Boise State University (BSU) presented Policy V.X., Intercollegiate Athletics.

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the second reading of the proposed amendments to Board Policy Section V.X. – Intercollegiate Athletics as presented in Attachments 1-3. ***Motion carried by voice vote.***

6. Boise State University – LIMBR Center Planning and Design – Action Item – Drew Alexander, Associate Vice President, Campus Operations, BSU, and Annie Hightower, Deputy Chief Operating Officer, BSU, presented their request for the planning and design of the LIMBR Center.

BOARD ACTION
M/S (Gilbert / Koehler) I move to approve the request by Boise State University for planning and design of the LIMBR Center project for a total cost not to exceed $630,000.00. ***Motion carried by voice vote.***

7. Boise State University – Morrison Center Bathrooms Remodel – Action Item – Drew Alexander, and Annie Hightower presented BSU's request of the Morrison Center's Bathroom remodel project.

BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the request by Boise State University for construction of the Morrison Center Restroom Remodel project for a total cost not to exceed $4,000,000.00. *Motion carried by voice vote.*

8. Boise State University – University Plaza Parking Garage Repairs – Action Item
   Drew Alexander and Annie Hightower introduced BSU's request for construction of the University Plaza Garage Repairs project.

BOARD ACTION
M/S (Gilbert / Roach) I move to approve the request by Boise State University for construction of the University Plaza Garage Repairs project for a total cost not to exceed $2,500,000.00. *Motion carried by voice vote.*

9. Idaho State University – P3 Student Housing Development – Action Item – Brian Sagendorf, Vice President, Operations, Idaho State University (ISU) and Brooks Pierce, Managing Director, ISU, presented ISU's request to solicit proposals to develop additional student housing.

BOARD ACTION
M/S (Gilbert / Roach) I move to approve Idaho State University's request to solicit proposals from the private market for a public-private partnership to develop additional student housing on the Pocatello campus. I further authorize ISU's Vice President of Operations to execute all necessary documents for this solicitation. ISU will seek final board approval of the development agreement and contracts before construction begins. *Motion carried by voice vote.*

10. University of Idaho – 4th Street Renovations and Improvements Project, Prichard Gallery – Action Item – Brian Foisy, Vice President, Division of Finance and Administration, University of Idaho (UI), introduced UI's request to implement a design-build process and construction phases of the Prichard Gallery.

BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the request by the University of Idaho to implement a design-build process and the planning, programming, design, and construction phases of a Capital Project for the University of Idaho 4th Street Building Renovations and Improvements, Prichard Gallery, in the amount of $2,800,000. Authorization includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the project. *Motion carried by voice vote.*

President Liebich placed the Board at ease at 1:45 p.m.
President Liebich reconvened the meeting at 1:55 p.m.

11. Undergraduate Medical Education Update – Information Item – Jennifer White, Executive Director, OSBE, provided the Board an updated regarding Undergraduate Medical Education.

12. University of Idaho – Regional Medical Education Campus Model Collaboration Agreement with the University of Utah School of Medicine – Action Item – *Board Acting as the Board of Regents* – Sunny Wallace, Chief of Staff, UI, introduced UI's proposed agreement with the University of Utah Spencer Fox Eccles School of Medicine.

BOARD ACTION
M/S (Gilbert / Turnbull) I move to approve the request by the University of Idaho to enter into a Collaboration ("Bridge") Agreement with the University of Utah Spencer Fox Eccles School of Medicine for the development of a regional medical-education campus model in Idaho, and to authorize the University of Idaho to proceed with associated planning, programming, and design activities in partnership with Idaho State University and the University of Utah. *Motion carried by voice vote.*

13. Outcomes Based Funding Update – Information Item – Jennifer White presented the Board with an update regarding the Outcomes Based Funding Model report that is due to the Legislature by January 1.

President Liebich placed the Board at ease at 2:24 p.m.
President Liebich reconvened the meeting at 2:44 p.m.

WORK SESSION

IRSA

1. Postsecondary Civics Education: Present and Future – Information Item – Heidi Estrem, Isaac Celedon, Blake Sanchez, President Cynthia Pemberton, Lewis-Clark State College; President Dean Fisher, President Scott Green, President Lori Barber, President Robert Wager, President Nick Swayne, and President Gordon Jones, presented how each of their institutions are supporting Postsecondary Civics Education.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

9. America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho – A Plan – Action Item – Heidi Estrem introduced America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho plan.

BOARD ACTION
M/S (Roach / Critchfield) move to approve *America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho* plan for postsecondary civics education and direct Board staff to establish institutional reporting metrics and timelines. *Motion carried by voice vote.*

10. Update on Academic Program Exemptions (Idaho Code § 67-5909D) – Information Item – Jennifer White provided the Board an update on Academic Program Exemptions.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

4. State Board of Education Re-brand – Action Item – Jennifer White introduced the rebrand of the State Board of Education.

BOARD ACTION

M/S (Siddoway / Gilbert) I move to approve the State Board of Education re-brand, including the logo, mission statement, values, and tagline as presented in Attachment 1. *Motion carried by voice vote.*

INFORMATIONAL

BAHR

1. Boise State University – Campus Master Plan Summary – Information Item
2. College/Universities – Financial Ratios Annual Report – Information Item
3. College/Universities – Net Position Balances Annual Report – Information Item

PPGA

4. 2025 Annual Educator Evaluation Review – Information Item

IDE

5. English Learners Proficiency Report – Information Item

BOARD ACTION

M/S (Roach / Critchfield) I move to adjourn the meeting. *Motion carried by voice vote.*

President Liebich convened the meeting at 4:44 p.m.

Special Board of Education Meeting
February 18, 2026
Idaho State Board of Education
OSBE Conference Room
650 West State Street, Suite 307
Boise, ID 83720

A regular meeting of the Idaho State Board of Education was held at the office of Idaho State Board of Education on February 18, 2026. Board President, Kurt Liebich, called the meeting to order at 9:00 a.m. (MT).

Present

Kurt Liebich, President
William G. Gilbert, Jr., Vice President
Cally Roach, Secretary
David Turnbull
Debbie Critchfield, Superintendent

Kurt Liebich
Shawn Keough
Cindy Siddoway
Peter C. Koehler

Wednesday, February 18, 2026

CONSENT

IDE

1. Emergency Provisional Certificate Recommendations – Action Item

IRSA

2. Boise State University – Master of Project Management and Online Program Fee in Lieu of Tuition for Master of Project Management and Graduate Certificate in Project Management – Action Item
3. Idaho State University – Registered Nursing: Associate of Science to Associate of Applied Science Conversion and Online Program Fee in Lieu of Tuition – Action Item
4. Idaho State University – Specialized Certificate in Applied Artificial Intelligence and Online Program Fee in Lieu of Tuition – Action Item
5. Idaho State University – Specialized Certificate in Industrial Cybersecurity and Online Program Fee in Lieu of Tuition – Action Item

BOARD ACTION

M/S (Gilbert / Roach) I move to approve the Consent Agenda. *Motion carried by voice vote.*

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Boise State University – Authorization for issuance of 2026A General Revenue Refunding Bonds – Refunding of Series 2016A BSU General Revenue Refunding Bonds – Action Item – Jeff Banka, Deputy Chief Financial Officer, Boise State University (BSU) presented BSU's request to issue 2026A General Revenue Refunding bonds.

BOARD ACTION

M/S (Gilbert / Turnbull) I move to approve a Supplemental Resolution for the Series 2026A Bonds, the title of which is as follows: SUPPLEMENTAL RESOLUTION of the Board of Trustees of Boise State University authorizing the issuance of General Revenue Refunding Bonds, Series 2026A, of Boise State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds up to $46,120,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds. *Motion carried by voice vote.*

2. Boise State University – Sponsorship and Naming Rights Agreement for Student Union Building – Action Item – Stacy Pearson, Interim Chief Financial Officer, BSU, presented BSU's proposed sponsorship and naming rights agreement for the student union building.

BOARD ACTION

M/S (Gilbert / Roach) I move to authorize Boise State University to enter into the Sponsorship and Naming Rights Agreement with Westmark Credit Union substantially in conformance with the Agreement attached hereto and authorize the President, Chief Financial Officer, or designee to execute the same and to take such further action as necessary to effectuate the same. *Motion carried by voice vote.*

3. University of Idaho – License Agreement with Idaho State University – Use of Treasure Valley Anatomy and Physiology Laboratory – Action Item – Sunny Wallace, Chief of Staff, University of Idaho (UI), and Dr. Rayme Geidl, Interim Co-Director, Associate Director of Clinical Education, UI, and University of Washington School of Medicine (UWSOM) Regional Dean, presented UI's license agreement regarding the UI's use of Idaho State University's (ISU) Anatomy and Physiology Laboratory located in ISU's Meridian Health Science Center.

BOARD ACTION

M/S (Gilbert / Turnbull) I move to approve the License Agreement between the University of Idaho and Idaho State University governing the University of Idaho's use of the Anatomy and Physiology Laboratory located in the Idaho State University Meridian Health Science Center. Authorization includes the University

of Idaho's expenditure of up to $2 million dollars according to the terms of the License Agreement. *Motion carried by voice vote.*

4. Idaho State University – Treasure Valley Anatomy and Physiology Laboratory Expansion – Project Authorization – Action Item – Brian Sagendorf, Vice President, Operations, ISU and Dr. Rex Force, Vice President, Health Sciences, ISU, presented ISU's plan to expand the Treasure Vally Anatomy and Physiology Laboratory Expansion Project.

BOARD ACTION
M/S (Gilbert / Koehler) I move to approve the total project budget of $7,898,397, and to authorize ISU's Vice President of Operations to execute all documents required for the advancement of this project in partnership with the Idaho Division of Public Works. *Motion carried by voice vote.*

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Idaho State Department of Education – Ed-Flex Application Authority Areas – Action Item – Alison Henken, Policy Director, Office of the State Board of Education (OSBE) and Superintendent Critchfield presented the Ed-Flex Application waiver authority.

BOARD ACTION
M/S (Keough / Critchfield) I move to approve the following four waiver authority areas and permit the Idaho State Department of Education to use them to develop an Application for the Educational Flexibility Program in the areas of carryover authority, schoolwide minimum poverty threshold, Title IV-A spending flexibility, and consolidation of title program funds. *Motion carried by voice vote.*

2. Idaho State Department of Education – Draft ESEA Waiver Application – Action Item – Alison Henken and Superintendent Critchfield presented the Idaho State Department of Education's Draft ESEA Waiver Application.

BOARD ACTION
M/S (Keough / Critchfield) I move to accept the Idaho State Department of Education's Draft Waiver Application, as provided in Attachment 1, and to authorize the Department to use the draft to negotiate with the U.S. Department of Education. *Motion carried by voice vote.*

BOARD ACTION
M/S (Keough / Critchfield) I move to adjourn the meeting. *Motion carried by voice vote.*

President Liebich convened the meeting at 10:06 p.m.

TAB	DESCRIPTION	ACTION
1	BAHR – FY 2027 APPROPRIATION INFORMATION – INSTITUTIONS AND AGENCIES OF THE STATE BOARD OF EDUCATION	Action Item
2	BAHR – RETIREMENT PLAN COMMITTEE – IDAHO STATE BOARD OF EDUCATION (BOARD) VOLUNTARY DEFERRED COMPENSATION PLAN 457(b) RESTATEMENT	Action Item
3	BAHR – BOISE STATE UNIVERSITY – LEASE AGREEMENT WITH WESTMARK CREDIT UNION	Action Item
4	BAHR – BOISE STATE UNIVERSITY – LEASE AMENDMENT WITH BSU FOUNDATION	Action Item
5	BAHR – IDAHO STATE UNIVERSITY – REVISED MULTI-YEAR CONTRACT FOR CODY HAWKINS, HEAD FOOTBALL COACH	Action Item
6	BAHR – IDAHO STATE UNIVERSITY – APPROVAL OF IDAHO STATE UNIVERSITY (ISU) PURCHASING POLICY, ISUPP 2560	Action Item
7	BAHR – IDAHO STATE UNIVERSITY – PRISON EDUCATION PROGRAM TUITION AND FEE PROPOSAL	Action Item
8	BAHR – LEWIS CLARK STATE COLLEGE – ELLUCIAN COLLEAGUE ENTERPRISE RESOURCE PLANNING (ERP) SOFTWARE LICENSE RENEWAL	Action Item
9	BAHR – UNIVERSITY OF IDAHO – SCHLUMBERGER TECHNOLOGY CORPORATION GIFT - ACADEMIC SOFTWARE LICENSE FOR PETREL SOFTWARE TO IDAHO GEOLOGICAL SURVEY	Action Item

TAB	DESCRIPTION	ACTION
10	BAHR – UNIVERSITY OF IDAHO – FY2027 & FY2028 BUILDING MANAGEMENT SERVICES – IDAHO WATER CENTER	Action Item
11	IDE – EMERGENCY PROVISIONAL CERTIFICATE RECOMMENDATIONS	Action Item
12	IDE – STUDENT TRANSPORTATION FUNDING CAP WAIVER REQUEST	Action Item
13	IDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS	Action Item
14	IDE – CURRICULAR MATERIALS SELECTION COMMITTEE APPOINTMENTS	Action Item
15	IRSA – BOISE STATE UNIVERSITY – BACHELOR OF SCIENCE IN HEALTH SCIENCE AND ONLINE PROGRAM FEE IN LIEU OF TUITION	Action Item
16	IRSA – BOISE STATE UNIVERSITY – MASTER OF SCIENCE IN APPLIED ARTIFICIAL INTELLIGENCE AND ONLINE PROGRAM FEE IN LIEU OF TUITION	Action Item
17	IRSA – BOISE STATE UNIVERSITY – UNDERGRADUATE CERTIFICATE IN COMMUNITY AND CAREER READINESS STUDIES AND SELF SUPPORT PROGRAM FEE IN LIEU OF TUITION	Action Item
18	BOISE STATE UNIVERSITY – UNDERGRADUATE CERTIFICATE IN SPORT IMPACT – ONLINE PROGRAM FEE IN LIEU OF TUITION	Action Item

TAB	DESCRIPTION	ACTION
19	LEWIS-CLARK STATE COLLEGE – BACHELOR OF SCIENCE IN NURSING – PROFESSIONAL PROGRAM FEE	Action Item
20	LEWIS-CLARK STATE COLLEGE – DIRECT-ENTRY MASTER OF SCIENCE IN NURSING – PROFESSIONAL PROGRAM FEE	Action Item
21	LEWIS-CLARK STATE COLLEGE – ELEMENTARY AND SECONDARY EDUCATION – PROFESSIONAL PROGRAM FEES	Action Item
22	LEWIS-CLARK STATE COLLEGE – RADIOGRAPHIC SCIENCES – PROFESSIONAL PROGRAM FEE	Action Item
23	IRSA – GRADUATE MEDICAL EDUCATION COMMITTEE NEW APPOINTMENT	Action Item
24	IRSA – HIGHER EDUCATION RESEARCH COUNCIL (HERC) APPOINTMENT	Action Item
25	PPGA – STATE REHABILITATION COUNCIL APPOINTMENT	Action Item

SUBJECT

FY 2027 Appropriation Information – Institutions and Agencies of the State Board of Education

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Legislative Appropriation Bills (2026) – H875, H905, H922, & H906
Idaho State Board of Education Governing Policies and Procedures, Section V.S.

BACKGROUND/ DISCUSSION

As of the time this agenda was prepared, appropriation bills for the State Board of Education's agencies and institutions were at various stages of the legislative process. Bill numbers are provided for reference. Attachment 1 summarizes the FY 2027 appropriations related to the State Board of Education.

Appropriations grant funding and spending authority to these agencies and institutions, enabling them to deliver programs and services to Idaho residents. For FY 2027, the Legislature passed a maintenance budget for all agencies in House Bill 876. Additional funding enhancements were approved through subsequent bills and are detailed in the following attachments.

IMPACT

Colleges and Universities
The Legislature appropriates funding to the State Board of Education and the Board of Regents to support general education programs at Boise State University (BSU), Idaho State University (ISU), the University of Idaho (UI), Lewis-Clark State College (LCSC), and systemwide needs. The Board then distributes these funds among the four institutions in accordance with legislative intent and Board Policy, Section V.S.

Under Board policy, funding is allocated in the following order:

- Each institution receives its prior-year base budget.
- Enrollment Workload Adjustment (EWA) funding
- Operations and maintenance funding for new major general education capital projects.
- Approved decision units above the base.
- Special activities or projects, at the Board's discretion.

These allocations, along with any revenue generated from potential fee increases, establish funding for general education programs for FY 2027.

FY 2027 General Fund — Maintenance of Current Operations (MCO):

- Ongoing base reduction: $(19,159,300)
- Increase in benefit costs: $6,010,800
- Increase in statewide cost allocation: $886,200

Line Items:

- Canvas Learning Management System (net-zero transfer): $(752,900)
- Transfer of risk managers from OSBE (net-zero): $510,500
- Endowment fund adjustments: $1,909,700

Total General Fund change from base: $1,667,300

Note: The figures above reflect state-appropriated funding only. A complete picture of the overall financial impact on each institution, including the effect on instructional budgets, personnel, operations, and student support, will be provided once tuition and fee rates for FY 2027 are formally set by the Board. Tuition and fee revenue is a critical component of institutional operating budgets, and the combined impact of appropriations and tuition and fee decisions will be presented together for the Board's full consideration at the June 2026 Board meeting.

Community Colleges
The Legislature provides an annual appropriation to the State Board of Education for the College of Eastern Idaho (CEI), College of Southern Idaho (CSI), College of Western Idaho (CWI), and North Idaho College (NIC). Each college receives its base funding plus a proportional share of any annual budget adjustments, consistent with the standard budgeting process.

FY 2027 General Fund — Maintenance of Current Operations (MCO):

- Ongoing base reduction: $(3,422,100)
- Increase in benefit costs: $1,248,500

Line Items:

- Canvas Learning Management System (net-zero transfer): $(245,500)
- One-time restoration of additional 2% reduction: $1,368,700

Total General Fund change from base: $(1,050,400)

Note: As with the four-year institutions, the figures above reflect state-appropriated funding only. The full institutional impact for each community college will be provided when tuition and fee rates for FY 2027 are set by their local boards. At that time, a comprehensive view of each institution's total revenue picture, combining appropriated funds and tuition and fee income, will be available for the Board's review at the June 2026 Board meeting.

ATTACHMENTS

Attachment 1 – FY 2027 Appropriations List
Attachment 2 – College & Universities FY2027 Appropriation Allocation
Attachment 3 – Community Colleges FY2027 Appropriation Allocation
Attachment 4 – House Bill 876 – Statement of Purpose
Attachment 5 – House Bill 876 – FY2027 Budget Maintenance Bill
Attachment 6 – House Bill 905 – Statement of Purpose/Fiscal Note

Attachment 7 – House Bill 905 – FY2027 State Board of Education Enhancement Bill
Attachment 8 – House Bill 922 – Statement of Purpose/Fiscal Note
Attachment 9 – House Bill 922 – FY2027 College and Universities Enhancement Bill
Attachment 10 – House Bill 906 – Statement of Purpose/Fiscal Note
Attachment 11 – House Bill 906 – FY2027 Community Colleges Enhancement Bill

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval of the FY2027 College and Universities allocation as presented in Attachment 1.

Staff also recommends approval of the FY2027 Community Colleges allocation as presented in Attachment 1.

The allocations presented reflect state-appropriated funding as passed by the Legislature. Staff notes that a comprehensive analysis of overall institutional financial impact, incorporating tuition and fee revenue alongside appropriated funds, will be provided to the Board when FY 2027 tuition and fee rates are set. Institutions should be aware that their full operating budget picture for FY 2027 is contingent on both the appropriations approved herein and the tuition and fee rates to be determined.

BOARD ACTION

I move to approve the allocation of the FY 2027 appropriation for Boise State University, Idaho State University, University of Idaho, Lewis-Clark State College, and system-wide needs, as presented in Attachment 2.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

and

I move to approve the allocation of the FY 2027 appropriation for the College of Southern Idaho, College of Eastern Idaho, College of Western Idaho, North Idaho College, and system-wide needs as presented in Attachment 3.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

ATTACHMENT 1

State Board of Education
FY 2027 Appropriations to Institutions and Agencies

	General Fund	% Δ From FY 2026	Total Funds
Allocations			
College and Universities H876, H922	$375,080,100	0.8%	$745,649,500
Community Colleges H876, H906	67,369,900	(1.5%)	68,169,300
Career Technical Education H876, H907	88,898,100	(1.1%)	108,585,900
Agencies			
Agricultural Research & Extension S876	38,663,300	(3.2%)	38,663,300
Health Education Programs S876, H920	29,800,900	1.4%	30,222,900
Special Programs H876	30,149,900	(4.3%)	34,903,800
State Board of Education H876, H905	17,250,800	(47.0%)	29,895,500
Idaho Public Television H876	2,972,200	(13.3%)	3,979,000
Division of Vocational Rehabilitation H876, H877	5,243,100	(0.6%)	26,815,000
Idaho Public Charter Schools Comm'n H876	192,600	0.3%	744,700
State Department of Education H876, H921	11,618,300	(3.7%)	46,416,600

ATTACHMENT 2

FY 2027 College and University Allocation
Based on HB 879 and HB 922
March 27, 2026

	Appropriation:	FY26 Appr	FY27 Appr	% Chge	Sys Needs:	FY26 Appr*	FY27 Appr*
2	**General Educ Approp: HB 879 and HB 922**				HERC	0	0
3	General Account	368,264,200	375,080,100	1.85%	UG Research	0	0
4	Endowment Funds	25,545,800	27,601,100	8.05%	Sys Nds	0	0
5					IGEM	0	0
6	Total Gen Acct & Endow Funds	393,810,000	402,681,200	2.25%	Total	7,347,700	7,133,900
7	Student Fees/Misc Revenue	518,182,400	342,968,300	-33.81%			
8	Total General Education Appropriation	911,992,400	745,649,500	-18.24%			

	Allocation:	BSU	ISU	UI	LCSC	SYS-WIDE	TOTAL
12	FY26 General Account	129,513,400	99,239,800	109,673,900	22,870,100	7,127,200	368,424,400
13	FY26 Endowment Funds	0	6,037,800	15,762,000	3,891,600	0	25,691,400
14	**FY27 Budget Base**	129,513,400	105,277,600	125,435,900	26,761,700	7,127,200	394,115,800
17	**Additional Funding for FY27:**						
18	MCO Adjustments:						
19	Personnel Benefits	1,914,600	1,781,800	1,920,700	388,100	5,600	6,010,800
24	Nonstandard Adjustments:						
25	Risk Mgmt/Controller/Treasurer	93,900	435,700	288,500	68,100		886,200
28	Line Items						
29	Canvas Transfer to OSBE	(295,300)	(186,300)	(210,200)	(61,100)	0	(752,900)
30	Risk Manager Transfer from OSBE	139,400	97,800	273,300	0	0	510,500
32	Endowment Adjustments	0	373,100	1,180,800	355,800	0	1,909,700
35	Total Addl Funding	1,852,600	2,502,100	3,453,100	750,900	6,700	8,565,400
37	**FY27 Gen Acct and Endowment**	131,366,000	107,779,700	128,889,000	27,512,600	7,133,900	402,681,200
38	% Change From FY26 Adjusted Budget Base	1.4%	2.4%	2.8%	2.8%	0.1%	2.2%
40	FY27 Estimated Student Fee Revenue	176,057,200	69,009,700	80,694,900	17,206,500	0	342,968,300
42	FY27 Operating Budget	307,423,200	176,789,400	209,583,900	44,719,100	7,133,900	745,649,500
45	General Fund Increase over Base	1,852,600	2,129,000	2,272,300	395,100	6,700	6,655,700
46	% Increase	1.4%	2.1%	2.1%	1.7%	0.1%	1.8%
47	General Fund Increase - ongoing over Base	-3,561,400	-2,087,300	-2,331,600	-576,100	6,700	(8,549,700)
48	% Increase	-2.7%	-2.1%	-2.1%	-2.5%	0.1%	-2.3%
49	General Fund Increase - ongoing less Benefits & CEC	-5,476,000	-3,869,100	-4,252,300	-964,200	1,100	-14,560,500
50	% Increase	-4.2%	-3.9%	-3.9%	-4.2%	0.0%	-4.0%

Idaho Community Colleges
FY 2027 Appropriation Allocation - HB 976 and HB 906
26-Mar-26

ATTACHMENT 3

	General Educ Approp: JFAC Action	CSI	CEI	CWI	NIC	Systemwide	Total
1	FY 26 Original Appropriation	21,391,000	8,518,600	22,887,700	16,383,200	39,200	69,219,700
2	FY 26 Recission Items	(847,600)	(332,800)	(907,500)	(647,300)	(1,200)	(2,736,400)
3	FY 26 Total Appropriation	20,543,400	8,185,800	21,980,200	15,735,900	38,000	66,483,300
4							
5	FY 26 Total Appropriation						
6	General Funds	20,343,400	7,985,800	21,780,200	15,535,900	38,000	65,683,300
7	CARES Act Funding						-
8	Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
9	Total FY26 Total Appropriation	20,543,400	8,185,800	21,980,200	15,735,900	38,000	66,483,300
10							
11	FY 27 Base						-
12	General Funds	20,131,500	7,901,600	21,553,300	15,374,000	37,200	64,997,600
13	Dedicated Funds	200,000	200,000	200,000	200,000		800,000
14	Total FY 27 Base	20,331,500	8,101,600	21,753,300	15,574,000	37,200	65,797,600
15							-
16	FY 27 Maintenance Items						
17	Changes in Benefit Costs	370,800	174,800	378,500	324,400		1,248,500
18	Inflationary Cost Increases	-		-	-		-
19	Replacement Items	-		-	-		-
20	CEC: $1.55 per hour	-	-	-	-		-
21	Enrollment Workload Adjustment	-	-	-	-		-
22		370,800	174,800	378,500	324,400	-	1,248,500
23	FY 27 Maintenance						-
24	General Funds	20,502,300	8,076,400	21,931,800	15,698,400	37,200	66,246,100
25	Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
26	Total FY 27 Maintenance	20,702,300	8,276,400	22,131,800	15,898,400	37,200	67,046,100
27							
24	FY 27 Line Items						
25	Canvas LMS Transfer to OSBE	(101,600)	(26,700)	(71,000)	(46,200)		(245,500)
26	One Time Restoration of 2% Reduction	423,800	167,400	453,800	323,700		1,368,700
23	Total FY 27 Line Items	322,200	140,700	382,800	277,500		1,123,200
24							
25	FY 27 Total Appropriation						
26	General Funds	20,824,500	8,217,100	22,314,600	15,975,900	37,200	66,000,600
27	CARES Act Funding						-
28	Dedicated Funds	200,000	200,000	200,000	200,000	-	800,000
29	FY 27 Total Appropriation	21,024,500	8,417,100	22,514,600	16,175,900	37,200	68,169,300
30							
31							
32	GF Change from FY 26 Total Original	-2.6%	2.9%	2.5%	2.8%	-2.1%	0.5%
33							
34	GF Appropriation Allocation						
35	Personnel Costs	19,304,800	8,217,100	20,053,600	14,145,600		61,721,100
36	Operating Expenses	1,519,700		2,261,000	1,830,600	37,200	5,648,500
37	Capital Outlay				-		0
38	Trustee/Benefit Payments						0
39	Total General Funds	20,824,500	8,217,100	22,314,600	15,976,200	37,200	67,369,600

STATEMENT OF PURPOSE

RS33520 / H0876

This is the FY 2027 Maintenance Appropriation for the State Board of Education. This bill includes appropriations to the Agricultural Research and Extension Service, College and Universities, Community Colleges, the Office of the State Board of Education, Health Education Programs, Career Technical Education, Idaho Public Television, Special Programs, Department of Education, Vocational Rehabilitation, and the Idaho Public Charter School Commission. The appropriation includes adjustments for benefit costs, contract inflation, statewide cost allocation (SWCAP), and a base reduction of up to 5%.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2026 Original Appropriation	6,311.82	713,163,000	388,917,900	59,397,900	1,161,478,800
Prior Year Reappropriation	0.00	800,000	230,335,500	10,344,400	241,479,900
1. 3% Rescission, Unallocated CEC	(2.63)	(49,478,800)	(3,376,000)	(217,700)	(53,072,500)
5. Additional 1% Rescission	(11.69)	(6,744,900)	0	0	(6,744,900)
FY 2026 Total Appropriation	6,297.50	657,739,300	615,877,400	69,524,600	1,343,141,300
Executive Carry Forward	0.00	17,799,400	5,300	6,314,700	24,119,400
Expenditure Adjustments	(40.90)	0	9,012,700	0	9,012,700
FY 2026 Estimated Expenditures	6,256.60	675,538,700	624,895,400	75,839,300	1,376,273,400
Removal of Onetime Expenditures	(0.27)	(19,073,700)	(230,759,800)	(18,372,000)	(268,205,500)
Base Adjustments	37.35	4,000,000	3,654,700	(771,000)	6,883,700
Restore Rescissions	14.32	26,626,100	3,376,000	217,700	30,219,800
Ongoing Base Reduction	(101.13)	(33,276,600)	(3,654,700)	(152,500)	(37,083,800)
FY 2027 Base	6,206.87	653,814,500	397,511,600	56,761,500	1,108,087,600
Personnel Benefit Costs	0.00	9,641,400	3,900,100	343,700	13,885,200
Contract Inflation	0.00	542,700	0	0	542,700
Statewide Cost Allocation	0.00	969,000	10,000	(24,600)	954,400
FY 2027 Program Maintenance	6,206.87	664,967,600	401,421,700	57,080,600	1,123,469,900
Chg from FY 2026 Orig Approp	(104.95)	(48,195,400)	12,503,800	(2,317,300)	(38,008,900)
% Chg from FY 2026 Orig Approp.	(1.7%)	(6.8%)	3.2%	(3.9%)	(3.3%)

Contact:

Representative Steve Miller
(208) 332-1000
Senator Codi Galloway
(208) 332-1000

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

Statement of Purpose / Fiscal Note

Bill SOP/FN INTRODUCED: 03/12/2026, 8:30 AM

STATEMENT OF PURPOSE

RS33520 / H0876

This is the FY 2027 Maintenance Appropriation for the State Board of Education. This bill includes appropriations to the Agricultural Research and Extension Service, College and Universities, Community Colleges, the Office of the State Board of Education, Health Education Programs, Career Technical Education, Idaho Public Television, Special Programs, Department of Education, Vocational Rehabilitation, and the Idaho Public Charter School Commission. The appropriation includes adjustments for benefit costs, contract inflation, statewide cost allocation (SWCAP), and a base reduction of up to 5%.

FISCAL NOTE

	FTP	Gen	Ded	Fed	Total
FY 2026 Original Appropriation	6,311.82	713,163,000	388,917,900	59,397,900	1,161,478,800
Prior Year Reappropriation	0.00	800,000	230,335,500	10,344,400	241,479,900
1. 3% Rescission, Unallocated CEC	(2.63)	(49,478,800)	(3,376,000)	(217,700)	(53,072,500)
5. Additional 1% Rescission	(11.69)	(6,744,900)	0	0	(6,744,900)
FY 2026 Total Appropriation	6,297.50	657,739,300	615,877,400	69,524,600	1,343,141,300
Executive Carry Forward	0.00	17,799,400	5,300	6,314,700	24,119,400
Expenditure Adjustments	(40.90)	0	9,012,700	0	9,012,700
FY 2026 Estimated Expenditures	6,256.60	675,538,700	624,895,400	75,839,300	1,376,273,400
Removal of Onetime Expenditures	(0.27)	(19,073,700)	(230,759,800)	(18,372,000)	(268,205,500)
Base Adjustments	37.35	4,000,000	3,654,700	(771,000)	6,883,700
Restore Rescissions	14.32	26,626,100	3,376,000	217,700	30,219,800
Ongoing Base Reduction	(101.13)	(33,276,600)	(3,654,700)	(152,500)	(37,083,800)
FY 2027 Base	6,206.87	653,814,500	397,511,600	56,761,500	1,108,087,600
Personnel Benefit Costs	0.00	9,641,400	3,900,100	343,700	13,885,200
Contract Inflation	0.00	542,700	0	0	542,700
Statewide Cost Allocation	0.00	969,000	10,000	(24,600)	954,400
FY 2027 Program Maintenance	6,206.87	664,967,600	401,421,700	57,080,600	1,123,469,900
Chg from FY 2026 Orig Approp	(104.95)	(48,195,400)	12,503,800	(2,317,300)	(38,008,900)
% Chg from FY 2026 Orig Approp.	(1.7%)	(6.8%)	3.2%	(3.9%)	(3.3%)

Contact:

Representative Steve Miller
(208) 332-1000
Senator Codi Galloway
(208) 332-1000

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

Statement of Purpose / Fiscal Note

Bill SOP/FN INTRODUCED: 03/12/2026, 8:30 AM

STATEMENT OF PURPOSE

RS33702 / H0905

This appropriation to the Office of the State Board of Education (OSBE) provides enhancements to the FY 2027 maintenance budget that include a funds transfer from the higher education institutions for a centralized learning management system (LMS) contract, a transfer of risk managers from OSBE to Boise State University, Idaho State University, and the University of Idaho, and appropriation of the Fund for the Improvement of Post-Secondary Education (FIPSE) federal grant.

FISCAL NOTE

This appropriation provides an additional $4,487,900 to the maintenance appropriation provided to the Office of the State Board of Education. Table 1 shows incremental adjustments to the budget found in the bill, of which the ongoing increase is $487,900, and the onetime increase is $4,000,000 for the Fund for the Improvement of Secondary Education federal grant. Table 2 shows all the adjustments leading to the FY 2027 total. The total budget for Office of the State Board of Education is $29,895,500.

Table 1.	FTP	Gen	Ded	Fed	Total
1. Canvas LMS Renewal	0.00	998,400	0	0	998,400
2. Transfer of Risk Managers to Institutions	(4.00)	(510,500)	0	0	(510,500)
3. Fund for the Improvement of Postsecondary Education grant	0.00	0	0	4,000,000	4,000,000
FY 2027 Budget Enhancements	(4.00)	487,900	0	4,000,000	4,487,900
% Chg from FY 2027 Budget Maintenance	(4.7%)	2.9%			17.7%

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

Table 2.	FTP	Gen	Ded	Fed	Total
FY 2026 Original Appropriation	85.25	46,941,300	8,742,500	771,000	56,454,800
Prior Year Reappropriation	0.00	0	0	10,344,400	10,344,400
1. 3% Rescission, Unallocated CEC	0.00	(29,990,900)	(15,100)	(3,300)	(30,009,300)
5. 1% Add'l Rescission	0.00	(175,800)	0	0	(175,800)
FY 2026 Total Appropriation	85.25	16,774,600	8,727,400	11,112,100	36,614,100
Executive Carry Forward	0.00	14,981,800	5,300	6,314,700	21,301,800
Expenditure Adjustments	0.00	0	0	0	0
FY 2026 Estimated Expenditures	85.25	31,756,400	8,732,700	17,426,800	57,915,900
Removal of Onetime Expenditures	0.00	(15,024,300)	(124,300)	(16,659,100)	(31,807,700)
Base Adjustments	(0.83)	0	0	(771,000)	(771,000)
Restore Rescissions	0.00	569,100	15,100	3,300	587,500
Ongoing Base Reduction	0.00	(718,200)	0	0	(718,200)
FY 2027 Base	84.42	16,583,000	8,623,500	0	25,206,500
Personnel Benefit Costs	0.00	153,500	12,900	0	166,400
Contract Inflation	0.00	5,500	0	0	5,500
Statewide Cost Allocation	0.00	20,900	8,300	0	29,200
FY 2027 Program Maintenance	84.42	16,762,900	8,644,700	0	25,407,600
FY 2027 Budget Enhancements	(4.00)	487,900	0	4,000,000	4,487,900
FY 2027 Total	80.42	17,250,800	8,644,700	4,000,000	29,895,500
Chg from FY 2026 Orig Approp	(4.83)	(29,690,500)	(97,800)	3,229,000	(26,559,300)
% Chg from FY 2026 Orig Approp.	(5.7%)	(63.3%)	(1.1%)	418.8%	(47.0%)

Contact:

Representative James Petzke
(208) 332-1000
Senator Codi Galloway
(208) 332-1000

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

STATEMENT OF PURPOSE

RS33702 / H0905

This appropriation to the Office of the State Board of Education (OSBE) provides enhancements to the FY 2027 maintenance budget that include a funds transfer from the higher education institutions for a centralized learning management system (LMS) contract, a transfer of risk managers from OSBE to Boise State University, Idaho State University, and the University of Idaho, and appropriation of the Fund for the Improvement of Post-Secondary Education (FIPSE) federal grant.

FISCAL NOTE

This appropriation provides an additional $4,487,900 to the maintenance appropriation provided to the Office of the State Board of Education. Table 1 shows incremental adjustments to the budget found in the bill, of which the ongoing increase is $487,900, and the onetime increase is $4,000,000 for the Fund for the Improvement of Secondary Education federal grant. Table 2 shows all the adjustments leading to the FY 2027 total. The total budget for Office of the State Board of Education is $29,895,500.

Table 1.	FTP	Gen	Ded	Fed	Total
1. Canvas LMS Renewal	0.00	998,400	0	0	998,400
2. Transfer of Risk Managers to Institutions	(4.00)	(510,500)	0	0	(510,500)
3. Fund for the Improvement of Postsecondary Education grant	0.00	0	0	4,000,000	4,000,000
FY 2027 Budget Enhancements	(4.00)	487,900	0	4,000,000	4,487,900
% Chg from FY 2027 Budget Maintenance	(4.7%)	2.9%			17.7%

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

Table 2.	FTP	Gen	Ded	Fed	Total
FY 2026 Original Appropriation	85.25	46,941,300	8,742,500	771,000	56,454,800
Prior Year Reappropriation	0.00	0	0	10,344,400	10,344,400
1. 3% Rescission, Unallocated CEC	0.00	(29,990,900)	(15,100)	(3,300)	(30,009,300)
5. 1% Add'l Rescission	0.00	(175,800)	0	0	(175,800)
FY 2026 Total Appropriation	85.25	16,774,600	8,727,400	11,112,100	36,614,100
Executive Carry Forward	0.00	14,981,800	5,300	6,314,700	21,301,800
Expenditure Adjustments	0.00	0	0	0	0
FY 2026 Estimated Expenditures	85.25	31,756,400	8,732,700	17,426,800	57,915,900
Removal of Onetime Expenditures	0.00	(15,024,300)	(124,300)	(16,659,100)	(31,807,700)
Base Adjustments	(0.83)	0	0	(771,000)	(771,000)
Restore Rescissions	0.00	569,100	15,100	3,300	587,500
Ongoing Base Reduction	0.00	(718,200)	0	0	(718,200)
FY 2027 Base	84.42	16,583,000	8,623,500	0	25,206,500
Personnel Benefit Costs	0.00	153,500	12,900	0	166,400
Contract Inflation	0.00	5,500	0	0	5,500
Statewide Cost Allocation	0.00	20,900	8,300	0	29,200
FY 2027 Program Maintenance	84.42	16,762,900	8,644,700	0	25,407,600
FY 2027 Budget Enhancements	(4.00)	487,900	0	4,000,000	4,487,900
FY 2027 Total	80.42	17,250,800	8,644,700	4,000,000	29,895,500
Chg from FY 2026 Orig Approp	(4.83)	(29,690,500)	(97,800)	3,229,000	(26,559,300)
% Chg from FY 2026 Orig Approp.	(5.7%)	(63.3%)	(1.1%)	418.8%	(47.0%)

Contact:

Representative James Petzke
(208) 332-1000
Senator Codi Galloway
(208) 332-1000

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

STATEMENT OF PURPOSE

RS33709 / H0922

This is the enhancements bill for the college and universities, including a reduction of $752,900 for the Canvas Learning Management System (LMS); an addition of 4.00 FTP and $510,500 for the transfer of risk managers from the Office of the State Board of Education; and a $1,909,700 endowment funds adjustment.

.

FISCAL NOTE

This appropriation provides an additional $1,667,300 to the maintenance appropriation provided to the State Board of Education. Table 1 shows incremental adjustments to the budget found in the bill, of which the ongoing increase is $1,667,300, and there are no onetime appropriations. Table 2 shows all the adjustments leading to the FY 2027 Total. The total budget for the college and universities is $745,649,500.

Table 1.	FTP	Gen	Ded	Fed	Total
1. Canvas LMS	0.00	(752,900)	0	0	(752,900)
2. Transfer Risk Managers	4.00	510,500	0	0	510,500
3. Endowment Fund Adjustments	0.00	0	1,909,700	0	1,909,700
FY 2027 Budget Enhancements	4.00	(242,400)	1,909,700	0	1,667,300
% Chg from FY 2027 Budget Maintenance	0.1%	(0.1%)	0.5%		0.2%

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

Table 2.	FTP	Gen	Ded	Fed	Total
FY 2026 Original Appropriation	4,921.68	383,583,700	355,849,100	0	739,432,800
Prior Year Reappropriation	0.00	0	191,208,000	0	191,208,000
1. 3% Rescission, Unallocated CEC	0.00	(11,518,100)	(3,328,900)	0	(14,847,000)
5. 1% Add'l Rescission	(9.00)	(3,801,400)	0	0	(3,801,400)
FY 2026 Total Appropriation	4,912.68	368,264,200	543,728,200	0	911,992,400
Executive Carry Forward	0.00	207,300	0	0	207,300
Expenditure Adjustments	(22.91)	0	8,978,000	0	8,978,000
FY 2026 Estimated Expenditures	4,889.77	368,471,500	552,706,200	0	921,177,700
Removal of Onetime Expenditures	0.00	(207,300)	(191,208,000)	0	(191,415,300)
Base Adjustments	38.34	4,000,000	3,654,700	0	7,654,700
Restore Rescissions	9.00	15,319,500	3,328,900	0	18,648,400
Ongoing Base Reduction	(76.17)	(19,159,300)	(3,654,700)	0	(22,814,000)
FY 2027 Base	4,860.94	368,424,400	364,827,100	0	733,251,500
Personnel Benefit Costs	0.00	6,010,800	3,832,600	0	9,843,400
Contract Inflation	0.00	1,100	0	0	1,100
Statewide Cost Allocation	0.00	886,200	0	0	886,200
FY 2027 Program Maintenance	4,860.94	375,322,500	368,659,700	0	743,982,200
FY 2027 Budget Enhancements	4.00	(242,400)	1,909,700	0	1,667,300
FY 2027 Total	4,864.94	375,080,100	370,569,400	0	745,649,500
Chg from FY 2026 Orig Approp	(56.74)	(8,503,600)	14,720,300	0	6,216,700
% Chg from FY 2026 Orig Approp.	(1.2%)	(2.2%)	4.1%		0.8%

Contact:

Representative Kyle Harris
(208) 332-1000
Senator James Woodward
(208) 332-1000

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

LEGISLATURE OF THE STATE OF IDAHO
Sixty-eighth Legislature Second Regular Session - 2026

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 922

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO; APPROPRIATING ADDITIONAL MONEYS TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2027; REDUCING THE APPROPRIATION TO THE STATE BOARD OF EDUCATION AND THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO FOR COLLEGE AND UNIVERSITIES AND THE OFFICE OF THE STATE BOARD OF EDUCATION FOR FISCAL YEAR 2027; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. In addition to any other appropriation provided by law, there is hereby appropriated to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education the following amounts to be expended according to the designated programs and expense classes from the listed funds for the period July 1, 2026, through June 30, 2027:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	TOTAL
I. BOISE STATE UNIVERSITY:			
FROM:			
General Fund	$134,800	$4,600	$139,400
II. IDAHO STATE UNIVERSITY:			
FROM:			
General Fund	$95,200	$2,600	$97,800
Charitable Institutions Endowment Income Fund	113,000		113,000
Normal School Endowment Income Fund	260,100	0	260,100
TOTAL	$468,300	$2,600	$470,900

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	TOTAL
III. LEWIS-CLARK STATE COLLEGE:			
FROM:			
Normal School Endowment Income Fund		$355,800	$355,800
IV. UNIVERSITY OF IDAHO:			
FROM:			
General Fund	$262,300	$11,000	$273,300
Agricultural College Endowment Income Fund		120,000	120,000
Scientific School Endowment Income Fund		380,400	380,400
University Endowment Income Fund	0	680,400	680,400
TOTAL	$262,300	$1,191,800	$1,454,100
GRAND TOTAL	$865,400	$1,554,800	$2,420,200

SECTION 2. Notwithstanding any provision of law to the contrary, the appropriation to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education is hereby reduced by the following amounts from the General Fund from operating expenditures for the period July 1, 2026, through June 30, 2027:

FROM:	
Boise State University	$295,300
Idaho State University	186,300
Lewis-Clark State College	61,100
University of Idaho	210,200
TOTAL	$752,900

SECTION 3. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after July 1, 2026.

STATEMENT OF PURPOSE

RS33706 / H0906

This is the enhancements bill for the community colleges, including a reduction of $245,500 for the Canvas Learning Management System (LMS) and an addition of $1,123,200 to restore the 2% additional reduction.

FISCAL NOTE

This appropriation provides an additional $1,123,200 to the maintenance appropriation provided to Community Colleges. Table 1 shows incremental adjustments to the budget, of which the ongoing reduction is $245,500 and the onetime increase is $1,368,700. Table 2 shows the adjustments leading to the FY 2027 Total. The total budget for the Community Colleges is $68,169,300 and provides support to the College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

Table 1.	FTP	Gen	Ded	Fed	Total
1. Canvas LMS	0.00	(245,500)	0	0	(245,500)
2. Restore 2% Additional Reduction	0.00	1,368,700	0	0	1,368,700
FY 2027 Budget Enhancements	0.00	1,123,200	0	0	1,123,200
% Chg from FY 2027 Budget Maintenance		1.7%			1.7%

Table 2.	FTP	Gen	Ded	Fed	Total
FY 2026 Original Appropriation	0.00	68,419,700	800,000	0	69,219,700
1. 3% Rescission, Uallocated CEC	0.00	(2,052,600)	0	0	(2,052,600)
5. 1% Add'l Rescission	0.00	(683,800)	0	0	(683,800)
FY 2026 Total Appropriation	0.00	65,683,300	800,000	0	66,483,300
Restore Rescissions	0.00	2,736,400	0	0	2,736,400
Ongoing Base Reduction	0.00	(3,422,100)	0	0	(3,422,100)
FY 2027 Base	0.00	64,997,600	800,000	0	65,797,600
Personnel Benefit Costs	0.00	1,248,500	0	0	1,248,500
FY 2027 Program Maintenance	0.00	66,246,100	800,000	0	67,046,100
FY 2027 Budget Enhancements	0.00	1,123,200	0	0	1,123,200
FY 2027 Total	0.00	67,369,300	800,000	0	68,169,300
Chg from FY 2026 Orig Approp	0.00	(1,050,400)	0	0	(1,050,400)
% Chg from FY 2026 Orig Approp.		(1.5%)			(1.5%)

Contact:

Representative Steve Miller
(208) 332-1000
Senator Codi Galloway
(208) 332-1000

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

DISCLAIMER: This statement of purpose and fiscal note are a mere attachment to this bill and prepared by a proponent of the bill. It is neither intended as an expression of legislative intent nor intended for any use outside of the legislative process, including judicial review (Joint Rule 18).

Statement of Purpose / Fiscal Note

Bill SOP/FN INTRODUCED: 03/16/2026, 2:30 PM

LEGISLATURE OF THE STATE OF IDAHO
Sixty-eighth Legislature Second Regular Session - 2026

IN THE HOUSE OF REPRESENTATIVES

HOUSE BILL NO. 906

BY APPROPRIATIONS COMMITTEE

AN ACT

RELATING TO THE APPROPRIATION TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES; APPROPRIATING ADDITIONAL MONEYS TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2027; REDUCING THE APPROPRIATION TO THE STATE BOARD OF EDUCATION FOR COMMUNITY COLLEGES FOR FISCAL YEAR 2027; AND DECLARING AN EMERGENCY AND PROVIDING AN EFFECTIVE DATE.

Be It Enacted by the Legislature of the State of Idaho:

SECTION 1. In addition to any other appropriation provided by law, there is hereby appropriated to the State Board of Education for Community Colleges the following amounts to be expended according to the designated programs and expense classes from the General Fund for the period July 1, 2026, through June 30, 2027:

	FOR PERSONNEL COSTS	FOR OPERATING EXPENDITURES	TOTAL
College of Eastern Idaho	$167,400		$167,400
College of Southern Idaho	104,200	$319,600	423,800
College of Western Idaho	453,800		453,800
North Idaho College	233,700	90,000	323,700
TOTAL	$959,100	$409,600	$1,368,700

SECTION 2. Notwithstanding any provision of law to the contrary, the appropriation to the State Board of Education for Community Colleges is hereby reduced by the following amounts from the General Fund from operating expenditures for the period July 1, 2026, through June 30, 2027:

FROM:	
College of Eastern Idaho	$26,700
College of Southern Idaho	101,600
College of Western Idaho	71,000
North Idaho College	46,200
TOTAL	$245,500

SECTION 3. An emergency existing therefor, which emergency is hereby declared to exist, this act shall be in full force and effect on and after July 1, 2026.

SUBJECT

Retirement Plan Committee – Idaho State Board of Education (Board) Voluntary Deferred Compensation Plan 457(b) Restatement

REFERENCE

June 2011	Idaho State Board of Education (Board) approved Supplemental Retirement 403(b) Plan document
August 2013	Board approved technical amendments to plan document
February 2014	Board approved amendments to the Supplemental Retirement Benefit Plan
April 2020	Board approved allowance of plan-optional COVID-19 distribution and loan relief related to the CARES Act.
October 2020	Board approved amendments to ORP and the Supplemental Retirement Benefit Programs December
2020	Board approved second reading of amendment to Board policy II.R authorized the Executive Director to hire consultants as recommended by the Retirement Plan Committee.
October 2021	Board approved Retirement Plan Committee proposal to hire Optional Retirement Plan consultant – Multnomah Group, Inc.
December 2022	Board received information regarding recordkeeping services for Board 401(a) Optional Retirement Plan.
January 2023	Board Office received exemption for RFP process from Idaho Division of Purchasing.
December 2024	Board approved Fidelity as the 401(a) Optional Retirement Plan's sole provider of Defined Contribution Recordkeeping Services for the State Board of Education, effective December 2, 2024.
December 2025	Board approved restatements to ORP 401(a), Supplemental 403(b), and Voluntary Deferred 457(b) Plan restatements.

APPLICABLE STATUTES, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.K.2. and II.R.
Idaho Code §§ 33-107A, 33-107B, 33-107C
Idaho Code § 59-513

BACKGROUND

Board Policy II.R. creates the Retirement Plan Committee (RPC) which is charged with "stewardship of the retirement plans sponsored by the Board for the exclusive

benefit of participants and their beneficiaries." The Board- sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) Supplemental Plan and 457(b) Voluntary Deferred Compensation Plan. The Board has authority to manage and control the Plans' operation and administration. The Board retains exclusive authority to amend the Plans and select trustees/custodians.

Board staff engaged in a comprehensive review of the 457(b) Voluntary Deferred Compensation plan to recommend the following updates:

Age-Based Catch-Up and Roth Catch-Up Requirements
Effective January 1, 2026, the Plan has been updated to reflect statutory requirements for participants whose wages exceed thresholds set under Code section 414(v)(7)(A), requiring that catch-up contributions be made as Roth Contributions.

Restatement Effective Date
The Plan is restated effective January 1, 2026, with amendments adopted in 2026 as approved by the Board.

DISCUSSION

Board Staff, Multnomah Group (Retirement Plan Consultant), Reinhart Law (Retirement Plan Legal Counsel), and Fidelity Investments have worked with Board staff in updating the 457(b) plan document to address the items described above.

IMPACT

Board approval of the revisions contained in the attachment will bring the SBOE 457(b) Deferred Compensation Plan up to date, align the plan with Idaho statute concerning beneficiary designations at divorce, address historical employer-contribution issues related to CWI, establish clear vendor guidelines through Exhibit A, and ensure compliance with applicable IRS guidance on catch-up contributions effective January 1, 2026.

All changes are administrative and compliance oriented.

ATTACHMENTS

Attachment 1 – Section 457(b) Deferred Compensation Plan – Clean
Attachment 2 – Section 457(b) Deferred Compensation Plan – Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff reviewed the proposed updates and confirms that the revisions align with Idaho law, IRS administrative guidance, and the Board's authority to administer employee retirement plans.

The changes improve clarity, operational consistency, and compliance with current statutory and regulatory requirements.

Board staff recommends approval of the revised 457(b) Deferred Compensation Plan document and associated Exhibit A.

BOARD ACTION

I move to approve the restatement of the Idaho State Board of Education's Section 457(b) Deferred Compensation Plan, effective January 1, 2026, as presented in Attachment 1.

Moved by_____ Seconded by _____ Carried Yes _____ No_____

ATTACHMENT 1

IDAHO STATE BOARD OF EDUCATION SECTION 457(b) DEFERRED COMPENSATION PLAN

Effective January 1, 2006
Restated Effective January 1, 2012
Restated Effective August 15, 2013
Restated Effective April 19, 2018
Restated Effective October 28, 2020
Restated Effective January 1, 2026
Amendments adopted _____, 2026

ATTACHMENT 1

IDAHO STATE BOARD OF EDUCATION SECTION 457(b) DEFERRED COMPENSATION PLAN

ARTICLE I. INTRODUCTION

The Idaho State Board of Education, on behalf of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College and the Office of the State Board of Education hereby restates the Idaho State Board of Education Section 457(b) Deferred Compensation Plan (hereinafter the "Plan").

The Plan is intended to be an eligible deferred compensation plan under section 457 of the Internal Revenue Code of 1986 and a governmental plan within the meaning of Code section 414(d). As a governmental plan, the Employee Retirement Income Security Act of 1974 ("ERISA") does not apply, and the Plan will be interpreted to maintain the Plan's status as an eligible deferred compensation plan and a governmental plan.

The primary purpose of this Plan is to attract and retain qualified personnel by providing them an opportunity to save and invest a portion of their compensation for retirement and permitting them to provide for benefits in the event of their retirement or death. Nothing contained in this Plan shall be deemed to constitute an employment agreement between any Participant and the Employer and nothing contained herein shall be deemed to give any Participant any right to be retained in the employ of the Employer.

ARTICLE II. PLAN ELECTIONS

2.01 Effective Date. This Plan was established by the Board effective January 1, 2006. This restatement is effective January 1, 2026 except as otherwise indicated.

2.02 Unforeseeable Emergency Withdrawals. Withdrawals under Section 8.09 shall be available under this Plan.

2.03 Participant's Election to Receive in-Service Distribution. A Participant may elect to receive an in-service distribution of his account balance as described in Section 8.11 if the total amount payable to a Participant under the Plan does not exceed the dollar amount under section 411(a)(11)(A) of the Code (currently $7,000).

2.04 Distribution without Participant's Consent. Small accounts of certain inactive Participants may not be distributed without the Participant's consent after December 1, 2025.

2.05 Loans.

Loans are not allowed under this Plan.

2.06 Governing Law. This Plan shall be interpreted and administered in accordance with the Code, and where not inconsistent with the Code, or as otherwise provided, construed under the laws of the State of Idaho.

2.07 Invalidation of Certain Provisions. If any provision of the Plan is determined by the Internal Revenue Service or a court of competent jurisdiction to be invalid, that provision will be deemed null and void, but the remaining provisions of the Plan will continue in full force and effect.

ARTICLE III. DEFINITIONS

3.01 Account: The bookkeeping account maintained for each Participant (or Beneficiary) in order to provide appropriate records for the administration of the Plan and show the potential interest of each Participant. An Account shall record:

a) The amount of a Participant's Deferred Compensation;

b) Any income, loss, or expense attributable to the investment of a Participant's Deferred Compensation;

c) Any distributions; and

d) Any fees or expenses charged against a Participant's Account.

3.02 Beneficiary or Beneficiaries: The person or persons designated by the Participant to receive any benefits payable hereunder in the event of the Participant's death. If more than one designated Beneficiary survives the Participant, payments shall be made equally to the surviving Beneficiaries, unless otherwise designated by the Participant in a manner approved by the Board. If no Beneficiary is properly designated or if no designated Beneficiary survives the Participant, then the Beneficiary shall be the surviving Spouse of the Participant, or if none, the Participant's estate. However, a Participant may designate a contingent Beneficiary (or Beneficiaries) who shall become the primary Beneficiary (or Beneficiaries) under this Plan in the event that no primary Beneficiary survives the Participant. In addition to the above, in the event a married Participant designates his or her Spouse as Beneficiary, and that marriage is legally terminated by divorce, then any prior beneficiary designation naming the former Spouse as Beneficiary shall be null and void and it will be as if the former Spouse predeceased the Participant. If the Participant desires to again designate the former Spouse as Beneficiary, the Participant must complete and submit a new beneficiary designation form after the marriage is legally terminated by divorce, listing such former Spouse as Beneficiary.

3.03 Board: The Idaho State Board of Education.

3.04 Code: The Internal Revenue Code of 1986, as amended, and regulations thereunder.

3.05 Compensation. All cash compensation for services to the Employer, including salary, wages, fees, commissions, bonuses, and overtime pay, that is includible in the Employee's gross income for the calendar year, plus amounts that would be cash compensation for services to the Employer includible in the Employee's gross income for the calendar year but for a compensation reduction election under section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including an election to defer compensation under this Plan.) Effective January 1, 2009, Compensation includes any differential wage payments to an Employee who does not currently perform services for the Employer. A "differential wage payment" is a payment which (a) is made by the Employer with respect to a period during which the Employee is on active duty for a period of more than 30 days, and (b) represents all or a portion of the wages the Employee would have received from the Employer if the Employee were performing service for the Employer, all as defined by Code section 3401(h)(2).

3.06 Deferred Compensation: The sum of the Participant's Employee Contributions and Employer Contributions that do not exceed the Maximum Limitation.

3.07 Deferred Compensation Agreement: An agreement entered into between a Participant and the Employer and any amendments or modifications thereof, which agreement shall allow the Participant to fix the amount of Deferred Compensation; specify the Participant's investment selection with respect to his Deferred Compensation; designate the Participant's Beneficiary or Beneficiaries and incorporate the terms, conditions, and provisions of this Plan by reference. Any such agreement will not apply to Compensation made available prior to the effective date of such agreement and will continue in force unless and until it is modified or revoked in accordance with the Plan and the Board's procedures.

3.08 Employee: An employee who is eligible to participate in the Idaho State Board of Education Optional Retirement Plan.

3.09 Employee Contributions: The elective deferrals made pursuant to the Plan in the amount specified in the Participant's Deferred Compensation Agreement.

3.10 Employer: The employment units under the jurisdiction of the Board, namely:

The Office of the Idaho State Board of Education
Boise State University

Idaho State University
University of Idaho
Lewis-Clark State College
College of Eastern Idaho
College of Southern Idaho
College of Western Idaho
North Idaho College

3.11 Employer Contributions: The contributions, if any, made by an Employer on behalf of a Participant that are not Employee Contributions.

3.12 Fund Sponsor: A bank, insurance company, regulated investment company or other entity that has been designated and approved by the Board to offer Investment Vehicles to Participants. The Board in its sole discretion will select, retain and terminate Fund Sponsors.

3.13 Includible Compensation: An Employee's actual wages in box 1 of Form W-2 for a year for services to the Employer, but subject to a maximum of $350,000 (or such higher maximum as may apply under section 401(a)(17) of the Code) and increased (up to the dollar maximum) by any compensation reduction election under section 125, 132(f), 401(k), 403(b) or 457(b) of the Code (including an election to defer Compensation under this Plan).

3.14 Normal Retirement Age: The age that determines the period during which a Participant may utilize the Catch-Up Limitation of Section 6.03 hereunder. A Participant's Normal Retirement Age shall be age 70½, unless the Participant has elected an alternative Normal Retirement Age by written instrument delivered to the Employer prior to Severance from Employment.

A Participant's alternative Normal Retirement Age may not be earlier than the earliest date that the Participant shall become eligible to retire and receive unreduced retirement benefits under the Employer's defined benefit plan or money purchase plan covering that Participant and may not be later than the calendar year in which the Participant attains age 70½. If the Participant will not be eligible to receive benefits under a defined benefit plan or money purchase plan maintained by the Employer, the Participant's Normal Retirement Age may not be earlier than attainment of age 65 and may not be later than the calendar year in which the Participant attains age 70½.

Once a Participant has to any extent utilized the Catch-Up Limitation of Section 6.03, his Normal Retirement Age may not be changed.

3.15 Participant: Any Employee who has enrolled in this Plan pursuant to the requirements of Article IV or who has previously deferred compensation

under this Plan and who has not received a distribution of his or her entire benefit under the Plan.

3.16 PERSI: The Public Employee Retirement System of Idaho.

3.17 Plan Year: The 12-month period commencing each January 1 and ending on the following December 31.

3.18 Severance from Employment: Termination of the Participant's employment relationship with the Employer.

3.19 Service Provider(s): An entity the Board designates to perform administrative services under this Plan. The Board in its sole discretion will select, retain or remove Service Providers. Attached as Exhibit A is the current list of providers, which will be updated from time to time without amendment to the Plan.

3.20 Spouse: The legally married spouse of a Participant.

ARTICLE IV. PARTICIPATION IN THE PLAN

4.01 Participant. An Employee may become a Participant immediately upon the commencement of the Employee's employment or reemployment with the Employer.

An Employee becomes a Participant when he has executed and entered into a Deferred Compensation Agreement with the Employer.

4.02 Enrollment in the Plan. An Employee may become a Participant by entering into a Deferred Compensation Agreement with respect to Compensation that is not yet available in accordance with reasonable administrative procedures established by the Employer.

4.03 Minimum Deferral Amount. At the time of entering into or amending a Deferred Compensation Agreement hereunder, a Participant must agree to defer a minimum periodic amount as specified by the Plan Administrator.

4.04 Change in Amount of Deferred Compensation or Beneficiary. A Participant may not amend or modify an executed Deferred Compensation Agreement to change the amount of Deferred Compensation except with respect to Compensation that is not yet available to the Participant. A Participant may change their Beneficiary at any time by giving written notice to the Service Provider.

4.05 Revocation of Deferred Compensation Agreement. A Participant may revoke his Deferred Compensation Agreement and thereafter be restored to his Compensation, by giving notice to the Employer. The revocation will

apply as soon as administratively feasible for Compensation that is not currently available.

4.06 New Deferred Compensation Agreement Upon Return to Service or After Revocation. An Employee who returns to active service with the Employer after a Severance from Employment, or who has revoked his Deferred Compensation Agreement under Section 4.05, may again become an active Participant by executing a new Deferred Compensation Agreement with the Employer before the Compensation to be deferred is made available to the Participant.

4.07 Leave of Absence; Other Absences. Compensation may continue to be deferred under this Plan with respect to a Participant who is on an approved leave of absence from the Employer with Compensation, and all of the rules of this Article shall apply with respect to making, amending or revoking any Deferred Compensation Agreement for such a Participant.

4.08 Deferrals after Severance from Employment, Including Sick, Vacation, and Back Pay Under an Eligible Plan. A Participant who has not had a Severance from Employment may elect to defer accumulated sick pay, accumulated vacation pay, and back pay under this Plan in accordance with the requirements of Code section 457(b). These amounts may be deferred for any calendar month only if an agreement providing for the deferral is entered into before the beginning of the month in which the amounts would otherwise be paid or made available and the Participant is an Employee on the date the amounts would otherwise be paid or made available. Compensation that would otherwise be paid for a payroll period that begins before Severance from Employment is treated as an amount that would otherwise be paid or made available before an Employee has a Severance from Employment. In addition, deferrals may be made for former Employees with respect to compensation described in Treas. Reg. section 1.415(c)-2(e)(3)(ii) (relating to certain compensation paid within 2 1/2 months following Severance from Employment), compensation described in Treas. Reg. section 1.415(c)-2(g)(4) (relating to compensation paid to participants who are permanently and totally disabled), and compensation relating to qualified military service under Code section 414(u).

ARTICLE V. CONTRIBUTIONS

5.01 Elective Deferrals. Subject to the limits described in Article VI, a Participant may enter into a Deferred Compensation Agreement and agree to contribute each pay period Pre-Tax Contributions and/or Roth Contributions to the Plan. Contributions must be in whole percentages or fixed dollar amounts.

The Employer will reduce a Participant's Compensation as elected and transfer the amounts to the applicable Fund Sponsor in accordance with the Employer's payroll practices. In no event will the Employee Contributions be transferred later than 15 business days after being withheld from the Participant's paycheck.

Unless Roth Contributions are expressly elected or unless required by law, the Employer will designate Employee Contributions as Pre-tax Contributions.

At the time the Participant experiences a Severance from Employment, the Participant's election will be automatically invalid.

5.02 Employer Contributions. Effective January 1, 2010, an Employer may make Discretionary Nonelective Contributions to the Plan on behalf of a Participant. The Employer shall clearly designate these as Nonelective Contributions and complete any forms required by the Fund Sponsor or Service Provider. Such Nonelective Contributions may be made as determined by the Employer but will not be made later than the last day of the Plan Year. No Employer is required to make Employer Contributions and such Employer Contributions, if made may be reduced or rescinded at any time.

5.03 Rollover Contributions. Subject to any restrictions imposed by the Service Provider, this Plan will accept a Rollover Contribution from a Code section 401(a) plan, 403(a) plan, a Code section 403(b) plan, a Code section 408 IRA or annuity or a Code section 457(b) eligible deferred compensation plan sponsored by a governmental entity. No after-tax contributions will be allowed. The Plan will accept a Rollover Contribution to a Participant's Roth Contribution Account only as a direct rollover from a Roth account to the extent permitted under the Code.

Rollover Contributions will be held in the Participant's Rollover Contribution Subaccount and Roth Rollover Contributions will be maintained separately.

5.04 Plan-to-Plan Transfers. This Plan shall accept and allow transfers, pursuant to section 457 of the Code, of amounts deferred by a Participant under this Plan or another eligible deferred compensation plan meeting the requirements of section 457(g) of the Code, provided the conditions of this Section 5.04 are met.

(a) Directed by Participant or Beneficiary. A transfer from this Plan to another eligible governmental deferred compensation plan or from another eligible governmental deferred compensation plan to this Plan is permitted only if the transferor plan provides for transfers, the receiving plan provides for the receipt of transfers, the Participant or Beneficiary whose amounts deferred are being transferred shall

have an amount deferred immediately after the transfer at least equal to the amount deferred with respect to that Participant or Beneficiary immediately before the transfer, and in the case of a transfer for a Participant, the Participant whose amounts deferred are being transferred has had a Severance from Employment with the transferring employer and is performing services for the employer maintaining the transferee plan. Upon the transfer of all assets from this Plan under this Section 5.04(a), the Plan's liability to pay benefits to the Participant or Beneficiary under this Plan shall be discharged to the extent of the amount so transferred for the Participant or Beneficiary.

(b) Permissive Service Credit Transfers.

Subject to any limitations imposed by a Service Provider, if a Participant is also a participant in PERSI, to the extent allowed by PERSI, the Participant may elect to have any portion of the Participant's Account transferred to PERSI. A transfer under this Section 5.04(b) may be made before the Participant has had a Severance from Employment.

A transfer may be made under Section 5.04(b) only if the transfer is either for the purchase of permissive service credit (as defined in section 415(n)(3)(A) of the Code) under PERSI or a repayment to PERSI which section 415 of the Code does not apply by reason of section 415(k)(3) of the Code.

ARTICLE VI. LIMITATIONS ON CONTRIBUTIONS

6.01 Maximum Normal Limitation: The maximum amount of Employee Contributions plus Employer Contributions for any Participant in any Plan Year shall not exceed the lesser of:

(i) the applicable dollar amount as provided in Code section 457(e)(15)(as increased by adjustments); or

(ii) 100% of the Participant's Includible Compensation.

6.02 Age-Based Catch-Up Contributions:

(a) Subject to subparagraphs (b) and (c) below, a Participant who will attain age 50 or more by the end of the calendar year may defer additional amounts up to the dollar limit on Catch-up Contributions under Code Section 414(v)(2)(B)(i) subject to cost of living increases under Code section 414(v)(2)(C) for the taxable year.

(b) Effective January 1, 2026, subject to subparagraph (c) below, and as administratively feasible for each Employer, a Participant who will

attain age 60 but not age 64 by the end of the calendar year may contribute additional amounts up to the dollar amount in Code section 414(v)(2)(E) (as adjusted).

(c) Effective January 1, 2026, for any Participant whose wages (as defined in Code section 3121(a)) from the Employer for the preceding calendar year exceeds the amounts provided in Code section 414(v)(7)(A)(as adjusted), the additional amounts as stated in subsection (a) above must be Roth Contributions.

In no case may the deferred amount be more than the Participant's Compensation for the year.

6.03 Three Year Catch-Up:

For each one of the last three (3) taxable years of a Participant ending before the Participant's attainment of Normal Retirement Age and the amount calculated below exceeds the amount computed under Sections 6.01 and 6.02, the maximum amount deferred for each such year shall be the lesser of:

(1) twice the Section 6.01 applicable dollar amount (as described above) for such year; or

(2) the sum of

(A) An amount equal to (i) the Maximum Normal Limitation for the current year plus each prior calendar year beginning after December 31, 2001 during which the Participant was an Employee under the Plan, minus (ii) the aggregate Compensation that the Participant deferred under this Plan during such years, plus,

(B) An amount equal to (i) the aggregate limit referred to in section 457(b)(2) of the Code for each prior calendar year beginning after December 31, 1978 and before January 1, 2002 during which the Participant was an Employee (determined without regard to this section or 6.04), minus (ii) the aggregate contributions to Pre-2002 Coordination Plans for such years.

A Participant may utilize the Three Year Catch-Up limitation only if the Participant has not previously utilized it with respect to a different Normal Retirement Age under this Plan or any other plan. In no case may the deferred amount be more than the Participant's Compensation for the year.

6.04 Special Rules. For purposes of Article 6, the following rules shall apply:

(a) Participant Covered by More Than One Eligible Plan. If the Participant is or has been a participant in one or more other eligible plans within the meaning of section 457(b) of the Code, then this Plan and all such other plans shall be considered as one plan for purposes of applying the limitations of this Article 6. For this purpose, the Plan Administrator shall take into account any other such eligible plan maintained by the Employer and shall also take into account any other such eligible plan for which the Plan Administrator receives from the Participant sufficient information concerning his or her participation in such other plan.

(b) Pre-Participation Years. In applying the limitations of 6.03, a year shall be taken into account only if (i) the Participant was eligible to participate in the Plan during all or a portion of the year and (ii) Compensation deferred, if any, under the Plan during the year was subject to the Maximum Normal Limitation described in Section 6.01 or any other plan ceiling required by section 457(b) of the Code.

(c) Pre-2002 Coordination Years. For purposes of Section 6.03(2)(B), "contributions to Pre-2002 Coordination Plans" means any employer contribution, salary reduction or elective contribution under any other eligible Code section 457(b) plan, or a salary reduction or elective contribution under any Code section 401(k) qualified cash or deferred arrangement, Code section 402(h)(1)(B) simplified employee pension (SARSEP), Code section 403(b) annuity contract, and Code section 408(p) simple retirement account, or under any plan for which a deduction is allowed because of a contribution to an organization described in section 501(c)(18) of the Code, including plans, arrangements or accounts maintained by the Employer or any employer for whom the Participant performed services. However, the contributions for any calendar year are only taken into account for purposes of Section 6.03(2)(B) to the extent that the total of such contributions does not exceed the aggregate limit referred to in section 457(b)(2) of the Code for that year.

(d) Disregard Excess Deferral. For purposes of Sections 6.1, 6.2 and 6.3, an individual is treated as not having deferred compensation under a plan for a prior taxable year to the extent excess deferrals under the plan are distributed, as described in Section 6.07. To the extent that the combined deferrals for pre-2002 years exceeded the maximum deferral limitations, the amount is treated as an excess deferral for those prior years.

6.05 Coordination of Catch-Up Contributions: A Participant may not utilize both the Three-Year Catch-Up in Section 6.03 and the Age-Based Catch-Up in

Section 6.02 in the same year. The Age-Based Catch-Up shall not apply for any taxable year for which a higher Catch-Up Limitation applies.

6.06 Excess Deferrals: Any amount deferred in excess of the limitations above, or if the Participant's contributions for a year exceeds the limits if combined with amounts deferred for another Code section 457(b) Plan for which the Participant provides information that is accepted by the Administrator, it will be distributed along with applicable earnings to the Participant no later than the April 15 following the calendar year in which the excess deferrals were made. To the extent the Participant made both Pre-Tax and Roth Contributions, the excess amounts will be distributed from the Roth Contribution account first unless the Participant elects otherwise.

ARTICLE VII. INVESTMENT OF DEFERRED COMPENSATION

7.01 Plan Investments. The amount of Compensation deferred by and on behalf of each Participant shall be transferred to the Fund Sponsor(s) to be held, managed, invested and distributed as provided herein and pursuant to the Investment Vehicles.

7.02 Participant-Directed. Participants and Beneficiaries may direct the investment of the amounts held in their Accounts or otherwise credited for their benefit under the Plan among the Investment Vehicles selected by the Board. The issuer, trustee, or custodian shall accept such allocation instructions directly from Participants and Beneficiaries, subject to any filing requirements provided by the Plan Administrator. Participants and Beneficiaries may change their investments as often as allowed by the Board's procedures, subject to the terms of the Investment Vehicles.

7.03 Default Investment. If a Participant or Beneficiary does not validly select an investment, amounts held in their Accounts will be invested in the default Investment Vehicle selected by the Board in its sole discretion.

7.04 Exclusive Benefit. Notwithstanding any provision of the Plan to the contrary, all amounts held under the Plan, including amounts deferred and earnings or other accumulations attributable thereto, shall be held in trust for the exclusive benefit of Plan Participants and Beneficiaries pursuant to Code section 457(g). No part of the trust fund may be used for, or diverted to, purposes other than for the exclusive benefit of Participants and their Beneficiaries. The trust shall be exempt from tax in accordance with Code sections 457(g)(2) and 501(a).

For purposes of this section, the terms Participant and Beneficiary shall also include contingent beneficiaries and/or spouses, former spouses, or children of Participants for whose benefit amounts are being held under the Plan pursuant to the terms of a domestic relations order which has been recognized under the terms of the Plan.

Any discretionary authority reserved to the Board (or to any administrator or administrative committee) under the Plan or under any investment held under the Plan, to the extent the exercise thereof would otherwise be inconsistent with this section, shall be exercised for the exclusive benefit of Plan Participants and Beneficiaries. No amounts from the Plan shall be paid to any creditor of the Board or Employer, and no Fund Sponsor shall have no duty to inquire into the validity of any request by the Employer or by an administrator or administrative committee for distribution of amounts for the benefit of a Participant or a Beneficiary under the Plan.

7.05 Benefits Equal Participant's Account Value. The benefits paid to a Participant or Beneficiary pursuant to Article VII of this Plan shall be based upon the value of the Participant's Account. In no event shall the Board or Employer have any liability to pay benefits under this Plan, and the Board or Employer shall not be liable for losses arising from depreciation or other decline in the value of any investments acquired under this Plan.

7.06 Periodic Reports. Each Participant shall receive periodic reports, not less frequently than annually, showing the then-current value of his Account.

7.07 Board-Directed Accounts. Notwithstanding any provision of the Plan to the contrary, the Board shall direct the issuer, trustee or custodian with respect to the investment of any contributions that are forwarded to the issuer, trustee or custodian prior to the date on which the Participant or Beneficiary completes the necessary paperwork with the issuer, trustee or custodian (or takes such other action or actions as may be necessary) to direct the investment of such amounts. Such direction shall be communicated to the issuer, trustee or custodian by means of a separate written agreement between the Board and issuer, trustee or custodian, which agreement shall include a default investment option and a default beneficiary designation. This direction shall be effective only until such time as the Participant or Beneficiary exercises his right to direct the investment of such amounts and to designate a Beneficiary in accordance with the terms of the Plan.

7.08 Revenue Sharing Account. The Plan shall record in an unallocated Plan account any amounts paid to the Plan by Service Providers, and shall invest such unallocated account as directed by the Board or its delegate. As of the last day of each Plan Year, all assets remaining in the unallocated account shall be allocated among the Plan Accounts of Participants who have Accounts on the last day of the Plan Year. The allocation shall be made in proportion to the value of each Participant's Account invested in Plan investments that generate revenue sharing, determined according to the Service Providers' records as of the last day of the Plan Year.

ARTICLE VIII. BENEFITS

8.01 Distribution of Benefits. Except as otherwise provided in this Article, a Participant's Account shall not become distributable until the earlier of: (i) a Participant's attainment of age 70-1/2; or (ii) Severance from Employment. Distributions shall be made in accordance with one of the payment options described in Section 8.03.

8.02 Rollover Contributions. If a Participant makes rollover contributions to the Plan, those may be distributed at any time upon election by the Participant.

8.03 Payment Options. Upon retirement or other Severance from Employment (other than due to death) a Participant (or a Beneficiary as provided in Section 8.06) may elect to have the value of the Participant's Account distributed in accordance with one of the following payment options provided that such option is available under the Investment Vehicle and consistent with the limitations set forth in Section 8.04:

(a) life annuity;

(b) life annuity with 60, 120, or 180 monthly payments guaranteed;

(c) unit refund life annuity;

(d) joint and last survivor annuity (spouse only);

(e) lump sum;

(f) term certain annuity with 36, 48, 60, 72, 84, 96, 108, 120, 132, 144, 156, 168 or 180 monthly payments guaranteed;

(g) withdrawals for a specified number of years;

(h) withdrawals of a specified amount; or

(i) any other method of payment agreed upon between Participant and Board and accepted by the Investment Vehicle or Service Provider.

If a Participant fails to elect a payment option, any required payments shall be made under a payment option designated by the Board.

Notwithstanding the options above, any option that involves a life contingency (or a joint life contingency) shall only be available under an Investment Vehicle that offers annuities.

8.04 Death Benefits. If a Participant dies before his or her Account has begun to be distributed, the Account will be payable to the Participant's Beneficiary(ies) subject to the forms of benefit offered by the Investment

Funds and subject to the requirements of Code section 401(a)(9) and applicable Regulations.

8.05 Required Minimum Distributions.

No payment option may be selected by the Participant (or a Beneficiary) unless it satisfies the requirements of Code section 401(a)(9) (including the incidental death benefit requirements of Code section 401(a)(9)(G) and applicable Treasury Regulations, all as applicable to governmental plans.

The requirements of this section shall take precedence over any inconsistent provisions of the Plan.

All distributions shall begin not later than the Participant's Required Beginning Date, which is the April 1 of the calendar year following the later of: (i) the calendar year in which the Participant reaches the applicable age as stated in Code section 401(a)(9)(C)(V); or (ii) the calendar year in which the Participant experiences a Severance from Employment with the Employer.

Subject to each Investment Vehicle's procedures, if a Participant has not taken a distribution as required by Code section 401(a)(9) by the Participant's Required Beginning Date, the Participant shall automatically receive a distribution in the amount required to comply with the Code and applicable Regulations.

Effective January 1, 2024, the required distribution rules will not apply to a Participant's Roth Contributions, including any Roth Rollover Contributions.

8.06 Post-Retirement Death Benefits. Should a Participant die after beginning to receive benefits under a payment option, any remaining portion of the Participant's Account will be distributed to the Participant's Beneficiary. Payment to the Participant's Beneficiary must comply with section 401(a)(9) of the Code, and with any additional Code limitations applicable to the Plan.

In no event shall the Plan be liable for any payments made in the name of the Participant or a Beneficiary before the Employer or its agent receives proof of the death of the Participant or Beneficiary.

8.07 Pre-Retirement Death Benefits. Should a Participant die before beginning to receive benefits, the following distributions rules will apply:

a) Beneficiary. If the Account is payable to a Beneficiary that is not a Designated Beneficiary or Eligible Designated Beneficiary, the Participant's entire account will be paid no later than the December 31 of the calendar year that includes the 5th anniversary of the Participant's death.

b) Designated Beneficiary. If the Account is payable to a Designated Beneficiary, as defined in Code section 401(a)(9)(e)(i), that is not an Eligible Designated Beneficiary, the Participant's entire account will be paid no later than the December 31 of the calendar year that includes the 10th anniversary of the Participant's death.

c) Eligible Designated Beneficiary. If the Account is payable to an Eligible Designated Beneficiary as defined in Code section 401(a)(9)(e)(ii), the Participant's entire account will be paid, by one of the two following periods as elected by the Eligible Designated Beneficiary's election: (i) December 31 of the calendar year that includes the 10th anniversary of the Participant's death, or (ii) commencing by the December 31 of the calendar year following the calendar year in which the Participant died and payable over a period not exceeding the life expectancy of the Eligible Designated Beneficiary.

If there is no election made, the benefit will be payable as stated in subsection (c)(i).

d) Surviving Spouse. If the Eligible Designated Beneficiary is the Participant's surviving spouse, the spouse may further elect to postpone distributions under section (c)(ii) above until the December 31 of the calendar year in which the Participant attained his or her applicable age as defined in Code section 401(a)(9)(C)(v).

e) Death or Majority of Eligible Designated Beneficiary. If an Eligible Designated Beneficiary dies or attains age 21 (if a minor child) before the Account is fully paid, the remaining Account will be paid no later than the December 31 of the calendar year that includes the 10th anniversary of the Eligible Designated Beneficiary's death, or the calendar year in which the minor child attains age 31.

8.08 2020 Required Minimum Distributions. Notwithstanding any provision of this Article 8, a Participant or Beneficiary who would have been required to receive required minimum distributions for 2020 but for the enactment of Code section 401(a)(9)(I) ("2020 RMDs"), and who would have satisfied that requirement by receiving distributions that are (1) equal to the 2020 RMDs or (2) one or more payments in a series of substantially equal distributions (that include the 2020 RMDs) made at least annually and expected to last for the life (or life expectancy) of the Participant, the joint lives (or joint life expectancy) of the Participant and the Participant's designated beneficiary, or for a period of at least 10 years ("Extended 2020 RMDs"), will receive those distributions for 2020 unless the Participant or beneficiary chooses not to receive such distributions. Participants and Beneficiaries described in the preceding sentence will be given the opportunity to elect to stop receiving distributions described in the preceding

sentence. In addition, solely for purposes of applying the direct rollover provisions of the Plan, distributions elected in accordance with the preceding sentence will be treated as eligible rollover distributions.

There shall be no new annuity starting date upon recommencement of required minimum distributions if suspended in accordance with this provision.

8.09 Unforeseeable Emergency Withdrawals. In the event of an Unforeseeable Emergency before the Participant has a Severance from Employment, a Participant may apply to the Service Provider to receive that part of the value of his Account that is reasonably necessary to satisfy the emergency need (including any amounts that may be necessary to pay any federal, state or local income taxes or penalties reasonably anticipated to result from the distribution.) If such application for withdrawal is approved by the Service Provider, the Service Provider shall direct the issuer, trustee or custodian to pay the Participant such value as the Service Provider deems necessary to meet the emergency need.

An Unforeseeable Emergency is a severe financial hardship of the Participant resulting from:

- an illness or accident of the Participant, the Participant's spouse, or the Participant's dependent (as defined in Code section 152, without regard to Code section 152(b)(1), (b)(2), and (d)(1)(B));

- loss of the Participant's property due to casualty (including the need to rebuild a home following damage to a home not otherwise covered by homeowner's insurance, e.g., as a result of a natural disaster); or

- other similar extraordinary and unforeseeable circumstances arising as a result of events beyond the control of the Participant. For example, the imminent foreclosure of or eviction from the Participant's primary residence may constitute an unforeseeable emergency. In addition, the need to pay for medical expenses, including non-refundable deductibles, as well as for the cost of prescription drug medication, may constitute an unforeseeable emergency. Finally, the need to pay for the funeral expenses of a spouse or a dependent (as defined in Code section 152 without regard to Code section 152(b)(1), (b)(2), and (d)(1)(B)) may also constitute an unforeseeable emergency. Except as otherwise specifically provided in this Section 8.07, neither the purchase of a home nor the payment of college tuition is an unforeseeable emergency.

A distribution on account of an unforeseeable emergency may not be made to the extent that such emergency is or may be relieved through

reimbursement or compensation from insurance or otherwise, by liquidation of the Participant's assets, to the extent the liquidation of such assets would not itself cause severe financial hardship, or by cessation of Employee Contributions under the Plan.

8.10 Transitional Rule for Annuity Payment Option Elections. If this Plan document constitutes an amendment and restatement of the Plan as previously adopted by the Board and if a Participant or Beneficiary has commenced receiving benefits under an annuity payment option, that annuity payment option shall remain in effect notwithstanding any other provision of this Plan, provided it complies with Code section 401(a)(9) and related Treasury Regulations.

8.11 Participant's Election to Receive In-Service Distribution. A Participant may elect to receive an in-service distribution of the total amount payable to him under the Plan if:

(a) such amount does not exceed the dollar amount under section 411(a)(11)(A) of the Code,

(b) no amount has been deferred under the Plan with respect to the Participant during the two-year period ending on the date of the distribution, and

(c) there has been no prior distribution under the Plan to the Participant under this Section 8.09 or under Section 8.10.

8.12 Distribution During Military Service. A Participant who is performing service in the uniformed services described in Code section 3401(h)(2)(A) for a period of 30 or more days is treated as severed from Employment during the period of uniformed service for purposes of requesting a distribution from his or her Plan Account attributable to Employee Contributions provided, however, that a Participant who receives a distribution pursuant to this section may not make Employee Contributions to the Plan during the six-month period beginning on the date of distributions.

8.13 Coronavirus Related Distributions. To the extent allowed by the Service Provider, effective March 27, 2020 through December 31, 2020, an eligible Participant (as defined below) may elect to receive one or more distributions of any portion of the vested value of his Account not to exceed $100,000.

(a) Eligibility. A Participant is eligible for a Coronavirus Related Distribution under this Section 8.14 if he certifies that he satisfies one of the following criteria:

(1) the Participant, the Participant's spouse or the Participant's dependent (as defined in Code section 152 without regard to Code section 152(d)(1)(B)) was diagnosed with the virus

SARS-CoV 2 or with coronavirus disease 2019 (COVID-19) by a test approved by the Centers for Disease Control and Prevention;

(2) the Participant, the Participant's spouse or a member of the Participant's household experienced adverse financial consequences as a result of:

(A) being quarantined, furloughed, laid off or having his or her work hours reduced due to such virus or disease;

(B) being unable to work due to lack of child care due to such virus or disease;

(C) closing or reducing hours of a business owned or operated by the Participant, the Participant's Spouse, or a member of the Participant's household;

(D) experiencing a reduction in pay, rescinded job offer or delayed start date for a job because of COVID-19; or

(E) meeting such other factors as may be issued in Treasury guidance.

For purposes of this Section 8.14(a), a member of a Participant's household is defined as an individual who shares the Participant's principal residence.

(b) Repayment. A Participant is permitted, but is not required, to repay his Coronavirus Related Distribution(s) to the Plan in full or in part within three years of the date of the distribution in accordance with procedures established by the Board and Service Provider. Any repayment made to the Plan shall not exceed the aggregate amount of the Participant's Coronavirus Related Distribution(s) and will be treated as an eligible rollover contribution.

ARTICLE IX. VESTING

Participants are 100% vested in their Accounts at all times.

ARTICLE X. NON-ASSIGNABILITY

10.01 In General. Except as provided in Section 10.02, the interests of each Participant or Beneficiary under the Plan are not subject to the claims of the Participant's or Beneficiary's creditors; and no Participant or Beneficiary shall have any right to commute, sell, assign, pledge, transfer or otherwise convey or encumber the right to receive any payments hereunder or any

interest under the Plan, which payments and interests are expressly declared to be non-assignable and non-transferable.

10.02 Domestic Relations Orders.

(a) Allowance of Transfers: Notwithstanding Section 10.01, if a judgment, decree or order (including approval of a property settlement agreement) that relates to the provision of child support, alimony payments, or the marital property rights of a spouse or former spouse, child, or other dependent of a Participant is made pursuant to a State domestic relations law and issued by a state, tribal court or other similar authority ("domestic relations order"), then the amount of the Participant's Account shall be paid in the manner and to the person or persons so directed in the domestic relations order. Such payment shall be made without regard to whether the Participant is eligible for a distribution of benefits under the Plan. The Service Provider(s) shall establish reasonable procedures for determining the status of any such decree or order and for effectuating distribution pursuant to the domestic relations order. Where necessary to carry out the terms of such an order, a separate Account may be established with respect to the spouse, former spouse, or child who shall be entitled to make investment selections with respect thereto in the same manner as the Participant.

(b) Release from Liability to Participant: The Plan's liability to pay benefits to a Participant shall be reduced to the extent that amounts have been paid or set aside for payment to a spouse, former spouse, child, or other dependent pursuant to paragraph (a) of this section. No such transfer shall be effectuated unless the Employer or Service Provider has been provided with satisfactory evidence that the Board, Employer and the Service Provider are released from any further claim by the Participant with respect to such amounts. The Participant shall be deemed to have released the Board, Employer and the Service Provider from any claim with respect to such amounts, in any case in which (i) the Board, Employer or Service Provider has been served with legal process or otherwise joined in a proceeding relating to such transfer, (ii) the Participant has been notified of the pendency of such proceeding in the manner prescribed by the law of the jurisdiction in which the proceeding is pending by service of process in such action or by mail from the Board, Employer or Service Provider to the Participant's last known mailing address, and (iii) the Participant fails to obtain an order of the court in the proceeding relieving the Employer or Service Provider from the obligation to comply with the judgment, decree, or order. The Participant shall also be deemed to have released the Board, Employer or Service Provider if the Participant has consented to the transfer pursuant to the terms of a property settlement agreement

and/or a final judgment, decree, or order as described in paragraph (a).

(c) Participation in Legal Proceedings: The Board, Employer and the Service Provider shall not be obligated to defend against or seek to have set aside any judgment, decree, or order described in paragraph (a) or any legal order relating to the garnishment of a Participant's benefits, unless the full expense of such legal action is borne by the Participant. In the event that the Participant's action (or inaction) nonetheless causes the Board, Employer or Service Provider to incur such expense, the amount of the expense may be charged against the Participant's Account and thereby reduce the obligation to pay benefits to the Participant. In the course of any proceeding relating to divorce, separation, or child support, the Board, Employer and Service Provider shall be authorized to the extent permitted by applicable laws to disclose information relating to the Participant's Account to the Participant's spouse, former spouse, or child (including the legal representatives of the spouse, former spouse, or child), or to a court.

ARTICLE XI. ADMINISTRATION

11.01 Plan Administrator. The Board, located at 650 W. State Street, Boise, Idaho 83720, has designated its Executive Director as responsible for administering the Plan (the "Plan Administrator"). The Plan Administrator shall have full power to adopt, amend, and revoke such rules and regulations consistent with and as may be necessary to implement, operate and maintain this Plan, to enter into contracts on behalf of the Employers under this Plan, and to make discretionary decisions affecting the rights or benefits of Participants.

The Board has designated to the Employers the responsibility for enrolling Participants, entering into Deferred Compensation Agreements with Participants, sending Plan contributions for each Participant to the Investment Vehicles selected by a Participant, and for performing other duties required for the operation of the Plan as delegated by the Board to the Employers.

11.02 Employee with Administrative Responsibilities. Any Employee who is charged with administrative responsibilities hereunder may participate in the Plan under the same terms and conditions as apply to other Employees. However, he shall not have the power to participate in any discretionary action taken with respect to his participation under the Plan.

11.03 Administrative Services. Notwithstanding the delegation to the Employers stated in Section 12.1, the Board may enter into one or more agreement(s) with Service Provider(s) to provide administrative services under this Plan

for the convenience of the Employers, including, but not limited to, the enrollment of Employees as Participants, the maintenance of Accounts and other records, the making of periodic reports to Participants, and the disbursement of benefits to Participants. The Board at its sole discretion may also retain other professionals to provide professional advice with regard to the Plan.

11.04 Administrative Expenses. Reasonable expenses incurred in the proper administration of the Plan may be paid from the Trust Fund. At its discretion, the Plan Administrator may charge reasonable Plan administrative expenses to the Accounts of Participants on a pro rata basis, or another reasonable basis as determined by the Plan Administrator.

11.05 Tax Treatment. It is intended that contributions properly made to the Plan along with applicable earnings will be excludable from a Participant's gross income for purposes of federal and state taxes until distributed to the Participant or a Beneficiary. For Roth Contributions and related earnings, those are intended to be excluded from gross income to the extent they are considered to be Qualified Distributions in accordance with Code section 402A(d). Neither the Board nor any Employer guarantees specific tax treatment of any Contribution or earnings for any Participant or Beneficiary.

ARTICLE XII. AMENDMENT OR TERMINATION OF PLAN

12.01 Amendment or Termination. The Board may at any time amend this Plan, freeze this Plan or terminate this Plan and distribute the Participants' Accounts in conformity with the Code. However, no such amendment, freeze or termination shall impair the rights of Participants or their Beneficiaries with respect to any compensation deferred before the date of the amendment, freeze or termination of this Plan except as may be required to maintain the tax status of the Plan under the Code. In the event that the Plan is terminated, amounts deferred under the Plan (and all Plan assets) shall be distributed to all Plan Participants and Beneficiaries as soon as administratively practicable after the termination of the Plan and Participants shall thereafter no longer defer Compensation to the Plan.

12.02 Amendment and Restatement of Previously Adopted Plan. If this Plan document constitutes an amendment and restatement of the Plan as previously adopted by the Board, the amendments contained herein shall be effective as of the Effective Date, and the terms of the preceding plan document shall remain in effect through such date.

ARTICLE XIII. USERRA and HEART ACT COMPLIANCE

An Employee whose employment is interrupted by qualified military service under Code section 414(u) or who is on a leave of absence for qualified military service under Code section 414(u) may defer additional Compensation upon resumption

of employment with the Employer equal to the maximum amount of Compensation that could have been deferred during that period if the Employee's employment with the Employer had continued (at the same level of Compensation) without the interruption of leave, reduced by the amount of Compensation, if any, actually deferred during the period of the interruption or leave. This right applies for five years following the resumption of employment (or, if sooner, for a period equal to three times the period of the interruption or leave). The Plan provides death benefits in accordance with Code section 401(a)(31) because all Plan accounts are fully vested and no additional benefits are paid due to death while employed.

ARTICLE XIV. MISTAKEN CONTRIBUTIONS

If any contribution (or any portion of a contribution) is made to the Plan by a good faith mistake of fact, then within one year after the payment of the contribution, and upon receipt in good order of a proper request approved by the Plan Administrator, the amount of the mistaken contribution (adjusted for any income or loss in value, if any, allocable thereto) shall be returned directly to the Participant or, to the extent required or permitted by the Plan Administrator, to the Employer.

ARTICLE XV. OVERPAYMENTS

As allowed by applicable law, in the event any payment is made from the Plan to any individual who is not entitled to such payment, in whole or in part, the Administrator shall have the right to recover the erroneous payment through reasonable means from the individual who received it. Reasonable means may include suspending, withholding payments of, or reducing future payments due to, or on behalf of, such individual by the amount of any such erroneous payment. This right of recovery, however, shall not limit the rights of the Plan to recover such overpayments in any other manner, including, but not limited to, commencing a legal action under State law.

ARTICLE XVI. CLAIMS PROCEDURES

16.01 Appeal Procedures for Denial of Benefits. A Participant or Beneficiary may file with the Board a written claim for benefits if the Participant or Beneficiary receives an Adverse Benefit Determination. An adverse benefit determination can be: a denial, reduction, or termination of, or a failure to provide or make payment (in whole or in part) for, a benefit, including such denial, reduction, termination, or failure to provide or make payment that is based on a determination of a participant's or beneficiary's eligibility to participate in the Plan.

(a) Within 60 days following the receipt of an adverse benefit determination, a claimant must file a written appeal of the adverse benefit determination with the Board. The claimant may submit written comments, documents, records, and other information relating to the claim for benefits with the appeal. Upon request, the

claimant is provided reasonable access to, and copies of, all documents, records, and other information relevant to the claim for benefits free of charge.

(b) A document, record or other information is considered "relevant" to a claimant's claim if such document, record, or other information:

- Is relied upon in making the benefit determination;
- Is submitted, considered, or generated in making the benefit determination, without regard to whether such document, record, or other information is relied upon in making the benefit determination; or
- Demonstrates compliance with the administrative processes and safeguards required in making the benefit determination.

16.02 Review of Denied Claim. The Board's review of the claim considers all comments, documents, records, and other information submitted by the claimant relating to the claim, without regard to whether such information was submitted or considered in the initial benefit determination. The Board's determination on review is binding on all parties.

16.03 Notification of Benefit Determination on Review. The Board will provide the claimant with written or electronic notification of the determination within a reasonable period of time, but not later than 60 days after receipt of the claimant's request for review by the Board. The Board may determine that an extension of time for processing the claim is required. If an extension is required, the Board will provide written notice of the extension to the claimant before the end of the initial 60-day period. The extension of the determination on review will not exceed a period of 60 days from the end of the initial period.

The notification of determination on review:

- States the specific reason or reasons for the benefit determination;
- Refers to the specific Plan provisions on which the benefit determination is based; and
- States that the claimant is entitled to receive, upon request and free of charge, reasonable access to, and copies of, all documents, records, and other information relevant to the claim for benefits.

Legal action against the Plan may not be commenced more than 365 days after the Board notifies the claimant of the determination on review. Any claim or action by a participant or beneficiary relating to or arising under the Plan can only be brought in a state court in the State of Idaho.

16.04 Deemed Exhaustion of Remedies. If the Board fails to follow these procedures in accordance with applicable law, a claimant is deemed to have exhausted the administrative remedies available under the Plan.

16.05 Authorized Representative of Claimant. The Plan's claims procedures do not preclude an authorized representative of a claimant from acting on behalf of such claimant in pursuing a benefit claim or appeal of an adverse benefit determination. The Board may establish reasonable procedures for determining whether an individual has been authorized to act on behalf of the claimant. Absent direction from the claimant, the Board directs all information and notifications to the representative authorized to act on the claimant's behalf.

ARTICLE XVII. RELATIONSHIP TO OTHER PLANS

This Plan serves in addition to any other retirement, pension or benefit plan or system presently in existence or hereinafter established.

IN WITNESS WHEREOF, the Employer has caused this instrument to be executed by its duly authorized representative effective on this _____ day of _____2026.

Idaho State Board of Education

Name: _____

Signature: _____

Title: _____

EXHIBIT A

List of Service Providers[1]

1) Vendors Eligible to Receive Contributions:

   a. Fidelity Investments

   b. TIAA

   c. Corebridge

   d. Nationwide

   e. Ivy

   f. Vanguard

   g. Principal

[1] This List may be modified without a formal amendment to the Plan.

ATTACHMENT 2

IDAHO STATE BOARD OF EDUCATION SECTION 457(b) DEFERRED COMPENSATION PLAN

Effective January 1, 2006
Restated Effective January 1, 2012
Restated Effective August 15, 2013
Restated Effective April 19, 2018
Restated Effective October 28, 2020
Restated Effective January 1, 2026
Amendments adopted _____, 2026

ATTACHMENT 2

IDAHO STATE BOARD OF EDUCATION SECTION 457(b) DEFERRED COMPENSATION PLAN

ARTICLE I. INTRODUCTION

The Idaho State Board of Education, on behalf of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, North Idaho College and the Office of the State Board of Education hereby restates the Idaho State Board of Education Section 457(b) Deferred Compensation Plan (hereinafter the "Plan").

The Plan is intended to be an eligible deferred compensation plan under section 457 of the Internal Revenue Code of 1986 and a governmental plan within the meaning of Code section 414(d). As a governmental plan, the Employee Retirement Income Security Act of 1974 ("ERISA") does not apply, and the Plan will be interpreted to maintain the Plan's status as an eligible deferred compensation plan and a governmental plan.

The primary purpose of this Plan is to attract and retain qualified personnel by providing them an opportunity to save and invest a portion of their compensation for retirement and permitting them to provide for benefits in the event of their retirement or death. Nothing contained in this Plan shall be deemed to constitute an employment agreement between any Participant and the Employer and nothing contained herein shall be deemed to give any Participant any right to be retained in the employ of the Employer.

ARTICLE II. PLAN ELECTIONS

2.01 Effective Date. This Plan was established by the Board effective January 1, 2006. This restatement is effective January 1, 2026 except as otherwise indicated.

2.02 Unforeseeable Emergency Withdrawals. Withdrawals under Section 8.09 shall be available under this Plan.

2.03 Participant's Election to Receive in-Service Distribution. A Participant may elect to receive an in-service distribution of his account balance as described in Section 8.11 if the total amount payable to a Participant under the Plan does not exceed the dollar amount under section 411(a)(11)(A) of the Code (currently $7,000).

2.04 Distribution without Participant's Consent. Small accounts of certain inactive Participants may not be distributed without the Participant's consent after December 1, 2025.

2.05 Loans.

Loans are not allowed under this Plan.

2.06 Governing Law. This Plan shall be interpreted and administered in accordance with the Code, and where not inconsistent with the Code, or as otherwise provided, construed under the laws of the State of Idaho.

2.07 Invalidation of Certain Provisions. If any provision of the Plan is determined by the Internal Revenue Service or a court of competent jurisdiction to be invalid, that provision will be deemed null and void, but the remaining provisions of the Plan will continue in full force and effect.

ARTICLE III. DEFINITIONS

3.01 Account: The bookkeeping account maintained for each Participant (or Beneficiary) in order to provide appropriate records for the administration of the Plan and show the potential interest of each Participant. An Account shall record:

a) The amount of a Participant's Deferred Compensation;

b) Any income, loss, or expense attributable to the investment of a Participant's Deferred Compensation;

c) Any distributions; and

d) Any fees or expenses charged against a Participant's Account.

3.02 Beneficiary or Beneficiaries: The person or persons designated by the Participant to receive any benefits payable hereunder in the event of the Participant's death. If more than one designated Beneficiary survives the Participant, payments shall be made equally to the surviving Beneficiaries, unless otherwise designated by the Participant in a manner approved by the Board. If no Beneficiary is properly designated or if no designated Beneficiary survives the Participant, then the Beneficiary shall be the surviving Spouse of the Participant, or if none, the Participant's estate. However, a Participant may designate a contingent Beneficiary (or Beneficiaries) who shall become the primary Beneficiary (or Beneficiaries) under this Plan in the event that no primary Beneficiary survives the Participant. In addition to the above, in the event a married Participant designates his or her Spouse as Beneficiary, and that marriage is legally terminated by divorce, then any prior beneficiary designation naming the former Spouse as Beneficiary shall be null and void and it will be as if the former Spouse predeceased the Participant. If the Participant desires to again designate the former Spouse as Beneficiary, the Participant must complete and submit a new beneficiary designation form after the marriage is legally terminated by divorce, listing such former Spouse as Beneficiary.

3.03 Board: The Idaho State Board of Education.

3.04 Code: The Internal Revenue Code of 1986, as amended, and regulations thereunder.

3.05 Compensation. All cash compensation for services to the Employer, including salary, wages, fees, commissions, bonuses, and overtime pay, that is includible in the Employee's gross income for the calendar year, plus amounts that would be cash compensation for services to the Employer includible in the Employee's gross income for the calendar year but for a compensation reduction election under section 125, 132(f), 401(k), 403(b), or 457(b) of the Code (including an election to defer compensation under this Plan.) Effective January 1, 2009, Compensation includes any differential wage payments to an Employee who does not currently perform services for the Employer. A "differential wage payment" is a payment which (a) is made by the Employer with respect to a period during which the Employee is on active duty for a period of more than 30 days, and (b) represents all or a portion of the wages the Employee would have received from the Employer if the Employee were performing service for the Employer, all as defined by Code section 3401(h)(2).

3.06 Deferred Compensation: The sum of the Participant's Employee Contributions and Employer Contributions that do not exceed the Maximum Limitation.

3.07 Deferred Compensation Agreement: An agreement entered into between a Participant and the Employer and any amendments or modifications thereof, which agreement shall allow the Participant to fix the amount of Deferred Compensation; specify the Participant's investment selection with respect to his Deferred Compensation; designate the Participant's Beneficiary or Beneficiaries and incorporate the terms, conditions, and provisions of this Plan by reference. Any such agreement will not apply to Compensation made available prior to the effective date of such agreement and will continue in force unless and until it is modified or revoked in accordance with the Plan and the Board's procedures.

3.08 Employee: An employee who is eligible to participate in the Idaho State Board of Education Optional Retirement Plan.

3.09 Employee Contributions: The elective deferrals made pursuant to the Plan in the amount specified in the Participant's Deferred Compensation Agreement.

3.10 Employer: The employment units under the jurisdiction of the Board, namely:

The Office of the Idaho State Board of Education
Boise State University

Idaho State University
University of Idaho
Lewis-Clark State College
College of Eastern Idaho
College of Southern Idaho
College of Western Idaho
North Idaho College

3.11 Employer Contributions: The contributions, if any, made by an Employer on behalf of a Participant that are not Employee Contributions.

3.12 Fund Sponsor: A bank, insurance company, regulated investment company or other entity that has been designated and approved by the Board to offer Investment Vehicles to Participants. The Board in its sole discretion will select, retain and terminate Fund Sponsors.

3.13 Includible Compensation: An Employee's actual wages in box 1 of Form W-2 for a year for services to the Employer, but subject to a maximum of $350,000 (or such higher maximum as may apply under section 401(a)(17) of the Code) and increased (up to the dollar maximum) by any compensation reduction election under section 125, 132(f), 401(k), 403(b) or 457(b) of the Code (including an election to defer Compensation under this Plan).

3.14 Normal Retirement Age: The age that determines the period during which a Participant may utilize the Catch-Up Limitation of Section 6.03 hereunder. A Participant's Normal Retirement Age shall be age 70½, unless the Participant has elected an alternative Normal Retirement Age by written instrument delivered to the Employer prior to Severance from Employment.

A Participant's alternative Normal Retirement Age may not be earlier than the earliest date that the Participant shall become eligible to retire and receive unreduced retirement benefits under the Employer's defined benefit plan or money purchase plan covering that Participant and may not be later than the calendar year in which the Participant attains age 70½. If the Participant will not be eligible to receive benefits under a defined benefit plan or money purchase plan maintained by the Employer, the Participant's Normal Retirement Age may not be earlier than attainment of age 65 and may not be later than the calendar year in which the Participant attains age 70½.

Once a Participant has to any extent utilized the Catch-Up Limitation of Section 6.03, his Normal Retirement Age may not be changed.

3.15 Participant: Any Employee who has enrolled in this Plan pursuant to the requirements of Article IV or who has previously deferred compensation

under this Plan and who has not received a distribution of his or her entire benefit under the Plan.

3.16 PERSI: The Public Employee Retirement System of Idaho.

3.17 Plan Year: The 12-month period commencing each January 1 and ending on the following December 31.

3.18 Severance from Employment: Termination of the Participant's employment relationship with the Employer.

3.19 Service Provider(s): An entity the Board designates to perform administrative services under this Plan. The Board in its sole discretion will select, retain or remove Service Providers. Attached as Exhibit A is the current list of providers, which will be updated from time to time without amendment to the Plan.

3.20 Spouse: The legally married spouse of a Participant.

ARTICLE IV. PARTICIPATION IN THE PLAN

4.01 Participant. An Employee may become a Participant immediately upon the commencement of the Employee's employment or reemployment with the Employer.

An Employee becomes a Participant when he has executed and entered into a Deferred Compensation Agreement with the Employer.

4.02 Enrollment in the Plan. An Employee may become a Participant by entering into a Deferred Compensation Agreement with respect to Compensation that is not yet available in accordance with reasonable administrative procedures established by the Employer.

4.03 Minimum Deferral Amount. At the time of entering into or amending a Deferred Compensation Agreement hereunder, a Participant must agree to defer a minimum periodic amount as specified by the Plan Administrator.

4.04 Change in Amount of Deferred Compensation or Beneficiary. A Participant may not amend or modify an executed Deferred Compensation Agreement to change the amount of Deferred Compensation except with respect to Compensation that is not yet available to the Participant. A Participant may change their Beneficiary at any time by giving written notice to the Service Provider.

4.05 Revocation of Deferred Compensation Agreement. A Participant may revoke his Deferred Compensation Agreement and thereafter be restored to his Compensation, by giving notice to the Employer. The revocation will

apply as soon as administratively feasible for Compensation that is not currently available.

4.06 New Deferred Compensation Agreement Upon Return to Service or After Revocation. An Employee who returns to active service with the Employer after a Severance from Employment, or who has revoked his Deferred Compensation Agreement under Section 4.05, may again become an active Participant by executing a new Deferred Compensation Agreement with the Employer before the Compensation to be deferred is made available to the Participant.

4.07 Leave of Absence; Other Absences. Compensation may continue to be deferred under this Plan with respect to a Participant who is on an approved leave of absence from the Employer with Compensation, and all of the rules of this Article shall apply with respect to making, amending or revoking any Deferred Compensation Agreement for such a Participant.

4.08 Deferrals after Severance from Employment, Including Sick, Vacation, and Back Pay Under an Eligible Plan. A Participant who has not had a Severance from Employment may elect to defer accumulated sick pay, accumulated vacation pay, and back pay under this Plan in accordance with the requirements of Code section 457(b). These amounts may be deferred for any calendar month only if an agreement providing for the deferral is entered into before the beginning of the month in which the amounts would otherwise be paid or made available and the Participant is an Employee on the date the amounts would otherwise be paid or made available. Compensation that would otherwise be paid for a payroll period that begins before Severance from Employment is treated as an amount that would otherwise be paid or made available before an Employee has a Severance from Employment. In addition, deferrals may be made for former Employees with respect to compensation described in Treas. Reg. section 1.415(c)-2(e)(3)(ii) (relating to certain compensation paid within 2 1/2 months following Severance from Employment), compensation described in Treas. Reg. section 1.415(c)-2(g)(4) (relating to compensation paid to participants who are permanently and totally disabled), and compensation relating to qualified military service under Code section 414(u).

ARTICLE V. CONTRIBUTIONS

5.01 Elective Deferrals. Subject to the limits described in Article VI, a Participant may enter into a Deferred Compensation Agreement and agree to contribute each pay period Pre-Tax Contributions and/or Roth Contributions to the Plan. Contributions must be in whole percentages or fixed dollar amounts.

The Employer will reduce a Participant's Compensation as elected and transfer the amounts to the applicable Fund Sponsor in accordance with the Employer's payroll practices. In no event will the Employee Contributions be transferred later than 15 business days after being withheld from the Participant's paycheck.

Unless Roth Contributions are expressly elected or unless required by law, the Employer will designate Employee Contributions as Pre-tax Contributions.

At the time the Participant experiences a Severance from Employment, the Participant's election will be automatically invalid.

5.02 Employer Contributions. Effective January 1, 2010, an Employer may make Discretionary Nonelective Contributions to the Plan on behalf of a Participant. The Employer shall clearly designate these as Nonelective Contributions and complete any forms required by the Fund Sponsor or Service Provider. Such Nonelective Contributions may be made as determined by the Employer but will not be made later than the last day of the Plan Year. No Employer is required to make Employer Contributions and such Employer Contributions, if made may be reduced or rescinded at any time.

5.03 Rollover Contributions. Subject to any restrictions imposed by the Service Provider, this Plan will accept a Rollover Contribution from a Code section 401(a) plan, 403(a) plan, a Code section 403(b) plan, a Code section 408 IRA or annuity or a Code section 457(b) eligible deferred compensation plan sponsored by a governmental entity. No after-tax contributions will be allowed. The Plan will accept a Rollover Contribution to a Participant's Roth Contribution Account only as a direct rollover from a Roth account to the extent permitted under the Code.

Rollover Contributions will be held in the Participant's Rollover Contribution Subaccount and Roth Rollover Contributions will be maintained separately.

5.04 Plan-to-Plan Transfers. This Plan shall accept and allow transfers, pursuant to section 457 of the Code, of amounts deferred by a Participant under this Plan or another eligible deferred compensation plan meeting the requirements of section 457(g) of the Code, provided the conditions of this Section 5.04 are met.

(a) Directed by Participant or Beneficiary. A transfer from this Plan to another eligible governmental deferred compensation plan or from another eligible governmental deferred compensation plan to this Plan is permitted only if the transferor plan provides for transfers, the receiving plan provides for the receipt of transfers, the Participant or Beneficiary whose amounts deferred are being transferred shall

have an amount deferred immediately after the transfer at least equal to the amount deferred with respect to that Participant or Beneficiary immediately before the transfer, and in the case of a transfer for a Participant, the Participant whose amounts deferred are being transferred has had a Severance from Employment with the transferring employer and is performing services for the employer maintaining the transferee plan. Upon the transfer of all assets from this Plan under this Section 5.04(a), the Plan's liability to pay benefits to the Participant or Beneficiary under this Plan shall be discharged to the extent of the amount so transferred for the Participant or Beneficiary.

(b) Permissive Service Credit Transfers.

Subject to any limitations imposed by a Service Provider, if a Participant is also a participant in PERSI, to the extent allowed by PERSI, the Participant may elect to have any portion of the Participant's Account transferred to PERSI. A transfer under this Section 5.04(b) may be made before the Participant has had a Severance from Employment.

A transfer may be made under Section 5.04(b) only if the transfer is either for the purchase of permissive service credit (as defined in section 415(n)(3)(A) of the Code) under PERSI or a repayment to PERSI which section 415 of the Code does not apply by reason of section 415(k)(3) of the Code.

ARTICLE VI. LIMITATIONS ON CONTRIBUTIONS

6.01 Maximum Normal Limitation: The maximum amount of Employee Contributions plus Employer Contributions for any Participant in any Plan Year shall not exceed the lesser of:

(i) the applicable dollar amount as provided in Code section 457(e)(15)(as increased by adjustments); or

(ii) 100% of the Participant's Includible Compensation.

6.02 Age-Based Catch-Up Contributions:

(a) Subject to subparagraphs (b) and (c) below, a Participant who will attain age 50 or more by the end of the calendar year may defer additional amounts up to the dollar limit on Catch-up Contributions under Code Section 414(v)(2)(B)(i) subject to cost of living increases under Code section 414(v)(2)(C) for the taxable year.

(b) Effective January 1, 2026, subject to subparagraph (c) below, and as administratively feasible for each Employer, a Participant who will

attain age 60 but not age 64 by the end of the calendar year may contribute additional amounts up to the dollar amount in Code section 414(v)(2)(E) (as adjusted).

(c) Effective January 1, 2026, for any Participant whose wages (as defined in Code section 3121(a)) from the Employer for the preceding calendar year exceeds the amounts provided in Code section 414(v)(7)(A)(as adjusted), the additional amounts as stated in subsection (a) above must be Roth Contributions.

In no case may the deferred amount be more than the Participant's Compensation for the year.

6.03 Three Year Catch-Up:

For each one of the last three (3) taxable years of a Participant ending before the Participant's attainment of Normal Retirement Age and the amount calculated below exceeds the amount computed under Sections 6.01 and 6.02, the maximum amount deferred for each such year shall be the lesser of:

(1) twice the Section 6.01 applicable dollar amount (as described above) for such year; or

(2) the sum of

(A) An amount equal to (i) the Maximum Normal Limitation for the current year plus each prior calendar year beginning after December 31, 2001 during which the Participant was an Employee under the Plan, minus (ii) the aggregate Compensation that the Participant deferred under this Plan during such years, plus,

(B) An amount equal to (i) the aggregate limit referred to in section 457(b)(2) of the Code for each prior calendar year beginning after December 31, 1978 and before January 1, 2002 during which the Participant was an Employee (determined without regard to this section or 6.04), minus (ii) the aggregate contributions to Pre-2002 Coordination Plans for such years.

A Participant may utilize the Three Year Catch-Up limitation only if the Participant has not previously utilized it with respect to a different Normal Retirement Age under this Plan or any other plan. In no case may the deferred amount be more than the Participant's Compensation for the year.

6.04 Special Rules. For purposes of Article 6, the following rules shall apply:

(a) Participant Covered by More Than One Eligible Plan. If the Participant is or has been a participant in one or more other eligible plans within the meaning of section 457(b) of the Code, then this Plan and all such other plans shall be considered as one plan for purposes of applying the limitations of this Article 6. For this purpose, the Plan Administrator shall take into account any other such eligible plan maintained by the Employer and shall also take into account any other such eligible plan for which the Plan Administrator receives from the Participant sufficient information concerning his or her participation in such other plan.

(b) Pre-Participation Years. In applying the limitations of 6.03, a year shall be taken into account only if (i) the Participant was eligible to participate in the Plan during all or a portion of the year and (ii) Compensation deferred, if any, under the Plan during the year was subject to the Maximum Normal Limitation described in Section 6.01 or any other plan ceiling required by section 457(b) of the Code.

(c) Pre-2002 Coordination Years. For purposes of Section 6.03(2)(B), "contributions to Pre-2002 Coordination Plans" means any employer contribution, salary reduction or elective contribution under any other eligible Code section 457(b) plan, or a salary reduction or elective contribution under any Code section 401(k) qualified cash or deferred arrangement, Code section 402(h)(1)(B) simplified employee pension (SARSEP), Code section 403(b) annuity contract, and Code section 408(p) simple retirement account, or under any plan for which a deduction is allowed because of a contribution to an organization described in section 501(c)(18) of the Code, including plans, arrangements or accounts maintained by the Employer or any employer for whom the Participant performed services. However, the contributions for any calendar year are only taken into account for purposes of Section 6.03(2)(B) to the extent that the total of such contributions does not exceed the aggregate limit referred to in section 457(b)(2) of the Code for that year.

(d) Disregard Excess Deferral. For purposes of Sections 6.1, 6.2 and 6.3, an individual is treated as not having deferred compensation under a plan for a prior taxable year to the extent excess deferrals under the plan are distributed, as described in Section 6.07. To the extent that the combined deferrals for pre-2002 years exceeded the maximum deferral limitations, the amount is treated as an excess deferral for those prior years.

6.05 Coordination of Catch-Up Contributions: A Participant may not utilize both the Three-Year Catch-Up in Section 6.03 and the Age-Based Catch-Up in

Section 6.02 in the same year. The Age-Based Catch-Up shall not apply for any taxable year for which a higher Catch-Up Limitation applies.

6.06 Excess Deferrals: Any amount deferred in excess of the limitations above, or if the Participant's contributions for a year exceeds the limits if combined with amounts deferred for another Code section 457(b) Plan for which the Participant provides information that is accepted by the Administrator, it will be distributed along with applicable earnings to the Participant no later than the April 15 following the calendar year in which the excess deferrals were made. To the extent the Participant made both Pre-Tax and Roth Contributions, the excess amounts will be distributed from the Roth Contribution account first unless the Participant elects otherwise.

ARTICLE VII. INVESTMENT OF DEFERRED COMPENSATION

7.01 Plan Investments. The amount of Compensation deferred by and on behalf of each Participant shall be transferred to the Fund Sponsor(s) to be held, managed, invested and distributed as provided herein and pursuant to the Investment Vehicles.

7.02 Participant-Directed. Participants and Beneficiaries may direct the investment of the amounts held in their Accounts or otherwise credited for their benefit under the Plan among the Investment Vehicles selected by the Board. The issuer, trustee, or custodian shall accept such allocation instructions directly from Participants and Beneficiaries, subject to any filing requirements provided by the Plan Administrator. Participants and Beneficiaries may change their investments as often as allowed by the Board's procedures, subject to the terms of the Investment Vehicles.

7.03 Default Investment. If a Participant or Beneficiary does not validly select an investment, amounts held in their Accounts will be invested in the default Investment Vehicle selected by the Board in its sole discretion.

7.04 Exclusive Benefit. Notwithstanding any provision of the Plan to the contrary, all amounts held under the Plan, including amounts deferred and earnings or other accumulations attributable thereto, shall be held in trust for the exclusive benefit of Plan Participants and Beneficiaries pursuant to Code section 457(g). No part of the trust fund may be used for, or diverted to, purposes other than for the exclusive benefit of Participants and their Beneficiaries. The trust shall be exempt from tax in accordance with Code sections 457(g)(2) and 501(a).

For purposes of this section, the terms Participant and Beneficiary shall also include contingent beneficiaries and/or spouses, former spouses, or children of Participants for whose benefit amounts are being held under the Plan pursuant to the terms of a domestic relations order which has been recognized under the terms of the Plan.

Any discretionary authority reserved to the Board (or to any administrator or administrative committee) under the Plan or under any investment held under the Plan, to the extent the exercise thereof would otherwise be inconsistent with this section, shall be exercised for the exclusive benefit of Plan Participants and Beneficiaries. No amounts from the Plan shall be paid to any creditor of the Board or Employer, and no Fund Sponsor shall have no duty to inquire into the validity of any request by the Employer or by an administrator or administrative committee for distribution of amounts for the benefit of a Participant or a Beneficiary under the Plan.

7.05 Benefits Equal Participant's Account Value. The benefits paid to a Participant or Beneficiary pursuant to Article VII of this Plan shall be based upon the value of the Participant's Account. In no event shall the Board or Employer have any liability to pay benefits under this Plan, and the Board or Employer shall not be liable for losses arising from depreciation or other decline in the value of any investments acquired under this Plan.

7.06 Periodic Reports. Each Participant shall receive periodic reports, not less frequently than annually, showing the then-current value of his Account.

7.07 Board-Directed Accounts. Notwithstanding any provision of the Plan to the contrary, the Board shall direct the issuer, trustee or custodian with respect to the investment of any contributions that are forwarded to the issuer, trustee or custodian prior to the date on which the Participant or Beneficiary completes the necessary paperwork with the issuer, trustee or custodian (or takes such other action or actions as may be necessary) to direct the investment of such amounts. Such direction shall be communicated to the issuer, trustee or custodian by means of a separate written agreement between the Board and issuer, trustee or custodian, which agreement shall include a default investment option and a default beneficiary designation. This direction shall be effective only until such time as the Participant or Beneficiary exercises his right to direct the investment of such amounts and to designate a Beneficiary in accordance with the terms of the Plan.

7.08 Revenue Sharing Account. The Plan shall record in an unallocated Plan account any amounts paid to the Plan by Service Providers, and shall invest such unallocated account as directed by the Board or its delegate. As of the last day of each Plan Year, all assets remaining in the unallocated account shall be allocated among the Plan Accounts of Participants who have Accounts on the last day of the Plan Year. The allocation shall be made in proportion to the value of each Participant's Account invested in Plan investments that generate revenue sharing, determined according to the Service Providers' records as of the last day of the Plan Year.

ARTICLE VIII. BENEFITS

8.01 Distribution of Benefits. Except as otherwise provided in this Article, a Participant's Account shall not become distributable until the earlier of: (i) a Participant's attainment of age 70-1/2; or (ii) Severance from Employment. Distributions shall be made in accordance with one of the payment options described in Section 8.03.

8.02 Rollover Contributions. If a Participant makes rollover contributions to the Plan, those may be distributed at any time upon election by the Participant.

8.03 Payment Options. Upon retirement or other Severance from Employment (other than due to death) a Participant (or a Beneficiary as provided in Section 8.06) may elect to have the value of the Participant's Account distributed in accordance with one of the following payment options provided that such option is available under the Investment Vehicle and consistent with the limitations set forth in Section 8.04:

(a) life annuity;

(b) life annuity with 60, 120, or 180 monthly payments guaranteed;

(c) unit refund life annuity;

(d) joint and last survivor annuity (spouse only);

(e) lump sum;

(f) term certain annuity with 36, 48, 60, 72, 84, 96, 108, 120, 132, 144, 156, 168 or 180 monthly payments guaranteed;

(g) withdrawals for a specified number of years;

(h) withdrawals of a specified amount; or

(i) any other method of payment agreed upon between Participant and Board and accepted by the Investment Vehicle or Service Provider.

If a Participant fails to elect a payment option, any required payments shall be made under a payment option designated by the Board.

Notwithstanding the options above, any option that involves a life contingency (or a joint life contingency) shall only be available under an Investment Vehicle that offers annuities.

8.04 Death Benefits. If a Participant dies before his or her Account has begun to be distributed, the Account will be payable to the Participant's Beneficiary(ies) subject to the forms of benefit offered by the Investment

Funds and subject to the requirements of Code section 401(a)(9) and applicable Regulations.

8.05 Required Minimum Distributions.

No payment option may be selected by the Participant (or a Beneficiary) unless it satisfies the requirements of Code section 401(a)(9) (including the incidental death benefit requirements of Code section 401(a)(9)(G) and applicable Treasury Regulations, all as applicable to governmental plans.

The requirements of this section shall take precedence over any inconsistent provisions of the Plan.

All distributions shall begin not later than the Participant's Required Beginning Date, which is the April 1 of the calendar year following the later of: (i) the calendar year in which the Participant reaches the applicable age as stated in Code section 401(a)(9)(C)(V); or (ii) the calendar year in which the Participant experiences a Severance from Employment with the Employer.

Subject to each Investment Vehicle's procedures, if a Participant has not taken a distribution as required by Code section 401(a)(9) by the Participant's Required Beginning Date, the Participant shall automatically receive a distribution in the amount required to comply with the Code and applicable Regulations.

Effective January 1, 2024, the required distribution rules will not apply to a Participant's Roth Contributions, including any Roth Rollover Contributions.

8.06 Post-Retirement Death Benefits. Should a Participant die after beginning to receive benefits under a payment option, any remaining portion of the Participant's Account will be distributed to the Participant's Beneficiary. Payment to the Participant's Beneficiary must comply with section 401(a)(9) of the Code, and with any additional Code limitations applicable to the Plan.

In no event shall the Plan be liable for any payments made in the name of the Participant or a Beneficiary before the Employer or its agent receives proof of the death of the Participant or Beneficiary.

8.07 Pre-Retirement Death Benefits. Should a Participant die before beginning to receive benefits, the following distributions rules will apply:

a) Beneficiary. If the Account is payable to a Beneficiary that is not a Designated Beneficiary or Eligible Designated Beneficiary, the Participant's entire account will be paid no later than the December 31 of the calendar year that includes the 5th anniversary of the Participant's death.

b) Designated Beneficiary. If the Account is payable to a Designated Beneficiary, as defined in Code section 401(a)(9)(e)(i), that is not an Eligible Designated Beneficiary, the Participant's entire account will be paid no later than the December 31 of the calendar year that includes the 10th anniversary of the Participant's death.

c) Eligible Designated Beneficiary. If the Account is payable to an Eligible Designated Beneficiary as defined in Code section 401(a)(9)(e)(ii), the Participant's entire account will be paid, by one of the two following periods as elected by the Eligible Designated Beneficiary's election: (i) December 31 of the calendar year that includes the 10th anniversary of the Participant's death, or (ii) commencing by the December 31 of the calendar year following the calendar year in which the Participant died and payable over a period not exceeding the life expectancy of the Eligible Designated Beneficiary.

If there is no election made, the benefit will be payable as stated in subsection (c)(i).

d) Surviving Spouse. If the Eligible Designated Beneficiary is the Participant's surviving spouse, the spouse may further elect to postpone distributions under section (c)(ii) above until the December 31 of the calendar year in which the Participant attained his or her applicable age as defined in Code section 401(a)(9)(C)(v).

e) Death or Majority of Eligible Designated Beneficiary. If an Eligible Designated Beneficiary dies or attains age 21 (if a minor child) before the Account is fully paid, the remaining Account will be paid no later than the December 31 of the calendar year that includes the 10th anniversary of the Eligible Designated Beneficiary's death, or the calendar year in which the minor child attains age 31.

8.08 2020 Required Minimum Distributions. Notwithstanding any provision of this Article 8, a Participant or Beneficiary who would have been required to receive required minimum distributions for 2020 but for the enactment of Code section 401(a)(9)(I) ("2020 RMDs"), and who would have satisfied that requirement by receiving distributions that are (1) equal to the 2020 RMDs or (2) one or more payments in a series of substantially equal distributions (that include the 2020 RMDs) made at least annually and expected to last for the life (or life expectancy) of the Participant, the joint lives (or joint life expectancy) of the Participant and the Participant's designated beneficiary, or for a period of at least 10 years ("Extended 2020 RMDs"), will receive those distributions for 2020 unless the Participant or beneficiary chooses not to receive such distributions. Participants and Beneficiaries described in the preceding sentence will be given the opportunity to elect to stop receiving distributions described in the preceding

sentence. In addition, solely for purposes of applying the direct rollover provisions of the Plan, distributions elected in accordance with the preceding sentence will be treated as eligible rollover distributions.

There shall be no new annuity starting date upon recommencement of required minimum distributions if suspended in accordance with this provision.

8.09 Unforeseeable Emergency Withdrawals. In the event of an Unforeseeable Emergency before the Participant has a Severance from Employment, a Participant may apply to the Service Provider to receive that part of the value of his Account that is reasonably necessary to satisfy the emergency need (including any amounts that may be necessary to pay any federal, state or local income taxes or penalties reasonably anticipated to result from the distribution.) If such application for withdrawal is approved by the Service Provider, the Service Provider shall direct the issuer, trustee or custodian to pay the Participant such value as the Service Provider deems necessary to meet the emergency need.

An Unforeseeable Emergency is a severe financial hardship of the Participant resulting from:

- an illness or accident of the Participant, the Participant's spouse, or the Participant's dependent (as defined in Code section 152, without regard to Code section 152(b)(1), (b)(2), and (d)(1)(B));

- loss of the Participant's property due to casualty (including the need to rebuild a home following damage to a home not otherwise covered by homeowner's insurance, e.g., as a result of a natural disaster); or

- other similar extraordinary and unforeseeable circumstances arising as a result of events beyond the control of the Participant. For example, the imminent foreclosure of or eviction from the Participant's primary residence may constitute an unforeseeable emergency. In addition, the need to pay for medical expenses, including non-refundable deductibles, as well as for the cost of prescription drug medication, may constitute an unforeseeable emergency. Finally, the need to pay for the funeral expenses of a spouse or a dependent (as defined in Code section 152 without regard to Code section 152(b)(1), (b)(2), and (d)(1)(B)) may also constitute an unforeseeable emergency. Except as otherwise specifically provided in this Section 8.07, neither the purchase of a home nor the payment of college tuition is an unforeseeable emergency.

A distribution on account of an unforeseeable emergency may not be made to the extent that such emergency is or may be relieved through

reimbursement or compensation from insurance or otherwise, by liquidation of the Participant's assets, to the extent the liquidation of such assets would not itself cause severe financial hardship, or by cessation of Employee Contributions under the Plan.

8.10 Transitional Rule for Annuity Payment Option Elections. If this Plan document constitutes an amendment and restatement of the Plan as previously adopted by the Board and if a Participant or Beneficiary has commenced receiving benefits under an annuity payment option, that annuity payment option shall remain in effect notwithstanding any other provision of this Plan, provided it complies with Code section 401(a)(9) and related Treasury Regulations.

8.11 Participant's Election to Receive In-Service Distribution. A Participant may elect to receive an in-service distribution of the total amount payable to him under the Plan if:

(a) such amount does not exceed the dollar amount under section 411(a)(11)(A) of the Code,

(b) no amount has been deferred under the Plan with respect to the Participant during the two-year period ending on the date of the distribution, and

(c) there has been no prior distribution under the Plan to the Participant under this Section 8.09 or under Section 8.10.

8.12 Distribution During Military Service. A Participant who is performing service in the uniformed services described in Code section 3401(h)(2)(A) for a period of 30 or more days is treated as severed from Employment during the period of uniformed service for purposes of requesting a distribution from his or her Plan Account attributable to Employee Contributions provided, however, that a Participant who receives a distribution pursuant to this section may not make Employee Contributions to the Plan during the six-month period beginning on the date of distributions.

8.13 Coronavirus Related Distributions. To the extent allowed by the Service Provider, effective March 27, 2020 through December 31, 2020, an eligible Participant (as defined below) may elect to receive one or more distributions of any portion of the vested value of his Account not to exceed $100,000.

(a) Eligibility. A Participant is eligible for a Coronavirus Related Distribution under this Section 8.14 if he certifies that he satisfies one of the following criteria:

(1) the Participant, the Participant's spouse or the Participant's dependent (as defined in Code section 152 without regard to Code section 152(d)(1)(B)) was diagnosed with the virus

SARS-CoV 2 or with coronavirus disease 2019 (COVID-19) by a test approved by the Centers for Disease Control and Prevention;

(2) the Participant, the Participant's spouse or a member of the Participant's household experienced adverse financial consequences as a result of:

(A) being quarantined, furloughed, laid off or having his or her work hours reduced due to such virus or disease;

(B) being unable to work due to lack of child care due to such virus or disease;

(C) closing or reducing hours of a business owned or operated by the Participant, the Participant's Spouse, or a member of the Participant's household;

(D) experiencing a reduction in pay, rescinded job offer or delayed start date for a job because of COVID-19; or

(E) meeting such other factors as may be issued in Treasury guidance.

For purposes of this Section 8.14(a), a member of a Participant's household is defined as an individual who shares the Participant's principal residence.

(b) Repayment. A Participant is permitted, but is not required, to repay his Coronavirus Related Distribution(s) to the Plan in full or in part within three years of the date of the distribution in accordance with procedures established by the Board and Service Provider. Any repayment made to the Plan shall not exceed the aggregate amount of the Participant's Coronavirus Related Distribution(s) and will be treated as an eligible rollover contribution.

ARTICLE IX. VESTING

Participants are 100% vested in their Accounts at all times.

ARTICLE X. NON-ASSIGNABILITY

10.01 In General. Except as provided in Section 10.02, the interests of each Participant or Beneficiary under the Plan are not subject to the claims of the Participant's or Beneficiary's creditors; and no Participant or Beneficiary shall have any right to commute, sell, assign, pledge, transfer or otherwise convey or encumber the right to receive any payments hereunder or any

interest under the Plan, which payments and interests are expressly declared to be non-assignable and non-transferable.

10.02 Domestic Relations Orders.

(a) Allowance of Transfers: Notwithstanding Section 10.01, if a judgment, decree or order (including approval of a property settlement agreement) that relates to the provision of child support, alimony payments, or the marital property rights of a spouse or former spouse, child, or other dependent of a Participant is made pursuant to a State domestic relations law and issued by a state, tribal court or other similar authority ("domestic relations order"), then the amount of the Participant's Account shall be paid in the manner and to the person or persons so directed in the domestic relations order. Such payment shall be made without regard to whether the Participant is eligible for a distribution of benefits under the Plan. The Service Provider(s) shall establish reasonable procedures for determining the status of any such decree or order and for effectuating distribution pursuant to the domestic relations order. Where necessary to carry out the terms of such an order, a separate Account may be established with respect to the spouse, former spouse, or child who shall be entitled to make investment selections with respect thereto in the same manner as the Participant.

(b) Release from Liability to Participant: The Plan's liability to pay benefits to a Participant shall be reduced to the extent that amounts have been paid or set aside for payment to a spouse, former spouse, child, or other dependent pursuant to paragraph (a) of this section. No such transfer shall be effectuated unless the Employer or Service Provider has been provided with satisfactory evidence that the Board, Employer and the Service Provider are released from any further claim by the Participant with respect to such amounts. The Participant shall be deemed to have released the Board, Employer and the Service Provider from any claim with respect to such amounts, in any case in which (i) the Board, Employer or Service Provider has been served with legal process or otherwise joined in a proceeding relating to such transfer, (ii) the Participant has been notified of the pendency of such proceeding in the manner prescribed by the law of the jurisdiction in which the proceeding is pending by service of process in such action or by mail from the Board, Employer or Service Provider to the Participant's last known mailing address, and (iii) the Participant fails to obtain an order of the court in the proceeding relieving the Employer or Service Provider from the obligation to comply with the judgment, decree, or order. The Participant shall also be deemed to have released the Board, Employer or Service Provider if the Participant has consented to the transfer pursuant to the terms of a property settlement agreement

and/or a final judgment, decree, or order as described in paragraph (a).

(c) Participation in Legal Proceedings: The Board, Employer and the Service Provider shall not be obligated to defend against or seek to have set aside any judgment, decree, or order described in paragraph (a) or any legal order relating to the garnishment of a Participant's benefits, unless the full expense of such legal action is borne by the Participant. In the event that the Participant's action (or inaction) nonetheless causes the Board, Employer or Service Provider to incur such expense, the amount of the expense may be charged against the Participant's Account and thereby reduce the obligation to pay benefits to the Participant. In the course of any proceeding relating to divorce, separation, or child support, the Board, Employer and Service Provider shall be authorized to the extent permitted by applicable laws to disclose information relating to the Participant's Account to the Participant's spouse, former spouse, or child (including the legal representatives of the spouse, former spouse, or child), or to a court.

ARTICLE XI. ADMINISTRATION

11.01 Plan Administrator. The Board, located at 650 W. State Street, Boise, Idaho 83720, has designated its Executive Director as responsible for administering the Plan (the "Plan Administrator"). The Plan Administrator shall have full power to adopt, amend, and revoke such rules and regulations consistent with and as may be necessary to implement, operate and maintain this Plan, to enter into contracts on behalf of the Employers under this Plan, and to make discretionary decisions affecting the rights or benefits of Participants.

The Board has designated to the Employers the responsibility for enrolling Participants, entering into Deferred Compensation Agreements with Participants, sending Plan contributions for each Participant to the Investment Vehicles selected by a Participant, and for performing other duties required for the operation of the Plan as delegated by the Board to the Employers.

11.02 Employee with Administrative Responsibilities. Any Employee who is charged with administrative responsibilities hereunder may participate in the Plan under the same terms and conditions as apply to other Employees. However, he shall not have the power to participate in any discretionary action taken with respect to his participation under the Plan.

11.03 Administrative Services. Notwithstanding the delegation to the Employers stated in Section 12.1, the Board may enter into one or more agreement(s) with Service Provider(s) to provide administrative services under this Plan

for the convenience of the Employers, including, but not limited to, the enrollment of Employees as Participants, the maintenance of Accounts and other records, the making of periodic reports to Participants, and the disbursement of benefits to Participants. The Board at its sole discretion may also retain other professionals to provide professional advice with regard to the Plan.

11.04 Administrative Expenses. Reasonable expenses incurred in the proper administration of the Plan may be paid from the Trust Fund. At its discretion, the Plan Administrator may charge reasonable Plan administrative expenses to the Accounts of Participants on a pro rata basis, or another reasonable basis as determined by the Plan Administrator.

11.05 Tax Treatment. It is intended that contributions properly made to the Plan along with applicable earnings will be excludable from a Participant's gross income for purposes of federal and state taxes until distributed to the Participant or a Beneficiary. For Roth Contributions and related earnings, those are intended to be excluded from gross income to the extent they are considered to be Qualified Distributions in accordance with Code section 402A(d). Neither the Board nor any Employer guarantees specific tax treatment of any Contribution or earnings for any Participant or Beneficiary.

ARTICLE XII. AMENDMENT OR TERMINATION OF PLAN

12.01 Amendment or Termination. The Board may at any time amend this Plan, freeze this Plan or terminate this Plan and distribute the Participants' Accounts in conformity with the Code. However, no such amendment, freeze or termination shall impair the rights of Participants or their Beneficiaries with respect to any compensation deferred before the date of the amendment, freeze or termination of this Plan except as may be required to maintain the tax status of the Plan under the Code. In the event that the Plan is terminated, amounts deferred under the Plan (and all Plan assets) shall be distributed to all Plan Participants and Beneficiaries as soon as administratively practicable after the termination of the Plan and Participants shall thereafter no longer defer Compensation to the Plan.

12.02 Amendment and Restatement of Previously Adopted Plan. If this Plan document constitutes an amendment and restatement of the Plan as previously adopted by the Board, the amendments contained herein shall be effective as of the Effective Date, and the terms of the preceding plan document shall remain in effect through such date.

ARTICLE XIII. USERRA and HEART ACT COMPLIANCE

An Employee whose employment is interrupted by qualified military service under Code section 414(u) or who is on a leave of absence for qualified military service under Code section 414(u) may defer additional Compensation upon resumption

of employment with the Employer equal to the maximum amount of Compensation that could have been deferred during that period if the Employee's employment with the Employer had continued (at the same level of Compensation) without the interruption of leave, reduced by the amount of Compensation, if any, actually deferred during the period of the interruption or leave. This right applies for five years following the resumption of employment (or, if sooner, for a period equal to three times the period of the interruption or leave). The Plan provides death benefits in accordance with Code section 401(a)(31) because all Plan accounts are fully vested and no additional benefits are paid due to death while employed.

ARTICLE XIV. MISTAKEN CONTRIBUTIONS

If any contribution (or any portion of a contribution) is made to the Plan by a good faith mistake of fact, then within one year after the payment of the contribution, and upon receipt in good order of a proper request approved by the Plan Administrator, the amount of the mistaken contribution (adjusted for any income or loss in value, if any, allocable thereto) shall be returned directly to the Participant or, to the extent required or permitted by the Plan Administrator, to the Employer.

ARTICLE XV. OVERPAYMENTS

As allowed by applicable law, in the event any payment is made from the Plan to any individual who is not entitled to such payment, in whole or in part, the Administrator shall have the right to recover the erroneous payment through reasonable means from the individual who received it. Reasonable means may include suspending, withholding payments of, or reducing future payments due to, or on behalf of, such individual by the amount of any such erroneous payment. This right of recovery, however, shall not limit the rights of the Plan to recover such overpayments in any other manner, including, but not limited to, commencing a legal action under State law.

ARTICLE XVI. CLAIMS PROCEDURES

16.01 Appeal Procedures for Denial of Benefits. A Participant or Beneficiary may file with the Board a written claim for benefits if the Participant or Beneficiary receives an Adverse Benefit Determination. An adverse benefit determination can be: a denial, reduction, or termination of, or a failure to provide or make payment (in whole or in part) for, a benefit, including such denial, reduction, termination, or failure to provide or make payment that is based on a determination of a participant's or beneficiary's eligibility to participate in the Plan.

(a) Within 60 days following the receipt of an adverse benefit determination, a claimant must file a written appeal of the adverse benefit determination with the Board. The claimant may submit written comments, documents, records, and other information relating to the claim for benefits with the appeal. Upon request, the

claimant is provided reasonable access to, and copies of, all documents, records, and other information relevant to the claim for benefits free of charge.

(b) A document, record or other information is considered "relevant" to a claimant's claim if such document, record, or other information:

- Is relied upon in making the benefit determination;
- Is submitted, considered, or generated in making the benefit determination, without regard to whether such document, record, or other information is relied upon in making the benefit determination; or
- Demonstrates compliance with the administrative processes and safeguards required in making the benefit determination.

16.02 Review of Denied Claim. The Board's review of the claim considers all comments, documents, records, and other information submitted by the claimant relating to the claim, without regard to whether such information was submitted or considered in the initial benefit determination. The Board's determination on review is binding on all parties.

16.03 Notification of Benefit Determination on Review. The Board will provide the claimant with written or electronic notification of the determination within a reasonable period of time, but not later than 60 days after receipt of the claimant's request for review by the Board. The Board may determine that an extension of time for processing the claim is required. If an extension is required, the Board will provide written notice of the extension to the claimant before the end of the initial 60-day period. The extension of the determination on review will not exceed a period of 60 days from the end of the initial period.

The notification of determination on review:

- States the specific reason or reasons for the benefit determination;
- Refers to the specific Plan provisions on which the benefit determination is based; and
- States that the claimant is entitled to receive, upon request and free of charge, reasonable access to, and copies of, all documents, records, and other information relevant to the claim for benefits.

Legal action against the Plan may not be commenced more than 365 days after the Board notifies the claimant of the determination on review. Any claim or action by a participant or beneficiary relating to or arising under the Plan can only be brought in a state court in the State of Idaho.

16.04 Deemed Exhaustion of Remedies. If the Board fails to follow these procedures in accordance with applicable law, a claimant is deemed to have exhausted the administrative remedies available under the Plan.

16.05 Authorized Representative of Claimant. The Plan's claims procedures do not preclude an authorized representative of a claimant from acting on behalf of such claimant in pursuing a benefit claim or appeal of an adverse benefit determination. The Board may establish reasonable procedures for determining whether an individual has been authorized to act on behalf of the claimant. Absent direction from the claimant, the Board directs all information and notifications to the representative authorized to act on the claimant's behalf.

ARTICLE XVII. RELATIONSHIP TO OTHER PLANS

This Plan serves in addition to any other retirement, pension or benefit plan or system presently in existence or hereinafter established.

IN WITNESS WHEREOF, the Employer has caused this instrument to be executed by its duly authorized representative effective on this _____ day of _____2026.

Idaho State Board of Education

Name: _____

Signature: _____

Title: _____

ATTACHMENT 2

EXHIBIT A

List of Service Providers[1]

1) Vendors Eligible to Receive Contributions:

   a. Fidelity Investments

   b. TIAA

   c. Corebridge

   d. Nationwide

   e. Ivy

   f. Vanguard

   g. Principal

[1] This List may be modified without a formal amendment to the Plan.

SUBJECT

Boise State University– Lease Agreement with Westmark Credit Union

REFERENCE

February 18, 2026 – Board approval of Sponsorship and Naming Rights Agreement

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Policy V.I.

BACKGROUND/DISCUSSION

The University entered into a sponsorship and naming rights agreement with Westmark Credit Union for certain naming rights to the Student Union Building at Boise State University and additional related sponsors rights. As part of that Agreement, Boise State and Westmark agreed to lease space in the Student Union Building for a Westmark micro-branch at the Student Union Building during the term of the Sponsorship Agreement.

The term of this agreement is for a period of ten years with the right to extend the term for an additional five years in the event the underlying Sponsorship Agreement is renewed and there is no default existing under either the Lease or Sponsorship Agreement. The Lease Agreement by its terms is terminated in the event the underlying Sponsorship Agreement is terminated. The lease involves a space of approximately 882 square feet at a rate of $30 per square feet, with corresponding rights to common areas and the majority of utilities to be provided by Boise State and included in the lease rate. Westmark will fund and construct certain tenant improvements, subject to certain approval rights and standard requirements.

IMPACT

This partnership will help to advance University initiatives that improve the student experience and advance Idaho-forward initiatives. In connection with the overall partnership, Westmark will contribute over $8,000,000 in the ten-year term to the University. In addition, the total rent over the Initial Term is approximately $3,175,200 in revenue to the University, with an additional amount of $1,587,600 if the renewal option is exercised.

ATTACHMENTS

Attachment 1 – Proposed Lease Agreement for Student Union Building

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed Boise State University's (BSU) request to enter into a lease agreement with Westmark Credit Union for space within the Student Union Building.

The lease is associated with the Board approved sponsorship and naming rights agreement at its meeting in February 2026 which provides for the establishment of

a Westmark micro-branch within the BSU Student Union Building. The proposed lease includes approximately 882 sq. ft. of space with a ten (10) year initial term and a five (5) year renewal option**,** subject to renewal of the underlying sponsorship agreement. The agreement is expected to generate approximately $3.17M in lease revenue during the initial term**.**

This partnership is intended to expand services available to students and visitors while also strengthening BSU's broader sponsorship relationship with Westmark Credit Union and providing an additional source of revenue for the institution.

Board staff recommends approval.

BOARD ACTION

I move to authorize Boise State University to enter into the Lease Agreement with Westmark Credit Union substantially in conformance with the Agreement attached hereto and authorize the President, Chief Financial Officer, or designee to execute the same and to take such further action as necessary to effectuate the same.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEASE AGREEMENT

This Lease Agreement (the "**Lease**") is dated effective as of May 1, 2026 ("**Effective Date**") by and between BOISE STATE UNIVERSITY, a public higher education institution in the State of Idaho, whose business address is 1910 University Drive, Boise, Idaho 83725-1200 (the "**Landlord**"), and WESTMARK CREDIT UNION, an Idaho nonprofit corporation, whose business address is 2520 Channing Way, Idaho Falls, ID 83404 ("**Tenant**") Landlord and Tenant are each, a "**Party**", and collectively, the "**Parties,**" and the term "**Affiliates"** shall mean agents, contractors, employees, invitees, licensees, and/or assignees, as the context requires, for Landlord and/or Tenant.

1 Lease Agreement.

As of the Effective Date, Landlord and Tenant hereby agree to this Lease subject to the terms and conditions provided herein. Additionally, Landlord and Tenant have entered into that that certain Naming Right and Academic Sponsorship Agreement made between Landlord and Tenant, dated effective as of [_____], 2026 ("**Sponsorship Agreement**").

2 Leased Premises.

2.1 **Description of Leased Premises**. Landlord does hereby demise, lease, and let unto Tenant, and Tenant does hereby take and receive from Landlord that certain floor area containing 882 rentable square feet, as measured by Landlord, as depicted on **Exhibit D** attached hereto ("**Leased Premises**"), in the Student Union Building located on the main campus of Boise State University, located at 1700 W University Dr., Boise, Idaho 83725 ("**Building**") on the real property legally described in **Exhibit A** attached hereto ("**Property**").

2.2 **Common Areas**. In connection with renting and leasing the Leased Premises, Tenant shall have the non-exclusive right to use the Common Areas subject to the terms of this Lease. "**Common Areas**" shall mean all hallways, corridors, foyers, restrooms, porches, entryways, doorways, walkways, driveways, landscaped areas, parking areas and other elements of the Property which are for the joint use of the Landlord and any other occupants of the Building and their respective customers, employees, and invitees, including, without limitation, parking, access roads, driveways, retaining walls, landscaped areas, elevators, serviceways, loading docks, pedestrian walks; courtyards, stairs, ramps, and sidewalks; common corridors, rooms and restrooms; air-conditioning, fan, and all other areas within the Building which are not specified for exclusive use or occupancy by Landlord or any other tenant or occupant (whether or not they are leased or occupied).

2.3 **Limitation**. The Leased Premises do not include, and Landlord reserves, the interior walls and ceiling, the exterior walls and roof of the Leased Premises, the land and other area beneath the floor of the Leased Premises, the pipes, ducts, conduits, wires, fixtures and equipment above the ceiling of the Leased Premises, and the structural elements that serve the Leased Premises or comprise the Building. Landlord's reservation includes the right to install,

inspect, maintain, use, repair, alter, and replace the foregoing areas and items located therein and to enter the Leased Premises at any and all times in order to do so.

3 **Term.**

3.1 Commencement Date; Term. The Term of this Lease and Tenant's obligation to pay Monthly Rent hereunder shall begin on the Commencement Date and shall continue for the Term of the Lease. The commencement date ("**Commencement Date**") shall be the first to occur of the following dates: (a) January 1, 2027; (b) the date Tenant takes possession of the Leased Premises and conducts business therein; or (c) the date which Tenant's Work as outlined in **Exhibit B** is Substantially Complete as defined therein. The initial term shall be 10 consecutive years commencing on the Effective Date, excluding any Renewal Terms ("**Initial Term**"). The "**Term**" shall collectively include the Initial Term and the Renewal Term described in Section 3.2 below.

3.2 Renewal. Terms. Subject to satisfaction of all of the Renewal Conditions, Tenant shall have one (1) consecutive option (a "**Renewal Option**") to extend the Initial Term of this Lease for an additional period of five (5) years (the "**Renewal Term**"). In order for a Renewal Term to be effective, the Renewal Conditions must be fully satisfied in the Landlord's sole discretion both at the time the option is exercised and at the time of the commencement of the Renewal Term, and the Sponsorship Agreement shall have been renewed by the Parties to extend its Initial Term as contemplated therein. The term "**Renewal Conditions**" means that, as a condition to Tenant exercising each Renewal Option: (i) Tenant shall have timely given Landlord a Renewal Notice in accordance with this Section; and (ii) on the date the applicable Renewal Option is exercised, and at the commencement of the Renewal Term, as applicable, no Event of Default shall have occurred and be continuing under this Lease or the Sponsorship Agreement and the Sponsorship Agreement has not been terminated by either Party.

(a) The Renewal Option shall be exercisable by written notice (the "**Renewal Notice**") to Landlord given not later than one hundred eighty (180) days prior to the expiration of the Initial Term. Time is of the essence as to the giving of the Renewal Notice. If Tenant does not timely exercise the Renewal Option in accordance with the terms hereof, such Renewal Option shall automatically terminate, and the Initial Term shall expire as of the expiration of the Initial Term.

(b) The Renewal Term shall constitute an extension of the Initial Term and shall be upon all of the same terms and conditions as the Initial Term, except that: (i) Landlord shall not be required to furnish any materials or perform any work to prepare the Leased Premises for Tenant's continued occupancy during a Renewal Term (nor shall Landlord be required to reimburse Tenant for any Alterations made or to be made by Tenant during or in preparation for an Renewal Term); (ii) the Monthly Rent for the Renewal Term shall be payable at the rate specified in Section 4 subject to all Rent Escalations as provided therein; and (iii) there shall be no option to extend the Term of this Lease beyond the Renewal Term.

3.3 Tenant's Certificate. Tenant shall, from time to time, within ten (10) days after receipt of Landlord's written request, execute and deliver to Landlord a written certificate in recordable form: (a) ratifying this Lease; (b) setting forth the Commencement Date and termination date hereof; (c) certifying that this Lease is in full force and effect and has not been assigned, modified, supplemented, or amended (except by such writings as shall be stated); (d) stating that all conditions under this Lease to be performed by Landlord have been satisfied (or stating which conditions remain unsatisfied); (e) stating that there are no defenses or offsets against the enforcement of this Lease by Landlord (or stating those claimed by Tenant); (f) verifying the amount of advance Rent, if any, paid by Tenant; (g) stating the date through which Rent has been paid; and (h) setting forth such other information as Landlord may reasonably request. Landlord and any purchasers of all or a portion of the Building shall be entitled to rely upon such certificate. The form of this certificate is as attached hereto in **Exhibit E**.

4 Rent.

All sums owing by Tenant to Landlord or to any third party under this Lease shall constitute Rent. "**Rent**" includes Monthly Rent and Additional Rent.

4.1 **Monthly Rent**. Monthly rent shall be $30.00 per year per rentable square foot of Leased Premises ("**Monthly Rent**"), which shall commence on the Commencement Date and shall be increased on each anniversary of the Commencement Date by an annual amount of three percent (3.00%), as previously adjusted ("**Rent Escalations**"). Tenant agrees to pay to Landlord at Landlord's Notice Address, without prior demand therefor and without any deduction or offset whatsoever, the Monthly Rent set forth herein. Monthly Rent is due in advance on the first day of each calendar month during the Term of this Lease, starting on the Commencement Date. Monthly Rent for any partial month shall be prorated on a per diem basis. At its option, Tenant may elect to pay this amount annually on the Commencement Date and each anniversary thereof.

4.2 **Additional Rent**. In addition to paying Monthly Rent, Tenant shall pay any and all Additional Rent owed under this Lease. The term "**Additional Rent**" shall mean all sums other than Monthly Rent payable by Tenant to Landlord under this Lease, including late fees, interest, and any and all other amounts due under this Lease, including any and all other sums that may become due by reason of any default of Tenant or failure to timely comply with the agreements, terms, covenants, and conditions of this Lease to be performed by Tenant. The obligation to pay such Additional Rent shall survive the expiration or earlier termination of this Lease.

4.3 **Reserved.**

5 Tenant Improvements.

5.1 **Obligations of the Parties**. At Tenant's sole cost, Tenant shall construct the complete Tenant's Work in strict accordance with **Exhibit B** attached hereto.

5.2 **Changes to Building**. Landlord reserves the right to at any time: (a) make changes, alterations, or additions to the Building; (b) lease additional space in the Building; and

(c) change or withdraw areas from the Common Areas; provided such changes, alterations, additions, leases, or withdrawals do not, upon completion, materially interfere with Tenant's business operations or Tenant's right to quiet enjoyment of the Leased Premises or materially diminish Tenant's parking rights hereunder. Tenant shall have no claim for damages or right to terminate this Lease for injury or inconvenience occasioned thereby. Notwithstanding the foregoing, Landlord shall not enter into a long-term lease (longer than 1 month) within the Building to another financial institution or financial services firm during the Term.

6 **Use.**

6.1 **Single-Purpose Use**. Tenant shall use the Leased Premises solely for purpose of a credit union branch office. Tenant shall not use or permit the Leased Premises to be used for any other purpose, except with the prior written consent of Landlord.

6.2 **Orderly Operation**. Tenant further agrees to abide by the following provisions, which are designed to insure the attractiveness and orderly operation of the Building and the Property:

(a) Tenant shall keep the Leased Premises free of objectionable noise, odors, or nuisances.

(b) Tenant shall not overload the floors or permit or allow any waste, abuse, deterioration, or destructive use of the Leased Premises.

(c) Tenant shall not cause or permit any Hazardous Materials to be brought upon, kept, or used in or about the Leased Premises.

(d) The loading and unloading of merchandise, supplies, and fixtures shall be done only at such times as do not unreasonably interfere with Landlord, or other tenants, occupants, students or customers of the Building and the Property, and only in the areas and through the entrances designated for such purposes.

(e) Tenant shall store all trash and garbage within the Leased Premises or within areas specifically designated by Landlord for such purpose.

(f) Plumbing facilities within the Building shall not be used for any purpose other than that for which they are constructed, and no foreign substance of any kind shall be thrown therein. The cost of repairing any breakage, stoppage, or damage to plumbing facilities within the Common Areas resulting from a violation of this provision by Tenant or Tenant's Affiliates shall be borne by Tenant.

(g) Except as provided in the Sponsorship Agreement, no portion of the Leased Premises or the Property shall be used to distribute handbills, circulars, or other political, charitable, or similar material, or to seek members for any organization, or to solicit contributions, or to carry on a parade or demonstration or other conduct which may tend to

interfere with or impede the use of the Property by Landlord, or other tenants, occupants, students, or customers of the Building, or their respective Affiliates.

6.3 **Prohibition of Certain Activities or Uses**. Tenant shall not do or permit anything to be done in or about, or bring or keep anything in the Leased Premises or the Property which is prohibited by this Lease or will, in any way or to any extent:

(a) adversely affect any fire, liability, or other insurance policy carried with respect to the Building, the Common Areas, the Property, or any of the contents of the foregoing (except with Landlord's express written permission, which will not be unreasonably withheld, but which may be contingent upon Tenant's agreement to bear any additional costs, expenses or liability for risk that may be involved);

(b) obstruct, interfere with any right of, or injure or annoy any other tenant, occupant, student or customer of the Building, the Common Areas, or the Property;

(c) conflict with or violate any University Policies, the Rules and Regulations, or any law, statute, ordinance, rule, regulation or requirement of any governmental unit, agency, or authority (whether existing or enacted as promulgated in the future, known or unknown, foreseen or unforeseen); or

(e) take any action which causes a violation of any restrictive covenants or any other instrument of record applying to the Property.

6.4 Affirmative Obligations with Respect to Use.

(a) The Leased Premises are located on the campus of Boise State University and the use of the Leased Premises, the Building and the Property is subject to all applicable policies and procedures of Boise State University and the State Board of Education (collectively, "**University Policies**"). Additionally, Tenant's use of the Leased Premises and Building shall comply at all times with any rules and regulations relating to the Building, as set forth on **Exhibit C** attached hereto, as amended from time to time by Landlord ("**Rules and Regulations**").

(b) Tenant will (i) comply with all governmental laws, ordinances, regulations, and requirements, now in force or which hereafter may be in force, of any lawful governmental body or authorities having jurisdiction over the Leased Premises; (ii) will keep the Leased Premises and every part thereof in a clean, neat, and orderly condition, free of objectionable noise, odors, or nuisances; (iii) will in all respects and at all times fully comply with all health and policy regulations; and (iv) will not suffer, permit, or commit any waste.

(b) At all times during the Term, Tenant shall, at Tenant's sole cost and expense, comply with all statutes, ordinances, laws, orders, rules, regulations, and requirements of all applicable federal, state, county, municipal and other agencies or authorities, now in effect or which may hereafter become effective, which shall impose any duty upon Landlord or Tenant with respect to the use, occupation or alterations of the Leased Premises, including, without limitation, to all

applicable requirements of the Americans with Disabilities Act of 1990 and all other applicable laws relating to persons with disabilities, and all rules and regulations which may be promulgated thereunder from time to time and whether relating to barrier removal, providing auxiliary aids and services or otherwise.

6.5 **Suitability.** Tenant acknowledges that except as expressly set forth in this Lease, neither Landlord nor any other person has made any representation or warranty with respect to the Leased Premises or any other portion of the Building, the Common Areas, or the Property and that no representation has been made or relied on with respect to the suitability of the Leased Premises or any other portion of the Building, the Common Areas, or the Property for the conduct of Tenant's business.

6.6 **Taxes.** Landlord is exempt from local property taxes**.** Tenant shall pay all taxes, assessments, charges, and fees which during the Term may be imposed, assessed, or levied by any governmental or public authority against or upon Tenant's leasehold interest or otherwise connected to its use of the Leased Premises or any personal property or fixture kept or installed therein by Tenant and on the value of leasehold improvements.

6.7 **Communication Services and Cables**. Tenant shall install and maintain, at Tenant's expense, all necessary or desired communication, telephone, internet, wi-fi, data, audio-visual, video, cable, computer and electronic services and equipment ("**Communication Services**") and related lines, wires and cables ("**Cables**") for the Leased Premises. All Communication Services and Cables shall be installed at the locations and using the methods mutually agreed by Landlord and Tenant, and the installation shall preserve the structural, aesthetic and other integrity of the Leased Premises, Building and Property. Landlord is not obligated to supply or maintain any Communication Services or Cables to or on the Leased Premises, Building or Property. All Cables installed by Tenant, or on behalf of Tenant, or installed by Landlord as an improvement for the benefit of Tenant, shall (i) be tagged, (ii) comply with applicable building codes, and (iii) be removed by Tenant at Tenant's expense at the earlier of cessation of use of a particular Cable or at the end of the Term unless the removal is waived in writing by Landlord. If Tenant fails to remove the Cables, then Landlord may remove the Cables and the expense of the removal shall be paid by Tenant to Landlord as Rent. The Tenant agrees to coordinate any WiFi network signal strength and channel assignment with the Boise State University OIT Network Infrastructure team to minimize interference and ensure a quality experience for both Boise State and Westmark WiFi networks.

7 Signs, Awnings, Roof.

Except as provided in the Sponsorship Agreement, Tenant shall not place or suffer to be placed or maintained on any exterior door, wall, or window of the Leased Premises, or elsewhere in the Building or Property, any sign, awning, marquee, decoration, lettering, attachment, or canopy, or advertising matter or other thing of any kind, and will not place or maintain any decoration, lettering, or advertising matter on the glass of any window, door, or walkway of the Leased Premises, the Building or the Property without first obtaining Landlord's written approval. All signs, lettering, or any other of the foregoing items approved by Landlord and

installed by Tenant shall be kept in good repair and in proper operating condition at all times and shall be removed upon the termination of the Lease. Any damage caused by such items or their removal shall be promptly repaired at Tenant's expense. All items installed in violation of this Section may be promptly removed by Landlord at Tenant's expense. Use of the roof is reserved to Landlord, and Landlord may install upon the roof such equipment, signs, and antennae as Landlord deems appropriate. Tenant shall be permitted to place Westmark Credit Union signage at the entrance to the Premises, provided signage is approved by Landlord's signage committee and complies with applicable Building or University policies.

8 **Maintenance, Services, and Utilities.**

8.1 **Maintenance by Tenant**. By taking possession of the Leased Premises, Tenant shall be deemed to have accepted the Leased Premises as being in good order, condition, and repair. Tenant shall, at Tenant's expense: (a) maintain the Leased Premises in a clean and sanitary condition (but Landlord shall furnish the janitorial services described in Section 8.3 below); and (b) maintain the Leased Premises in as good condition and repair as they were in at the Commencement Date, reasonable wear and tear and damage from fire and other casualty excepted. Tenant shall in a good and workmanlike manner repair or replace any damage to the Property occasioned by the willful or negligent acts of Tenant or its Affiliates.

8.2 **Maintenance by Landlord**.

(a) Subject to any right of reimbursement or recovery hereunder, Landlord shall maintain the Building, the Common Areas, and the structural components of the Leased Premises, including the roof, load-bearing walls, foundations, and floor slabs, and systems such as plumbing and water, electrical, and HVAC (but not floor and wall coverings); provided, however, if Landlord is required to perform any maintenance or repairs by reason of the negligent acts or omissions of Tenant or Tenant's Affiliates, then Tenant shall pay Landlord's actual costs for making such repairs plus ten percent (10%) for overhead immediately upon presentation of an invoice therefor. Such amounts paid by Landlord shall be deemed Additional Rent hereunder and failure of Tenant to pay such amount immediately shall constitute a default by Tenant hereunder.

(b) Tenant shall submit any and all requests for maintenance under section 8.2(b) using Landlord's online or electronic submission format unless there is a repair of an emergency nature.

(c) Landlord shall initiate and complete repairs of an emergency nature (including, without limitation, roof leaks and failure of the HVAC) as soon as reasonably possible after receipt of Tenant's notice thereof, and in any event shall commence such repair no later than five (5) business days after receipt of Tenant's written notice thereof. Tenant shall endeavor to give Landlord written notice of the need for such repair(s), but may do so initially by telephone followed up by written notice in the event of an emergency.

8.3 **Services and Utilities**. Subject to the other provisions of this Lease, Landlord, shall:

(a) Furnish the Leased Premises with electric current in reasonably sufficient amounts for normal business use, including operation of building standard lighting and general office machines of a type that require no more than a 110-volt duplex outlet. If Tenant uses any high power usage equipment in the Leased Premises, Tenant shall in advance, on the first day of each month during the Term, pay Landlord as additional rent the reasonable amount estimated by Landlord as the cost of furnishing electricity for the operation of such equipment. For purposes of this Lease, "high power usage equipment" shall mean equipment that uses more power than standard office equipment, as determined by Landlord in its reasonable discretion.

(b) Furnish heating ventilation and air conditioning in season at such temperatures and in such amounts as may in the judgment of the Landlord be reasonably required for comfortable use for normal business use in the Leased Premises. If such utilities are provided to Tenant in excess of twelve (12) hours on any one day, Tenant shall pay to Landlord the cost of such excess service. Before installing any equipment in the Leased Premises that generates more than a minimum amount of heat, Tenant shall obtain the written permission of Landlord, and Landlord may refuse to grant such permission if the amount of heat generated would place an undue burden on the air conditioning system for the Building.

(c) Furnish water/sewer for any restroom or lunchroom facility installed in the Common Area or in the Leased Premises based upon standard office use. If Tenant has water/sewer usage in excess of a standard office tenant as determined by Landlord in its reasonable discretion, then Tenant shall pay to Landlord as Additional Rent, the reasonable amount estimated by Landlord as the cost of furnishing water/sewer for Tenant's use and operation.

(d) Furnish janitorial service in the Leased Premises and the Common Areas to keep the same in a clean, sanitary and orderly condition.

(e) Maintain and keep lighted the common stairs, common entries, and restrooms in the Building.

In the event that Tenant requires the use of ventilation, heating, or air conditioning before or after normal business hours (7:00 a.m. to 10:00 p.m. Sunday through Thursday and 7:00 a.m. to 6:00 p.m. on Friday and Saturday), the costs and expenses incurred in connection with such ventilation, heating or air conditioning usage by Tenant during such after hours use shall be equitably apportioned among Tenant and such costs shall be included as Additional Rent. Additionally, use of ventilation, heating, or air conditioning will not be available during the University's published holiday and summer schedule ("**University Holiday Closures**") or during unplanned building emergencies.

8.4 **Landlord's Right to Cure**. If Tenant refuses or neglects to maintain or repair as required hereunder to the reasonable satisfaction of Landlord as soon as reasonably possible after written demand, Landlord may perform such maintenance or repairs repairs without liability on its part to Tenant for any loss or damage that may occur to Tenant's merchandise, fixtures, or other property, or to Tenant's business by reason thereof, and upon completion, Tenant shall reimburse Landlord for the actual cost of making such repairs, plus ten percent (10%) for

overhead, immediately upon presentation of an invoice therefor. Such amounts paid by Landlord shall be deemed Additional Rent hereunder and failure of Tenant to pay such amount immediately shall constitute a default by Tenant hereunder.

8.5 **Maintenance Contractor**. Landlord may elect to engage third-party maintenance contractors to perform janitorial services or to service the heating, ventilating, cooling, air-handling, and control systems serving the Building.

9 Tenant Alterations and Improvements.

9.1 **Additional Improvements**. Except as set forth in the Sponsorship Agreement or except as provided in **Exhibit B** attached hereto, Tenant shall not make any alterations, additions, or improvements to the Leased Premises, or install any exterior signs or lettering, interior or exterior lighting, or plumbing or mechanical fixtures ("**Tenant Alterations**") without first obtaining Landlord's written approval. Tenant shall present to Landlord plans and specifications for any Tenant Alterations at the time approval is sought. Any Tenant Alterations approved by Landlord shall be performed by Tenant at Tenant's sole cost and expense. All Tenant Alterations shall be performed only by contractors or mechanics approved by Landlord, which approval shall not be unreasonably withheld. All Tenant Alterations shall be done in a good and workmanlike manner and diligently prosecuted to completion so that the Leased Premises operates as a complete unit at all times. All Tenant Alterations shall be performed in strict compliance with applicable Legal Requirements. Tenant shall have Tenant Alterations performed in such a manner as not to obstruct access to any portion of the Building. All Tenant Alterations, including, but not limited to, wall and floor coverings, paneling, HVAC, communication, electrical and plumbing systems, cabinet portions of any exterior signs, and built-in cabinet work (but excepting movable furniture, equipment, sign fascia, and individual sign lettering and trade fixtures), shall at once become a part of the realty and shall be surrendered with the Leased Premises. Notwithstanding the foregoing, however, for tax purposes, Tenant shall be deemed to be the owner (without removal rights) of such permanent alterations, additions, or improvements until the expiration or earlier termination of this Lease.

10 Discharge of Liens.

If any mechanic's lien or other lien is filed against the Leased Premises or the Property, or any part thereof, because of Tenant's Work, Tenant's acts or omissions, or a claim against Tenant, Tenant shall, within ten (10) days following receipt of notice of the existence of such lien, cause the same to be canceled and discharged of record.

11 Utility Disruptions.

Utilities shall be provided as set forth in Section 8.3; provided, however, Landlord shall not be liable for, and Tenant shall not be entitled to, any damages, reduction of Rent, claims for eviction or relieve Tenant from any of Tenant's obligations hereunder, by reason of temporary interruptions or failure of such services when such failure is caused by accident, breakage, repairs, strikes, labor disturbances, or labor disputes of any character, or by any other cause

beyond the reasonable control of Landlord. Tenant agrees that it will not install any equipment which is likely to exceed or overload the capacity of any utility facilities, and that if any equipment installed by Tenant requires additional utility facilities; the same shall be installed at Tenant's expense in accordance with plans and specifications to be approved in writing by Landlord.

12 **Common Areas; Parking.**

12.1 **Common Areas**. All Common Areas and other facilities in or about the Building or the Property shall be subject to the exclusive control and management of Landlord. Landlord shall have the right to: (a) construct, maintain, and operate lighting and other facilities on all Common Areas; (b) police the Common Areas; (c) change the area, level, location, and arrangement of the Parking Areas and other facilities; (d) temporarily close all or any portion of the Parking Areas or other facilities. Landlord shall operate and maintain the Common Areas in such manner as Landlord in its discretion shall determine, shall have full right and authority to employ and discharge all personnel with respect thereto, and shall have the right, through Rules and Regulations and University Policies promulgated by it from time to time, to regulate the use and operation of the Common Areas. In the event of a temporary or unscheduled closure of common areas, Landlord will provide reasonable notice to Tenant.

12.2 Parking. Tenant shall have the option to purchase, at Tenant's sole expense, non-exclusive, non-reserved parking permits for its employees for the parking areas on Boise State University campus that are designated by Landlord as suitable for parking by Tenant ("**Parking Areas**"). The Parking Areas will be operated and maintained by the Boise State Department of Public Safety ("**Public Safety**"). Tenant shall comply with all Rules and Regulations and University Policies concerning parking. The fees charged by Public Safety are subject to increase or decrease by Landlord, based on demand, management and space availability.

13 **Assignment.**

13.1 **Assignment and Subletting**. Tenant shall not transfer, assign, mortgage, or hypothecate this Lease ("**Transfer**"), or sublet the Leased Premises, without Landlord's prior written consent, which may be withheld in Landlord's sole discretion. Without limiting the foregoing, Landlord may elect to withhold consent to a Transfer for any of the following reasons: (a) the proposed transferee has a financial net worth, managerial skills, or an operational or business history inadequate with respect to the obligations under this Lease; (b) the character and reputation of the proposed transferee is not satisfactory to Landlord; or (c) the occupancy of the Leased Premises by the proposed transferee would likely violate a provision of this Lease or any other lease or agreement then in effect concerning the Building or the Property. As a condition of Landlord's consent, Landlord may require transferee to enter into a new lease directly with Landlord, or may require reasonable modifications to this Lease. Any assignment from Tenant by merger, consolidation, transfer of assets, or liquidation shall constitute a Transfer. The Transfer of any stock or interest in such corporation, exceeding an aggregate of forty-nine percent (49%) shall be deemed a Transfer.

13.2 **Prohibited Transfer Void**. Any attempted Transfer or subletting without Landlord's consent shall be void, shall confer no benefit on any third party, and shall constitute a default hereunder. Landlord's consent to a Transfer or sublease shall not operate as a waiver of the necessity for consent to any subsequent Transfer or sublease, and the terms of such consent shall be binding upon any person holding by, under, or through Tenant.

13.3 **Request for Consent**. Should Tenant desire Landlord's consent to a proposed Transfer or sublease, Tenant shall request such consent in writing and provide Landlord with a copy of the instrument which will be used to document the Transfer or sublease, or provide Landlord with a statement, certified to be true and correct by Tenant, of the terms and conditions under which the Transfer or sublease is to be made. Any instruments used to document the Transfer or sublease shall include language acknowledging the rights of Landlord described in this Lease and, if the transferee is an assignee of Tenant's interest in this Lease, acknowledging that the transferee specifically assumes the obligations of Tenant hereunder. Tenant shall also provide Landlord with adequate and accurate information on the financial condition of the proposed transferee. If Landlord consents to a Transfer or sublease, Tenant shall pay to Landlord actual costs incurred by Landlord in evaluating the proposed Transfer or sublease and preparing and processing the instruments necessary to document Landlord's consent. Notwithstanding any Transfer or sublease, Tenant shall continue to be responsible for all of its obligations hereunder.

13.4 **Landlord's Rights Upon Transfer**. If this Lease is Transferred, or if the Leased Premises or any portion thereof are sublet or occupied by any person other than Tenant (with or without Landlord's consent), Landlord may, upon demand, in the event of a default by Tenant under this Lease, collect Rent and other charges from the transferee and apply the amount collected to the Rent and other charges due from Tenant hereunder, provided such collection shall not constitute Landlord's recognition of such transferee as the Tenant hereunder or Landlord's release of Tenant from the performance of all of Tenant's covenants and obligations hereunder. If such transferee pays Rent or other charges directly to Landlord pursuant to this Section, the amount so paid shall be credited against the sums due from such transferee to Tenant under any then-existing sublease, lease assignment, or other agreement.

13.5 **Profits from Assignment of Subletting**. Landlord and Tenant shall split equally the gross proceeds from any assignment of the Lease or subletting of the Leased Premises.

14 Indemnity and Release.

14.1 **Assumption of Risk; Release**. Tenant and all those claiming through or under Tenant shall store their property in and shall occupy and use the Leased Premises and the Common Areas solely at their own risk. Tenant and all those claiming through or under Tenant hereby release Landlord and its Affiliates from all claims of every kind, including loss of life, personal or bodily injury, damage to merchandise, equipment, fixtures or other property, or damage to business (including business interruption) arising, directly or indirectly, out of or from or on account of such occupancy and use or resulting from any present or future condition or state of repair of the Building, except to the extent such claims are directly caused by the gross negligence or willful misconduct of Landlord and are not covered by insurance required to be carried by Tenant hereunder.

14.2 **Indemnification**. Except to the extent directly caused by the gross negligence or willful misconduct of Landlord, Tenant hereby agrees to defend, pay, indemnify, and hold Landlord (and its respective affiliates, employees, and agents) harmless from and against any and all claims, demands, proceedings, judgments, and other liabilities of every kind, and all reasonable expenses incurred in investigating and resisting the same (including reasonable attorneys' fees), resulting from or in connection with loss of life, bodily or personal injury, or property damage: (a) arising out of or on account of any use of the Leased Premises by Tenant or Tenant's employees, customers, or invitees; (b) occasioned wholly or in part through the use and occupancy of the Leased Premises pursuant to, or in any way relating to or arising from, this Lease or any improvements therein or appurtenances thereto; or (c) occasioned by any negligent act or omission of Tenant or any transferee of Tenant, or their respective employees, agents, or contractors, in or about the Leased Premises or in other areas of the Building or the Property, including those portions of the Property owned, leased, subleased, or controlled by others.

14.3 **Time of Commencement**. The Parties expressly acknowledge that this Section 14 shall apply and become effective from and after the date Tenant first enters upon the Property for any purpose related to this Lease.

15 **Insurance.**

15.1 **Landlord's Insurance**.

(a) **Property Insurance**. Landlord shall procure insurance coverage insuring Landlord against loss of, or damage to, the Building and insurable Common Area improvements by reason of covered loss or occurrence. Such insurance shall be in a face amount equal to the full replacement value of the insured property, exclusive of the cost of excavations, footings below ground level, and foundations. Such insurance shall cover: (1) loss or damage by fire; (2) loss or damage arising from perils not excluded under an All Risks property policy; (3) loss or damage arising from vandalism, malicious mischief, and theft; and (4) loss or damage resulting from earthquake or flood if (and only if) such coverage is deemed appropriate by Landlord or is required to be carried by Landlord's Mortgagee. If loss or damage hereunder originates in the Leased Premises caused by Tenant or its Affiliates, Tenant shall be obligated to pay Landlord, within fifteen (15) days of written demand therefor, any insurance deductibles or other amounts not covered under the property policy incurred by Landlord as a result of the occurrence. At Landlord's option, any Mortgagee of the Leased Premises or Property may be named as a Loss Payee on each such policy. The proceeds of such insurance in case of loss of or damage to the Leased Premises shall be paid to Landlord, and the applicable portions thereof shall be applied on account of the obligations of Landlord to repair and/or rebuild the Leased Premises pursuant to Section 16.4. Any proceeds not required for such purpose shall be the sole property of Landlord.

(b) **Commercial General Liability Insurance**. Landlord is a "governmental entity," as defined under the Idaho Tort Claims Act, specifically, Idaho Code section 6-902, as well as a "public employer," as defined under the Idaho Worker's Compensation law, specifically, Idaho Code section 72-205. As such, University shall maintain, at all times applicable hereto, comprehensive liability coverage in such amounts as are prescribed by Idaho

Code section 6-924 (not less than $500,000). Landlord's liability coverage shall cover the actions of the Landlords and its employees and faculty acting in the course and scope of employment. Landlord's liability coverage obligations shall be administered by the Administrator of the Division of Insurance Management in the Department of Administration for the State of Idaho, and may be covered in whole or in part, but the State of Idaho's Retained Risk Account, as provided under Idaho Code Section 6-919.

(c) **Other Insurance**. Landlord may procure such other insurance that Landlord deems necessary for the Leased Premises, Building, Common Areas or Property.

15.2 **Fire Insurance on Tenant's Personal Property**. At all times during the Term, Tenant shall keep in force, at its sole cost and expense, fire and Special Form property insurance, and vandalism, malicious mischief, and theft insurance with companies acceptable to Landlord, equal to the replacement cost of Tenant's improvements, trade fixtures, furnishings, equipment, and contents upon the Leased Premises, including coverage for water damage from sprinkler leakage and coverage for the air conditioning and heating equipment which exclusively serves the Leased Premises.

15.3 **Tenant's Liability Insurance**. Tenant agrees to secure and keep in force from and after the date Landlord first allows Tenant on the Leased Premises for purposes related to this Lease, and throughout the Term, at Tenant's own cost and expense, Commercial General Liability insurance covering Tenant against death, bodily and personal injury, and property damage in the amount of One Million Dollars ($1,000,000) per occurrence, Two Million Dollars ($2,000,000) aggregate, or in such other amount as Landlord may reasonably determine is necessary. Such insurance coverage shall include completed operations coverage and a contractual liability endorsement covering the indemnity against injury to persons and damage to property set forth in Section 14.2, including a personal injury endorsement covering such wrongful acts as false arrest, false imprisonment, malicious prosecution, and libel and slander. Tenant shall also secure and keep in force Workmen's Compensation or similar insurance to the extent required by applicable Legal Requirements as well as Employers' Liability in the amount of $1,000,000 each accident, $1,000,000 disease- each employee and $1,000,000 disease- policy limit.

15.4 **Insurance Policy Requirements**. All insurance required by Sections 15.2 and 15.3 shall be obtained under enforceable policies issued by insurers which are qualified to do business in the state where the Property is located and are either (a) approved in writing by Landlord or (b) have a AM Best's rating of "A-VII or above and a financial category rating of "Class X" or above in the most recent edition of "Best's Key Rating Guide". A copy of each policy shall be delivered to Landlord on or before the day Tenant commences Tenant's Work. Evidence of the insurance required by Section 15.10 shall also be provided by Tenant to Landlord prior to the commencement of any Tenant's Work. Each policy shall provide by its terms that it is noncancellable except upon thirty (30) days prior written notice to Landlord. At least thirty (30) days prior to the expiration date of any policy, a renewal policy, or a binder for such policy or a certificate thereof shall be delivered by Tenant to Landlord. The insurance described in Sections 15.2 and 15.3 shall name Landlord and the State of Idaho as an additional insured and shall be written as primary coverage, not contributing with and not in excess of

coverage which Landlord may carry. The insurance described in Section 15.1 shall provide that coverage afforded shall not be affected by the performance of any construction work in or about the Leased Premises.

15.5 **Subrogation**. Notwithstanding any other provision contained in this Lease, Tenant hereby waives any right it may have against Landlord on account of any loss or damage to its property which arises from any risk generally covered by the insurance required to be carried hereunder, whether or not such other Party may have been negligent or at fault in causing such loss or damage. Tenant shall obtain a clause or endorsement in the policies of such insurance obtained in connection with the Leased Premises or the Building to the effect that the insurer waives, or shall otherwise be denied, the right of subrogation against Landlord for loss covered by such insurance. It is understood that such subrogation waivers may be operative only as long as such waivers are available in the state where the Building is situated and do not invalidate any such policies. If such subrogation waivers are allegedly not operative in such state, notice of such fact shall be promptly given by Tenant obtaining insurance to Landlord.

15.6 **Mortgagees**. Any Mortgagee may, at Landlord's option, be afforded coverage under any policy required to be secured by Landlord or Tenant hereunder, by use of a mortgagee's endorsement to the policy concerned.

15.7 **Deductibles**. None of the insurance policies required to be carried by Tenant under this Lease shall contain any deductible or retention provisions in excess of five thousand dollars ($5,000) without the prior written consent of Landlord. If Tenant's insurance policies contain deductibles or retention provisions, Tenant shall be responsible to pay the amount thereof in the event of any loss covered by such policies.

15.8 **Blanket Policy**. If Tenant provides any insurance required by this Lease in the form of a blanket policy, Tenant shall furnish satisfactory proof that such blanket policy complies in all respects with the provisions of this Lease and that the coverage thereunder is at least equal to the coverage which would be provided under a separate policy covering only the Leased Premises.

15.9 **Increase in Insurance Premiums**. Tenant shall not maintain, use, or sell any item or article or do anything in or about the Leased Premises which may be prohibited by Landlord's insurance policies carried on the remainder of the Building or any endorsements or forms attached thereto, or which could increase any insurance rates and premiums on the Property. Tenant shall pay on demand any increase in premiums for Landlord's insurance that may be charged on such insurance carried by Landlord resulting from Tenant's use and occupancy of the Leased Premises or the Building, whether or not Landlord has consented to the same.

15.10 **Insurance During Construction**. During the performance of any Tenant's Work, Tenant shall carry or cause to be carried the insurance described in Section 15.2, and Tenant's contractor(s) shall carry builder's risk insurance in connection with Tenant's Work.

16 **Destruction.**

16.1 **Restoration**. If the Leased Premises are damaged by fire or other casualty ("**Casualty**"), the Parties shall, in accordance with Section 16.4, repair the Leased Premises to a condition which is substantially similar to the condition in existence prior to the Casualty.

16.2 **Events Permitting Cancellation**. Notwithstanding the foregoing, if: (a) the Leased Premises are rendered wholly untenantable by reason of a Casualty; (b) the Leased Premises are damaged as a result of a risk which is not covered by Landlord's insurance; (c) the Leased Premises are damaged in whole or in part during the last eighteen (18) months of the Term; (d) any part of the Building is damaged such that the Building cannot, in the sole judgment of Landlord, be operated as a viable, integrated unit; or (e) Landlord's Mortgage requires that the insurance proceeds be applied against the principal balance due on Landlord's Mortgage; then Landlord may either elect to repair the damage or may cancel this Lease by notice of cancellation delivered to Tenant within ninety (90) days after such Casualty, whereupon this Lease shall expire and Tenant shall promptly (within fifteen (15) days following such notice) vacate and surrender the Leased Premises to Landlord. Tenant's liability for Rent upon the termination of this Lease shall cease as of the day following the date of Landlord's notice of cancellation. If the repairs are reasonably anticipated to take longer than six (6) months, or if the damage occurs within the last eighteen (18) months of the Term, Tenant has the right to cancel this Lease upon written notice to Landlord.

16.3 **Abatement of Monthly Rent**. In the event Landlord is required or elects to repair any damage to the Property, it shall commence such repair within (90) days of the Casualty and diligently prosecute such to completion. Until such repair is complete, Monthly Rent shall abate in proportion to the part of the Leased Premises rendered untenantable. Any such abatement of Monthly Rent shall end upon Landlord's delivery of notice to Tenant that Landlord's responsibilities with regard to repairing the Leased Premises have been completed. Notwithstanding the foregoing, if the Casualty is caused by the negligence of Tenant or its Affiliates, there shall be no abatement of Monthly Rent.

16.4 **Specific Responsibility of Each Party**. Unless this Lease is terminated by Landlord, Landlord shall repair and restore the shell of the Building and Tenant shall repair, refurnish, and restock the interior of the Leased Premises, including all Tenant Alterations, so as to restore the Leased Premises to the condition existing prior to the destruction or Casualty. In such event, the proceeds of all insurance carried by Landlord on the Building in which the Leased Premises are situated and carried by Tenant on its equipment, contents, property and fixtures shall be held in trust by each respective Party for the purpose of said repair and replacement. All repair and restoration work shall be done in a workmanlike fashion and to the same quality as the original work, except for any modifications to the design criteria or working drawings which are then required by governmental regulations or are mutually agreed to by the Parties. It is specifically understood that Landlord shall be responsible, at its expense, for the shell of the Leased Premises, and Tenant shall be responsible to repair or replace, at its expense, all portions of the interior of the Leased Premises. Tenant shall also be responsible for the replacement of its trade fixtures, furnishings, equipment, and stock-in-trade. In the event of such restoration by the Parties, that portion of the insurance proceeds that Landlord receives which is

applicable to Tenant's Work shall be paid to Tenant less a pro rata portion of any deductible amount (retention) attributable to the loss in question, and such payment shall be used by Tenant for such restoration.

17 **Condemnation.**

17.1 **Total Condemnation**. If the whole of the Leased Premises shall be acquired or taken by condemnation ("**Condemned**"), then this Lease shall cease and terminate as of the date Tenant loses possession of the Leased Premises.

17.2 **Partial Condemnation**. If any part of the Leased Premises is Condemned and such partial Condemnation shall render that portion not Condemned unsuitable for Tenant's business, then this Lease shall cease and terminate as aforesaid. If such partial Condemnation is not extensive enough to render the Leased Premises unsuitable for Tenant's business, then this Lease shall continue in effect, except that the Rent shall be reduced in proportion to the decrease in rentable square feet of the Leased Premises, and Landlord shall, upon receipt of the Condemnation award, make all necessary repairs or alterations to the Building so that the portion of the Building not condemned constitutes a complete architectural unit. Such repair work shall not exceed the scope of the work done by Landlord in originally constructing the Building, nor shall Landlord be required to expend for such work an amount in excess of the amount received by Landlord as damages for the part of Condemned portion of the Leased Premises. "Amount received by Landlord" shall mean that part of the Condemnation award which is free and clear to Landlord of any collection by Mortgagees for the value of the diminished fee.

17.3 **Option to Terminate**. If more than twenty percent (20%) of the rentable square feet of the Leased Premises is Condemned, Landlord may by written notice to Tenant terminate this Lease. If this Lease is so terminated, Rent shall be paid up to the day when the portion is taken by a Condemnation Proceeding, Landlord shall make an equitable refund of any Rent paid by Tenant in advance. "**Condemnation Proceeding"** shall mean any action or proceeding in which an interest in the Leased Premises is taken for any public or quasi-public purpose by any lawful authority through exercise of the power of eminent domain or right of condemnation or by transfer under threat of condemnation.

17.4 **Award**. Tenant shall not be entitled to and expressly waives all claims to any condemnation award for any taking, whether whole or partial and whether for diminution in value of the fee. Tenant shall have the right, to the extent that the same shall not reduce Landlord's award, to claim from the condemnor, but not from Landlord, such compensation as may be recoverable by Tenant in its own right for damages to Tenant's fixtures and leasehold improvements.

18 **Events of Default; Remedies; Bankruptcy; Insolvency**

18.1 **Default by Tenant**. Upon the occurrence of any of the following events, Tenant shall be deemed to be in default under the terms of this Lease. Landlord may treat any such

occurrence as a breach of this Lease and Landlord shall have the remedies set forth in Section 18.2.

(a) Tenant fails to pay when due any Rent or any other sum required to be paid hereunder, and such failure is not cured within ten (10) days after delivery of written or verbal notice of such failure;

(b) Tenant (1) violates Section 6, Section 10, or Section 13; (2) abandons or vacates the Leased Premises; or (3) by word or action, indicates a clear intent not to continue with performance of this Lease or gives the appearance of its inability to perform hereunder and does not provide reasonable assurances of its ability or intent to so perform within five (5) business days following Landlord's demand for such;

(c) Tenant or its agent falsifies any report, statement, or instrument required to be furnished to Landlord hereunder, or submits a report, statement, or instrument which is materially incorrect; or

(d) Tenant fails to perform or violates any other term, condition, or covenant required to be performed by it pursuant to this Lease and such failure is not cured within thirty (30) days after Landlord delivers written notice of such failure to Tenant (or, if such failure cannot reasonably be cured within thirty (30) days, Tenant fails to commence the cure within thirty (30) days or thereafter fails to diligently prosecute such cure to completion).

(e) Subject to the requirement for notice and the opportunity to cure, any default under this Lease shall constitute a default under the Sponsorship Agreement and any default under the Sponsorship Agreement shall constitute a default under this Lease and shall entitle Landlord to all of the rights and remedies set forth in both the Sponsorship Agreement and this Lease, including without limitation to, Landlord's right to terminate this Lease and the Sponsorship Agreement along with all other remedies provided by law or equity to the same extent as if fully set forth herein word for word.

18.2 **Landlord's Remedies**. Upon the occurrence of any of the events set forth in Section 18.1, Landlord may take any or all of following actions ("**Landlord's Remedies**"), without further notice or demand of any kind to Tenant.

(a) Landlord may immediately re-enter and remove all persons and property from the Leased Premises, disposing of such property at the cost and risk of Tenant, all without service of notice or resort to legal process (unless mandated by Legal Requirements), and without being deemed guilty of, or liable in, trespass, forcible entry, or in damages resulting from such reentry and removal. No such reentry or taking possession of the Leased Premises by Landlord shall be construed as an election on its part to terminate this Lease unless a written notice of such intention is given by Landlord to Tenant.

(b) Landlord may relet the Leased Premises or any portion thereof at any time or from time to time and for such term or terms and upon such conditions and at such rental rate Landlord, in its sole discretion, considers advisable. Whether or not the Leased Premises, or any

portion thereof, are relet by Landlord, Tenant shall pay to Landlord all amounts required to be paid by Tenant hereunder up to the date that Landlord removes Tenant from the Leased Premises, and thereafter Tenant shall pay to Landlord, until the end of the Term, the Rent and other amounts required to be paid by Tenant pursuant to this Lease. Such payments by Tenant shall be due at such times as are provided elsewhere in this Lease, and Landlord need not wait until the termination of this Lease, through expiration of the Term or otherwise, to recover such payments by legal action or in any other manner. If Landlord relets the Leased Premises, or any portion thereof, such reletting shall not relieve Tenant of any obligation hereunder, except that Landlord shall apply the rent or other proceeds actually collected by it as a result of such reletting against: (1) the costs of removing Tenant and its property; (2) the costs of reletting the Leased Premises, including the costs of clean-up, repair, and modification of the Leased Premises, and the fee of any realtor; and (3) any amount due from Tenant hereunder, to the extent that such rent or other proceeds compensate Landlord for the nonperformance of any obligation of Tenant hereunder. Any residue shall be held by Landlord and applied to payments of future Rents as such may become due and payable hereunder. Landlord may execute any lease made pursuant hereto in its own name, and the tenant thereunder shall be under no obligation to control or monitor the application by Landlord of any rent or other proceeds paid to Landlord thereunder, nor shall Tenant have any right to collect any portion of such rent or other proceeds or regain possession of the Leased Premises. Landlord shall not by any reentry or other act be deemed to have accepted any surrender by Tenant of the Leased Premises, or any portion thereof, or Tenant's interest therein, or be deemed to have otherwise terminated this Lease, or to have relieved Tenant of any obligations hereunder, unless Landlord gives Tenant written notice of Landlord's election to do so. Notwithstanding any such reletting without termination, Landlord may at any time thereafter elect to terminate this Lease for any previous breach by Tenant.

(c) Landlord may collect, by suit or otherwise, without reletting the Leased Premises, each installment of Rent or other sum as it becomes due hereunder, or enforce, by suit or otherwise, any other covenant or obligation which is required to be performed by Tenant hereunder. Landlord may also elect to cure any default on behalf of Tenant, in which case Tenant shall immediately reimburse Landlord for costs so incurred.

(d) Landlord may terminate this Lease by written notice to Tenant. In the event of such termination, Tenant agrees to immediately surrender possession of the Leased Premises. Such termination shall not relieve Tenant of any obligations hereunder which have accrued prior to the date of such termination. Landlord may recover from Tenant all damages it has incurred by reason of Tenant's breach, including the cost of recovering the Leased Premises, reasonable attorneys' fees, and the amount of Rent and charges reserved under this Lease for the remainder of the stated Term.

(e) Landlord may seek any other remedies available at law or in equity.

(f) The remedies given to Landlord in this Section 18.2 shall be cumulative and shall be in addition and supplemental to all other rights or remedies which Landlord may have at equity or under the laws then in force.

18.3 **Default by Landlord**. If Landlord fails to comply with the terms, conditions, or covenants contained in this Lease, and if such failure is not remedied within thirty (30) days after written notice of such failure is delivered by Tenant to Landlord (or, if more than thirty (30) days are reasonably required to cure such failure, Landlord fails to begin remedying such failure within thirty (30) days or thereafter fails to proceed diligently to cure such failure), Landlord shall be deemed to be in default hereunder. If, after Tenant has complied with this Section, the default has not been cured by Landlord, Tenant may seek damages or other relief which Tenant may be entitled to at law or at equity, subject to the limitations set forth in this Lease. Landlord will not be liable to Tenant for consequential, special or punitive damages by reason of a failure to perform (or a default) by Landlord under this Lease.

18.4 **Immediate Default**. Tenant shall be deemed to be in default under this Lease (without Landlord giving any notice declaring such), upon the occurrence of an event of bankruptcy, which for purposes of this Lease means: (a) all or substantially all of Tenant's assets are placed in the hands of a receiver or trustee; (b) Tenant files a voluntary petition in bankruptcy, makes an assignment for the benefit of creditors, admits in writing that it cannot pay its debts as such become due, or is finally adjudicated a bankrupt; (c) Tenant petitions or institutes any proceedings under the U.S. Bankruptcy Code or under any other state or federal act of Legal Requirement relating to the subject of bankruptcy wherein Tenant seeks to be adjudicated a bankrupt, to be discharged of its debts, or to effect a plan of liquidation, readjustment, composition, arrangement, or reorganization; or (d) any involuntary proceeding equivalent or similar to any of the foregoing is filed against Tenant under any such bankruptcy laws and is not discharged within sixty (60) days thereafter.

19 **Early Termination Rights.**

19.1 This Agreement shall terminate in the event either Party exercises its right to early termination of the Sponsorship Agreement. Termination shall be effective on the date of termination of the Sponsorship Agreement and Landlord shall have the rights and remedies stated under section 18.2 in the event of such termination.

19.2 The University is a government entity of the State of Idaho and this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho or the University beyond the term of any particular appropriation of funds by the State of Idaho's Legislature or the United States government as may exist from time to time. University's obligations hereunder, including without limitation any early termination fee or "buyout", shall be terminable in the event of a non-appropriation or materially reduced appropriation or allotment of funding by the State of Idaho's Legislature or the United States government, a significant or material reduction in funding receipts from the State of Idaho or the United States government, and/or a required "holdback" or "clawback" in spending issued by the Governor of the State of Idaho, the President of the United States, or their designees (each, a "Nonappropriation Event"). Upon the occurrence of any Nonappropriation Event, the University reserves the right to immediately terminate this Agreement in whole or in part if, in the University's sole judgment, such Nonappropriation Event causes the University to be unable to fulfill its obligations under this Agreement, by providing written notice to Tenant of the

occurrence of a Nonappropriation Event and a date of termination. The Agreement shall automatically terminate on the stated termination date, or if no date is stated, on the 10th calendar day following the date of notice and all Landlord shall have the rights and remedies stated under Section 18.2. No early termination fee or buyout penalty shall be due by the University in the event of a termination for fiscal necessity.

20 **Environmental.**

20.1 In addition to and without limiting the scope of any other indemnities provided under this Lease, Tenant shall indemnify, defend (with counsel reasonably acceptable to Landlord) and hold harmless Landlord from and against any and all demands, losses, costs, expenses, damages, bodily injury, wrongful death, property damage, claims, cross-claims, charges, action, lawsuits, liabilities, obligations, penalties, investigation costs, removal costs, response costs, remediation costs, natural resources damages, governmental administrative actions, and reasonable attorneys' and consultants' fees and expenses arising out of, directly or indirectly, in whole or in part, or relating to (i) the release of Hazardous Materials by Tenant or the it Affiliates, (ii) the violation of any Hazardous Materials laws by Tenant or it Affiliates, or (iii) the use, storage, generation or disposal of Hazardous Materials in, on, about, or from the Property by Tenant or its Affiliates (the items listed in clauses (i) through and including (iii) being referred to herein individually as a "**Tenant Release**" and collectively as the "**Tenant Releases**").

20.2 If Tenant discovers that any spill, leak, or release of any quantity of any Hazardous Materials has occurred on, in or under the Property, Tenant shall promptly notify all appropriate governmental agencies and Landlord. In the event such release is a Tenant Release, Tenant shall (or shall cause others to) promptly and fully investigate, cleanup, remediate and remove all such Hazardous Materials as may remain and so much of any portion of the environment as shall have become contaminated, all in accordance with applicable government requirements, and shall replace any removed portion of the environment (such as soil) with uncontaminated material of the same character as existed prior to contamination. Within twenty (20) days after any such spill, leak, or release, the party responsible for the remediation of such release shall give the other party a detailed written description of the event and of such responsible parties investigation and remediation efforts to date. Within twenty (20) days after receipt, such responsible party shall provide the other party with a copy of any report or analytical results relating to any such spill, leak, or release. In the event of a release of Hazardous Material in, on, or under the Property by the Tenant Related Parties, Tenant shall not be entitled to an abatement of Rent during any period of remediation.

20.3 **Hazardous Materials** shall mean any substance:

(a) which is flammable, explosive, radioactive, toxic, corrosive, infectious, carcinogenic, mutagenic, or otherwise hazardous and which is or becomes regulated by any governmental authority, agency, department, commission, board or instrumentality of the United States, the state in which the Property is located or any political subdivision thereof;

(b) which contains asbestos, organic compounds known as polychlorinated biphenyls; chemicals known to cause cancer or reproductive toxicity or petroleum, including crude oil or any fraction thereof; mold; or which is or becomes defined as a pollutant, contaminant, hazardous waste, hazardous substance, hazardous material or toxic substance under the Resource Conservation and Recovery Act of 1976, 42 U.S.C. §§ 6901-6992k; the Comprehensive Environmental Response, Compensation, and Liability Act of 1980, 42 U.S.C. §§ 9601-9657; the Hazardous Materials Transportation Authorization Act of 1994, 49 U.S.C. §§ 5101-5127; the Clean Water Act, 33 U.S.C. §§ 1251-1387; the Clear Air Act, 42 U.S.C. §§ 7401-7671q; the Toxic Substances Control Act, 15 U.S.C. §§ 2601-2692; the Safe Drinking Water Act, 42 U.S.C. §§ 300f to 300j-26; the Emergency Planning and Community Right-To-Know Act of 1986, 42 U.S.C. §§ 11001-11050; and any provision of the Idaho Code or Idaho Administrative Code, as any of the same have been or from time to time may be amended; and any similar federal, state and local laws, statutes, ordinances, codes, rules, regulations, orders or decrees relating to environmental conditions, industrial hygiene or Hazardous Materials on the Property, including all interpretations, policies, guidelines and/or directives of the various governmental authorities responsible for administering any of the foregoing, now in effect or hereafter adopted, published and/or promulgated;

(c) the presence of which on the Property requires investigation or remediation under any federal, state, or local statute, regulation, ordinance, order, action, policy, or common law; or

(d) the presence of which on the Property causes or threatens to cause a nuisance on the Property or to adjacent properties or poses or threatens to pose a hazard to the health and safety of persons on or about the Property.

"Hazardous Materials" includes, without limitation, any hazardous or toxic substance, material, or waste which now is or at any time hereafter becomes regulated or restricted by any governmental authority having jurisdiction over the Property, and any petroleum products or byproducts, asbestos (in any form), chemicals, gases, or any other material or substance which upon exposure or ingestion may reasonably be anticipated to pose a hazard to the health or safety of the anticipated occupants of, or visitors to, the Property.

21 **Access to the Leased Premises.**

Tenant agrees to permit Landlord and/or its authorized representatives to enter the Leased Premises upon 24 hours prior notice at all times during usual business hours for the purpose of inspecting the same. Tenant and Landlord will cooperate with regard to provision of access to Tenant employees and Tenant employees may be required to comply with University Policy 7005 (Background Verifications) and University Policy 7035 (University Affiliates) in order to gain access to certain University facilities, upon request by Landlord. Tenant further covenants and agrees that Landlord or any person authorized by Landlord may enter the Leased Premises during normal business hours, or after hours (with appropriate security measures and only in the presence of a Tenant representative except in the case of emergencies if no Tenant representative is available and provided Tenant is notified prior to entry), in order to make any necessary

repairs to the Leased Premises or perform work therein: (a) which may be necessary to comply with any Legal Requirements; (b) which Landlord deems necessary to prevent waste to or deterioration of the Leased Premises if Tenant fails to make those repairs which it is obligated to make hereunder following written demand from Landlord; (c) which may be necessary in an emergency situation (in which event no prior notice shall be required); or (d) which Landlord may deem necessary in the course of performing any remodeling, construction, or other work in any portion of the Building, including, without limitation the space occupied by Landlord or another tenant adjacent to, above, or below the Leased Premises. Nothing herein shall imply any duty on the part of Landlord to do any work which Tenant is obligated to perform under this Lease. No exercise by Landlord of any rights herein reserved shall entitle Tenant to damages for any injury or inconvenience occasioned thereby, or to any abatement of Rent.

22 **Other Tenants.**

Landlord reserves the absolute right to effect such other tenancies in the Building as Landlord, in its sole discretion, deems desirable. Tenant does not rely on any representation, nor does Landlord represent, that any specific business, tenant, or number of tenants will occupy any space in the Building or any neighboring property or buildings.

23 **Subordination; Nondisturbance; Attornment**

This Lease shall be subordinate to the lien of any Mortgage now or hereafter placed against the Property, and to all renewals, modifications, amendments, consolidations, replacements and extensions thereof. Tenant shall execute such documents as may be required by Landlord to confirm such subordination or priority within ten (10) business days after request, provided that the Mortgagee relying on such subordination agrees to execute and deliver to Tenant a subordination, nondisturbance and attornment agreement ("**SNDA**"), so long as Tenant is not in default under this Lease and no event has occurred which with the passage of time or the giving of notice or both would constitute such a default. If this Lease is junior to any Mortgage, Landlord shall, prior to the execution of this Lease, provide Tenant with a fully executed SNDA or such other form as reasonably requested from the holder of the Mortgage as a condition to Tenant's proceeding under this Lease. This Lease shall be deemed prior to any Mortgage if the Mortgagee concerned gives written notice of such election to Tenant. Tenant recognizes that Landlord's ability from time to time to obtain financing for the Premises may in part be dependent upon the acceptability of the terms of this Lease to the Mortgagee concerned. Accordingly, Tenant agrees that from time to time it shall, if so requested by Landlord and if doing so will not materially or adversely affect Tenant's interest hereunder (as reasonably determined by Tenant), join with Landlord in amending this Lease so as to meet the needs or requirements of any Mortgagee which is considering making or which has made a loan secured by any part of the Property. Any sale, assignment, or transfer of Landlord's interest under this Lease or in the Property, including any disposition resulting from Landlord's default under a debt obligation, shall be subject to this Lease, and Tenant shall attorn to Landlord's successors and assigns and shall recognize such successors and assigns as the landlord under this Lease regardless of any rule of law to the contrary or the absence of privity of contract. Subject to the

provisions of Section 13.1 pertaining to Transfers, Landlord shall, upon reasonable request, execute and deliver an SNDA to a transferee hereunder.

24 Mortgagee Protection Clause.

24.1 Tenant agrees to give any Mortgagee, by registered mail, a copy of any notice of default served upon Landlord, provided Tenant has been notified in writing (by way of notice of assignment of rents and leases or otherwise) of the address of such Mortgagee. Tenant further agrees that if Landlord fails to cure such default within the time provided for in this Lease, such Mortgagee shall have an additional thirty (30) days within which to cure such default, or, if such default cannot be cured within thirty (30) days, such additional time as may be necessary, provided Mortgage is diligently pursuing the remedies necessary to cure such default (including, without limitation, commencement of foreclosure proceedings, if necessary to effect such cure). "**Mortgagee"** shall mean any holder of, or any beneficiary under any mortgage, deed of trust, or other similar security interest which encumbers the Property or any part thereof.

25 Quiet Enjoyment.

Provided Tenant complies with the provisions of this Lease, Tenant shall peaceably and quietly enjoy the Leased Premises for the Term hereof.

26 Surrender of Premises.

Upon the expiration or termination of this Lease, Tenant shall surrender the Leased Premises in the same condition as existed on the Commencement Date, reasonable wear and tear excepted, and shall deliver all keys to Landlord. Before surrendering the Leased Premises, Tenant shall, in accordance with the terms of this Lease: (a) remove all of its personal property, trade fixtures, signs, and such alterations or additions to the Leased Premises made by Tenant as may be specified for removal by Landlord, (b) repair any damage caused by such property or the removal thereof; (c) leave the Leased Premises in a clean and orderly condition; and (d) schedule a joint inspection with Landlord to insure that the Leased Premises are in an acceptable condition. If Tenant fails to remove its personal property and fixtures upon the expiration of this Lease, the same shall be deemed abandoned and shall become the property of Landlord.

27 Holding Over.

Any holding over after the expiration of the Term hereof shall be construed to be a tenancy from month-to-month at a Monthly Rent rate equal to one hundred fifty percent (150%) of the Monthly Rent rate in effect on such expiration date (prorated on a monthly basis), and on all other terms and conditions herein set forth except for those terms which are inconsistent with a month-to-month tenancy.

28 **Attorneys' Fees.**

If at any time during the Term of this Lease either Landlord or Tenant institutes any action or proceeding against the other relating to the provisions of this Lease or any default hereunder, then the non-prevailing Party in such action or proceeding agrees to reimburse the prevailing Party for the reasonable expenses of such action, including reasonable attorneys' fees, incurred by the prevailing Party. All fees due hereunder shall be paid whether or not such litigation is prosecuted to judgment.

29 **Past Due Sums; Failure to Provide Certificates or Reports.**

29.1 **Past Due Sums**. If Tenant fails to pay, when the same is due and payable, any Rent or other sums required to be paid hereunder, such unpaid amounts shall bear interest from the due date thereof to the date of payment at the lesser rate of 5.00% per annum, or the highest rate permitted by law. In addition, each installment of Rent not paid when due shall be subject to a one-time late payment fee of either five percent (5%) of the Monthly Rent or one hundred fifty dollars ($150.00), whichever is greater, to compensate Landlord for costs of notification and collection. In the event any sums due from Tenant are tendered by a check which is returned to Landlord for insufficient funds or other reasons, Tenant shall pay to Landlord a fifty dollar ($50.00) returned-check charge immediately upon demand.

29.2 **Failure to Provide Certificates or Reports**. If Tenant fails to furnish Landlord, when due, with any copy or certificate of insurance which is required under Section 15.4, then Landlord shall have the right to assess, and Tenant shall pay, a late fee of one hundred dollars ($100.00) per day until the required copy or certificate is so furnished, from and after the tenth (10th) business day following delivery of written notice to Tenant of such failure.

30 **Miscellaneous Provisions.**

30.1 **No Partnership**. Landlord does not by this Lease, in any way or for any purpose, become a partner or joint venturer of Tenant in the conduct of its business or otherwise.

30.2 **Force Majeure**. A Party shall be excused for any delay in the performance of any of its obligations hereunder when prevented from so doing by cause or causes beyond its control, including, without limitation, to fire, flood, epidemic, earthquake, explosion, act of God or public enemy, riot or civil disturbance, strike, labor dispute, war, terrorist threat or activity, any government law, order or regulation, or order of any court of jurisdiction (a "**Force Majeure**"). The financial condition, default, breach, or intentional or negligent act or omission of this Agreement by the Party seeking excuse from performance will not constitute a Force Majeure. Nothing herein shall excuse Tenant from paying Rent and other charges when due.

30.3 **No Waiver**. Failure of Landlord to demand the strict performance of any provision hereof or to exercise any option hereunder shall not be deemed a waiver of such thereof. No provision of this Lease shall be deemed to have been waived unless such waiver is in writing and is signed by waiving Party.

30.4 **Notices**. Any notice, demand, request, or other instrument which may be or is required to be given under this Lease shall be delivered in person, via nationally recognized overnight courier, or sent by United States certified or registered mail, postage prepaid, to Landlord's or Tenant's Notice Address, as applicable. Notices shall be deemed given on the date immediately following deposit with the overnight courier or US Postal Service, or upon actual receipt, if earlier. As of the Commencement Date, the Notice Addresses are as set forth below, which may be modified from time to time by either Party in a writing delivered to the other Party:

LANDLORD:

Boise State University
1910 University Drive
Boise, Idaho 83725-1200
Attn: Jeff Banka, Deputy CFO
Email: jeffbanka@boisestate.edu

with a copy to:

Boise State University
1910 University Drive
Boise, Idaho 83725
Attn: General Counsel
Email: contracts@boisestate.edu

TENANT:

Westmark Credit Union
2520 Channing Way
Idaho Falls, Idaho 83404
Attn: Trevor Hansen
Email: thansen@westmark.org

with a copy to:

Janna Birch
477 Shoup Avenue, Suite 109
Idaho Falls, Idaho 83502
Email: jbirch@westmark.org

30.5 **No Recording**. Neither this Lease nor any memorandum of this Lease may be recorded without the mutual written consent of the Parties.

30.6 **Partial Invalidity**. If any provision of this Lease or the application thereof to any person or circumstance shall to any extent be invalid, the remainder of this Lease or the application of such provision to persons or circumstances other than those as to which it is held invalid shall not be affected thereby, and each provision of this Lease shall be valid and enforced to the fullest extent permitted by law.

30.7 **Brokers' Commission**. To the extent permitted by law, Tenant and Landlord represent and warrant to each other that there are no claims for brokerage commissions or finder's fees in connection with this Lease, and Landlord and Tenant agree to indemnify each other against and hold each other harmless from all liabilities arising from any such claim, including any attorneys' fees connected therewith.

30.8 **Number; Pronouns**. If there is more than one Tenant, any notice required or permitted by the terms of this Lease may be given by or to any one thereof and shall have the same force and effect as if given by or to all such Tenants. The use of the neuter singular pronoun to refer to Landlord or Tenant shall be deemed a proper reference even though Landlord or Tenant may be an individual, a partnership, a corporation, a limited liability company, or a group of two or more individuals or corporations. The necessary grammatical changes required to make the provisions of this Lease apply in the plural sense where there is more than one

Landlord or Tenant and to corporations, limited liability companies, associations, partnerships, or individuals, males or females, shall in all instances be assumed as though in each case fully expressed.

30.9 **Successors and Assigns**. Except as otherwise provided, all provisions herein shall be binding upon and shall inure to the benefit of the Parties, their legal representatives, heirs, successors, and assigns. Each provision to be performed by Tenant shall be construed to be both a covenant and a condition, and if there shall be more than one Tenant, they shall all be bound, jointly and severally, by such provisions. In the event of any sale or assignment (except for purposes of security or collateral) by Landlord of the Building, the Property, the Leased Premises, or this Lease, Landlord shall, from and after the Commencement Date (irrespective of when such sale or assignment occurs), be entirely relieved of all of its obligations, which shall, as of the date of such sale or assignment or as of the Commencement Date, whichever is later, automatically pass to Landlord's successor-in-interest.

30.10 **Entire Agreement**. This Lease and the exhibits attached hereto, and the Sponsorship Agreement only as specifically referenced herein, constitute the entire agreement between the Parties. All exhibits mentioned in this Lease are incorporated herein by reference. No subsequent amendment to this Lease shall be binding upon Landlord or Tenant unless reduced to writing and signed. Submission of this Lease for examination does not constitute an option for the Leased Premises and becomes effective as a Lease only upon execution and delivery thereof by the Parties. It is hereby agreed that this Lease contains no restrictive covenants binding on other tenants or exclusive use provisions in favor of Tenant. There are no representations or promises by either Party to the other except as are specifically set forth herein. This Lease supersedes and revokes all previous conversations, negotiations, arrangements, letters of intent, writings, brochures, understandings, and information conveyed, whether oral or in writing, between the Parties and their respective Affiliates. The captions and section numbers appearing herein are inserted only as a matter of convenience and are not intended to define, limit, construe, or describe the scope or intent of any section or paragraph.

30.11 **Recourse by Tenant**. Anything in this Lease to the contrary notwithstanding, Tenant agrees that it shall look solely to the equity interest of Landlord in the Property for the collection of any judgment (or other judicial process) requiring the payment of money by Landlord, in the event of any default or breach by Landlord under this Lease, and that no other assets of Landlord or its Affiliates shall be subject to levy, execution, or other process for the satisfaction of Tenant's remedies.

30.12 **Landlord's Approval**. The Parties intend that whenever Landlord's consent or approval is expressly or impliedly required by any provision of this Lease, such consent or approval may be granted or withheld arbitrarily in Landlord's sole discretion unless otherwise specifically stated in such provision. Notwithstanding anything to the contrary contained in this Lease, if any provision of this Lease expressly or impliedly obligates Landlord not to unreasonably withhold its consent or approval, an action for declaratory judgment or specific performance shall be Tenant's sole right and remedy in any dispute as to whether Landlord has breached such obligation.

30.13 **Time of Essence**. **TIME IS OF THE ESSENCE in the performance of each and every covenant, promise, and agreement contained herein**.

30.14 **Authority of Signatories**. Each person executing this Lease represents and warrants that he/she is duly authorized to execute and deliver the same on behalf of the entity for which he/she is signing and that this Lease is binding upon said entity in accordance with its terms.

30.15 **Certifications.** Landlord is prohibited by state law from entering into certain contractual agreements. Tenant hereby certifies that: (i) pursuant to Idaho Code Section 67-2346, if it is a company, if the total value of the contractual agreement exceeds one hundred thousand dollars ($100,000) and it employs ten or more persons, it is not currently engaged in, and will not for the duration of the Agreement engage in, a boycott of goods or services from Israel or territories under its control or a boycott of any individual or company because the individual or company (a) engages in or supports the exploration, production, utilization, transportation, sale, or manufacture of fossil fuel-based energy, timber, minerals, hydroelectric power, nuclear energy, or agriculture; or (b) engages in or supports the manufacture, distribution, sale, or use of firearms, as defined in sectionl8-3302(2)(d), Idaho Code; (ii) pursuant to Idaho Code Section 67-2359, if it is a company, it is not currently owned or operated by the People's Republic of China led by the Chinese communist party and will not for the duration of the Agreement be owned or operated by the People's Republic of China; and (iii) except to the extent this Agreement is a contract or commercial transaction that is subject to a federal law related to Medicaid or a contract with a hospital as defined in Idaho Code, Section 39-1301, it is not an abortion provider or an affiliation of an abortion provider under the No Public Funds for Abortion Act. The terms in this section defined in Idaho Code Section 67-2346, Idaho Code Section 67-2359, and in Title 18, Chapter 87, Idaho Code, respectively, shall have the meanings defined therein. This certification is made solely to comply with the Idaho statutes referenced herein and to the extent such section does not contravene applicable State or federal law.

(Signatures begin on following page)

IN WITNESS WHEREOF, Landlord and Tenant have executed this Lease dated effective as of the date first set forth above, which shall be the last date executed below.

LANDLORD:

BOISE STATE UNIVERSITY, a public higher education institution in the State of Idaho

By: _____

Name: _____

Title: _____

Date: _____

TENANT:

WESTMARK CREDIT UNION, an Idaho nonprofit corporation

By: _____

Name: _____

Title: _____

Date: _____

EXHIBIT A

Legal Description of Property

Legal Description of Property

A portion of that building constructed upon that parcel of land being all of Lot ____, Block ____ of _____ Subdivision _____, as depicted and described on the final plat thereof which plat was recorded _____, , in the official records of Ada County, Idaho as Instrument No. _____.

EXHIBIT B

Construction Obligations of Tenant

A. **General**. Pursuant to Section 5.1 of the Lease, this Exhibit sets forth the agreement between Landlord and Tenant respecting Tenant's Work. Capitalized terms used but not defined in this Exhibit shall have the meanings given such terms in the Lease.

B. **Tenant's Work**. Tenant's Work shall in all events comply with the Landlord's building standards, which shall be communicated to and provided to Tenant by Landlord prior to the commencement of Tenant's Work(the "**Building Standards**"). Tenant acknowledges receipt of a copy of the Building Standards. Tenant shall cause to be performed by Landlord or other contractors approved by Landlord all improvements to the Leased Premises required to prepare the same for Tenant's use and occupancy ("**Tenant's Work**"). In addition to Landlord's approval described below, all Preliminary Plans, Plans and any revisions related to Tenant's Work must be approved and comply with any applicable requirements by the Permanent Building Fund Advisory Council Policies and Idaho Division of Occupational and Professional License ("**IDOPL**").

(1) **Preliminary Plans.** No later than five (5) business days after the date of execution of this Lease, Tenant, at its sole cost and expense, shall provide Landlord with schematic plans and outline specifications for the improvements to the Leased Premises (the "**Preliminary Plans**") in sufficient detail (as reasonably determined by Landlord) for prior written approval by Landlord.

(2) **Plans**. Following receipt of Tenant's schematic plans and outline specifications as described in Paragraph B(1) above, Tenant, at the cost and expense of Tenant, shall cause to be prepared and delivered to Landlord plans and specifications ("**Plans**") for Tenant's Work. The Plans shall include a floor plan layout showing all partitions, lighting, electrical, and telephone outlets and other improvements desired by Tenant which have been approved by Landlord. Tenant's failure to notify Landlord of changes to the Plans within five (5) days of receipt shall constitute approval of the Plans by Tenant. Tenant shall not object to any logical development or refinement of the Preliminary Plans or any change from the Preliminary Plans or prior versions of the Plans: (a) required to make Tenant's Work conform to applicable Legal Requirements; (b) necessary to avoid structural alterations to the Building; (c) necessary to avoid substantial alterations to the mechanical, electrical and heating, ventilating and air-conditioning systems of the Building (collectively, "**Building Systems**"); or (d) required to comply with Building Standards. Subject to the compliance with the foregoing requirements, Landlord may request reasonable changes in the Plans; provided no proposed change shall alter the size or configuration of the Leased Premises, or render the Leased Premises or the Building to be in violation of any applicable Legal Requirements. Tenant shall pay any additional costs required to implement any such changes, including without limitation, design and architectural fees, construction costs and costs of delay.

C. **Construction**. Upon final approval of the Plans by Landlord, which may include approval by the Idaho State Division of Public Works, or the Permanent Building Fund Advisory Council, if required, Tenant's Work shall be performed by Tenant, by a licensed contractor

selected in writing by Tenant from a written list of approved contractors provided to Tenant by Landlord. Tenant shall be solely responsible to see that the Tenant's Work is completed in a good and workmanlike manner and strictly in full compliance with the Plans. Once installed, Tenant's Work shall be a part of the Leased Premises and the sole property of Landlord. Tenant's contractor will need to have Performance and Payment bonds equal to 100% of the contract sum if the contract is over $50K and all insurance required by the State of Idaho for its public works projects, including Builder's Risk, naming the State of Idaho and Boise State as additional insureds. All contractors must be approved by Boise State.D. **Costs**. The cost of Tenant's Work shall be the sole responsibility to Tenant including the actual cost of construction (including the overhead and profit of Landlord's contractor), construction management fees and expenses, the cost of all permits and approvals, and all design costs and other charges. Further, Tenant's interior furnishings (including telephones), furniture, telephone and other office systems equipment and all moveable equipment shall be the sole responsibility of Tenant. All of Tenant's Work and Tenant's installation of interior furnishings and equipment shall be coordinated Landlord and shall be subject to direction by Landlord, Landlord's Representative (as defined below) or Landlord's contractors in such manner as to maintain harmonious labor relations and not damage the Building or the Leased Premises, interfere with other occupants or tenants in the Building or the Building's operations.

E. **Tenant Delays**. If Tenant fails to Substantially Complete Tenant's Work on or before the Commencement Date in accordance with and in the condition required by this Exhibit B and the Lease and such failure is due to any act, omission, delay or default by Tenant, its employees, agents or other approved contractors selected by Tenant, including, without limitation, any delays by Tenant in the submission of Preliminary Plans, or in approving final Plans ("**Tenant Delay**"), then Landlord may deem the Leased Premises to be Substantially Completed effective as of the date the Leased Premises would have been Substantially Completed but for items directly affected by such Tenant Delay as reasonably determined by Landlord taking into account all of the circumstances (the "**Tenant Delay Completion Date**") and Tenant's obligation under this Lease, including without limitation, the obligation to pay Rent shall nonetheless commence on the date which the Lease would have otherwise commenced save said Tenant Delays (which shall in such case be the Commencement Date). "**Substantially Complete**" or "**Substantial Completion**" shall mean the date upon which Tenant receives a temporary certificate of occupancy from the applicable governmental authorities for Tenant's Work.

F. **Access by Tenant Prior to Commencement of Term**. Landlord at its discretion may permit Tenant and its agents to enter the Leased Premises prior to the Commencement Date to prepare the Leased Premises for Tenant's use and occupancy. Any such permission to enter the Leased Premises shall constitute a license only and shall not constitute entry pursuant to the Lease. Any entry shall be subject to the satisfaction of the following ongoing conditions by Tenant: (i) working in harmony with Landlord and Landlord's agents, contractors, workmen, mechanics and suppliers and with other tenants and occupants of the Building; (ii) obtaining in advance Landlord's approval of the contractors proposed to be used by Tenant; (iii) providing, in advance of any work, security satisfactory to Landlord for the completion thereof; (iv) providing, upon completion of work and/or payment for work, the contractor's affidavit for the proposed work and the waivers of lien from the contractor and all subcontractors and suppliers of material; and (v) furnishing Landlord with such insurance or bond as Landlord may require against liabilities

that may arise out of such entry. Landlord shall have the right to withdraw such license for any reason upon twenty-four (24) hours written notice to Tenant. Landlord shall not be liable in any way for any injury, loss or damage that may occur to any of Tenant's property or installations in the Leased Premises prior to the Commencement Date, unless caused entirely by the gross negligence or willful misconduct of Landlord or Landlord's representatives. Tenant shall protect, defend, indemnify and save harmless Landlord from all liabilities, costs, damages, fees and expenses arising out of the activities of Tenant or its agents, contractors, suppliers or workmen in the Leased Premises or the Building, unless caused by the gross negligence or willful misconduct of Landlord or Landlord's representatives. Any entry and occupation permitted under this Paragraph shall be governed by the terms of the foregoing license to enter.

G. **Parties' Representatives**. Tenant designates Trevor Hansen or his designee to act as Tenant's representative ("**Tenant's Representative**") with respect to all approvals, directions, and authorizations pursuant to this Exhibit B. Landlord designates Evan Danforth or his designee to act as Landlord's representative ("**Landlord's Representative**") with respect to all approvals, directions, and authorizations pursuant to this Exhibit B.

F. **Avoidance of Labor Disputes**. During Tenant's construction of Tenant's Work, Tenant agrees to conduct its labor relations so as to minimize the chances of strikes, picketing, and boycotts which could delay completion of Tenant's Work or affect any other construction then occurring in the Building or on the Property. Tenant shall ensure that any pickets or boycotts resulting from such labor disputes are sufficiently contained within the Leased Premises so as to avoid a secondary boycott or picket line which could affect other construction then occurring in the Building or on the Property. Tenant also agrees to include within any construction contract it may execute, language requiring the general contractor to, in the event of a labor dispute: (a) find alternative labor to complete Tenant's Work on schedule; or (b) terminate the construction contract and cease its activities as general contractor for Tenant's Work. Such construction contract shall also contain language permitting Landlord to terminate such contract on behalf of Tenant if Landlord determines that strikes or picket lines relating to such general contractor, or the methods of construction employed by such general contractor, are having an adverse effect on the other construction then occurring in the Building or on the Property. This Section shall also apply to Tenant's construction of any Tenant Alterations.

Exhibit C

Rules and Regulations

The rules set forth in this Exhibit are a part of the foregoing Lease Agreement ("**Lease**"). Whenever the term "**Tenant**" is used in these rules, such term shall be deemed to include Tenant and Tenant's Occupants. The following rules may from time to time be modified by Landlord in the manner set forth in the Lease. The terms capitalized in this Exhibit shall have the same meaning as set forth in the Lease. In the event of any material conflict between these Rules and Regulations and the foregoing provisions of the Lease, said provisions of the Lease shall be deemed controlling.

1. **Obstruction**. Any sidewalks, entries, exits, passages, corridors, halls, lobbies, stairways, elevators or other common facilities of the Building shall not be obstructed by Tenant or used for any purpose other than ingress or egress to and from the Leased Premises. Tenant shall not place any item in any of such locations, whether or not such item constitutes an obstruction, without the prior written consent of Landlord. Landlord may remove any obstruction or any such item with notice to Tenant and at the sole cost of Tenant. Any sidewalks, entries, exits, passages, corridors, halls, lobbies, stairways, elevators or other common facilities of the Building are not for the general public, and Landlord shall in all cases retain the right to control and prevent access to them by all persons whose presence, in the judgment of Landlord, would be prejudicial to the safety, character, reputation or interests of the Property or Landlord's tenants. Tenant shall not go on the roof of the Building other than as permitted by the provisions of the Lease.

2. **Deliveries**. All deliveries and pickups of supplies, materials, garbage and refuse to or from the Leased Premises shall be made only through such access as may be designated by Landlord for deliveries and only during the ordinary business hours of the Building. Tenant shall not obstruct or permit the obstruction of such access. Tenant shall be liable for the acts and omissions of any persons making such deliveries or pickups.

3. **Moving**. Furniture and equipment shall be moved in and out of the Building only through such access as may be designated by Landlord for deliveries and then only during such hours and in such manner as may be prescribed by Landlord. If Tenant's movers damage any part of the Improvements, Tenant shall pay to Landlord within thirty days after written demand the amount required to repair such damage.

4. **Heavy Articles**. No safe or article, the weight of which may, in the reasonable opinion of Landlord, constitute a hazard of damage to the Building, shall be moved into the Leased Premises. Other safes and heavy articles shall be moved into, from or about the Building only during such hours and in such manner as shall be prescribed by Landlord, and Landlord may designate the location of such safes and articles.

5. **Building Security**. On legal holidays, on Sunday through Thursday between the hours of 10:00 p.m. that evening and 7:00 a.m. the following day, and on Friday and Saturday

between the hours of 6:00 p.m. that evening and 7:00 a.m. the following day access to the Building, the halls, corridors, elevators or stairways in the Building or to the Leased Premises may be refused unless the person seeking access is known to the person or employee of the Building in charge or has a pass and is properly identified. Landlord shall in no case be liable for damages for any error with regard to the admission to or exclusion from the Building of any person. In the event of an invasion, mob, riot, public excitement or other commotion, Landlord reserves the right to temporarily prevent access to the Building during the continuance of the same by closing the doors of the Building or any other reasonable method, for the safety of the tenants and protection of the Building and property in the Building. Landlord may from time to time adopt appropriate systems and procedures for the security or safety of the Building. Tenant shall be entitled to receive a number of key cards, free of charge, for after-hours access to the Building equal to the actual number of Tenant's employees working in the Leased Premises. Replacements cards for any key cards that are lost or stolen may be issued by Landlord for a handling fee to be reasonably determined by Landlord, but such fee will not be less than $10.00 per replacement card. All employees of Tenant must apply for Affiliate status with Landlord for access to the Building.

6. **Pass Key**. The janitor of the Building may at all times keep a pass key to the Leased Premises, and such janitor shall at all times be allowed admittance to the Leased Premises. Landlord and its agents may retain a pass key to the premises and shall have the right to enter the premises at any and all times for the purpose of servicing and examining the same.

7. **Locks, Access Cards and Keys**. No additional lock or locks shall be placed by Tenant on any door in the Building and no existing lock shall be changed unless written consent of Landlord shall first have been obtained. A reasonable number of access cards and keys to the toilet rooms in the Common Areas, if locked by Landlord, will be furnished by Landlord, and Tenant shall not have any additional access cards or keys made, provided Tenant or its employees may be required to comply with University Policy 7005 and Policy 7035, upon request of Landlord. At the termination of this tenancy, Tenant shall promptly return to Landlord all access cards and keys to offices and toilet rooms and provide Landlord with all combinations and keys for any locks, safes, cabinets, and vaults remaining in the Leased Premises. Tenant shall keep the doors of the Leased Premises closed and securely locked when Tenant is not at the Leased Premises.

8. **Use of Water Fixtures**. Water closets and other water fixtures shall not be used for any purpose other than that for which the same are intended. No foreign substances of any kind shall be placed in them, and any damage resulting to the same from use on the part of Tenant shall be paid for by Tenant. No persons shall waste water by tying back or wedging the faucets or in any other manner.

9. **No Animals; Excessive Noise; Odor**. No animals shall be allowed in the Building, other than guide dogs for hearing or vision-impaired persons. No persons shall disturb the occupants of the Building or adjoining buildings or space by the use of any electronic equipment or musical instrument or by the making of loud or improper noises. No tenant shall cause or permit any unusual or objectionable odors to be produced upon or permeate from the premises.

10. **Bicycles**. Bicycles and other vehicles shall not be permitted anywhere inside or on the sidewalks outside of the Building, except in those areas designated by Landlord for bicycle parking.

11. **Trash**. Tenant shall not allow anything to be placed on the outside of the Building, nor shall anything be thrown by Tenant out of the windows or doors, or down the corridors or ventilating ducts or shafts, of the Building. All trash and refuse shall be placed in receptacles provided by Landlord for the Building or by Tenant for the Leased Premises.

12. **Exterior Windows, Walls and Doors; Obstruction of Windows**. No window shades, blinds, curtains, shutters, screens or draperies shall be attached or detached by Tenant and no awnings shall be placed over the windows without Landlord's prior written consent. The sash doors, windows, and doors that reflect or admit light and air into the halls, passageways or other public places in the building shall not be covered or obstructed by any tenant, nor shall any bottles, parcels or other articles be placed on the windowsills or perimeter fan coil consoles.

13. **Hazardous Operations and Items**. Tenant shall not install or operate any steam or gas engine or boiler, or carry on any mechanical business in the Leased Premises without Landlord's prior written consent. Tenant shall not use or keep in the Leased Premises or the Building any space heaters (whether electric or otherwise), kerosene, gasoline or other inflammable or combustible fluid or material, or use any method of heating or air-conditioning other than that supplied by Landlord. No tenant, and no servants, employees, agents, visitors or licensees of any tenant, shall at any time bring or keep upon the premises any inflammable, combustible or explosive fluid, chemical or substance.

14. **Hours for Repairs, Maintenance and Alteration**. Any repairs, maintenance, and alterations required or permitted to be done by Tenant under the Lease shall be done only during the ordinary business hours of the Building unless Landlord shall have first consented in writing to such work being done at other times. If Tenant desires to have such work done by Landlord's employees on Saturdays, Sundays, holidays or weekdays outside of ordinary business hours, Tenant shall pay the extra cost for such labor.

15. **No Defacing of Leased Premises**. Except as permitted by Landlord by prior written consent, Tenant shall not mark on, paint signs on, cut, drill into, drive nails or screws into, or in any way deface the walls, ceilings, partitions or floors of the Leased Premises or of the Building, and any defacement, damage or injury directly or indirectly caused by Tenant shall be paid for by Tenant. Pictures or diplomas shall be hung on tacks or small nails; Tenant shall not use adhesive hooks for such purposes. Landlord hereby approves of Tenant's installation of its furniture and workstations, which will be attached to the walls and floor of the Premises. No showcases or other articles shall be put in front of or affixed to any part of the exterior of the building nor placed in the halls, corridors, or vestibules without the prior written consent of Landlord. Chair mats shall be placed under all desk chairs located on carpet.

16. **Solicitation; Food and Beverages**. Landlord reserves the right to restrict, control or prohibit canvassing, soliciting, and peddling within the Building. Tenant shall not grant any concessions, licenses or permission for the sale or taking of orders for food or services or merchandise in the Leased Premises, install or permit the installation or use of any machine or

equipment for dispensing food or beverage in the Building, nor permit the preparation, serving, distribution or delivery of food or beverages in the Leased Premises, without the prior written approval of Landlord and only in compliance with arrangements prescribed by Landlord. Only persons approved by Landlord shall be permitted to serve, distribute, or deliver food and beverage within the Building or to use the public areas of the Building for that purpose. No cooking shall be done or permitted by Tenant on the Leased Premises. Tenant may use a microwave oven and coffee pot in connection with its use of the Leased Premises, and install vending machines in the breakroom of the Premises for use by Tenant's employees.

17. **Advertising**. Landlord shall have the right to prohibit any advertising by any tenant which, in Landlord's reasonable opinion, tends to impair the reputation of the building or their desirability for offices and upon written notice from Landlord, the tenants shall refrain from or discontinue such advertising.

18. **Signs; Directory**. Tenants are prohibited from displaying any sign, picture, advertisement or notice on the inside or outside of the building, or the premises, except the usual name signs on the doors leading to the premises, which shall conform to the requirements of the management of the building, and excepting also the name strips on the directory board of the building. The directory board of the building will be maintained by Landlord. In the event of the violation of the foregoing by any tenant, Landlord may remove same without any liability, and may charge the expense incurred by such removal to the tenant.

19. **Building Name**. Landlord may, without notice or liability to Tenant, name the Building and change the name, number, or designation by which the Building is commonly known, to any name other than that of a competitor of Tenant. Tenant shall not use the name of the Building for any purpose other than the address of the Building.

20. **Expulsion**. Landlord reserves the right to exclude or expel from the Building any person who, in the judgment of Landlord, is intoxicated or under the influence of liquor or drugs, or who shall in any manner do any act in violation of any of the rules and regulations of the Building.

21. **Public Areas; Use of Building**. Landlord may control and operate the public portions of the Building, and the public facilities, and heating and air-conditioning, as well as facilities furnished for the common use of the tenants, in such manner as Landlord deems best for the benefit of the tenants generally, but in any event in accordance with that of a first class office building. The premises shall not be used for lodging or sleeping.

22. **Tenant Requests**. The requirements of tenants will be attended to only upon application at the office of the building. Building employees shall not perform any work or do anything outside of their regular duties, unless under special instructions from the office of the building.

23. **Further Rules**. Landlord reserves the right to make such other and further Rules and Regulations as in its judgment may from time to time be needful and proper, and upon delivery of the same to the tenants they shall become binding upon the parties hereto, provided

the same do not materially increase Tenant's obligations under the Lease or materially decrease Tenant's rights thereunder, and are applicable to all tenants of the Building.

ATTACHMENT 1

Exhibit D

Depiction of Leased Premises

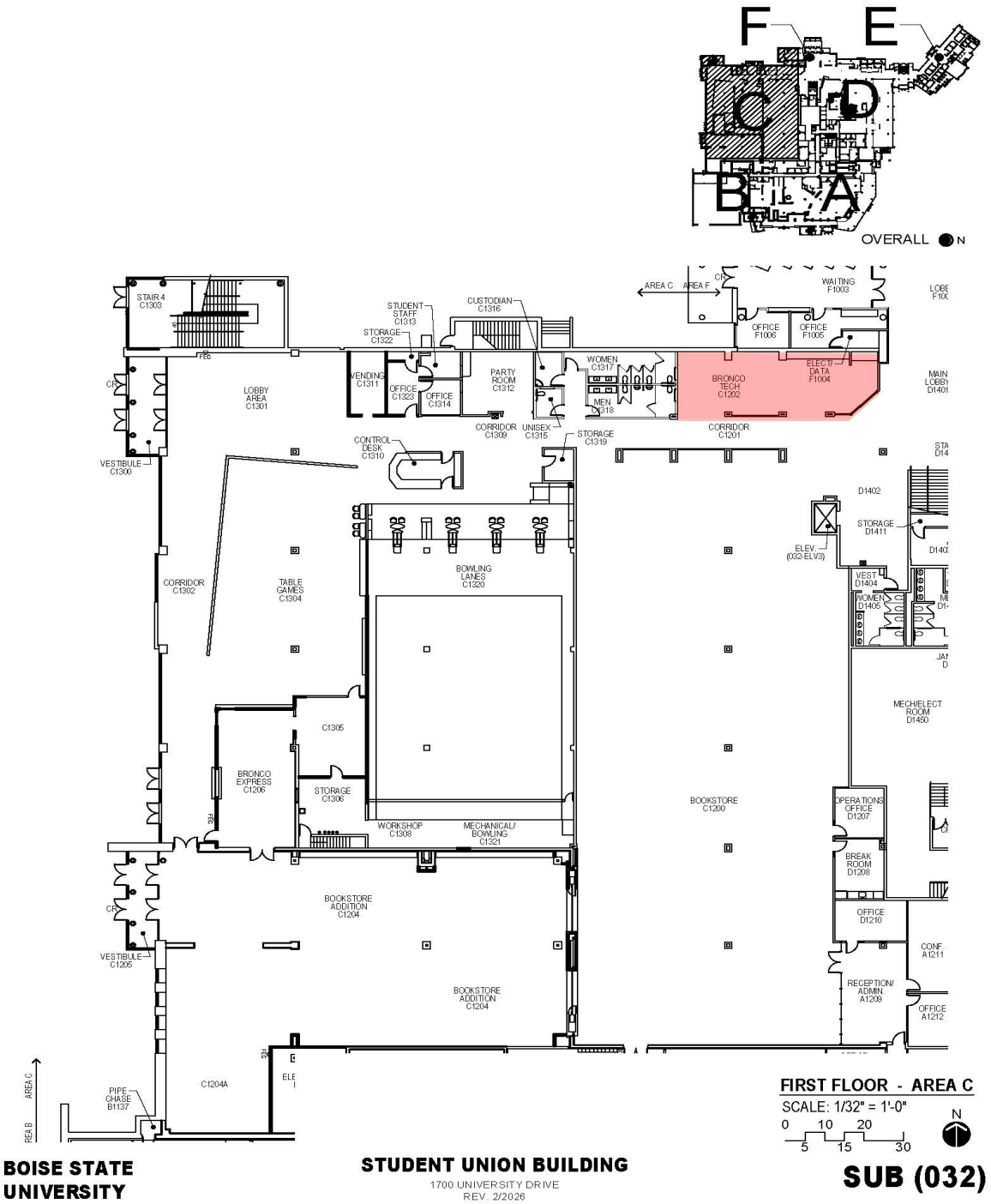


Exhibit E

Form of Tenant's Certificate

Lease Agreement dated effective ___, 2026 BOISE STATE UNIVERSITY, a public higher education institution in the State of Idaho, whose business address is 1910 University Drive, Boise, Idaho 83725-1200 (the "**Landlord**"), and WESTMARK CREDIT UNION, an Idaho nonprofit corporation, whose business address is 2520 Channing Way, Idaho Falls, ID 83404 ("**Tenant**") regarding that certain floor area containing 882 rentable square feet, ("**Leased Premises**"), in the Student Union Building located on the main campus of Boise State University, located at 1700 W University Dr., Boise, Idaho 83725 ("**Building**") on the real property legally described in the Lease ("**Property**"). .

The undersigned, Tenant under the above Lease, certifies as follows:

1. The Lease is presently in full force and effect and has not been assigned, modified, supplemented or amended except as indicated at the end of this certificate, and ratifies the same;

2. The undersigned has accepted possession of such Premises, any improvements required by the terms of the Lease to be made by Landlord have been completed to the satisfaction of the undersigned and all other conditions and obligations under the Lease to be performed by Landlord have been satisfied;

3. The Commencement Date of the Lease is _____;

4. The Initial Term is _____ and will expire on _____, with one option to renew for a five (5) year term;

5. The Monthly Rent due under the Lease is: $_____, and has been paid through _____;

6. There is currently $_____ of Additional Rent due under the Lease;

7. No rent under the Lease has been paid more than thirty (30) days in advance of its due date and all Monthly Rent and Additional Rent have been paid through _____, 20__;

8. The security deposit paid by Tenant to Landlord is $_____;

9. The address for notices to be sent to the undersigned is as set forth in the Lease, or set forth below; and

11. The undersigned, as of this date, has no charge, lien, claim, defense or offset under the Lease or otherwise, against rents or other charges due or to become due thereunder.

Dated as of the date written below.

TENANT: WESTMARK CREDIT UNION,
an Idaho nonprofit corporation

By:_____

Its:_____

Date:_____

Address:

_____

_____

_____

STATE OF IDAHO)
) ss.
County of Ada)

On this _____ day of March, 2026, before me, _____, a Notary Public in and for said State, personally appeared _____ known or identified to me to be the _____ of _____ or the person who executed the instrument on behalf of said _____ and acknowledged to me that such _____ executed the same.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

_____
Notary Public for Idaho
Residing at _____
My commission expires _____

SUBJECT

Boise State University – Lease Amendment with BSU Foundation

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Policy V.I

BACKGROUND/DISCUSSION

In July 2024, the University entered into an updated Operating Agreement and Service Agreement with the Boise State University Foundation. In order to provide services to the University as contemplated under those agreements, the Foundation leases space from the University in its Alumni and Friends Center. The Parties originally entered into a one-year lease of the space and now seek to extend the term of the Lease to be coterminous with the Operating Agreement and Service Agreement. In addition, the Foundation will be expanding its leased space to include additional office space being vacated by the University. The Lease, as amended, is from July 1, 2024 through June 30, 2027. The total rent over the term is a fair market rate of $700,000 annually for the first two years and $766,718 for the third year in consideration of the expanded premises, which is approximately $2,166,718 over the term of the Lease, as amended, to be paid by the Foundation to the University.

IMPACT

The co-location of the Foundation on campus helps to ensure alignment between the Foundation and the University and connection in furtherance of the partnership between the two entities.

ATTACHMENTS

Attachment 1 – Lease Amendment
Attachment 2 – AFC Lease Agreement

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed Boise State University's (BSU) request to enter into a lease amendment with the BSU Foundation for space within the Alumni and Friends Center. The amendment extends the lease term and expands the BSU Foundation's leased premises to align with the Operating Agreement and Service Agreement between the BSU and the BSU Foundation.

The amended lease term will run from July 1, 2024, through June 30, 2027**,** with annual rent set at $700,000 for the first two (2) years and $766,718 for the third year**,** totaling approximately $2,166,718 over the term. The BSU Foundation leases space within the Alumni and Friends Center to support its operations and services provided to the BSU under the related agreements

The co-location of the BSU Foundation with BSU supports coordination of advancement and fundraising activities and helps maintain alignment between the University and the BSU Foundation

Board staff recommends approval.

BOARD ACTION

I move to authorize Boise State University to enter into Lease Amendment substantially in conformance with the Agreement attached hereto and authorize the President, Chief Financial Officer, or designee to execute the same.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEASE AMENDMENT NO. 1

THIS LEASE AMENDMENT NO. 1 (this "**Amendment**"), made and entered into with an effective date of July 1, 2025, by and between the Boise State University Foundation, Inc., an Idaho nonprofit corporation ("**Lessee**") and the State of Idaho, by and through Boise State University, 1910 University Drive, Boise, Idaho 83725 ("**Lessor**"), is an amendment to the original Lease Agreement ("**Lease Agreement**") between the Lessor and the Lessee dated effective as of July 1, 2024, for space in a building located on Boise State University's campus, commonly known as the Alumni and Friends Center ("**AFC**").

WITNESSETH

WHEREAS, the Parties desire to amend the Lease Agreement to extend the Term to be coterminous with the Operating Agreement and Service Agreement between the Parties; and

WHEREAS, the Parties desire to expand the Premises for Year 3 of the Term to include additional space located on the fourth floor of the AFC and increase the Rent to account for the additional space.

NOW, THEREFORE, in consideration of the mutual covenants of the Parties, the Lease Agreement is hereby amended as follows:

1. DEFINITIONS. Any capitalized terms not otherwise defined herein shall have the meanings assigned to them in the Lease Agreement.

2. AMENDMENT OF SECTION 2. Section 2 of the Lease Agreement is hereby deleted in its entirety and replaced with the following:

> 2. Term. The University demises the Premises for a three-year term commencing on the Effective Date, and ending on June 30, 2027 ("**Term**"), unless and until terminated in accordance with the terms and conditions contained in this Lease.

3. AMENDMENT OF SECTION 4. Section 4 of the Lease Agreement is hereby deleted in its entirety and replaced with the following:

> 4. Rent. The Foundation shall pay rent as follows during the Term of this Lease ("**Rent**"):

Lease Year	Annual Rent
Year 1 (July 1, 2024-June 30, 2025)	$700,000.00
Year 2 (July 1, 2025-June 30, 2026)	$700,000.00
Year 3 (July 1, 2026-June 30, 2027)	$766,718.00

> This is a full-service lease, except that the Foundation shall be responsible for any property taxes incurred for its use of the Premises and use taxes incurred for use of any equipment. In addition, Foundation shall be required to procure and maintain property insurance coverage for the Premises, as further described herein. For clarification, the rental rate includes use of the Premises on the terms and conditions outlined herein, including use of all furniture and equipment located on the Premises, as well as use of meeting and event spaces and parking as provided herein, and

includes routine repair, maintenance and custodial services and utilities, on the same terms and conditions as are provided to other University divisions and departments.

4. AMENDMENT OF EXHIBIT A. Exhibit A to the Lease Agreement is hereby deleted in its entirety and replaced with the attached Exhibit A.

5. COUNTERPARTS/ELECTRONIC SIGNATURES. This Amendment may be executed in exact counterparts and when so executed by the Parties shall be effective in accordance with the terms hereof. This Amendment may be executed and delivered by electronic means and thereupon this Amendment shall be treated in each case and in all manner and respects and for all purposes as an original and shall be considered to have the same binding legal effect as if it were an original manually-signed counterpart thereof delivered in person.

6. NO ADDITIONAL PROVISIONS IN THIS AMENDMENT. The Parties agree that all provisions of the original Lease Agreement, unless specifically hereby amended, shall remain in force during the period covered by this Amendment.

[signature page follows]

IN WITNESS WHEREOF, the Parties have executed this Amendment as set forth above.

LESSOR:

BOISE STATE UNIVERSITY

Date: _____ Signature: _____

Printed Name: _____

Title: _____

LESSEE:

BOISE STATE UNIVERSITY FOUNDATION, INC.

Date: _____ Signature: _____
Printed Name: Argia Beristain
Title: CEO

EXHIBIT A
DESCRIPTION OF PREMISES

As of the Effective Date, the Premises are located at the AFC, 1173 University Dr., Boise, Idaho, and includes all of the second floor, all of the third floor, and all of the fourth floor except rooms 404 and 407-411 currently occupied by University Communications and Marketing. Upon the University Communications and Marketing moving to another building as set forth below, the Premises shall be expanded to include all of floor 4.

Effective as of July 1, 2026 or on such sooner date as University's Communications and Marketing department relocates to another area of campus which shall occur no later than July 1, 2026, the Premises shall be expanded to include the entirety of the fourth floor of the AFC. Accordingly, Effective July 1, 2026, or such sooner date as provided in the foregoing sentence, as applicable, the Premises shall be located at the AFC, 1173 University Dr., Boise, Idaho, and include all of the second, third, and fourth floors thereof.

The Parties understand and agree that, from time to time, the University will request Loaned Employees providing Services to the University to be co-located with University employees within University Units. The corresponding office spaces where such Loaned Employees work shall be licensed to the Foundation and such license shall be included within the terms of this Lease as part of the Premises. The licensed office spaces are subject to change and relocation at the sole discretion of the University from time to time (the "**Licensed Spaces**").

The Premises shall include all non-Foundation owned furniture, fixtures, and equipment (including laptops, desks, and equipment) used by Loaned Employees and currently owned by the University and utilized by Foundation on the Premises or within the Licensed Spaces by Loaned Employees providing the Services.

EXECUTION VERSION

LEASE AGREEMENT

This Lease Agreement ("**Lease**") is entered into effective as of the 1st day of July, 2024 ("**Effective Date**") by and between Boise State University, a body politic and corporate organized and existing under the constitution and laws of the State of Idaho ("**University**"), and the Boise State University Foundation, Inc., an Idaho non-profit corporation ("**Foundation**" or "**Lessee**"). The University and the Foundation are sometimes referred to herein separately as a "**Party**" and collectively as the "**Parties**."

1. **Grant**. University hereby leases to the Foundation and the Foundation hereby leases from the University certain space in a building located on University campus, commonly known as the Alumni and Friends Center ("AFC"), together with certain office space throughout campus assigned to Loaned Employees who are providing services to the University's colleges and units from time to time and co-located in University spaces upon request by the University, and including all furniture, fixtures, equipment and all improvements thereon, as further described in Exhibit A attached hereto (the "**Premises**") on the terms and conditions in this Lease.

2. **Term; Renewal**. The University demises the Premises for a one-year term commencing on the Effective Date, and ending on June 30, 2025 ("**Term**"), unless and until terminated in accordance with the terms and conditions contained in this Lease.

3. **Termination or Modification**. This Lease shall terminate upon the earlier of: (a) mutual written agreement of the University and the Foundation; (b) termination pursuant to the terms of this Lease; or (c) termination of that certain Operating Agreement, dated effective July 1, 2024, by and between the Parties ("**Operating Agreement**"). Notwithstanding the foregoing, this Lease shall be subject to modification in the event the Services provided by the Foundation are materially modified in accordance with the Service Agreement dated effective July 1, 2024 between the Parties ("**Service Agreement**"). In addition, this Lease may be terminated by the University in the event of a material default by the Foundation of any terms and conditions in the Lease, Operating Agreement, or Service Agreement, by providing written notice of default setting forth the termination date to Foundation.

4. **Rent**. The Foundation shall pay rent in the amount of seven-hundred thousand and no/100s dollars ($700,000) annually for the Term of this Lease ("Rent"). This is a full-service lease, except that the Foundation shall be responsible for any property taxes incurred for its use of the premises and use taxes incurred for use of any equipment. In addition, Foundation shall be required to procure and maintain property insurance coverage for the Premises, as further described herein. For clarification, the rental rate includes use of the Premises on the terms and conditions outlined herein, including use of all furniture and equipment located on the Premises, as well as use of meeting and event spaces and parking as provided herein, and includes routine repair, maintenance and custodial services and utilities, on the same terms and conditions as are provided to other University divisions and departments.

5. **Use**. The Foundation will use the Premises to conduct its business operations in accordance with those services and operations described in the Operating Agreement and the Service Agreement. The Foundation will not use the Premises for any unlawful purpose. The

Premises are located on the campus of Boise State University and use of the Premises is subject to all applicable policies of Boise State University and the State Board of Education.

6. **Condition of Premises**. The Premises are being leased in "as is" condition, and the University will have no obligation to perform any work to prepare the Premises for the Foundation's use or occupancy. The Foundation's taking occupancy of the Premises will be conclusive evidence of the Foundation's acceptance of the Premises in their condition on the date of occupancy.

7. **Alterations**. The Foundation will not make any alterations, additions or improvements, in, to, on or about the Premises without first obtaining the written consent of the University's real estate officer, which consent may be withheld, delayed or conditioned as determined by the University to be in the best interests of the University. Alterations, additions, or improvements requested may incur a separate charge, on the same terms and conditions charges are assessed to Units of the University.

8. **Compliance with Laws**. The Foundation will comply with all statutes, ordinances, regulations, codes and other requirements of all governmental authorities now in force, or which may hereafter be in force, pertaining to the Premises or the use or occupancy thereof by the Foundation, as well as the terms and conditions of the Operating Agreement, Service Agreement, and any other agreement between the University and the Foundation.

9. **Assignment and Subletting**. The Foundation will not assign this Lease or sublet or grant any right to use the Premises or any part thereof to any other person without the prior written consent of the University, which consent may be withheld, delayed or conditioned as may be determined by the University to be in the best interests of the University. Any assignment or subletting without the University's consent will be void. Any transfer of any legal or beneficial interest in the Foundation, including by merger, consolidation or liquidation, will constitute an assignment of this Lease under this Section 9.

10. **Utilities; Custodial Services; Maintenance**. All applications and connections for sewer, water, gas, electricity, telephone, telecommunication and other utility services for use of the Premises will be made by the University, and the University will be solely liable for such charges as they become due. The University agrees to provide custodial services, building and grounds maintenance, ordinary and routine repairs on the Premises in the same fashion as provided for similar facilities owned by the University.

11. **Taxes and Assessments**. University is exempt from local property taxes. The Foundation will pay when due any and all taxes and assessments payable with respect to its leasehold interest of the Premises or otherwise connected with its use of the Premises, and with regard to any personal property located on the Premises and any business conducted thereon.

12. **Entry and Inspection**. The Foundation will permit the University or the University's agents to enter upon the Premises, at reasonable times and upon reasonable notice, for the purpose of inspecting the same, performing any obligations or exercising rights of the University as contemplated in this Lease.

13. **Use Event Space**. The Premises include certain reservable event spaces in and around the Alumni and Friends Center, including event spaces in rooms 106, 107, 123A, 123B, hall 121,

first-floor outdoor event spaces and event support spaces in rooms 109, 126, ,129, and 130 (collectively, the "Event Spaces"). As an AFC Tenant, the Foundation's Rent includes certain priority reservation privileges and the ability to reserve and utilize Event Spaces without room fees. Use of the Event Spaces shall be governed by that certain Memorandum of Agreement Alumni and Friends Center Event Space Management, dated April 26, 2024, incorporated herein by this reference and attached hereto as Exhibit B. It is understood and agreed that the Foundation is an AFC Tenant, as defined therein.

14. **Parking.** The AFC parking lot will be operated and maintained by the Boise State Department of Public Safety ("Public Safety"). The fees charged by Public Safety are subject to increase or decrease by the University, based on demand, management and space availability.

14.1 **AFC Staff Priority**. Staff working in the AFC will be provided with an option to purchase parking permits from Public Safety to park in the AFC parking lot at rates consistent with similar reserve lots on the University campus. Public Safety may sell parking permits for spaces not used by AFC staff.

14.2 **Visitor Use**. Ten (10) spaces in the AFC parking lot shall be permanently dedicated and marked for visitor use in close proximity to the entrance of the building.

14.3 **Board Member Use**. University will issue parking permits at no charge to active Foundation and Alumni Association Board members to allow them to attend board meetings, and gatherings at the AFC, and they will not be displaced from the AFC parking lot during Board and committee meeting times for any University events.

14.4 **Event Parking**. The University shall manage parking in the AFC parking lot. Excluding home football games, parking will be prioritized as: (1) Foundation and Alumni Association Events, (2) Presidential Events, (3) Concerts/Basketball games, and (4) Outside Events. For each event where the AFC Parking Lot is utilized for event parking, excluding home football games, the Parties hereby agree to share revenue attributable to the use of the AFC Parking Lot. The University shall pay to the Foundation a total amount of fifty percent of the total revenue collecting during event parking within thirty days following closing of the event, provided all such revenue shall be designated for the Alumni Relations fund or such other use mutually agreed upon by the Parties. Event parking for football games will be arranged through Boise State Athletics and the Boise State University Alumni Association, through the Boise State University Foundation.

15. **Indemnification of the University**. The University will not be liable for any injury (including death) to the Foundation, its directors, officers, employees, agents, contractors or invitees (each a "**Foundation Party**"), or damage to or destruction of any property, occurring on the Premises or any part thereof or arising out of the use or occupancy of the Premises by the Foundation or any Foundation Party, except to the extent cause by the gross negligence or willful misconduct of the University or its agents. The Foundation will indemnify and hold the University and its officers, employees and agents harmless from any action, cause of action, loss, cost, claim or expense, including reasonable attorneys' fees (collectively, "**Losses**"), arising out of the use or occupancy of the Premises by the Foundation or any Foundation Party or any breach by the Foundation of any provisions of this Lease, except to the extent caused by the gross negligence or willful misconduct of the University or its agents. The provisions of this Section 15 will survive the expiration or termination of this Lease.

EXECUTION VERSION

16. **Insurance**. At all times during the term of this Lease, Foundation shall maintain at its sole cost and expense, the following insurance policies in accordance with this Section 16:

A. Commercial rental insurance, "All-risk" or "special perils" property insurance covering physical loss or damage insuring the full replacement value of all present and future Alterations, leasehold improvements, and all items of Foundation-Owned Property to a limit of not less than the full replacement value thereof.

B. Commercial general liability insurance in respect of the Premises and the conduct or operation of business therein with a limit of not less than $1,000,000 each occurrence and $2,000,000 aggregate. Such liability insurance shall include products and completed operations liability insurance, fire, and legal liability insurance, and such other coverage as University may reasonably require from time to time.

C. Foundation's insurance shall be issued by companies satisfactory to the University in its reasonable discretion and authorized to do business in the State of Idaho.

D. All insurance policies required to be carried by Tenant under this Lease (except for workers' compensation insurance) shall: (i) name Boise State University, the State of Idaho, and the Idaho State Board of Education, as additional insureds; (ii) as to liability coverages, be written on an "occurrence" basis; and (iii) provide that Landlord shall thirty days' notice from the insurer before any cancellation or change in coverage.

E. Each such policy shall contain a provision that such policy and the coverage evidenced thereby shall be primary and non-contributing with respect to any policies carried by Landlord. Tenant shall deliver evidence of insurance satisfactory to Landlord in its reasonable discretion to Landlord on or before the date Tenant first enters or occupies the Premises, and thereafter at least thirty days' before the expiration dates of expiring policies.

17. **Covenants**. The Foundation will, throughout the Term, keep the Premises in a good, safe and sanitary condition, ordinary wear and tear excepted.

18. **Eminent Domain**. If the Premises or any part thereof is taken by eminent domain so that that the Foundation's use or occupancy thereof is materially adversely affected, this Lease will, at the option of either the Foundation or the University, terminate on the date when title vests pursuant to such taking. The rent will be apportioned as of the termination date, and any rent paid for any period beyond that date will be repaid to the Foundation. The Foundation will not be entitled to any part of the award for such taking or any payment in lieu thereof. If neither the Foundation nor the University elects to terminate this Lease, this Lease will remain unmodified and in full force and effect as to the remainder of the Premises.

19. **Destruction of Premises**. In the event of damage or destruction of the Premises or any improvements thereon during the Term, from any cause, the University will, within 30 days following the date of the damage or destruction, give notice to the Foundation of University's decision to either repair the Premises to a reasonably equivalent condition within 180 days or not repair the Premises. In the event University decides not to repair the Premises, the Foundation may, in its sole discretion, elect to terminate this Lease. If this Lease is not so terminated and the University has elected to repair the Premises, the University will proceed diligently to make such repairs and reasonably restore the Premises or such improvements to their condition prior to the

casualty, and with the amount of the proceeds of property insurance available therefor (plus any amounts the Foundation agrees to pay for such repairs) in accordance with then existing laws. Foundation will be entitled to a proportionate reduction of rent while such repairs are being made, based upon the extent to which the making of such repairs will interfere with the business and activities conducted by the Foundation on the Premises and the Foundation will make the proceeds of insurance attributable to the Premises available to the University for such purpose.

20. **Event of Default**. An "**Event of Default**" will occur if (a) the Foundation fails to pay any rent on the date due, as set forth in the Service Agreement, and such failure is not cured within 10 days after notice from the University of such failure, or (b) the Foundation defaults in the performance of any of the other covenants or conditions of this Lease, the Operating Agreement, or the Service Agreement, and the Foundation does not cure such default within 30 days after notice from the University specifying the nature of such default (or if the default is of a nature that it cannot be completely cured within the 30-day period, if the Foundation does not commence such curing within the 30-day period or thereafter fails to proceed with reasonable diligence and in good faith to cure the default).

21. **University's Remedies on Default**. Upon an Event of Default, the University will have the following remedies:

21.1 University may terminate this Lease upon notice to Foundation. On the date specified in such notice the Term of this Lease will terminate, and the Foundation will then quit and surrender the Premises to the University, but the Foundation will remain liable for any amounts due the University under the terms of this Lease. If this Lease will have been so terminated by the University, the University may at any time thereafter take possession of the Premises by any lawful means and remove the Foundation or other occupants and their effects from the Premises.

21.2 The University will be entitled to (a) unpaid past-due rent as of the date of the termination, plus interest at the rate of 5% per annum, but not in excess of the maximum rate allowed by applicable law ("**Default Interest**") and (b) unpaid rent as of the date of entry of judgment, less any rent actually paid by a replacement tenant, plus Default Interest. University shall have no obligation to seek or secure a replacement tenant.

21.3 Should the Foundation at any time fail to do the acts required to be done by the Foundation under this Lease, the Operating Agreement or the Service Agreement, the University, at its option and in addition to any other rights and remedies which the University may have, may (but will not be required to) do such act or cause the same to be done, and all sums expended by the University in connection with the performance thereof will be additional rent due and payable from the Foundation to the University upon demand, together with Default Interest.

The remedies of the University hereunder are cumulative and in addition to all other remedies the University may have in law or equity on account of any breach of this Lease.

22. **Surrender**. Upon the expiration of the Term or earlier termination of this Lease, the Foundation will surrender possession of the Premises to the University, broom clean and in the same condition as when the Foundation first occupied the Premises, ordinary wear and tear, casualty and condemnation excepted.

EXECUTION VERSION

23. **Holding Over**. If the Foundation holds over after the expiration of the Term, without written agreement providing otherwise, the Foundation will be deemed to be a tenant from month to month, with rent, payable in advance, equal to 125% multiplied by the rent last payable by the Foundation under this Lease (prorated to a monthly rate and payable monthly), or such amount agreed upon by both Parties in writing provided such amount is not less than 100% of the annual rent amount (prorated to a monthly rate).

24. **Equal Opportunity**. Each Party agrees not to discriminate against any employee or applicant for employment in the performance of this Lease with respect to tenure, terms, conditions or privileges of employment or any matter directly or indirectly related to employment because of race, sex, color, religion, national origin, disability, ancestry, or status as a war veteran. Breach of this covenant may be regarded as a material breach of this Lease.

25. **Subordination; Nondisturbance; Quiet Enjoyment**. This Lease is and will be subordinated to all existing and future liens and encumbrances against the Premises; provided, however, that the Foundation's use and occupancy of the Premises will not be disturbed by the University or any person claiming through or under the University during the Term of this Lease so long as the Foundation is not in default hereunder. So long as the Foundation faithfully performs all of its obligations under this Lease, the Foundation will have the right to peacefully and quietly enjoy the Premises for the Term, subject to the terms and conditions of this Lease, such liens and encumbrances and all matters of record.

26. **Dispute Resolution**. Disputes shall be resolved in the manner provided in the Operating Agreement.

27. **Interpretation**. In this Lease: (a) the words "including", "include" and similar words are to be construed as being followed by the phrase "without limitation"; (b) the word "may" is permissive and not mandatory; (c) a reference to a statute includes a reference to the corresponding provisions of any successor legislation and to any related regulations; and (d) unless expressly stated otherwise, references to an agreement, statute, regulation or any other document are to be construed as followed by the phrase "as amended from time to time."

28. **Notices**. Any notices required under this Lease must be in writing and may be delivered: (a) in person, with the date of notice being the date of personal delivery; (b) by United States Postal Service, postage prepaid for certified or registered mail, return receipt requested, with the date of notice being the date of delivery on the return receipt; or (c) by nationally recognized delivery service, such as Federal Express, with the date of notice being the date of delivery as shown on the confirmation provided by the delivery service. Notices must be addressed to the following addresses or any other address that a Party provides by notice:

To the University:

Boise State University
Office of the President
1910 University Dr.
Boise, Idaho 83725

cc: generalcounsel@boisestate.edu

To the Foundation:

Boise State University Foundation, Inc.
Chief Executive Officer
1173 University Dr.
Boise, Idaho 83706

29. **No Third Party Beneficiaries**. The Parties acknowledge that there are no intended third-party beneficiaries of this Lease.

30. **Separate Entity; No Joint Venture**. The Foundation is an Idaho nonprofit corporation, separate and apart from the University. At all times and for all purposes of this Lease, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party. As independent entities, the University and the Foundation shall not be liable for any of the other Party's contracts, torts or other acts or omissions, or those of the other Party's trustees, directors, officers, employees or agents.

31. **Amendment to Operating Agreement**. If either the Operating Agreement or Service Agreement is amended at any time during the Term, to the extent such amendments cause inconsistencies between this Lease and the Operating Agreement or Service Agreement, this Lease shall be amended to cure such inconsistencies.

32. **Modification**. Any modification to this Lease shall be in writing and signed by both Parties.

33. **Governing Law**. This Lease shall be governed by the laws of the State of Idaho.

34. **Waiver**. Waiver by either Party of any breach of any term, covenant or condition contained in this Lease shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition contained in this Lease.

35. **Severability**. If any provision of this Lease is held invalid or unenforceable to any extent, the remainder of this Lease is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

36. **Entire Agreement**. This Lease, the Operating Agreement, the Service Agreement and the agreements contemplated to be entered into by the Parties under such agreements (collectively, "**Parties' Agreements**"), constitute the entire agreement among the Parties pertaining to the subject matter in those Agreements. In the event of any inconsistency between the provisions of the Parties' Agreements, the provisions of the Operating Agreement shall control. If the Operating Agreement or Service Agreement are amended at any time during the Initial Term or a Renewal Term, to the extent such amendments cause inconsistencies between this Lease and the Operating Agreement or Service Agreement, this Lease shall be deemed amended to cure such inconsistencies.

37. **Certifications.** Landlord is prohibited by state law from entering into certain contractual agreements. Tenant hereby certifies that: (i) pursuant to Idaho Code Section 67-2346, if it is a company, if the total value of the contractual agreement exceeds one hundred thousand dollars

($100,000) and it employs ten or more persons, it is not currently engaged in, and will not for the duration of the Agreement engage in, a boycott of goods or services from Israel or territories under its control or a boycott of any individual or company because the individual or company (a) engages in or supports the exploration, production, utilization, transportation, sale, or manufacture of fossil fuel-based energy, timber, minerals, hydroelectric power, nuclear energy, or agriculture; or (b) engages in or supports the manufacture, distribution, sale, or use of firearms, as defined in section18-3302(2)(d), Idaho Code; (ii) pursuant to Idaho Code Section 67-2359, if it is a company, it is not currently owned or operated by the People's Republic of China led by the Chinese communist party and will not for the duration of the Agreement be owned or operated by the People's Republic of China; and (iii) except to the extent this Agreement is a contract or commercial transaction that is subject to a federal law related to Medicaid or a contract with a hospital as defined in Idaho Code, Section 39-1301, it is not an abortion provider or an affiliation of an abortion provider under the No Public Funds for Abortion Act. The terms in this section defined in Idaho Code Section 67-2346, Idaho Code Section 67-2359, and in Title 18, Chapter 87, Idaho Code, respectively, shall have the meanings defined therein. This certification is made solely to comply with the Idaho statutes referenced herein and to the extent such section does not contravene applicable State or federal law.

38. **Execution**. This Lease may be signed by electronic means and in counterparts, each of which constitutes an original, and all of which together constitute a single agreement.

(Signature page follows.)

EXECUTION VERSION

IN WITNESS WHEREOF, the University and the Foundation have executed this Lease on the date set forth below the Party's signature to be effective on the Effective Date.

BOISE STATE UNIVERSITY

By: Jeremiah Shinn (06/10/2025 15:11 MDT)
Name: Dr. Jeremiah Shinn
Its: Interim President

Date: 06/10/2025

BOISE STATE UNIVERSITY FOUNDATION

By: James L. martin (06/10/2025 15:32 MDT)
Name: James L. Martin
Its: Executive Chair

Date: 06/10/2025

EXECUTION VERSION

EXHIBIT A

DESCRIPTION OF PREMISES

As of the Effective Date, the Premises are located at the Alumni and Friends Center, 1173 University Dr., Boise, Idaho and includes all of floor 2, all of floor 3, and all of floor 4 except rooms 404 and 407-411 currently occupied by University Communications and Marketing. Should University Communications and Marketing move to another building, the Premises shall be expanded to include all of floor 4.

The Parties understand and agree that, from time to time, the University will request Loaned Employees providing Services to the University to be co-located with University employees within University Units. The corresponding office spaces where such Loaned Employees work shall be licensed to the Foundation and such license shall be included within the terms of this Lease. The licensed office spaces are subject to change and relocation at the sole discretion of the University from time to time (the "**Licensed Spaces**").

The Premises shall include all non-Foundation owned furniture, fixtures, and equipment (including laptops, desks, and equipment) used by Loaned Employees and currently owned by the University utilized by Foundation on the Premises or within the Licensed Spaces by Loaned Employees providing the Services.

EXECUTION VERSION

EXHIBIT B

SUBJECT

Idaho State University - Revised Multi-Year Contract for Cody Hawkins, Head Football Coach

REFERENCE

April 16, 2025	Board approved and Idaho State University extended a 5-year contract to Coach Hawkins, initiating April 2025 and continuing to January 2030.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Coach Hawkins led Idaho State Football to its best season at Idaho State Football since 2018, finishing 6-6 overall and 5-3 in the Big Sky. He also successfully implemented the APR Recovery Plan, raising the program's single year APR to 987 after taking over a team that had been dangerously close to academic probation.

At this opportunity, and in an effort to continue the trajectory of excellent progress with a coach who is highly visible and marketable, we seek permission to extend the current contract by one year, with an end date of January 2031. The extension does not include any increase in compensation, regular or supplementary.

Coach Hawkins' base salary of $230,000 is paid entirely from state-appropriated funds. Idaho State University has established an internal cap of $230,000 on the amount of appropriated dollars that may be used for his salary. The proposed contract extension maintains Coach Hawkins at this ceiling, with no increase to the appropriated funding obligation. Any supplemental compensation provisions, as outlined in Attachment 4, are governed separately and are not paid from appropriated funds.

IMPACT

The extension will allow Idaho State University to retain a talented and high performing Head Football Coach in a year when salary increases are not possible given the budget environment. This amendment revises the timeline for the applicable liquidated damages provisions, extending the period during which the higher liquidated damages amounts remain in effect. Under the original agreement, those amounts decrease annually. By adjusting the schedule, the University maintains stronger financial protection in the event the head coach departs for another opportunity. The successful contract extension will perpetuate the excitement Coach Hawkins has generated across the fan and constituent base.

ATTACHMENTS

Attachment 1 – Approved Clean Contract
Attachment 2 – Proposed Contract Extension
Attachment 3 – APR Summary
Attachment 4 – Salary and Incentive Sheet
Attachment 5 – Liquidated Damages Sheet
Attachment 6 – Max Compensation Calculation

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed Idaho State University's (ISU) request to amend the multi-year employment agreement for Head Football Coach Cody Hawkins. The Board previously approved a five (5) year contract for Coach Hawkins in April 2025 with a term running through January 2030.

The proposed amendment extends the contract by one (1) additional year, through January 2031, and does not include any increase in base or supplemental compensation. ISU has confirmed Coach Hawkins base salary is paid out of appropriated funds and internally capped at a fixed annual amount. This extension also adjusts the timeline associated with the liquidated damages provisions to maintain stronger financial protections for ISU should the coach depart prior to the end of the agreement

The updated contract maintains Coach Hawkin's current base salary and will remain subject to applicable state-mandated merit increases. The intent of this request is for ISU to support program stability and progress made with ISU's football program.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to enter into a five (5) employment agreement with Cody Hawkins, Head Football Coach, commencing in April of 2025 and terminating on January 1, 2030, at a base salary of $230,000 and supplemental compensation provisions, as submitted.

Moved by_____ Seconded by_____ Carried Yes _____ No _____

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439



FOOTBALL HEAD COACH EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between IDAHO STATE UNIVERSITY(University) and Cody Hawkins (Coach).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University shall employ Coach as the head coach of its intercollegiate football team (Team). Coach represents and warrants that Coach is fully qualified to serve, and is available for employment, in this capacity.

1.2. Reporting Relationship. Coach shall report and be responsible directly to the University's Athletic Director (Director) or the Director's designee. Coach shall abide by the reasonable instructions of Director or the Director's designee and shall confer with the Director or the Director's designee on all administrative and technical matters. Coach shall also be under the general supervision of the University's Chief Executive Officer (Chief Executive Officer).

1.3. Duties. Coach shall manage and supervise the Team and shall perform such other duties in the University's athletic program as the Director may assign and as may be described elsewhere in this Agreement. The University shall have the right, at any time, to place Coach on paid administrative leave, provided that Coach's compensation and benefits shall not be affected by that action, except that the opportunity to earn supplemental compensation as provided in Sections 3.2.1 through 3.2.9 shall cease.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of 4 years and 6 months, commencing on July 1, 2025 and terminating, without further notice to Coach, on January 1, 2030 unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Extension or Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by Coach, both of which must be in writing and signed by the parties. Any renewal may be subject to the prior approval of the Idaho State Board of Education (Board). This Agreement in no way grants to Coach a claim to tenure in employment, nor shall Coach's service pursuant to this Agreement count in any way toward tenure at the University.

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

ARTICLE 3

3.1 Regular Compensation.

3.1.1 In consideration of Coach's services and satisfactory performance of this Agreement, the University shall provide to Coach:

a) Beginning on July 1, 2025, Coach's annual salary will increase to $230,000.00 per year, payable in biweekly installments in accordance with normal University procedures, and such salary increases as may be determined appropriate by the Director and Chief Executive Officer and approved by the Board;

b) The opportunity to receive such employee benefits as the University provides generally to non-faculty exempt employees, provided that Coach qualifies for such benefits by meeting all applicable eligibility requirements (except that in accordance with Board Policy II.H.6.b.ii, University and Coach agree that Coach shall not accrue any annual leave hours, and may take leave (other than sick leave) only with prior written approval of the Director); and

c) The opportunity to receive such employee benefits as the University's Department of Athletics (Department) provides generally to its employees of a comparable level. Coach hereby agrees to abide by the terms and conditions, as now existing or hereafter amended, of such employee benefits.

Coach understands and agrees that financial conditions may require the Chief Executive Officer, in the Chief Executive Officer's discretion, to institute furloughs or to take such other actions consistent with Board policy as the Chief Executive Officer may determine to be necessary to meet such challenges. In the event of a furlough or other action, the actual salary paid to Coach may be less than the salary stated in Section 3.1.1(a) above.

3.2 Supplemental Compensation The potential supplemental compensation described herein shall be available to Coach and Assistant Coaches only in years when the following conditions are met: (1) Team Multi Year APR remains above the minimum threshold of 930 and (2) the Team operates within the assigned and agreed upon Football Budget, to include mutually agreed upon budget adjustments in writing which take place during the fiscal year.

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

3.2.1. Each year the Team is the conference champion or co-champion, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of $10,000 during the fiscal year in which the championship was achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.2. Each year the Team competes in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in the amount of $7,500.00 during the fiscal year in which the playoff appearance occurred. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.3. Each year Coach shall be eligible to receive supplemental compensation in an amount up to $10,000.00 based on the academic achievement and behavior of Team members. The determination of whether Coach will receive such supplemental compensation and the timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director. The determination shall be based on the following factors: the Academic Progress Rate set by the Board, grade point averages; difficulty of major course of study; honors such as scholarships, designation as Academic All-American, and conference academic recognition; progress toward graduation for all athletes, but particularly those who entered the University as academically at-risk students; the conduct of Team members on the University campus, at authorized University activities, in the community, and elsewhere. Any such supplemental compensation paid to Coach shall be accompanied with a detailed justification for the supplemental compensation based on the factors listed above and such justification shall be separately reported to the Board as a document available to the public under the Idaho Public Records Act.

Multi-Year APR Score	Incentive Pay Up To:
950-959	$ 1,000.00
960-969	$ 2,000.00
970-979	$ 3,000.00
980-989	$ 5,000.00
990-999	$ 7,500.00
1000	$15,000.00

3.2.4. Each year Coach shall be eligible to receive supplemental compensation in an amount up to $10,000.00 for achieving an average attendance at home football games at the levels set forth below, and if coach continues to be employed as the University's head football coach as of the ensuing July 1st. Average attendance numbers shall be determined and announced by the University Ticket Office. The determination of whether Coach will receive such supplemental compensation and the

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

timing of the payment(s) shall be at the discretion of the Chief Executive Officer in consultation with the Director.

Average Home Attendance	Incentive Pay Up To:
6,000 - 6,999	$ 2,000
7,000 - 7,999	$ 4,000
8,000 - 8,999	$ 6,000
9,000 - 10,000	$10,000

3.2.5. Each year Coach earns recognition as the Big Sky Conference Football Coach of the Year, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in the amount of $7,500.00 during the fiscal year in which the Big Sky Conference Football Coach of the Year recognition is achieved. The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.6. Each year the Coach shall be eligible to receive supplemental compensation for achieving a predetermined number of regular season wins, and if Coach continues to be employed as University's head football coach as of the ensuing July 1st, the University shall pay to Coach supplemental compensation in an amount equal to the following:

Wins	Incentive Pay Up To:
6 wins	$ 4,000.00
7 wins	$ 5,000.00
8 wins	$ 6,000.00
9 wins	$ 7,000.00
10 wins	$ 8,000.00
11 wins	$15,000.00
12 wins	$20,000.00

The University shall determine the appropriate manner in which it shall pay Coach any such supplemental compensation.

3.2.7. Coach's Assistants are eligible to receive supplemental compensation in the amount of $2,000 per Assistant Coach for achieving a single year APR of 960 or greater.

3.2.8. Each year the men's football team advances in the NCAA Football Championship Subdivision post-season playoffs, and if Coach continues to be employed as University's Head Football Coach as of the ensuing July 1st, the University shall pay Coach supplemental compensation in an amount equal to the terms below. The University shall determine the appropriate manner in which it shall pay Coach any supplemental compensation.

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

Play-in	8 Teams	1st Win	$ 5,000.00*
Round 2	16 Teams	2nd Win	$ 5,000.00
Round 3	8 Teams	3rd Win	$ 5,000.00
Round 4	4 Teams	4th Win	$ 8,000.00
Round 5	2 Teams	5th Win	$15,000.00

*If a play-in game is needed and if it results in a win it extends the total bonus potential by $5,000. The maximum possible National Championship winner computation bonus total is $28,000.00 without a play-in game; and the maximum possible National Championship winner computation bonus total is $38,000.00 if the run includes a play-in game.

3.2.9. **(SUMMER CAMP—OPERATED BY UNIVERSITY)** Coach agrees that the University has the exclusive right to operate youth football camps on its campus using University facilities. The University shall allow Coach the opportunity to earn supplemental compensation by assisting with the University's camps in Coach's capacity as a University employee. Coach hereby agrees to assist in the marketing, supervision, and general administration of the University's (Sport) camps. Coach also agrees that Coach will perform all obligations mutually agreed upon by the parties. In exchange for Coach's participation in the University's summer (Sport) camps, the University shall pay Coach any net revenues per year as supplemental compensation during each year of employment as head football coach at the University. This amount shall be paid within thirty (30) days after all camp bills have been paid.

In the event of termination of this Agreement, suspension, or paid administrative leave, University shall not be under any obligation to permit a summer youth camp to be held by Coach after the effective date of such termination, suspension, or paid administrative leave, and the University shall be released from all obligations relating thereto.

3.2.10. Coach agrees that the University has the exclusive right to select footwear, apparel, and/or equipment for the use of its student-athletes and staff, including Coach, during official practices and games and during times when Coach or the Team is being filmed by motion picture or video camera or posing for photographs in their capacity as representatives of University. Coach recognizes that the University is negotiating or has entered into an agreement with Adidas or another entity (hereinafter referred to as "Apparel Entity"), to supply the University with athletic footwear, apparel and/or equipment. Coach agrees that, upon the University's reasonable request, Coach will consult with appropriate parties concerning an Apparel Entity product's design or performance, shall act as an instructor at a clinic sponsored in whole or in part by Apparel Entity, or give a lecture at an event sponsored in whole or in part by Apparel Entity, or make other educationally related appearances as may be reasonably requested by the University. Notwithstanding the foregoing sentence, Coach shall retain the right to decline such appearances as Coach reasonably determines to conflict with or hinder Coach's duties and obligations as head football coach. In order to avoid entering into an agreement

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

with a competitor of Apparel Entity, Coach shall submit all outside consulting agreements to the University for review and approval prior to execution. Coach shall also report such outside income to the University in accordance with NCAA rules. Coach further agrees that Coach will not endorse any athletic footwear, apparel and/or equipment products, including Apparel Entity, and will not participate in any messages or promotional appearances which contain a comparative or qualitative description of athletic footwear, apparel or equipment products.

3.3 General Conditions of Compensation. All compensation provided by the University to Coach is subject to deductions and withholdings as required by law or the terms and conditions of any fringe benefit in which Coach participates. However, if any fringe benefit is based in whole or in part upon the compensation provided by the University to Coach, such fringe benefit shall be based only on the compensation provided pursuant to Section 3.1.1, except to the extent required by the terms and conditions of a specific fringe benefit program.

ARTICLE 4

4.1. Coach's Specific Duties and Responsibilities. In consideration of the compensation specified in this Agreement, Coach, in addition to the obligations set forth elsewhere in this Agreement, shall:

4.1.1. Devote Coach's full time and best efforts to the performance of Coach's duties under this Agreement;

4.1.2. Develop and implement programs and procedures with respect to the evaluation, recruitment, training, and coaching of Team members which enable them to compete successfully and reasonably protect their health, safety, and well-being;

4.1.3. Observe and uphold all academic standards, requirements, and policies of the University and encourage Team members to perform to their highest academic potential and to graduate in a timely manner; and

4.1.4. Know, recognize, and comply with all applicable laws, policies, rules and regulations of the University, the Board, the conference, and the NCAA; supervise and take appropriate steps to ensure that Coach's assistant coaches, any other employees for whom Coach is administratively responsible, and the members of the Team know, recognize, and comply with all such laws, policies, rules and regulations; and immediately report to the Director and to the Department's Director of Compliance if Coach has reasonable cause to believe that any person or entity, including without limitation representatives of the University's athletic interests, has violated or is likely to violate any such laws, policies, rules or regulations. Coach shall cooperate fully with the University and Department at all times. The applicable laws, policies, rules, and regulations include, but are not limited to: (a) Board policies; (b) University's policies and procedures; (c) the policies of the Department; (d) NCAA rules and regulations; and (e) the rules and regulations of the football conference of which the University is a member.

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

4.1.5. Coach is responsible for the actions of all institutional staff members who report, directly or indirectly, to Coach. Coach shall promote an atmosphere of compliance within the program and shall monitor the activities of all institutional staff members involved with the program who report, directly or indirectly, to Coach.

4.1.6. Coach shall be responsible for ensuring that institutional staff members as described in 4.1.5 complete the following specific compliance related activities:

a) Attendance of Coach and Assistant Coaches at all rules education programs;

b) Prompt and accurate submission of compliance forms, certification forms, CARA forms, and all compliance related information prior to the arrival of a student athlete on the ISU Campus;

c) Thorough, honest, and forthcoming completion of compliance forms;

d) The prompt and complete disclosure of circumstances or facts that may impact the eligibility of a Prospective Student Athlete or which may lead to the need to request an NCAA Eligibility Waiver. The need for NCAA Eligibility Waivers based upon information which was known and not disclosed, or which should have been known, is conduct seriously prejudicial to the University and may constitute adequate cause for discipline up to and including dismissal or termination; and

e) The routine requesting of rules interpretations.

4.2 Outside Activities. Coach shall not undertake any business, professional or personal activities, or pursuits that would prevent Coach from devoting Coach's full time and best efforts to the performance of Coach's duties under this Agreement, that would otherwise detract from those duties in any manner, or that, in the opinion of the University, would reflect adversely upon the University or its athletic program. Subject to the terms and conditions of this Agreement, Coach may, with the prior written approval of the Director, who may consult with the Chief Executive Officer, enter into separate arrangements for outside activities and endorsements which are consistent with Coach's obligations under this Agreement. Coach may not use the University's name, logos, or trademarks in connection with any such arrangements without the prior written approval of the Director and the Chief Executive Officer.

4.3 NCAA Rules. In accordance with NCAA rules, Coach shall obtain prior written approval from the University's Chief Executive Officer for all athletically related

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

income and benefits from sources outside the University and shall report the source and amount of all such income and benefits to the University's Chief Executive Officer whenever reasonably requested, but in no event less than annually before the close of business on June 30th of each year or the last regular University work day preceding June 30th. The report shall be in a format reasonably satisfactory to University. In no event shall Coach accept or receive directly or indirectly any monies, benefits, or gratuities whatsoever from any person, association, corporation, University booster club, University alumni association, University foundation, or other benefactor, if the acceptance or receipt of the monies, benefits, or gratuities would violate applicable law or the policies, rules, and regulations of the University, the Board, the conference, or the NCAA.

4.4 Hiring Authority. Coach shall have the responsibility and the sole authority to recommend to the Director the hiring and termination of assistant coaches for the Team, but the decision to hire or terminate an assistant coach shall be made by the Director and shall, when necessary or appropriate, be subject to the approval of Chief Executive Officer and the Board.

4.5 Scheduling. Coach shall consult with, and may make recommendations to, the Director or the Director's designee with respect to the scheduling of Team competitions, but the final decision shall be made by the Director or the Director's designee.

4.6 Other Coaching Opportunities. Coach shall not, under any circumstances, interview for, negotiate for, or accept employment as a coach at any other institution of higher education or with any professional sports team, requiring performance of duties prior to the expiration of this Agreement, without the prior approval of the Director. Such approval shall not unreasonably be withheld.

4.7 Disclosure of Serious Misconduct. Coach warrants that prior to signing this Agreement, Coach has disclosed and will continue to disclose if Coach has been accused, investigated, convicted of, or pled guilty or no contest to any felony or a misdemeanor involving serious misconduct, or has been subject to official institution or athletic department disciplinary action at any time at any prior institution where Coach was employed. "Serious misconduct" is defined as any act of sexual violence, domestic violence, dating violence, stalking, sexual exploitation, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

4.8 Media and Fundraising Obligations. Coach must fully participate in media and fundraising programs and public appearances (Programs) through the date of the Team's last regular season or post-season competition. Agreements requiring Coach to participate in Programs related to Coach's duties as an employee of University are the property of the University. The University shall have the exclusive right to negotiate and contract with all producers of media productions and all parties desiring public appearances by Coach. Coach agrees to cooperate with the University in order for the Programs to be successful and agrees to provide Coach's services to and perform on the

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

Programs and to cooperate in their production, broadcasting, and telecasting. It is understood that neither Coach nor any assistant coaches shall appear without the prior written approval of the Director on any competing radio or television program (including but not limited to a coach's show, call-in show, or interview show) or a regularly scheduled news segment, except that this prohibition shall not apply to routine news media interviews for which no compensation is received. Without the prior written approval of the Director, Coach shall not appear in any commercial endorsements which are broadcast on any form of electronic, print, or social media, including radio or television, that conflict with those broadcast on the University's designated media outlets.

ARTICLE 5

5.1 Termination of Coach for Cause. The University may, in its discretion, suspend Coach from some or all of Coach's duties, temporarily or permanently, and with or without pay; or terminate this Agreement at any time for good or adequate cause, as those terms are defined in applicable rules and regulations, including in University policy.

5.1.1 In addition to the definitions contained in applicable rules and regulations, University and Coach hereby specifically agree that the following shall constitute good or adequate cause for suspension, paid administrative leave, or termination of this Agreement:

a) A deliberate or major violation of Coach's duties under this Agreement or the refusal or unwillingness of Coach to perform such duties in good faith and to the best of Coach's abilities;

b) The failure of Coach to remedy any violation of any of the terms of this Agreement within 30 days after written notice from the University;

c) A deliberate or major violation by Coach of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, including but not limited to any such violation which may have occurred during the employment of Coach at another NCAA or NAIA member institution;

d) Ten (10) working days' absence of Coach from duty without the Director's consent;

e) Any conduct of Coach that the university determines brings Coach or the University into general public disrepute, contempt, scandal or ridicule or that would, in the University's reasonable judgment, reflect adversely on the University or its athletic programs, including a violation by Coach of any law, except minor traffic offenses;

f) The failure of Coach to represent the University and its athletic programs positively in public and private forums;

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

g) The failure of Coach to fully and promptly cooperate with the NCAA or the University in any investigation of possible violations of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA;

h) The failure of Coach to report a known violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA, by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team; or

i) A violation of any applicable law or the policies, rules or regulations of the University, the Board, the conference, or the NCAA , by one of Coach's assistant coaches, any other employees for whom Coach is administratively responsible, or a member of the Team if Coach knew or reasonably should have known of the violation and could have prevented it by ordinary supervision;

j) The failure of Coach to disclose Serious Misconduct as required in Section 4.7 of this Agreement; or

k) A failure of Coach to maintain a high level of professionalism, including a failure to exercise the proper level of conduct and decorum expected of a highly-visible university employee, which is at all times expected to create a safe and professional environment for student-athletes, subordinates, co-workers, and others who provide support and service to the staff and student athletes at Idaho State University.

5.1.2 Suspension, paid administrative leave, or termination for good or adequate cause shall be effectuated by the University as follows: before the effective date of the suspension, paid administrative leave, or termination, the Director or the Director's designee shall provide Coach with notice, which notice shall be accomplished in the manner provided for in this Agreement and shall include the reason(s) for the contemplated action. Coach shall then have an opportunity to respond. After Coach responds or fails to respond, University shall notify Coach whether, and if so when, the action will be effective.

5.1.3 In the event of any termination for good or adequate cause, the University's obligation to provide compensation and benefits to Coach, whether direct, indirect, supplemental or collateral, shall cease as of the date of such termination, and the University shall not be liable for the loss of any collateral business opportunities or other benefits, perquisites, or income resulting from outside activities or from any other sources.

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

5.1.4 If found in violation of NCAA regulations, Coach shall, in addition to the provisions of Section 5.1, be subject to disciplinary or corrective action as set forth in the provisions of the NCAA enforcement procedures. This Section applies to violations occurring at the University or at previous institutions at which Coach was employed.

5.2 Termination of Coach for Convenience of University.

5.2.1 At any time after commencement of this Agreement, University, for its own convenience, may terminate this Agreement by giving ten (10) days prior written notice to Coach.

5.2.2 In the event that University terminates this Agreement for its own convenience, University shall be obligated to pay Coach the remaining unpaid amounts contained in the salary set forth in Section 3.1.1(a), excluding all deductions required by law, on the regular paydays of University until the term of this Agreement ends or until Coach obtains reasonably comparable employment, whichever occurs first. In the event Coach obtains other employment after such termination, then the amount of compensation the University pays will be reduced by the amount of compensation paid Coach as a result of such other employment, such adjusted compensation to be calculated for each University pay-period by reducing the gross salary set forth in Section 3.1.1(a) (before deductions required by law) by the gross compensation paid to Coach under the other employment, then subtracting from this adjusted gross compensation deductions according to law. In addition, Coach will be entitled to continue with the University health insurance plan and group life insurance as if Coach remained a University employee until the term of this Agreement ends or until Coach obtains reasonably comparable employment or any other employment providing Coach with a reasonably comparable health plan and group life insurance, whichever occurs first. Coach shall be entitled to no other compensation or fringe benefits, except as otherwise provided herein or required by law. Coach specifically agrees to inform University within ten business days of obtaining other employment, and to advise University of all relevant terms of such employment, including without limitation the nature and location of employment, salary, other compensation, health insurance benefits, life insurance benefits, and other fringe benefits. Failure to so inform and advise University shall constitute a material breach of this Agreement and University's obligation to pay compensation under this provision shall end, and Coach further agrees to repay to University all compensation received from the University after the date other employment is obtained.

5.2.3 The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that Coach may lose certain benefits, supplemental compensation, or outside compensation relating to employment with University, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by University and the acceptance thereof by Coach shall constitute adequate and reasonable compensation to Coach for the damages and injury suffered by Coach

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

because of such termination by University. The liquidated damages are not, and shall not be construed to be, a penalty.

5.3 Termination by Coach for Convenience.

5.3.1. Coach recognizes that Coach's promise to work for University for the entire term of this Agreement is of the essence of this Agreement. Coach also recognizes that the University is making a highly valuable investment in Coach's employment by entering into this Agreement and that its investment would be lost were Coach to resign or otherwise terminate employment with the University before the end of the Agreement term.

5.3.2. Coach may terminate this Agreement for convenience during its term by giving prior written notice to the University. Termination shall be effective ten (10) days after notice is given to the University.

5.3.3. If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: $100,000 if separation occurs in years 1 or 2 (July 1, 2025 – June 30 2027); $75,000 if separation occurs in year 3 (July 1, 2027 – June 30, 2028); and $40,000 if separation occurs after June 30, 2028. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

5.3.4. The parties have both been represented by, or had the opportunity to consult with, legal counsel in the contract negotiations and have bargained for and agreed to the foregoing liquidated damages provision, giving consideration to the fact that the University will incur administrative and recruiting costs in obtaining a replacement for Coach, in addition to potentially increased compensation costs if Coach terminates this Agreement for convenience, which damages are extremely difficult to determine with certainty. The parties further agree that the payment of such liquidated damages by Coach and the acceptance thereof by University shall constitute adequate and reasonable compensation to University for the damages and injury suffered by it because of such termination by Coach. The liquidated damages are not, and shall not be construed to be, a penalty. This Section 5.3.4 shall not apply if Coach terminates this Agreement because of a material breach by the University.

5.3.5. Except as provided elsewhere in this Agreement, if Coach terminates this Agreement for convenience, Coach shall forfeit to the extent permitted by law the right to receive all supplemental compensation and other payments.

5.4 Termination due to Disability or Death of Coach.

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

5.4.1. Notwithstanding any other provision of this Agreement, this Agreement shall terminate automatically if Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, becomes unable to perform the essential functions of the position of head coach, or dies.

5.4.2. If this Agreement is terminated because of Coach's death, Coach's salary and all other benefits shall terminate as of the last day worked, except that Coach's personal representative or other designated beneficiary shall be paid all compensation due or unpaid and death benefits, if any, as may be contained in any fringe benefit plan now in force or hereafter adopted by the University and due to Coach's estate or beneficiaries thereunder.

5.4.3. If this Agreement is terminated because Coach becomes totally or permanently disabled as defined by the University's disability insurance carrier, or becomes unable to perform the essential functions of the position of head coach, all salary and other benefits shall terminate, except that Coach shall be entitled to receive any compensation due or unpaid and any disability-related benefits to which Coach is entitled by virtue of employment with the University.

5.5 Interference by Coach. In the event of termination, suspension, or paid administrative leave, Coach agrees that Coach will not interfere with the University's student-athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program. In the event of an announcement to the Athletic Director of a future departure, a formal resignation, termination, suspension, or paid administrative leave, Coach agrees that Coach will not interfere with the University's student athletes or otherwise obstruct the University's ability to transact business or operate its intercollegiate athletics program.

5.6 No Liability. The University shall not be liable to Coach for the loss of any collateral business opportunities or any other benefits, perquisites or income from any sources that may ensue as a result of any termination of this Agreement by either party or due to death or disability or the suspension or paid administrative leave of Coach, regardless of the circumstances.

5.7 Waiver of Rights. Because Coach is receiving a multi-year contract and the opportunity to receive supplemental compensation and because such contracts and opportunities are not customarily afforded to University employees, if the University suspends or places Coach on paid administrative leave, or terminates this Agreement for good or adequate cause or for convenience, Coach shall have all the rights provided for in this Agreement but hereby releases the University from compliance with the notice, appeal, and similar employment-related rights provided for in Board policy, IDAPA 08.01.01 et seq., and the University Faculty-Staff Handbook.

ARTICLE 6

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

6.1 Board Approval. If required under Board policy, this Agreement shall not be effective unless approved by the Board. In addition, the payment of any compensation pursuant to this Agreement shall be subject to the approval of the Board, the Chief Executive Officer, and the Director; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and the Board policies and University's rules regarding financial exigency.

6.2 University Property. All personal property, material, and articles of information, including, without limitation, keys, credit cards, personnel records, recruiting records, team information, films, statistics or any other personal property, material, or data, furnished to Coach by the University or developed by Coach on behalf of the University or at the University's direction or for the University's use or otherwise in connection with Coach's employment hereunder are and shall remain the sole property of the University. Within twenty-four (24) hours of the expiration of the term of this Agreement or its earlier termination as provided herein, Coach shall immediately cause any such personal property, materials, and articles of information in Coach's possession or control to be delivered to the Director.

6.3 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

6.4 Waiver. No failure of the University to enforce a right of this Agreement shall constitute a waiver of that right. No waiver of any default in the performance of this Agreement shall be effective unless in writing and signed by the waiving party. The waiver of a particular breach in the performance of this Agreement shall not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach shall not constitute a waiver of any other available remedies.

6.5 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement shall not be affected and shall remain in effect.

6.6 Governing Law. This Agreement shall be subject to and construed in accordance with the laws of the state of Idaho. Any action based in whole or in part on this Agreement shall be brought in the courts of the state of Idaho.

6.7 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation shall not be binding upon the University.

6.8 Force Majeure. Any prevention, delay or stoppage due to causes beyond a party's reasonable control that make the contract impossible, impracticable, or frustrate the purpose of the contract, whether foreseeable or not, including but not limited to: government or court orders, guidelines, regulations, or actions related to communicable diseases, epidemics, pandemics, or other dangers to public health; strikes, lockouts, labor disputes; acts of God; inability to obtain labor or materials or reasonable substitutes therefor; governmental restrictions, governmental regulations, or governmental controls;

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

enemy or hostile governmental action; civil commotion; fire or other casualty; and other causes beyond the reasonable control of the party obligated to perform (including financial inability), shall excuse the performance by such party, so long as such party uses its best efforts to remedy such a failure or delays if reasonable to do so for a period equal to any such prevention, delay or stoppage.

6.9 Confidentiality. This Agreement and all documents and reports Coach is required to produce under this Agreement may be released and made available to the public by the University.

6.10 Notices. Any notice under this Agreement shall be in physical or electronic writing and be delivered in person, by email to the official University mail on file, or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	Director of Athletics Pauline Thiros Idaho State University MS 8173 Pocatello, ID 83209
with a copy to:	President Idaho State University MS 8310 Pocatello, ID 83209
Coach:	Cody Hawkins Address on File with Human Resources at University

Any notice shall be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day electronic delivery is verified. Actual notice, however and from whomever received, shall always be effective.

6.11 Headings. The headings contained in this Agreement are for reference purposes only and shall not in any way affect the meaning or interpretation hereof.

6.12 Binding Effect. This Agreement is for the benefit only of the parties hereto and shall inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

6.13 Non-Use of Names and Trademarks. Coach shall not, without the University's prior written consent in each case, use any name, trade name, trademark,

Docusign Envelope ID: DA6AFA21-2B2A-4AD9-B479-2BBAF10FF439

service mark, or other designation of the University (including contraction, abbreviation or simulation), except in the course and scope of official University duties.

6.14 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

6.15 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement shall be effective unless in writing, signed by both parties, and approved by the Board if required under Board Policy II.H.

6.16 Opportunity to Consult with Attorney. Coach acknowledges that Coach has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement shall be construed simply, according to its fair meaning, and not strictly for or against any party.

University

Signature: Robert Wagner
Printed Name: Dr. Robert W. Wagner
President

Date: 07/11/2025 | 3:12:28 PM MDT

Coach

Signature: _____
Printed Name: Cody Hawkins
Head Football Coach

Date: 07/12/2025 | 1:00:47 PM PDT

Idaho State University

ATHLETICS CONTRACT
CODY HAWKINS, HEAD COACH – FOOTBALL

EMPLOYMENT AGREEMENT - AMENDMENT ONE

This Employment Agreement Amendment One (Amendment One) is entered into by and between Idaho State University (University) and CODY HAWKINS (Coach). This Amendment amends the Employment Agreement between the parties with a term commencing on July 1, 2025. The Effective Date of this Amendment One is May 1, 2026.

RECITALS

A. University and Coach executed the Employment Agreement on July 11 and July12, 2025.
B. The term of the Employment Agreement expires on January 1, 2030.
C. The parties desire to extend the term of the Employment Agreement by one year.
D. All considerations with the exception of the Term of the Employment Agreement will remain unchanged.

NOW THEREFORE, the parties agree to amend the Employment Agreement as follows:

1. Section 2.1. of the Employment Agreement is amended to provide that the term ends on January 1, 2031 unless sooner terminated in accordance with the Employment Agreement.
2. Coach's annual salary remains as set forth in Section 3.1.
3. Section 5.3.3. Shall be amended to reflect the appropriate dates and applicable liquidated damages, as follows:

   5.3.3 If Coach terminates this Agreement for convenience at any time, all obligations of the University shall cease as of the effective date of the termination. If Coach terminates this Agreement for convenience, Coach shall pay to the University, as liquidated damages and not a penalty, the following sum: $100,000 if separation occurs in years 1 or 2 (prior to June 30 2027); $75,000 if separation occurs in year 3 (July 1, 2028 – June 30, 2029); and $40,000 if separation occurs after June 30, 2029. The liquidated damages shall be due and payable within twenty (20) days of the effective date of the termination, and any unpaid amount shall bear simple interest at a rate of eight (8) percent per annum until paid.

4. Except as expressly modified by this Amendment One, the Employment Agreement shall continue in full force and effect.

SIGNATURES APPEAR ON THE FOLLOIWNG PAGE

Idaho State University

UNIVERSITY

Signature: _____ Date: _____
Printed Name: Robert Wagner
Idaho State University President

COACH

Signature: _____ Date: _____
Printed Name: Cody Hawkins
Head Coach, Football – Idaho State University

ATTACHMENT 3

IDAHO STATE UNIVERSITY

FOOTBALL APR History and National Percentile Rank

SINGLE YEAR NCAA ACADEMIC PROGRESS RATE (APR) SCORES					
	2020-21	**2021-22**	**2022-23**	**2023-24**	**2024-25**
Single Year APR	944	918	943	972	987**
National % Rank by Sport	*****	***1-10***	***1-10***	***1-10***	*****

MULTI-YEAR APR (4-Year Rolling Average)					
Football	946	933	933	944	956

*** Percentile not not reported by NCAA at this time.**

****24-25 Scores represent score reported on the private institutional report which will be publicly reported by NCAA in May 2026.**

ATTACHMENT 4

Big Sky Conference Football Head Coach Salary and Incentives Chart

Supporting Information for ISU Head Football Coach (Cody Hawkins) Contract

	INSTITUTION	BASE SALARY	INCENTIVES	TOTAL POSSIBLE COMPENSATION
1	Cal Poly	$ 350,004.00	$ 460,000.00	$ 810,004.00
2	Montana State	$ 455,000.00	$ 300,000.00	$ 755,000.00
3	Montana	$ 265,000.00	$ 467,000.00	$ 732,000.00
4	Sacramento State	$ 242,004.00	$ 389,600.00	$ 631,604.00
5	University of Idaho*	$ 175,000.00	$ 218,500.00	$ 393,500.00
6	Northern Arizona	$ 280,000.00	$ 140,000.00	$ 420,000.00
7	Idaho State	$ 230,000.00	$ 98,000.00	$ 328,000.00
8	Weber State	$ 215,000.00	$ 100,000.00	$ 315,000.00
9	UC Davis	$ 270,000.00	$ 44,000.00	$ 314,000.00
10	Eastern Washington	$ 252,357.00	$ 58,000.00	$ 310,357.00
11	Northern Colorado	$ 209,209.00	$ 80,000.00	$ 289,209.00
12	Portland State	$ 210,000.00	$ 15,000.00	$ 225,000.00

	INSTITUTION	BASE SALARY
1	Montana State	$ 455,000.00
2	Cal Poly	$ 350,004.00
3	Northern Arizona	$ 280,000.00
4	UC Davis	$ 270,000.00
5	Montana	$ 265,000.00
6	Eastern Washington	$ 252,357.00
7	University of Idaho	$ 175,000.00
8	Sacramento State	$ 242,004.00
9	Idaho State	$ 230,000.00
10	Weber State	$ 215,000.00
11	Portland State	$ 210,000.00
12	Northern Colorado	$ 209,209.00

ATTACHMENT 5

Big Sky Conference Football Head Coach Salary and Incentives Chart

Supporting Information for ISU Head Football Coach (Cody Hawkins) Contract

INSTITUTION	LIQUIDATED DAMAGES CLAUSE?	STRUCTURE OF LIQUIDATED DAMAGES
Sacramento State	NO	NA
Weber State	YES	Termination by university is set amount depending upon remaining term, ranges from $800,000 total to $175,000 minimum. Termination by Coach is $100,000.
Montana State	YES	Termination for convenience by University $250,000 or remaining contract term, whichever is less. Termination by Coach $250,000 or remaining contract term if separation occurs in the final 12 months.
Portland State	YES	$30,000
Northern Arizona	YES	Termination for convenience is 50% of base salary for the remainder of the contract term. Termination by Coach 50% of remaining contract, or $50,000 one time based on reason for departure.
Idaho	YES	Before 2/1/27 $250,000. After 2/1/27 Amount equal to remaining salary which would have been paid to Coach per the contract.
Northern Colorado	YES	Termination by Coach requires payment by Coach of up to $300,000 on a sliding scale which decreases until contract expiration.
Eastern Washington	YES	Termination for convenience by University requires 12 months of current salary. Termination by Coach requires an amount ranging from $50-$100K based on years remaining.
Montana	YES	Amount equal to base salary for the time remaining on the contract.
Southern Utah	YES	Termination by Coach requires payment on a sliding scale beginning at $100,000 and decreasing until contract expiration.
Cal Poly	NO	NA
UC Davis	YES	Termination by university is base salary for current year, then 50% of base for following year and 25% of base salary for remaining term. Termination by Coach $150,000.
Idaho State	YES	Termination by University is remaining contract terms minus other compensation secured by Coach upon receipt of alternative employment. Termination by Coach is $100,000 for years 1 and 2, $70,000 in year 3, and $35,000 year 4 and remaining.

ATTACHMENT 6

Head Football Coach Cody Hawkins Maximum Compensation Calculation: FY 2026-2031

Contract Reference:		**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	
3.1.1	Annual Salary	$ 230,000.00	$ 235,750.00	$ 241,643.75	$ 247,684.84	$ 253,876.96	*Assumes 2.5% CEC increase annually.
3.2.1	Bonus: Regular Season Championship	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	
3.2.2	Bonus: FCS Playoff Appearance	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	
3.2.3	Bonus: Academic Achievement	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	$ 15,000.00	
3.2.4	Bonus: Attendance	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	$ 10,000.00	
3.2.5	Bonus: Coach of the Year	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	$ 7,500.00	
3.2.6	Bonus: Total Season Wins	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	$ 20,000.00	
3.2.8	Bonus: FCS Playoff Wins (Natl. Championship)	$ 38,000.00	$ 38,000.00	$ 38,000.00	$ 38,000.00	$ 38,000.00	
	Total Maximum Annual Compensation Under Proposed Contract:	$ 338,000.00	$ 343,750.00	$ 349,643.75	$ 355,684.84	$ 361,876.96	

SUBJECT

Idaho State University - Approval of Idaho State University (ISU) Purchasing Policy, ISUPP 2560

REFERENCE

October 2016 Idaho State Board of Education approved ISUPP 2560

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.
Section 67-9225, Idaho Code

BACKGROUND/DISCUSSION

This past fall, ISU revised ISUPP 2560, Purchasing. This update includes an updated definitions section that specifies approval authorities and authorization limits. In addition to clarifying key terms and approval authorities, the proposed edits support fiscal restraint by limiting the definition of "small purchase" to between $10,000 - $50,000, depending on the funding source, from the current $250,000 limit, and require a legal contract review for Small Purchases over $10,000. The draft policy outlines a limited appeals timeframe in competitive bidding awards, imposing a five (5) business day limitation for appeals. The draft includes provisions for cooperative purchases, informal purchases, punchout vendors, and IT purchases. Additionally, the proposed update requires that Invitations to Bid and Requests for Proposal include language that requires the acceptance of the University's terms and conditions, or separate terms recommended by the Office of General Counsel.

IMPACT

This policy revision was drafted with a collaborative approach using ISU's policy process. An updated policy is needed to better protect the University and its funds by clarifying roles, authorization limits, and approval authority, and by limiting purchase amounts, timelines for appeals filing, and the inclusion of outside contract terms. The updated policy provides clearer instructions for the use of University funds.

ATTACHMENTS:

Attachment 1 - Proposed Purchasing Policy - Clean
Attachment 2 - Proposed Purchasing Policy - Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed Idaho State University's (ISU) request to approve revisions to ISU Purchasing Policy (ISUPP 2560). The proposed updates clarify definitions, approval authorities, and authorization limits, and establish additional purchasing controls, including revised small purchase thresholds and legal review requirements for certain contracts.

The revised policy continues to require that purchasing activities comply with applicable federal and state laws and Board policies. These updates are intended to provide clearer guidance for the use of ISU university funds.

Board staff recommends approval.

BOARD ACTION

I move to approve Idaho State University's Purchasing Policy as proposed in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State University

POLICIES AND PROCEDURES

Purchasing Policy

ISUPP 2560

POLICY INFORMATION
Policy Section: *Finance*
Policy Title: *Purchasing Policy*
Responsible Executive (RE): *Chief Financial Officer*
Sponsoring Organization (SO): *Finance*
Dates: Effective Date: *November 1, 2016*
Revised:
Review Date:

I. INTRODUCTION

This policy governs purchases made with University Funds, Federal Funds, Sponsored Project funds, or any other funds on behalf of the University. Purchases and procurements shall be conducted in compliance with applicable federal and state laws and regulations, and applicable State Board of Education (SBOE) and University policies.

II. DEFINITIONS

Definitions provided in this policy apply only to this policy.

A. **Bid.** A formal, competitive offer to perform a contract for work, labor, or materials at a specified price in response to a specific University request for pricing.

B. **Cooperative Purchase.** A purchase using a contract after a competitive solicitation process established by another entity with whom ISU has joined as a member formalized through a written agreement. See I.C. 67-9224(2).

C. **Federal Funds.** Funds granted to ISU from federal agencies.

D. **Formal Purchases.** Purchases or Procurements of $250,000 and above. These Purchases require a Formal Sealed Process.

E. **Formal Sealed Process.** Procedure by which the University solicits Bids or Requests for Proposals by means of a formal solicitation.

F. **Informal Purchases.** Purchases that exceed the dollar limits established for Small Purchases but are less than required for a Formal Sealed Process.

G. **Invitation to Bid (ITB).** A formal request from ISU to potential suppliers or contractors to submit sealed Bids for a project with clearly defined Bid specifications in which the lowest price is a main consideration for the final contract award.

H. **Non-Catalog Vendor.** Vendors who are not PunchOut Vendors in the University's E-procurement system.

I. **PunchOut Vendor.** Vendors that are directly linked to the University's E-procurement system (currently Jaggaer).

J. **Procurement.** Procurements are exchange transactions, whether for currency or barter. Procurements do not include non-exchange transactions such as sponsorships.

K. **Purchase.** Acquisitions including trade-ins and acquisition of leased equipment. Purchases do not include non-exchange transactions such as sponsorships.

L. **Quote.** A Quote is an offer to provide specific products or services at a predetermined, fixed price, including those listed on Vendor webpages.

M. **Request for Proposals (RFP).** A formal document issued by Purchasing to invite Vendors to submit proposals for a specific project or service. A RFP is used for complex projects requiring creative, or technical solutions, and evaluates Vendors on multiple factors like technical ability, experience, and innovative approaches, not just the lowest price.

N. **Sole Source Purchase.** A Purchase in which only one supplier is able to provide a product or service. This is a Purchase in which competitive bidding is not possible.

O. **Sponsored Project.** A formal agreement, such as a grant, contract, or other arrangement, in which the University receives federal, state, or private funds to conduct a specific project with a defined scope. A complete definition of "Sponsored Project" is found in ISUPP 1060 *Contract Approval and Execution*, section II.G.

P. **Total Contract Value.** The entire monetary value of the contract as measured by the initial contract period plus any options to renew or any options to buy additional supplies or services. The concept of Total Contract Value is used as a cutoff guideline for delegated purchasing authority.

Q. **University Funds.** Funds found in local or state appropriated indexes. This definition excludes Federal Funds, or funds not found in local or state appropriated indexes.

R. **Vendor.** A person or entity who provides goods or services in exchange for compensation.

III. POLICY STATEMENT

Purchasing activities shall be administered in a manner that provides maximum practicable open competition appropriate to the type of good or service to be provided. Purchases shall support the goals of cost efficiency and quality, which shall be given due consideration in the purchasing process.

The University owns all property purchased with University Funds. In addition, except where provided by the terms of a Sponsored Project or by operation of law, the University owns all personal property purchased with funds from a Sponsored Project. No department, departmental unit, or University employee may hold a proprietary interest in any piece of University Property or Property purchased with Sponsored Project funds which are held by the University. Regardless of which departmental unit ordered the item, the fund cited, or the budget expensed, the principle of University ownership prevails.

IV. AUTHORITY AND RESPONSIBILITIES

A. Approval Authorization Limits under State Board of Education Policy V.I.
    1. Up to One (1) million dollars: University has delegated approval authority.
    2. One (1) million to two (2) million dollars: Executive Director of the State Board of Education ("SBOE") has delegated approval authority.
    3. Over two (2) million dollars, or a lease that exceeds five (5) years: SBOE.

B. Chief Financial Officer (CFO). Responsible for overseeing the Purchasing Office. Daily operations have been delegated to the University Controller, or designee. The CFO also acts as an Appellate Authority.

C. Departments. Responsible for confirming the availability of funds and ensuring those funds are properly budgeted.

D. Director of Procurement and Vendor Services. Approval Authority for Sole Source requests.

E. Employees. All University employees are responsible for following this policy when making Purchases. Employees have a personal responsibility to conduct University business in an ethical manner and assure the integrity of the purchasing and procurement processes.

F. State Board of Education (SBOE). This policy has been approved by the SBOE. The SBOE Executive Director will be informed of changes to this policy. Proposed changes to this policy may require SBOE approval.

G. University Controller. Ensures that procurement staff are properly trained to execute their duties efficiently and in accordance with laws and regulations. The University Controller is also responsible for ensuring compliance with this policy.

V. COMPETITIVE BIDDING

It is generally good practice to price transactions and collect Quotes from a variety of sources before selecting one. The lowest price may not always be the best value. Departments should consider the total cost of ownership, which includes the purchase price, transportation, handling, inspection, quality, rework, maintenance, disposal, and other associated costs.

A. Vendors. Departments should purchase from responsible Vendors possessing the ability to perform successfully under the terms and conditions of the University with consideration given to such matters as supplier integrity, compliance with public policy, record of past performance, and financial and technical resources.

1. All Vendors are qualified unless expressly disqualified by the University Director of Procurement and Vendor Services.
2. Vendors may be disqualified for any of the following reasons:
    a. Failure to perform according to the terms of any agreement;
    b. Attempts by whatever means to cause acquisition Bid specifications to be drawn so as to favor a specific Vendor;
    c. Actions to obstruct or unreasonably delay acquisitions by the University;
    d. Perjury in a Vendor disqualification hearing;
    e. Debarment, suspension or ineligibility from federal contracting of the Vendor, its principals or affiliates; and/or,
    f. Any reason in Idaho law that would disqualify a particular Vendor for a particular Bid.
3. A Vendor shall be notified by registered mail within ten (10) days of disqualification and may, within thirty (30) days of the receipt of such notice, challenge the disqualification. The University Controller is the Appellate Authority.
4. Disqualification or conditions may be imposed for a period not exceeding five (5) years.

B. Small Purchases.

1. Purchases are classified as Small Purchases differently depending on the funding source. For goods, costs are determined based on the one-time purchase of property. For services, costs are determined based on the total cost of a contract, including renewal or extension periods.
2. Small Purchasing limits are as follows:
    a. University Funds: less than $20,000.
    b. Federal Funds: less than $10,000.

c. Purchases made through Jaggaer PunchOut Vendors: less than $50,000.

3. Any Small Purchase contract with a value over $10,000 is subject to ISUPP 1060: *Contract Approval and Execution* and should be reviewed by the Office of General Counsel.

4. Small Purchases are excluded from the Informal Purchase two (2) Quote requirement.

C. Informal Purchases

1. Purchases are classified as Informal Purchases differently based on the funding source. Informal Purchase limits are as follows:

a. University Funds: $20,000 to $249,000.

b. Federal Funds: $10,000 to $249,000.

c. Purchases made through Jaggaer PunchOut Vendors: $50,000 to $249,000.

2. Informal Purchases require a minimum of two (2) Quotes.

3. To enhance small business Bidding opportunities in Idaho, when practical and in the best interest of the University, ISU may seek Quotes or Bids from Vendors having a significant Idaho economic presence, as defined in Section 67-2349, Idaho Code.

4. The request for a Quote or Bid may be written, oral, electronic, or telephonic.

5. Quotes provided from Vendors must be electronic. Both required Quotes must be attached to the requisition order in Jaggaer.

D. Formal Purchases

Formal Purchases are procured through a Formal Sealed Process.

1. Formal Purchases, regardless of the funding source, are all Purchases of $250,000 and greater.

2. Invitations to Bid (ITB) and Requests for Proposals (RPF)

a. The University Purchasing Department solicits offers from qualified Vendors by issuing an ITB or RFP.

b. ITBs and RFPs must include a provision requiring that Bids and Quotes accept the University's Terms and Conditions, including the appeals process, or the specific inclusion of separate terms recommended by the Office of General Counsel.

c. The Formal Sealed Process establishes pricing, specification or performance standards, and the terms and conditions for the purchase of goods and services.

d. The University may apply the use of a variety of techniques, including but not limited to, reverse auction, electronic posting, or electronic advertisement of solicitations as appropriate to the buying situation.

e. The University shall ensure adequate ITBs or RFPs are prepared which clearly define the goods and services needed in order for Bidders and Proposers to properly respond to the request.

f. No property to be acquired shall be accepted which does not meet the minimum Bid specifications.

3. Notice Requirements

a. Notice of solicitations of Bids or proposals for large purchases will be electronic.

b. Large purchase notices, regardless of methodology, are referenced in the Vendor section of the University Purchasing Department's website.

4. Contract Award

a. The University recognizes that an offered low price is not always indicative of the greatest value. Contracts will be awarded by the University pursuant to determination by the University Controller, or designee, of the best value to the University based on the criteria outlined in the solicitation.

b. Vendors must possess an authorized purchase order number, or Procurement Card (PCard) number, and signed contract for goods or services from the University before providing goods or services. A verbal commitment by a University employee is not authorization for purchases.

c. Where multiple Bids and quality of property offered are the same, preference may be given to property of local and domestic production and manufacture or from vendors having a significant Idaho economic presence.

d. Award of contracts in excess of amounts as proscribed in SBOE Policy V.I. require the written approval of the SBOE Executive Director, or the SBOE in a public meeting.

e. No Vendor or related party, or subsidiary, or affiliate of a Vendor may submit a Bid to obtain a contract to provide property or services to the University, if the Vendor or related party, or affiliate or subsidiary was paid for services utilized in preparing the Bid specifications or if the services influenced the procurement process.

E. IT-Related Purchases.

1. All software related Purchases must be routed through IT for approval before a purchase is made.

2. Any software purchase on a PCard requires that a preapproval form be completed and approved by IT before the Purchase can be made. Computers and computer supplies are not required to be routed through IT.

F. Sponsored Project Funding. If funding for the purchase of goods or services includes Sponsored Project Funding, federal requirements must be followed. For Sponsored Project Funding, adherence to Uniform Guidance found in 2 CFR §200.319 “Competition” is required.

PURCHASING PROCESS CHART

UNIVERSITY FUNDS		
Up to $19,999.99	**$20,000–$249,999.99**	**$250,000 and Higher**
Departments follow prudent purchasing practices and receive competitive quotes where practical. Purchasing Methods: P-Card (based on Individual card limits), Direct Pay, Non-Catalog Purchase Order (Jaggaer)	Requires competitive procedures and a minimum of two quotes. Purchasing Methods: Non-Catalog Purchase Order (Jaggaer)	Formal RFP or ITB required. Purchasing Methods: PunchOuts in Jaggaer or Non-Catalog Purchase Order in Jaggaer

FEDERAL FUNDS		
Up to $9,999.99	**$10,000–$249,999.99**	**$250,000 and Higher**
Departments follow prudent purchasing practices and receive competitive quotes where practical. Purchasing Methods: P-Card (based on individual card limits) , Direct Pay, Non-Catalog Purchase Order (Jaggaer)	Requires competitive procedures and a minimum of two quotes. Purchasing Methods: Direct Pay Form, Non-Catalog Purchase Order (Jaggaer)	Formal RFP or ITB required. Purchasing Methods: PunchOuts in Jaggaer or Non-Catalog Purchase Order in Jaggaer

BOTH UNIVERSITY AND FEDERAL FUNDS		
Up to $50,000.00	**$50,000–$249,999.99**	
Departments follow prudent purchasing practices and receive competitive quotes where practical. Purchasing Methods: PunchOuts in Jaggaer	Requires competitive procedures and a minimum of two quotes. Purchasing Methods: Catalog Purchase Order in Jaggaer	

VII. EXEMPTIONS FROM COMPETITIVE BIDDING

A. Small Purchases.

B. Purchases made with University Funds from Jaggaer Non-PunchOut Vendors under $20,000.

C. Purchase made with Federal Funds from Jaggaer Non-PunchOut Vendors under $10,000.

D. Purchases of Jaggaer PunchOut Vendors under $50,000.

E. Sole Source Purchases.

1. The Sole Source exemption is the only Bid exemption allowed on federally funded purchases that would regularly require competitive Bidding (see chart above).
2. The Director of Procurement and Vendor Services is the approval authority for Sole Source Purchase Bid exemption requests. The University Controller, or designee, is the Appellate Authority.
3. Any request for Sole Source Purchase Bid exemptions by a department to restrict a purchase to one potential supplier must be accompanied by a written explanation as to why no other item is suitable or no other Vendors exist to meet the need.

   Examples include but are not limited to, circumstances where:

   a. The compatibility of equipment, components, accessories, software, replacement parts, or service is the paramount consideration.

   b. A single supplier's property is needed for trial use or testing.

   c. The purchase involves property for which it is determined there is no functional equivalent.

4. If there is more than one potential source for an item, a requirement for a particular proprietary item does not justify a Sole Source Purchase. The University Purchasing Department may conduct negotiations, as appropriate, to determine price, availability, and terms.
5. If a Sole Source Purchase request is approved, there is an eight (8) business day waiting period. The approval will be posted on the University's Purchasing Department website for three (3) business days then another five (5) business day must pass before a purchase order can be created.
6. Sole Source determinations are appealable.

F. State Open Contracts.

1. Certain commodities are procured through open contracts by the State of Idaho Division of Purchasing in order to obtain the lowest possible pricing for all agencies. These contracts can be used without a competitive Bid process.
2. The University may procure property from a vendor that is not party to a state open contract in situations where a state open contract exists if the cost of the item is equal or less than the price available through a state open contract. Shipping and other associated costs must be included when calculating the amount. Comparative documentation must be retained with the original receipt.

G. Cooperative Purchases

1. Use of contracts issued by cooperative purchasing programs established by an association to which the University belongs that offers goods and services as a result of competitive solicitation process is allowed with approval from the Controller.
2. Purchases made through the use of cooperative purchasing programs shall be subject to confirmation that such program's competitive solicitation process meets the minimum criteria for competitive solicitation and resulting purchase set forth in University policy.

H. Government and Agency acquisitions:

1. Rehabilitation agency acquisitions;
2. Correctional industries acquisitions; and,
3. Federal government acquisitions.
    a. Purchases from General Services Administration Federal Supply Contractors are allowed when the acquisition is advantageous to the University with approval from the University Controller, or designee.
    b. Federal government acquisitions include federal surplus.

4. Interagency contracts, including contracts with other institutions of higher education.
    a. The University may contract with any one or more other public agencies or institutions of higher education to perform any governmental service, activity, or undertaking which each public agency entering into the contract is authorized by law to perform, including, but not limited to joint contracting for services, supplies and capital equipment, provided that such contract shall be authorized by the governing body of each party to the contract.
    b. The University may collaborate with other state institutions of higher education on solicitations where the combined volume of multiple institutions will provide the best value.

I. Situational Acquisitions, including, but not limited to:

1. Legal advertising, publication or placement of advertisements directly with media sources.
2. Contracts for legal services or bond related services.
3. Professional or consultant services costing less than $250,000 and lasting less than one (1) year in duration.
4. University employee education, training, and related travel expenses costing less than $250,000.
5. Purchases of goods or services in which the Vendor has offered special educational discounts that are below the MSRP or list price exclusively to schools, colleges, and universities.
6. Goods or services for which competitive solicitation procedures are impractical, including, memberships, subscriptions, ongoing software and IT upgrades, license renewals. Impracticality will be determined by Purchasing.
7. Merchandise for resale.
8. Purchase of copyrighted materials available primarily from the publisher.
9. Membership dues, subscriptions, certifications and accreditation fees.
10. Used goods. Used goods must be evaluated for quality and functional condition in order to mitigate the risk of hidden defects, warranty limitations, or an increased cost of maintenance.
11. Preventative maintenance and repair of scientific equipment, when the services are only available from a single supplier.
12. Ongoing maintenance, upgrades, support, or additional licenses for software or other information technology solutions, including a change in the manner of solution delivery;

which software or solution was originally acquired in compliance with the purchasing laws in effect at the time of acquisition.

13. Ongoing maintenance, upgrades, and support for existing equipment.

J. Emergency Purchases

1. The University Controller, or designee, may authorize emergency purchases of goods and services when it is determined that the goods or services are immediately necessary and in the best interest of the University. Examples of circumstances that could necessitate an emergency purchase include:
    a. Unforeseen circumstances that are beyond the control of the University or constituting a force majeure;
    b. Circumstances that present a real, immediate or extreme threat to the proper performance of essential University functions; and/or,
    c. Events that may reasonably be expected to result in excessive loss or damage to property or other resources, and/or bodily injury or loss of life.
2. Financial or budget constraints do not constitute an emergency.
3. Any affected department may make an emergency purchase in the open market at the best attainable price when a documented emergency condition exists and the need cannot be met through the University's normal procurement method, provided that:
    a. Funds are available for the purchase.
    b. Verbal authorization is obtained from the Chief Financial Officer.
    c. Competition to the fullest extent practicable under existing circumstances is obtained and documented.
    d. The cost of the purchase does not exceed the amount requiring SBOE Executive Director approval as prescribed in SBOE policy V.I.3.a.
4. A fully signed explanation of the circumstances surrounding the emergency and the necessity for the purchase is filed by the requester with the University Controller, or designee within two working days after such purchase or cessation of emergency conditions, whichever is later. A sample explanation of circumstances can be found at https://www.isu.edu/financeadmin/forms/.

K. Direct Negotiations

1. In lieu of competitive Bidding, and when not covered by a State Open Contract, negotiations may be conducted whenever any of the following conditions are applicable and expressly authorized by the University Controller, or designee, in writing, prior to the Purchase:

a. The public good will not permit the competitive Bid process due to unforeseeable time constraints;

b. No responsive or responsible Bids are received at acceptable levels of price, service or terms;

c. Approved Sole Source scenarios;

d. The purchase is for scientific, experimental, developmental or research work, or for the manufacture of furnishing of property for experimentation, development, research or test;

e. Where there is a particular savings through the use of educational discounts; or

f. Acquisition of federal surplus or excess property.

IX. APPEALS PROCESS

A. Appeals Process

1. Appealable Elements of a Formal Sealed Process Bid decision include:
   a. Bid specifications;
   b. Determination by the University that the Bid is nonresponsive and does not comply with the Bid invitation and specifications; and/or,
   c. Award to a successful Vendor.
2. All appeals must be received by ISU within five (5) business days of the formal award.
3. The detailed process for appeals can be found at the University's website.
4. Appeals will be reviewed by the University Controller or designee. Disposition of an appeal as set forth herein is final and will serve to exhaust all administrative remedies available as no further administrative remedies exist.
   a. If an appeal is denied, a written decision setting forth reasons for denial will be provided.
   b. If an appeal is granted, an amendment (for a specification or intent to award appeal) to the original Bid or Sole Source determination will be posted within 10 (ten) business days of issuance of the decision to grant the appeal.
5. Small Purchases, Informal Purchases or Purchases that are exempted from Bidding requirements are not appealable.

X. ETHICS REQUIREMENTS

A. All faculty, staff and students at the University are required to adhere to the intent and spirit of this Policy. The Policy provides a means to acquire the necessary goods and services as effectively and economically as possible, while also maintaining compliance with the laws of the State of Idaho. Employees are subject to penalties as described in Idaho Code, including, but not limited to, those in Section 67-9231.

B. Employees are prohibited from obtaining goods or services by avoiding the competitive process through such actions, including, but not limited to, splitting purchases, creating false emergency situations, and purchasing outside open contracts without authorization.

C. Any effort to circumvent or abuse State and University purchasing regulations and policies or procedures is Adequate Cause for disciplinary action up to and including dismissal.

D. Conflict of Interest:

1. A Conflict of Interest arises when an Employee has a personal, financial, or professional interest that could, or could appear to, compromise or affect the Employee's professional judgment in exercising their duties to the University. Conflicts of Interest may include when an Employee:

    a. Is in a position to influence the University's business, administrative, academic, or other decisions in ways that could result in personal or Family Member benefits or gains;

    b. Acts in opposition to the interests of the University, including by competing directly with the University, or diverting opportunities the Employee knows or should know the University is or may be pursuing; and/or,

    c. Uses their University position for personal or Family Member benefit or gain at the expense of the University or otherwise in violation of this or other University policies, as described in ISUPP 1130: *Conflicts of Interest and Commitment*.

2. Conflicted employees are prohibited from entering into service contracts with or selling goods to the University.

3. Influencing/conspiring to influence: The University prohibits unreasonably or illegally influencing, or conspiring to influence, purchasing decisions and contract awards. Attempts at influence may include kickbacks and bribes, peddling or payment of a fee, back door selling, hard-sell tactics, fraternization, or offering gifts to avoid following published procedures or gain advantages.

4. Post issuance contract oversight is required to guarantee the University receives all goods and services as per the terms of the agreement. Idaho State University Policy ISUPP 1060: *Contract Approval and Execution* describes roles and responsibilities for contract management.

X. RELATED LAWS AND POLICIES

a. 2 CFR §200.319

b. Idaho Code Section 18-8702

c. Idaho Code Section 59-1026

d. Idaho Code Sections 67-9219, 9224(2), 9225, 9230, 9231, 9233

e. Idaho Code Section 67-2346, 2347, 2347A

f. Idaho State Board of Education Governing Policies and Procedures, Section I.E.2.a and Section V.I

g. ISUPP 1060 *Contract Approval and Execution*

h. ISUPP 1130 *Conflict of Interest and Commitment*

i. ISUPP 2570 *Purchasing Card (PCard)*

Idaho State University

POLICIES AND PROCEDURES

Purchasing Policy

ISUPP 2560

POLICY INFORMATION
Policy Section: *Finance*
Policy Title: *Purchasing Policy*
Responsible Executive (RE): *Chief Financial Officer*
Sponsoring Organization (SO): *Finance*
Dates: Effective Date: *November 1, 2016*
Revised:
Review Date:

Moved down [1]: **Dates: Effective Date:** *November 1, 2016*
Deleted: *Fiscal Officer* **Sponsoring Organization (SO):** *Division of Finance*
Moved (insertion) [1]
Deleted: *June 21, 2018*
Deleted: *June 2021*
Deleted: ¶

I. INTRODUCTION

This policy governs purchases made with University Funds, Federal Funds, Sponsored Project funds, or any other funds on behalf of the University. Purchases and procurements shall be conducted in compliance with applicable federal and state laws and regulations, and applicable State Board of Education (SBOE) and University policies.

Deleted: ¶ ... [1]

II. DEFINITIONS

Definitions provided in this policy apply only to this policy.

A. **Bid.** A formal, competitive offer to perform a contract for work, labor, or materials at a specified price in response to a specific University request for pricing.

Deleted: its regular Board meeting

B. **Cooperative Purchase.** A purchase using a contract after a competitive solicitation process established by another entity with whom ISU has joined as a member formalized through a written agreement. See I.C. 67-9224(2).

C. **Federal Funds.** Funds granted to ISU from federal agencies.

D. **Formal Purchases.** Purchases or Procurements of $250,000 and above. These Purchases require a Formal Sealed Process.

Deleted: *<object>*

E. **Formal Sealed Process.** Procedure by which the University solicits Bids or Requests for Proposals by means of a formal solicitation.

F. **Informal Purchases.** Purchases that exceed the dollar limits established for Small Purchases but are less than required for a Formal Sealed Process.

G. **Invitation to Bid (ITB).** A formal request from ISU to potential suppliers or contractors to submit sealed Bids for a project with clearly defined Bid specifications in which the lowest price is a main consideration for the final contract award.

H. **Non-Catalog Vendor.** Vendors who are not PunchOut Vendors in the University's E-procurement system.

I. **PunchOut Vendor.** Vendors that are directly linked to the University's E-procurement system (currently Jaggaer).

J. **Procurement.** Procurements are exchange transactions, whether for currency or barter. Procurements do not include non-exchange transactions such as sponsorships.

K. **Purchase.** Acquisitions including trade-ins and acquisition of leased equipment. Purchases do not include non-exchange transactions such as sponsorships.

L. **Quote.** A Quote is an offer to provide specific products or services at a predetermined, fixed price, including those listed on Vendor webpages.

M. **Request for Proposals (RFP).** A formal document issued by Purchasing to invite Vendors to submit proposals for a specific project or service. A RFP is used for complex projects requiring creative, or technical solutions, and evaluates Vendors on multiple factors like technical ability, experience, and innovative approaches, not just the lowest price.

N. **Sole Source Purchase.** A Purchase in which only one supplier is able to provide a product or service. This is a Purchase in which competitive bidding is not possible.

O. **Sponsored Project.** A formal agreement, such as a grant, contract, or other arrangement, in which the University receives federal, state, or private funds to conduct a specific project with a defined scope. A complete definition of "Sponsored Project" is found in ISUPP 1060 *Contract Approval and Execution*, section II.G.

P. **Total Contract Value.** The entire monetary value of the contract as measured by the initial contract period plus any options to renew or any options to buy additional supplies or services. The concept of Total Contract Value is used as a cutoff guideline for delegated purchasing authority.

Q. **University Funds.** Funds found in local or state appropriated indexes. This definition excludes Federal Funds, or funds not found in local or state appropriated indexes.

R. **Vendor.** A person or entity who provides goods or services in exchange for compensation.

Deleted:

III. **POLICY STATEMENT**

Purchasing activities shall be administered in a manner that provides maximum practicable open competition appropriate to the type of good or service to be provided. Purchases shall support the goals of cost efficiency and quality, which shall be given due consideration in the purchasing process.

The University owns all property purchased with University Funds. In addition, except where provided by the terms of a Sponsored Project or by operation of law, the University owns all personal property purchased with funds from a Sponsored Project. No department, departmental unit, or University employee may hold a proprietary interest in any piece of University Property or Property purchased with Sponsored Project funds which are held by the University. Regardless of which departmental unit ordered the item, the fund cited, or the budget expensed, the principle of University ownership prevails.

IV. AUTHORITY AND RESPONSIBILITIES

A. Approval Authorization Limits under State Board of Education Policy V.I.

1. Up to One (1) million dollars: University has delegated approval authority.
2. One (1) million to two (2) million dollars: Executive Director of the State Board of Education ("SBOE") has delegated approval authority.
3. Over two (2) million dollars, or a lease that exceeds five (5) years: SBOE.

B. Chief Financial Officer (CFO). Responsible for overseeing the Purchasing Office. Daily operations have been delegated to the University Controller, or designee. The CFO also acts as an Appellate Authority.

C. Departments. Responsible for confirming the availability of funds and ensuring those funds are properly budgeted.

D. Director of Procurement and Vendor Services. Approval Authority for Sole Source requests.

E. Employees. All University employees are responsible for following this policy when making Purchases. Employees have a personal responsibility to conduct University business in an ethical manner and assure the integrity of the purchasing and procurement processes.

F. State Board of Education (SBOE). This policy has been approved by the SBOE. The SBOE Executive Director will be informed of changes to this policy. Proposed changes to this policy may require SBOE approval.

Deleted: ¶ ... [2]

Deleted: Section Break (Next Page) ... [3]

Moved (insertion) [2]

Deleted: State Board of Education. Any

Deleted:

G. University Controller. Ensures that procurement staff are properly trained to execute their duties efficiently and in accordance with laws and regulations. The University Controller is also responsible for ensuring compliance with this policy.

Deleted: <object>

The University owns all property purchased with University Funds. In addition, except where provided by the terms of a Sponsored Project or by operation of law, the University owns all personal property purchased with funds from a Sponsored Project. No department, departmental unit, or University employee may hold a proprietary interest in any piece of University Property or Property purchased with Sponsored Project funds which are held by the University. Regardless of which departmental unit ordered the item, the fund cited, or the budget expensed, the principle of University ownership prevails.

The University owns all property purchased with University Funds. In addition, except where provided by the terms of a Sponsored Project or by operation of law, the University owns all personal property purchased with funds from a Sponsored Project. No department, departmental unit, or University employee may hold a proprietary interest in any piece of University Property or Property purchased with Sponsored Project funds which are held by the University. Regardless of which departmental unit ordered the item, the fund cited, or the budget expensed, the principle of University ownership prevails.

Moved (insertion) [2]

IV. AUTHORITY AND RESPONSIBILITIES

A. Approval Authorization Limits under State Board of Education Policy V.I.
   1. Up to One (1) million dollars: University has delegated approval authority.
   2. One (1) million to two (2) million dollars: Executive Director of the State Board of Education ("SBOE") has delegated approval authority.
   3. Over two (2) million dollars, or a lease that exceeds five (5) years: SBOE.

B. Chief Financial Officer (CFO). Responsible for overseeing the Purchasing Office. Daily operations have been delegated to the University Controller, or designee. The CFO also acts as an Appellate Authority.

C. Departments. Responsible for confirming the availability of funds and ensuring those funds are properly budgeted.

D. Director of Procurement and Vendor Services. Approval Authority for Sole Source requests.

E. Employees. All University employees are responsible for following this policy when making Purchases. Employees have a personal responsibility to conduct University business in an ethical manner and assure the integrity of the purchasing and procurement processes.

F. State Board of Education (SBOE). This policy has been approved by the SBOE. The SBOE Executive Director will be informed of changes to this policy. Proposed changes to this policy may require SBOE approval.

Deleted: State Board of Education. Any

G. University Controller. Ensures that procurement staff are properly trained to execute their duties efficiently and in accordance with laws and regulations. The University Controller is also responsible for ensuring compliance with this policy.

V. COMPETITIVE BIDDING

It is generally good practice to price transactions and collect Quotes from a variety of sources before selecting one. The lowest price may not always be the best value. Departments should consider the total cost of ownership, which includes the purchase price, transportation, handling, inspection, quality, rework, maintenance, disposal, and other associated costs.

A. Vendors. Departments should purchase from responsible Vendors possessing the ability to perform successfully under the terms and conditions of the University with consideration given to such matters as supplier integrity, compliance with public policy, record of past performance, and financial and technical resources.
   1. All Vendors are qualified unless expressly disqualified by the University Director of Procurement and Vendor Services.
   2. Vendors may be disqualified for any of the following reasons:

Moved (insertion) [3]

Deleted: <object>

a. Failure to perform according to the terms of any agreement;
b. Attempts by whatever means to cause acquisition Bid specifications to be drawn so as to favor a specific Vendor;
c. Actions to obstruct or unreasonably delay acquisitions by the University;
d. Perjury in a Vendor disqualification hearing;
e. Debarment, suspension or ineligibility from federal contracting of the Vendor, its principals or affiliates; and/or,
f. Any reason in Idaho law that would disqualify a particular Vendor for a particular Bid.

3. A Vendor shall be notified by registered mail within ten (10) days of disqualification and may, within thirty (30) days of the receipt of such notice, challenge the disqualification. The University Controller is the Appellate Authority.
4. Disqualification or conditions may be imposed for a period not exceeding five (5) years.
4. Disqualification or conditions may be imposed for a period not exceeding five (5) years.
4. Disqualification or conditions may be imposed for a period not exceeding five (5) years.
4. Disqualification or conditions may be imposed for a period not exceeding five (5) years.
4. Disqualification or conditions may be imposed for a period not exceeding five (5) years.
4. Disqualification or conditions may be imposed for a period not exceeding five (5) years.
4. Disqualification or conditions may be imposed for a period not exceeding five (5) years.
4. Disqualification or conditions may be imposed for a period not exceeding five (5) years.
4. Disqualification or conditions may be imposed for a period not exceeding five (5) years.
4. Disqualification or conditions may be imposed for a period not exceeding five (5) years.
4. Disqualification or conditions may be imposed for a period not exceeding five (5) years.

B. Small Purchases.

1. Purchases are classified as Small Purchases differently depending on the funding source. For goods, costs are determined based on the one-time purchase of property. For services, costs are determined based on the total cost of a contract, including renewal or extension periods.
one-time purchase of property. For services, costs are determined based on the total cost of a contract, including renewal or extension periods.
For services, costs are determined based on the total cost of a contract, including renewal or extension periods.
2. Small Purchasing limits are as follows:
   a. University Funds: less than $20,000.
   b. Federal Funds: less than $10,000.
   c. Purchases made through Jaggaer PunchOut Vendors: less than $50,000.
3. Any Small Purchase contract with a value over $10,000 is subject to ISUPP 1060: *Contract Approval and Execution* and should be reviewed by the Office of General Counsel.
4. Small Purchases are excluded from the Informal Purchase two (2) Quote requirement.

C. Informal Purchases

1. Purchases are classified as Informal Purchases differently based on the funding source. Informal Purchase limits are as follows:
   a. University Funds: $20,000 to $249,000.
   b. Federal Funds: $10,000 to $249,000.
   c. Purchases made through Jaggaer PunchOut Vendors: $50,000 to $249,000.
2. Informal Purchases require a minimum of two (2) Quotes.

Deleted: the policy

Deleted: submitted in writing to the Executive Director for approval. The Executive Director may, in their discretion, refer proposed changes to the Board for approval…

Deleted: ¶ … [4]

Deleted: purchases are those purchases or procurements expected to cost less than two hundred and fifty thousand dollars ($250,000). Costs

Deleted: following:¶
One…

Deleted: purchases

Deleted: purchases

Deleted: ¶
Total…

Deleted: ¶
Total

Deleted: for services

Deleted: for services

Deleted: for services

Deleted: <object>

3. To enhance small business Bidding opportunities in Idaho, when practical and in the best interest of the University, ISU may seek Quotes or Bids from Vendors having a significant Idaho economic presence, as defined in Section 67-2349, Idaho Code.
4. The request for a Quote or Bid may be written, oral, electronic, or telephonic.

Deleted: bidding
Deleted: ,
Deleted: shall
Deleted: a minimum of three quotes
Deleted: vendors
Deleted:
Deleted: quotation
Deleted: , or facsimile

Deleted: <object>

5. Quotes provided from Vendors must be electronic. Both required Quotes must be attached to the requisition order in Jaggaer.

D. Formal Purchases

Formal Purchases are procured through a Formal Sealed Process.

1. Formal Purchases, regardless of the funding source, are all Purchases of $250,000 and greater.
2. Invitations to Bid (ITB) and Requests for Proposals (RPF)
   a. The University Purchasing Department solicits offers from qualified Vendors by issuing an ITB or RFP.
   b. ITBs and RFPs must include a provision requiring that Bids and Quotes accept the University's Terms and Conditions, including the appeals process, or the specific inclusion of separate terms recommended by the Office of General Counsel.
   c. The Formal Sealed Process establishes pricing, specification or performance standards, and the terms and conditions for the purchase of goods and services.
   d. The University may apply the use of a variety of techniques, including but not limited to, reverse auction, electronic posting, or electronic advertisement of solicitations as appropriate to the buying situation.
   e. The University shall ensure adequate ITBs or RFPs are prepared which clearly define the goods and services needed in order for Bidders and Proposers to properly respond to the request.
   e. The University shall ensure adequate ITBs or RFPs are prepared which clearly define the goods and services needed in order for Bidders and Proposers to properly respond to the request.
   e. The University shall ensure adequate ITBs or RFPs are prepared which clearly define the goods and services needed in order for Bidders and Proposers to properly respond to the request.
   e. The University shall ensure adequate ITBs or RFPs are prepared which clearly define the goods and services needed in order for Bidders and Proposers to properly respond to the request.
   e. The University shall ensure adequate ITBs or RFPs are prepared which clearly define the goods and services needed in order for Bidders and Proposers to properly respond to the request.
   f. No property to be acquired shall be accepted which does not meet the minimum Bid specifications.
3. Notice Requirements
   a. Notice of solicitations of Bids or proposals for large purchases will be electronic.
   b. Large purchase notices, regardless of methodology, are referenced in the Vendor section of the University Purchasing Department's website.
4. Contract Award
   a. The University recognizes that an offered low price is not always indicative of the greatest value. Contracts will be awarded by the University pursuant to determination by the University Controller, or designee, of the best value to the University based on the criteria outlined in the solicitation.
   b. Vendors must possess an authorized purchase order number, or Procurement Card (PCard) number, and signed contract for goods or services from the University before

Deleted: formal sealed process. The issuance of

Deleted: or

Deleted: Proposal (RFP) is the method for solicitation of

Deleted: vendors in a sealed process in order to establish

Deleted: The University shall ensure adequate ITB's or RFP's are prepared which clearly define the goods and services needed in order for bidders to properly respond to the request. At the place, date, and time set forth in the solicitation, all bids or proposals received in accordance with the submittal requirements in the solicitation shall be publicly opened and read aloud by the buyer to those persons present.

Deleted: Notice of solicitations of bids or proposals for large purchases may be electronic in nature.

Deleted: Large purchase notices, regardless of methodology, are referenced in the vendor section of the University purchasing department's website.

Deleted: <#>Preference for Idaho suppliers for purchases:¶
Reciprocal preference will be given to Idaho vendors in accordance with Section 67-2349 Idaho Code.¶
Printing services will be awarded to local vendors in accordance with Section 60-101-103 Idaho Code.¶
Where multiple bids and quality of property offered are the same, preference shall be given to property of local and domestic production and manufacture or from bidders having a significant Idaho economic presence.¶

Deleted: UPD

Deleted: Award of contracts in excess of amounts as proscribed in State Board of Education (SBOE) policy

Deleted: *<object>*

providing goods or services. A verbal commitment by a University employee is not authorization for purchases.

c. Where multiple Bids and quality of property offered are the same, preference may be given to property of local and domestic production and manufacture or from vendors having a significant Idaho economic presence.

d. Award of contracts in excess of amounts as proscribed in SBOE Policy V.I. require the written approval of the SBOE Executive Director, or the SBOE in a public meeting.

e. No Vendor or related party, or subsidiary, or affiliate of a Vendor may submit a Bid to obtain a contract to provide property or services to the University, if the Vendor or related party, or affiliate or subsidiary was paid for services utilized in preparing the Bid specifications or if the services influenced the procurement process.

E. JT-Related Purchases.

E. IT-Related Purchases.

1. All software related Purchases must be routed through IT for approval before a purchase is made.
2. Any software purchase on a PCard requires that a preapproval form be completed and approved by IT before the Purchase can be made. Computers and computer supplies are not required to be routed through IT.

F. Sponsored Project Funding. If funding for the purchase of goods or services includes Sponsored Project Funding, federal requirements must be followed. For Sponsored Project Funding, adherence to Uniform Guidance found in 2 CFR §200.319 "Competition" is required.

PURCHASING PROCESS CHART
PURCHASING PROCESS CHART
UNIVERSITY FUNDS

Up to $19,999.99
$20,000–$249,999.99
$250,000 and Higher

Departments follow prudent purchasing practices and receive competitive quotes where practical.
Purchasing Methods: P-Card (based on Individual card limits), Direct Pay, Non-Catalog Purchase Order (Jaggaer)
Requires competitive procedures and a minimum of two quotes.
Purchasing Methods: Non-Catalog Purchase Order (Jaggaer)
Formal RFP or ITB required.
Purchasing Methods: PunchOuts in Jaggaer or Non-Catalog Purchase Order in Jaggaer

FEDERAL FUNDS

Up to $9,999.99
$10,000–$249,999.99
$250,000 and Higher

Departments follow prudent purchasing practices and receive competitive quotes where practical.

Deleted: 3.a

Deleted: of the State Board of Education or the State Board of Education

Deleted: vendor

Deleted: vendor

Deleted: bid

Deleted: vendor

Deleted: bid

Deleted: <#>No property to be acquired shall be accepted which does not meet the minimum bid specifications.¶
Section Break (Next Page)

Deleted: sponsored project funding

Deleted: Idaho preference, waivers and exemptions from bidding could be restricted based on terms and conditions of specific award documents and or funding agency requirements.

Deleted: sponsored project funding

Deleted: must be followed.

Deleted: ¶ ... [5]

Deleted: *<object>*

Purchasing Methods: P-Card (based on individual card limits) , Direct Pay, Non-Catalog Purchase Order (Jaggaer)
Requires competitive procedures and a minimum of two quotes.
Purchasing Methods: Direct Pay Form, Non-Catalog Purchase Order (Jaggaer)
Formal RFP or ITB required.
Purchasing Methods: PunchOuts in Jaggaer or Non-Catalog Purchase Order in Jaggaer

BOTH UNIVERSITY AND FEDERAL FUNDS

Up to $50,000.00
$50,000–$249,999.99

Departments follow prudent purchasing practices and receive competitive quotes where practical.
Purchasing Methods: PunchOuts in Jaggaer
Requires competitive procedures and a minimum of two quotes.
Purchasing Methods: Catalog Purchase Order in Jaggaer

VII. EXEMPTIONS FROM COMPETITIVE BIDDING

A. Small Purchases.
B. Purchases made with University Funds from Jaggaer Non-PunchOut Vendors under $20,000.
C. Purchase made with Federal Funds from Jaggaer Non-PunchOut Vendors under $10,000.
D. Purchases of Jaggaer PunchOut Vendors under $50,000.
E. Sole Source Purchases.
1. The Sole Source exemption is the only Bid exemption allowed on federally funded purchases that would regularly require competitive Bidding (see chart above).
1. The Sole Source exemption is the only Bid exemption allowed on federally funded purchases that would regularly require competitive Bidding (see chart above).
2. The Director of Procurement and Vendor Services is the approval authority for Sole Source Purchase Bid exemption requests. The University Controller, or designee, is the Appellate Authority.
3. Any request for Sole Source Purchase Bid exemptions by a department to restrict a purchase to one potential supplier must be accompanied by a written explanation as to why no other item is suitable or no other Vendors exist to meet the need. Examples include but are not limited to, circumstances where:
   a. The compatibility of equipment, components, accessories, software, replacement parts, or service is the paramount consideration.
   b. A single supplier's property is needed for trial use or testing.
   c. The purchase involves property for which it is determined there is no functional equivalent.
4. If there is more than one potential source for an item, a requirement for a particular proprietary item does not justify a Sole Source Purchase. The University Purchasing

Page 10 of

Deleted: (
Deleted:)
Deleted: ¶
Deleted: an
Deleted: that
Deleted: vendors
Deleted: A
Deleted: sole source purchase if there is more than one potential source for that item. The University purchasing department shall
Deleted: *<object>*

Department may conduct negotiations, as appropriate, to determine price, availability, and terms.

5. If a Sole Source Purchase request is approved, there is an eight (8) business day waiting period. The approval will be posted on the University's Purchasing Department website for three (3) business days then another five (5) business day must pass before a purchase order can be created.

Sole Source determinations are appealable.

F. State Open Contracts.
   1. Certain commodities are procured through open contracts by the State of Idaho Division of Purchasing in order to obtain the lowest possible pricing for all agencies. These contracts can be used without a competitive Bid process.
   2. The University may procure property from a vendor that is not party to a state open contract in situations where a state open contract exists if the cost of the item is equal or less than the price available through a state open contract. Shipping and other associated costs must be included when calculating the amount. Comparative documentation must be retained with the original receipt.
   2. The University may procure property from a vendor that is not party to a state open contract in situations where a state open contract exists if the cost of the item is equal or less than the price available through a state open contract. Shipping and other associated costs must be included when calculating the amount. Comparative documentation must be retained with the original receipt.

G. Cooperative Purchases
   1. Use of contracts issued by cooperative purchasing programs established by an association to which the University belongs that offers goods and services as a result of competitive solicitation process is allowed with approval from the Controller.
   2. Purchases made through the use of cooperative purchasing programs shall be subject to confirmation that such program's competitive solicitation process meets the minimum criteria for competitive solicitation and resulting purchase set forth in University policy.

H. Government and Agency acquisitions:
   1. Rehabilitation agency acquisitions;
   2. Correctional industries acquisitions; and,
   3. Federal government acquisitions.
      a. Purchases from General Services Administration Federal Supply Contractors are allowed when the acquisition is advantageous to the University with approval from the University Controller, or designee.
      b. Federal government acquisitions include federal surplus.
      b. Federal government acquisitions include federal surplus.
      b. Federal government acquisitions include federal surplus.
      b. Federal government acquisitions include federal surplus.
      b. Federal government acquisitions include federal surplus.
   4. Interagency contracts, including contracts with other institutions of higher education.

Page 11 of

Moved (insertion) [4]

Deleted: ¶
¶
EXEMPTIONS FROM BIDDING¶
¶
Purchases under $10,000¶
Bulk Contract purchasing¶

Deleted: <#>No officer or employee shall fail to utilize an open contract without justifiable cause for such action. Justifiable cause shall be determined by the Chief Financial Officer. Approved deviations from open contract use will be administered by the UPD.¶

Moved (insertion) [5]

Deleted: UPD.

Moved up [5]

Moved up [5]

Deleted: <#>Where no state open contract exists, state institutions of higher education (as defined in 67-9203(16) Idaho Code) operating under the SBOE approved model purchasing policy, may collaborate with each other or the University of Idaho on solicitations where the combined volume of multiple institutions will provide the best value.¶

Deleted: <#>.....Section Break (Next Page).....
Rehabilitation agency acquisitions.¶
Correctional industries acquisitions.¶

Deleted: <#>.....Section Break (Next Page).....
Rehabilitation agency acquisitions.¶
Correctional industries acquisitions.¶

Deleted: <#>including

Deleted: <#>including

Deleted: <#>including

Deleted: <#>including

Deleted: <#>including

Deleted: *<object>*

a. The University may contract with any one or more other public agencies or institutions of higher education to perform any governmental service, activity, or undertaking which each public agency entering into the contract is authorized by law to perform, including, but not limited to joint contracting for services, supplies and capital equipment, provided that such contract shall be authorized by the governing body of each party to the contract.

b. The University may collaborate with other state institutions of higher education on solicitations where the combined volume of multiple institutions will provide the best value.

I. Situational Acquisitions, including, but not limited to:

1. Legal advertising, publication or placement of advertisements directly with media sources.
2. Contracts for legal services or bond related services.
3. Professional or consultant services costing less than $250,000 and lasting less than one (1) year in duration.
   $250,000 and lasting less than one (1) year in duration.
4. University employee education, training, and related travel expenses costing less than $250,000.
   $250,000.
5. Purchases of goods or services in which the Vendor has offered special educational discounts that are below the MSRP or list price exclusively to schools, colleges, and universities.
6. Goods or services for which competitive solicitation procedures are impractical, including, memberships, subscriptions, ongoing software and IT upgrades, license renewals. Impracticality will be determined by Purchasing.
6. Goods or services for which competitive solicitation procedures are impractical, including, memberships, subscriptions, ongoing software and IT upgrades, license renewals. Impracticality will be determined by Purchasing.
   , including, memberships, subscriptions, ongoing software and IT upgrades, license renewals. Impracticality will be determined by Purchasing.
7. Merchandise for resale.
8. Purchase of copyrighted materials available primarily from the publisher.
9. Membership dues, subscriptions, certifications and accreditation fees.
9. Membership dues, subscriptions, certifications and accreditation fees.
10. Used goods. Used goods must be evaluated for quality and functional condition in order to mitigate the risk of hidden defects, warranty limitations, or an increased cost of maintenance.
11. Preventative maintenance and repair of scientific equipment, when the services are only available from a single supplier.
12. Ongoing maintenance, upgrades, support, or additional licenses for software or other information technology solutions, including a change in the manner of solution delivery; which software or solution was originally acquired in compliance with the purchasing laws in effect at the time of acquisition.
13. Ongoing maintenance, upgrades, and support for existing equipment.

J. Emergency Purchases

1. The University Controller, or designee, may authorize emergency purchases of goods and services when it is determined that the goods or services are immediately necessary and in

Page 12 of

Deleted: acquisitions

Deleted: ,

Deleted: and information related technology

Deleted: ¶

Deleted: ¶

Deleted: with

Deleted: offered by vendors

Deleted: , and other educational institutions where the property is for the express purpose of educating students…

Deleted: <#>Concession services where there is no expenditure of University funds.¶

Deleted: <#>.¶
Medical director…

Deleted: <#>.¶
Medical director

Deleted: <#>medical professional services

Deleted: <#>medical professional services

Deleted: <#>medical professional services

Deleted: Property held

Deleted: , such as bookstore inventory.

Deleted: <#>Goods that are in used condition.¶

Deleted: UPD

Deleted: *<object>*

the best interest of the University. Examples of circumstances that could necessitate an emergency purchase include:

a. Unforeseen circumstances that are beyond the control of the University or constituting a force majeure;

Deleted: or

Deleted: .

Deleted: <object>

b. Circumstances that present a real, immediate or extreme threat to the proper performance of essential University functions; and/or,
c. Events that may reasonably be expected to result in excessive loss or damage to property or other resources, and/or bodily injury or loss of life.

2. Financial or budget constraints do not constitute an emergency.
3. Any affected department may make an emergency purchase in the open market at the best attainable price when a documented emergency condition exists and the need cannot be met through the University's normal procurement method, provided that:
   a. Funds are available for the purchase.
   b. Verbal authorization is obtained from the Chief Financial Officer.
   c. Competition to the fullest extent practicable under existing circumstances is obtained and documented.
   d. The cost of the purchase does not exceed the amount requiring SBOE Executive Director approval as prescribed in SBOE policy V.I.3.a.
4. A fully signed explanation of the circumstances surrounding the emergency and the necessity for the purchase is filed by the requester with the University Controller, or designee within two working days after such purchase or cessation of emergency conditions, whichever is later. A sample explanation of circumstances can be found at https://www.isu.edu/financeadmin/forms/.

K. Direct Negotiations

1. In lieu of competitive Bidding, and when not covered by a State Open Contract, negotiations may be conducted whenever any of the following conditions are applicable and expressly authorized by the University Controller, or designee, in writing, prior to the Purchase:
   a. The public good will not permit the competitive Bid process due to unforeseeable time constraints;
   b. No responsive or responsible Bids are received at acceptable levels of price, service or terms;
   c. Approved Sole Source scenarios;
   d. The purchase is for scientific, experimental, developmental or research work, or for the manufacture of furnishing of property for experimentation, development, research or test;
   e. Where there is a particular savings through the use of educational discounts; or
   f. Acquisition of federal surplus or excess property.

May
Deleted: May
Deleted: Office of the
Deleted: UPD
Deleted: bidding
Deleted: open contract
Deleted: UPD:
Deleted: as determined by the UPD
Deleted: bid
Deleted: .
Deleted: bids
Deleted: .
Deleted: sole source
Deleted: .
Deleted: .
Deleted: .
Deleted: <object>

Page 1: [1] Deleted	Microsoft Office User	11/25/25 12:26:00 PM
Page 3: [2] Deleted	Microsoft Office User	11/25/25 12:26:00 PM
Page 3: [3] Deleted	Microsoft Office User	11/25/25 12:26:00 PM
Page 6: [4] Deleted	Microsoft Office User	11/25/25 12:26:00 PM
Page 9: [5] Deleted	Microsoft Office User	11/25/25 12:26:00 PM

SUBJECT

Idaho State University - Prison Education Program Tuition and Fee Proposal

REFERENCE

May 15, 2023	The Idaho State Board of Education approved an Idaho Correctional Education per credit hour and full-time rate for Lewis-Clark State College.
August 20, 2025	The Idaho State Board of Education approved an Idaho Correctional Education per credit hour and full-time rate for University of Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University requests approval to implement a Pell-indexed tuition structure for incarcerated students enrolled in ISU's Prison Education Programs at Pocatello Women's Correctional Center (PWCC).

Federal Pell Grants are the primary source of financial aid available to incarcerated students. Because Pell award amounts change annually and represent the primary funding source for this population, tuition must be structured to:

- Align directly with the maximum Pell award for each academic year
- Avoid exceeding Pell eligibility
- Eliminate institutional subsidy
- Maintain long-term program sustainability

To ensure compliance and fiscal responsibility, ISU proposes a tuition model that mirrors the university's existing undergraduate tuition structure:

- Per-credit tuition charged for 1–9 credits
- Flat full-time tuition charged for 10–18 credits

PROPOSED TUITION STRUCTURE

1. Annual Pell Alignment

   ISU proposes that full-time annual tuition (two semesters) for incarcerated students at PWCC be set at:
   An amount equal to 100% of the maximum Federal Pell Grant award for the applicable academic year.

2. Semester-Based Structure (Aligned with ISU Policy)

   Because ISU caps tuition at 10 credits per semester, the Pell-indexed annual tuition would be divided evenly across two semesters:

- Full-Time Semester Tuition (10–18 credits):
  50% of the maximum Pell award for that academic year.
- Per-Credit Rate (1–9 credits):
  Calculated by dividing the semester full-time rate by 10 credits.

This ensures consistency with ISU's standard tuition structure. Alignment with Pell funding results in no tuition charged above the Pell maximum and an automatic annual adjustment without requiring recurring Board action.

PROJECTED SCENARIO: ACADEMIC YEAR 2026–2027
For modeling purposes, we will use the current projected maximum Pell Grant of $7,395 for Academic Year 2026–2027. Under the proposed structure:

Annual Full-Time Tuition = $7,395
Semester Full-Time Tuition (10–18 credits)
$3,697.50 per semester

Per-Credit Rate (1–9 credits)
$369.75 per credit hour
($3,697.50 ÷ 10 credits)

Under this model:
A student taking 6 credits would pay:
6 × $369.75 = $2,218.50
A student taking 10–18 credits would pay:
$3,697.50 (flat semester rate)

This structure mirrors ISU's on-campus tuition model while remaining fully aligned with Pell eligibility, maintains ISU's existing tuition framework (per credit to 10; flat beyond 10), ensuring institutional consistency and accounting simplicity; and eliminates most institutional subsidy requirements since it aligns tuition directly with available federal funding. This fee structure supports stable program planning and expansion by indexing tuition to the annual Pell maximum.

IMPACT

This proposal establishes a flexible, self-adjusting tuition framework that:

- Aligns with annual federal Pell changes
- Mirrors ISU's approved tuition structure
- Supports long-term correctional education sustainability
- Eliminates reliance on institutional subsidy
- Enhances financial clarity for incarcerated students

The financial impact is primarily structural and administrative; however, the programmatic impact supports expanded access to postsecondary education at PWCC and strengthens reentry preparation.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed Idaho State University's (ISU) request to implement a Pell-indexed tuition structure for incarcerated students enrolled in the ISU Prison Education Program at the Pocatello Women's Correctional Center.

The proposed structure aligns tuition with the maximum Federal Pell Grant award for each academic year and mirrors ISU's standard tuition model, charging per-credit tuition for 1–9 credits and a flat full-time tuition rate for 10–18 credits.

By indexing tuition to the maximum Pell award, it allows ISU's tuition rate to adjust automatically with annual federal funding changes while ensuring that tuition does not exceed Pell eligibility for participating students.

This updated structure is intended to support program sustainability and reduce the need for institutional subsidy while expanding access to postsecondary education for incarcerated students.

Board staff recommends approval.

BOARD ACTION

I move to approve Idaho State University's request to implement a Pell-indexed tuition structure for incarcerated students enrolled in ISU's Prison Education Programs at Pocatello Women's Correctional Center.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Lewis Clark State College - Ellucian Colleague Enterprise Resource Planning (ERP) Software License Renewal

REFERENCE

April 2021	Board approved Lewis Clark State College enter into a 5 year contract with Ellucian

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.

BACKGROUND/DISCUSSION

Lewis-Clark State College (LC State) has utilized Ellucian's Colleague Enterprise Resource Planning (ERP) system since 1992. Due to the rising cost of technology and financial constraints, LC State seeks to enter into a five-year contract with Ellucian. The new contract is estimated to cost approximately $2.4M over a five-year period. This will save LC State over $150,000 versus doing annual license renewals over five (5) years.

IMPACT

A centralized digital platform that integrates administrative and academic functions into one unified system as well as providing significant cost savings to the institution.

ATTACHMENTS

Attachment 1 – Proposed Ellucian Colleague ERP Contract

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed Lewis-Clark State College's (LC State) request to renew its Ellucian Colleague ERP license. LC State has maintained a long-standing relationship with Ellucian, utilizing the Colleague ERP system for over three decades since 1992. The Colleague platform serves as LC State's core administrative system, supporting critical functions including student information, financial management, human resources, and academic records.

The proposed five (5) year contract represents a financially sound decision for LC State. At an estimated total cost of $2,402,663, the agreement saves in excess of $150,000 compared to renewing the license on an annual basis. Locking in a multi-year term also provides LC State with cost predictability and protection against price escalations.

This request is consistent with the Board's prior April 2021 approval authorizing LC State to enter into a five (5) year contract with Ellucian and aligns with Board Policy V.I.3.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to enter into a contract with Ellucian for $2,402,663 over a term of five-years as set forth in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ORDER FORM

This Order Form (the "Order Form") is made by and between **ELLUCIAN COMPANY LLC** ("Ellucian") and Lewis-Clark State College ("Client"). This Order Form is subject to the terms and conditions of the most recent underlying agreement between the parties related to licensing software, providing professional services and/or providing software support services or maintenance, as applicable (collectively, the "Agreement"). This Order Form will constitute a separate and independent contract between the parties hereto.

Term. The period commencing on the Beginning Date and continuing until the Expiration Date (each as specified in this Order Form) is the "Initial Term." Following the Initial Term, this Order Form will automatically renew for successive periods of twelve (12) months, at Ellucian's then-current rates unless either party provides written notice to the other party at least ninety (90) days prior to the commencement of the applicable renewal term. Ellucian shall provide Client with current rates in writing at least one hundred twenty (120) days prior to the commencement of the applicable renewal term. The Initial Term combined with any renewal Contract Year(s) is referred to herein as the "Term."

SOFTWARE SUPPORT SERVICES:

Client is obtaining Software Support Services for the following Software for the fees stated in the Software Support Services Table(s) and the note(s) thereto.

Services Limitations. All Software Support Services will be part of the applicable Baseline Software and will be subject to all of the terms and conditions of the Agreement. Ellucian's obligation to provide Client with Software Support Services for Baseline Software owned by parties other than Ellucian is limited to providing Client with the software support services that the applicable third party owner provides to Ellucian for that Baseline Software. In this regard, to the extent that an agreement authorizing Ellucian to resell or sublicense a third party's Baseline Software is terminated or expires prior to the Expiration Date, or prior to the expiration of any renewal term, for that Baseline Software, then Ellucian's obligation to provide Software Support Services to Client for that Baseline Software, and Client's obligation to pay Ellucian for same, shall automatically terminate simultaneously with the termination or expiration of the relevant agreement. Client must provide Ellucian with such facilities, equipment and support as are reasonably necessary for Ellucian to perform its obligations under the Agreement, including remote access to the Equipment.

Software Support Services Table - PAID IN ADVANCE				
Description [1]	Maintenance Standard	Beginning Date	Expiration Date	Fee
Official Payments eCommerce	Advantage Plus	July 1, 2026	June 30, 2031	Included
Ellucian Advantage Plus Fees	Advantage Plus	July 1, 2026	June 30, 2031	Included
Rocket RDBMS AE Users [3]	Advantage Plus	July 1, 2026	June 30, 2031	Included
Port Fee Maintenance	Advantage Plus	July 1, 2026	June 30, 2031	Included
TOTAL (for Contract Year ending June 30, 2027)				**$8,179**
TOTAL (for Contract Year ending June 30, 2028)				**$8,752**
TOTAL (for Contract Year ending June 30, 2029)				**$9,364**
TOTAL (for Contract Year ending June 30, 2030)				**$10,020**
TOTAL (for Contract Year ending June 30, 2031)				**$10,721**

Payment Terms - Software Support Services Fee: For the software identified in the Software Support Services Table(s) above, Ellucian's obligation to provide Software Support Services and Client's obligation to make payment for such Software Support Services shall each commence on the Beginning Date and continue through the Expiration Date (as those terms are specified within the Table(s)). The annual fees payable for each Contract Year during the Term are listed in the Software Support Services Table(s) and will not increase except as set forth herein or in the Agreement. With respect to Software Support Services that are paid in advance, fees for each Contract Year will be specified by Ellucian in an annual invoice issued in advance of each such Contract Year (except that the invoice for the initial Contract Year will be issued on or after the Execution Date of this Order Form). With respect to Software Support Services that are paid in arrears, fees for each Contract Year will be specified by Ellucian in an annual invoice issued on the first day of the last month of the applicable Contract Year.

TERM SOFTWARE:

For the Software identified in the Term Software Table below, Ellucian grants Client a non-exclusive, non-transferable license to use the Software during the Term on the Equipment residing within the Territory for Client's internal use only and subject to all use restrictions and limitations set forth in the Agreement. This license with respect to Term Software will begin on the Beginning Date and will continue until the Expiration Date (as those terms are specified below).

Term Software Table

Description [1]	Maintenance Standard	Beginning Date	Expiration Date	Fee
Colleague Enterprise: Includes Colleague Unrestricted Users, Communications Management, Demographics, Electronic File Programming (ELF), Cash Receipts, Facilities Profile, Scheduling & Staff Information, Accounts Receivable, General Ledger, Workflow Management System, Activities & Events	Advantage Plus	July 1, 2026	June 30, 2031	Included [2]
Colleague Studio	Advantage Plus	July 1, 2026	June 30, 2031	Included [2]
Student & Financial Aid: Includes Admissions, Degree Audit, Curriculum Management, Faculty Information, Academic Records, Registration, Student Refunds, EDI SPEEDE Transaction Sets, Admissions Application Interface , Workflow Definition Tool for Student, Campus Organization, Student Planning, Colleague Self-Service Financial Aid, Colleague Instant Enrollment, Colleague Retention Alert	Advantage Plus	July 1, 2026	June 30, 2031	Included [2]
Colleague Gradebook	Advantage Plus	July 1, 2026	June 30, 2031	Included [2]
Residence Life	Advantage Plus	July 1, 2026	June 30, 2031	Included [2]
Colleague Finance: Includes Accounts Payable, Purchasing, Workflow Definition Tool for Finance, Budget Management, Fixed Assets, Projects Accounting	Advantage Plus	July 1, 2026	June 30, 2031	Included [2]
Human Resources Includes Payroll, Position Management	Advantage Plus	July 1, 2026	June 30, 2031	Included [2]
Colleague ODS	Advantage Plus	July 1, 2026	June 30, 2031	Included [2]

CLOUD SOFTWARE:

For the Cloud Software identified in the Cloud Software Table and the Additional Cloud Software Table below, Ellucian grants Client a non-exclusive, non-transferable license to use the Cloud Software during the Term for Client's internal use only, on the terms and conditions of the Agreement. This license with respect to the Cloud Software will begin on the Beginning Date and will continue until the Expiration Date (as those terms are specified below).

Cloud Software Table			
Description [1]	Beginning Date	Expiration Date	Fee
Ellucian Intelligent Learning Platform Enterprise for Canvas	July 1, 2026	June 30, 2031	Included [2]
Ellucian Experience Premium	July 1, 2026	June 30, 2031	Included [2]
On-Demand Training (Licensing up to 50 Named Users)	July 1, 2026	June 30, 2031	Included [2]
Ellucian Intelligent Processes - Tasks and Holds	July 1, 2026	June 30, 2031	Included [2]

PAYMENT SUMMARY FOR TERM SOFTWARE TABLE AND CLOUD SOFTWARE TABLE [4]	
TOTAL for Term Software and Cloud Software for Contract Year ending June 30, 2027)	**$329,498**
TOTAL for Term Software and Cloud Software for Contract Year ending June 30, 2028)	**$345,973**
TOTAL for Term Software and Cloud Software for Contract Year ending June 30, 2029)	**$363,272**
TOTAL for Term Software and Cloud Software for Contract Year ending June 30, 2030)	**$381,435**
TOTAL for Term Software and Cloud Software for Contract Year ending June 30, 2031)	**$400,507**

Additional Cloud Software Table			
Description [1]	Beginning Date	Expiration Date	Fee
Ellucian Travel & Expense Mgmt by Chrome River - Unlimited Reports [3]	July 1, 2026	June 30, 2031	$28,941
Ellucian Travel & Expense Mgmt by Chrome River - Unlimited Folio Reports [3]	July 1, 2026	June 30, 2031	$2,894
Ellucian Workflow Enterprise	July 1, 2026	June 30, 2031	$50,141
TOTAL for Additional Cloud Software for Contract Year ending June 30, 2027)			**$81,975**
TOTAL for Additional Cloud Software for Contract Year ending June 30, 2028)			**$86,074**
TOTAL for Additional Cloud Software for Contract Year ending June 30, 2029)			**$90,378**
TOTAL for Additional Cloud Software for Contract Year ending June 30, 2030)			**$94,897**
TOTAL for Additional Cloud Software for Contract Year ending June 30, 2031)			**$99,642**

Payment Terms - Term Software and Cloud Software: For the Term Software and Cloud Software licensed in this Order Form, annual subscription fees for each Contract Year will be specified by Ellucian in an annual invoice issued in advance of each such Contract Year (except that the invoice for the initial Contract Year will be issued on or after the Execution Date of this Order Form). The annual subscription fees payable for each Contract Year during the Term are listed in the Payment Summary for Term Software Table and Cloud Software Table above and beneath the Additional Cloud Software Table and will not increase except as set forth herein or in the Agreement. Payment of the annual subscription fees specified herein is in addition to any subscription fees due under the Agreement or any other software or subscription agreement(s) between the parties.

Notes:

[1] For product descriptions and service standards, see www.ellucian.com/contracts-and-documentation.

[2] See Payment Summary for Term Software Table and Cloud Software Table.

[3] Indicates Software is owned by a Third Party.

[4] For the avoidance of doubt, the Payment Summary for Term Software Table and Cloud Software Table does not include the separate fees payable under the Additional Cloud Software Table or the Software Support Services Table.

Contract Year. As applicable, the term "Contract Year" means each period of twelve (12) months commencing on July 1 during the Term. Depending upon the Execution Date and the parties' intent with respect to aligning payment cycle for the services under this Order Form, the initial Contract Year may be a partial one, in which event fees for that partial, initial Contract Year will be prorated.

Contracted FTE. The Contracted FTE to applicable Software is 2,999.

Invoicing. As applicable based upon the specific products identified in this Order Form, Ellucian will invoice Client in accordance with the Payment Terms section beneath the applicable Table(s) above.

Payment Terms - Generally. Unless a different payment obligation is specified in the Agreement, Client's payments under this Order Form are due within thirty (30) days of the date(s) of invoice(s) except that, with respect to the initial Contract Year only, Client's payment shall be due on the latter of (i) thirty (30) days from the date of Ellucian's invoice for same or (b) the Beginning Date identified within the table(s) above.

Idaho Public Records Act. Pursuant to the Idaho Public Records Act Title 74, Chapter 1, Idaho Code information or documents received from the other party may be subject to public inspection and copying unless a statutory exemption applies. Notwithstanding any provision of this Agreement to the contrary, Lewis-Clark State College may disclose records or information, including information designated as "confidential," to the extent required by applicable law.

Idaho Tort Claims Act. Any obligation on behalf of Lewis-Clark State College to provide indemnification or hold harmless any other party is at all times subject to the maximum extent permitted by Idaho law, including Idaho Code Section 59-1016, and the limitations of liability contained in the Idaho Tort Claims Act. Furthermore, the college shall at no time be liable for more than the pro rata share of the total damages awarded in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the college or its employees.

Non-appropriation. It is Client's intent to make all payments due under any Order Form(s) if funds are legally available therefor. If, despite Client's efforts, sufficient funds are not appropriated and budgeted or are otherwise legally unavailable by any means whatsoever in any fiscal period for payments due under an Order Form, then Client will immediately notify Ellucian of such occurrence and Ellucian will notify Client that Ellucian will cease providing the Term License, Subscription Services, Professional Services and/or Software Support Services (as applicable), effective on the last day of the fiscal period for which Client's appropriations were received (the "effective date of termination"). Upon the effective date of termination, Client will pay to Ellucian the fees for all such licenses/services through the effective date of termination, as follows: (i) for Term Licenses, Client will pay Ellucian for all Term Licenses up to and including the effective date of termination that have not then been paid by Client (or, if applicable, Ellucian will refund any Term License fees prepaid by Client for any periods following the effective date of termination); (ii) for Subscription Services, Client will pay Ellucian for all Subscription Services up to and including the effective date of termination that have not then been paid by Client (or, if applicable, Ellucian will refund any Subscription Services fees prepaid by Client for any periods following the effective date of termination); (iii) for Professional Services rendered on a fixed fee basis, Client will pay Ellucian for such fixed fee services based upon the level of effort that Ellucian provided through the

effective date of termination, as if such fixed fee services had instead been time-and-materials services; (iv) for Professional Services rendered on a time-and-materials basis, Client will pay Ellucian for such time-and-materials services based upon the applicable services rates provided in the Order Form, multiplied by the number of person-hours of time-and-materials services that Ellucian expended on the time-and-materials services through the effective date of termination; (v) for Software Support Services, Client will pay Ellucian for all Software Support Services up to and including the effective date of termination that have not then been paid by Client (or, if applicable, Ellucian will refund any Software Support Services fees prepaid by Client for any periods following the effective date of termination); and (vi) Client will pay Ellucian for any reimbursable travel and living expenses incurred by Ellucian through the effective date of termination. Without limiting the foregoing, Client represents and warrants to Ellucian that Client will both appropriate and encumber sufficient funds in Client's then-current fiscal year (that is, the Client fiscal year in effect as of the Execution Date or a Perpetual License Order Form) to pay Ellucian the amounts provided in the Perpetual License Order Form as the license fee for the Software and the fees for acquisition of any third party Software in accordance with the payment schedule set forth in the applicable Perpetual License Order Form.

By the execution below, each party represents and warrants that it is bound by the signature of its respective signatory for this non-cancelable Order Form. Except as expressly amended by the Order Form, the terms of the Agreement remain unchanged and in full force and effect; any fees due under the Order Form are in addition to and not in lieu of fees already due or scheduled to come due under the Agreement. Client has not relied on the availability of either any future version of any software or any future software product or service.

Ellucian	**Client**
By:	**By:**
Authorized Signature	*Authorized Signature*
Name:	**Name:**
Printed	*Printed*
Title:	**Title:**
Date:	**Date:**

The later date of signature above is the "Execution Date" of this Order Form.
The pricing contained in this Order Form is valid only if the Execution Date occurs on or before May 31, 2026.

Client Accounts Payable Contact Information:
Name:
Address:
City, State, Zip:
Email Address:
PO# (if applicable)

Client Cloud Software Provisioning Contact Information:
Name:
Title:
Email:

ATTACHMENT 1

CERTIFICATION

Lewis-Clark State College ("LC State") is prohibited by state law from entering into certain contractual agreements. This Certification by _____ ("**Company**") is made relative to any agreement and/or associated quote, renewal or ordering document by and between Company and LC State and is incorporated therein by this reference.

Company hereby certifies that:

1. Pursuant to Idaho Code Section 67-2346 and 67-2347A, if the total value of the Agreement exceeds one hundred thousand dollars ($100,000) and Company employs ten or more persons, Company is not currently engaged in, and will not for the duration of the Agreement engage in, a boycott of goods or services from Israel or territories under its control; or a boycott of any individual or company because the individual or company (a) engages in or supports the exploration, production, utilization, transportation, sale, or manufacture of fossil fuel-based energy, timber, minerals, hydroelectric power, nuclear energy, or agriculture; or (b) engages in or supports the manufacture, distribution, sale, or use of firearms, as defined in section 18-3302(2)(d), Idaho Code.

2. Pursuant to Idaho Code Section 67-2359, Company is not currently owned or operated by the People's Republic of China led by the Chinese communist party and will not for the duration of the Agreement be owned or operated by the People's Republic of China.

The terms in this Certification defined in Idaho Code Section 67-2346, 67-2347A, and 67-2359, respectively, shall have the meanings defined therein. This Certification is made solely to comply with the Idaho statutes referenced herein and to the extent such section does not contravene applicable state or federal law.

By signing below, Company represents and warrants it has the authority and knowledge to so certify.

Company

By: _____ Name: _____

Title: _____ Date: _____

SUBJECT

University of Idaho – Schlumberger Technology Corporation Gift – Academic Software License for Petrel Software to Idaho Geological Survey

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.5
Idaho Code § 47-201

BACKGROUND/DISCUSSION

The Idaho Geological Survey (IGS) is a state agency administered as a special program by UI per Idaho Code § 47-201. Schlumberger Technology Corporation ("Schlumberger") is a global technological company that specializes in oil, gas and mineral sciences. Schlumberger has offered to renew a donation of highly technical and specialized software to UI for the use and benefit of IGS.

The donation is a renewal of a long-standing academic license for a suite of industry grade software known as "Petrel" and associated modules. The original donation was initiated several years ago by a former IGS director to foster the Oil and Gas program at IGS. The software allows for analytical interpretation of various datasets related to subsurface geology with a focus on oil and gas data.

Schlumberger values the total software donation at $14,251,729.30, consisting of two quotes separately valued at $10,635,262.00 and $3,616,467.30, with no expense incurred by UI or IGS. The acceptance of the gift must be approved by the Board of Regents, per Board Policy V.E.5.

IMPACT

Neither UI or IGS incurs any costs by accepting the Schlumberger donation.

The Petrel software and its associated modules are industry standard and highly specialized. The software will be used primarily for academic research. The use of the software will significantly enhance the UI's and IGS's academic and research mission and better enable the IGS to fulfill its statutory mission as the state's lead agency for the collection, interpretation, and dissemination of geological and mineral data for the state of Idaho.

ATTACHMENTS

Attachment 1 – Schlumberger Quote X-02YK0M Revision 1 UI Software Renewal
Attachment 2 – Schlumberger Quote X-02ZG9I Revision 1

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed the University of Idaho's (UI) request to accept a software donation from Schlumberger Technology Corporation for the Idaho Geological Survey (IGS). The donation consists of an academic license for the Petrel software platform and associated modules. This software is widely used in the oil, gas, and mineral sciences industries for subsurface geological analysis and interpretation.

The donation represents a renewal of a long-standing academic license previously provided to support IGS's research work. The software is valued at $14,251,729.30, and neither UI nor IGS will incur costs associated with the donation.

This software supports the research and academic mission of UI and enhances IGS's ability to fulfill its statutory role in the collection, interpretation, and dissemination of geological and mineral data for the State of Idaho.

Board staff recommends approval.

BOARD ACTION

I move to authorize the University of Idaho to accept the Petrel software donation as set forth in the attached documents, and to authorize the University of Idaho Vice-President for Research and Economic Development, or designee, to execute and ratify the necessary documents to accept the donation in substantial conformity to the documents attached to this motion.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONTRACT

X-02YK0M Revision 1

University of Idaho - DEPT Idaho Geological Survey - 2025 RENEWAL - PETREL TECHLOG PETROMOD

Offer Valid 10/23/2025 To 4/23/2026

Company

Schlumberger Technology Corporation
300 Schlumberger Drive, Sugar Land, Texas 77478, USA

Company Contact

Mr. Steve Schroer - PSD Business System Administrator
sschroer@slb.com
1-303-256-5126 (landline)

Customer

UNIVERSITY OF IDAHO
PO BOX 443022
MOSCOW, ID 83844

Pricing Schedule

Part Number	Description	Quantity	Ref.
AT3B-G1-UNIV	3DP - Petrophysics for High Angle and Horizontal Wells	5	C
PABG-G1-UNIV	ADVANCED BOREHOLE GEOLOGY SUITE	5	C
ATAC-G1-UNIV	Acoustics	5	C
AAGR-B1-UNIV	Advanced Gridding and Upscaling	5	C
ATDV-G1-UNIV	Advanced Plotting	5	C
ATPN-G1-UNIV	Cased Hole	5	C
ACPI-G1-UNIV	Cement and Pipe Integrity	5	C
AECL-B1-UNIV	Classification and Estimation	5	C
ACCS-B1-UNIV	Combined Core System	5	C
ATCB-G1-UNIV	CoreDB	5	C
ADAS-B1-UNIV	Data Analysis	5	C
APVW-B1-UNIV	Data and Results Viewer	5	C
AFRD-B1-UNIV	Discrete Fracture Modeling	5	C
AGDC-B1-UNIV	Domain Conversion	5	C
APSQ-B1-UNIV	Exploration Geology	5	C
ATFP-G1-UNIV	FPress	5	C
AFMD-B1-UNIV	Facies Modeling	5	C
ATFM-G1-UNIV	Field Map	5	C
ATFC-G1-UNIV	Fluid Contact	5	C
PFOR-G1-UNIV	Formation Testing Suite	5	C
APFS-B1-UNIV	FrontSim Locked	5	C
ATGP-G1-UNIV	Geophy	5	C
AHMA-B1-UNIV	History Match Analysis	5	C
ATPS-G1-UNIV	Ipsom	5	C
ATKM-G1-UNIV	K.mod	5	C

ATTACHMENT 1

CONTRACT

X-02YK0M Revision 1

University of Idaho - DEPT Idaho Geological Survey - 2025 RENEWAL - PETREL TECHLOG PETROMOD

Offer Valid 10/23/2025 To 4/23/2026

Part Number	Description	Quantity	Ref.
AMAT-B1-UNIV	Multitrace attributes	5	C
ATNM-G1-UNIV	NMR	5	C
PNMS-G1-UNIV	NMR SUITE	5	C
WPOS-W1-UNIV	PETROMOD OPEN SIMULATOR	5	C
PPPS-G1-UNIV	PETROPHYSICS SUITE	5	C
WP2C-W1-UNIV	PM2D_2-Component	5	C
WP2F-W1-UNIV	PM2D_Flowpath	5	C
WP2P-W1-UNIV	PM2D_Full-2D PressureTemperature	5	C
WP2Y-W1-UNIV	PM2D_Hybrid	5	C
WP2N-W1-UNIV	PM2D_Invasion Percolation	5	C
WP12-W1-UNIV	PM2D_Multi-1D PressureTemperature	5	C
WP2M-W1-UNIV	PM2D_Multi-Component	5	C
WP3C-W1-UNIV	PM3D_2-Component	5	C
WP3F-W1-UNIV	PM3D_Flowpath	5	C
WP3P-W1-UNIV	PM3D_Full-3D PressureTemperature	5	C
WP3Y-W1-UNIV	PM3D_Hybrid	5	C
WP3N-W1-UNIV	PM3D_Invasion Percolation	5	C
WP13-W1-UNIV	PM3D_Multi-1D PressureTemperature	5	C
WP3M-W1-UNIV	PM3D_Multi-Component	5	C
WPPP-W1-UNIV	PM_Parallel (per CPU-core)	5	C
PLOG-G1-UNIV	PRODUCTION LOGGING	5	C
ACAP-B1-UNIV	Petrel Combined HMA and PFO	5	C
ARGM-B1-UNIV	Petrel Geomechanics	5	C
ARSA-B1-UNIV	Petrel Guru	5	C
WPM1-W1-UNIV	PetroMod - PetroMod 1D	5	C
W2DA-W1-UNIV	PetroMod 2D Advanced Migration	5	C
W2DB-W1-UNIV	PetroMod 2D Core	5	C
W3DA-W1-UNIV	PetroMod 3D Advanced Migration	5	C
W3DB-W1-UNIV	PetroMod 3D Core	5	C
WSRG-W1-UNIV	PetroMod Advanced Geochemistry	5	C
WPFR-W1-UNIV	PetroMod Fluid Risk	5	C
WPI2-W1-UNIV	PetroMod Model Builder 2D	5	C
WPI3-W1-UNIV	PetroMod Model Builder 3D	5	C
WSGE-W1-UNIV	PetroMod Structural Geology	5	C
WPUC-W1-UNIV	PetroMod Uncertainty	5	C
APHM-B1-UNIV	Petrophysical Modeling	5	C
AT3P-G1-UNIV	Pore Pressure Prediction	5	C
ARSM-B1-UNIV	Production Forecasting Optimization	5	C
ATQT-G1-UNIV	Quanti	5	C

ATTACHMENT 1

CONTRACT

X-02YK0M Revision 1

University of Idaho - DEPT Idaho Geological Survey - 2025 RENEWAL - PETREL TECHLOG PETROMOD

Offer Valid 10/23/2025 To 4/23/2026

Part Number	Description	Quantity	Ref.
ATQM-G1-UNIV	Quanti.Elan	5	C
AOEW-B2-UNIV	Relief Well Simulation for Well Construction	5	C
ATLK-G1-UNIV	SLB Tool Lock	5	C
ATSM-G1-UNIV	Saturation-Height Modelling	5	C
ASCS-B1-UNIV	Seismic Sampling	5	C
ASVI-B1-UNIV	Seismic Interpretation	5	C
ASVR-B1-UNIV	Seismic Volume Rendering and Extraction	5	C
ASWT-B1-UNIV	Seismic Well Tie	5	C
AUCP-B1-UNIV	Shale Suite	5	C
AASI-B1-UNIV	Structural Interpretation	5	C
ASFA-B1-UNIV	Structural and Fault Analysis	5	C
ASIM-B1-UNIV	Surface Imaging (Satellite Images)	5	C
PTAO-G1-UNIV	TECHLOG ALL-IN-ONE WIRELINE SUITE	5	C
ATCR-G1-UNIV	TechCore	5	C
ATDP-G1-UNIV	TechData Plus	5	C
ATST-G1-UNIV	TechStat	5	C
AT3D-G1-UNIV	Techlog 3DP SLB Forward Models	5	C
ATLB-G1-UNIV	Techlog BASE	5	C
ATTA-G1-UNIV	Techlog C Data API	5	C
ATPY-G1-UNIV	Techlog Python	5	C
ATRT-G1-UNIV	Techlog Real Time	5	C
ATTB-G1-UNIV	Thin-Bed Analysis	5	C
PWLU-G1-UNIV	UNCONVENTIONAL RESERVOIRS SUITE	5	C
AMSA-B1-UNIV	Uncertainty	5	C
ATUN-G1-UNIV	Unconventionals	5	C
AVGC-V1-UNIV	VISAGE Geomechanics Simulator	10	
AWCR-B1-UNIV	Well Correlation	5	C
AWDN-B1-UNIV	Well Path Design	5	C
ATBM-G1-UNIV	Wellbore Imaging	5	C
PIAP-G1-UNIV	Wellbore Integrity Suite	5	C
ATMM-G1-UNIV	Wellbore Stability	5	C
			Net Total: USD 0.00

REFERENCE

A. LICENSED OR LEASED (MAINTENANCE COMPULSORY FOR 12 MONTHS)
B. RENTED (MAINTENANCE INCLUDED THROUGHOUT)
C. TEMPORARY LICENSE (NO MAINTENANCE)
D. PRE-COMMERCIAL (NO MAINTENANCE)
E. THIRD PARTY LICENSE
F. SERVICE

CONTRACT

X-02YK0M Revision 1

University of Idaho - DEPT Idaho Geological Survey - 2025 RENEWAL - PETREL TECHLOG PETROMOD

Offer Valid 10/23/2025 To 4/23/2026

Terms and Conditions

This is a Quotation which contains indemnity provisions and warranty exclusions, please read it carefully.

Upon execution of this Quotation by both parties Company agrees to provide, and Customer agrees to pay the fees, for the software products, services, and/or hardware set out in the Pricing Schedule in this Quotation.

The fees indicated in this Quotation are valid until the validity date shown at the top right of the Quotation.

If there are existing terms and conditions signed between the parties for software, services or equipment and it is referenced in this Quotation, the parties agree to be bound by that agreement; otherwise the parties agree to be bound by the terms and conditions attached to this Quotation and, if applicable, any additions or changes thereto set out in this Quotation.

Terms and conditions on any Customer purchase order or other document are not valid unless included in this Quotation or otherwise explicitly accepted in writing by Company.

Attached Terms and Conditions

TC FOR SOFTWARE USE AND MAINTENANCE FOR US PUBLICLY FUNDED EDUCATIONAL INSTITUTIONS

Additional/Amended Terms and Conditions

To the fullest extent permitted by the laws of the Idaho State in which the Customer is incorporated, the Customer agrees to abide by the terms and conditions of this Agreement.

TOTAL SOFTWARE DONATION VALUE TO UNIVERSITY OF IDAHO - IDAHO GEOLOGICAL SURVEY

TOTAL DONATION VALUE IN USD: $ 10,635,262.00

CONTRACT ID: X-02YK0M

LICENSES WILL BE ISSUED AS A " THREE - YEAR RIGHT TO USE "

Countries of Usage

United States

CONTRACT

X-02YK0M Revision 1

University of Idaho - DEPT Idaho Geological Survey - 2025 RENEWAL - PETREL TECHLOG PETROMOD

Offer Valid 10/23/2025 To 4/23/2026

General Comments

TO ENSURE PROPER PROCESSING OF YOUR ORDER PLEASE PROVIDE OR VERIFY THE FOLLOWING INFORMATION.

Host ID and/or Hardware Key #: 2-2922347, 2-2922354, 2-2922357, 2-2922381, 2-2922549, & 989096D5B76C

City & Region Host ID resides in: _____

Software Version:

University 1st Line of Software Support:

Name: _____

Title: _____

Email Address: _____

Phone Number: _____

License Deliver To Email address: _____

Note: All license keys required for the products and/or services listed on this quotation/contract will be delivered to the above email address.

Customer Authorization

I represent that I have signatory authority of the Customer to accept all terms and conditions listed within this contract.

Name: _____ Title: _____

Signature: _____ Date: _____

SLB Authorization

Company's Authorized Signatory

Name: _____ Title: _____

Signature: _____ Date: _____

Schlumberger

TERMS AND CONDITIONS FOR SOFTWARE USE AND MAINTENANCE, SUPPORT PORTAL, AND REMOTE SUPPORT FOR UNITED STATES PUBLICLY FUNDED EDUCATIONAL INSTITUTIONS

These terms and conditions together with a Quotation executed by both Parties form an agreement between the Parties (the "**Agreement**").

1. Definitions

1.1. **Affiliate:** any legal entity controlling, controlled by or under common control with an entity, where "control" is defined as the legal or beneficial ownership of more than fifty percent (50%) of the voting rights at the assembly of owners of such entity, or in the case of a foreign domiciled affiliate where the prevailing law of the foreign country prohibits majority ownership by a foreign parent organization, an ownership interest by such entity which reflects the maximum controlling interest allowable under the laws of such foreign country, or such other relationship as, in fact, constitutes actual control.

1.2. **Agreement**: these terms and conditions together with a Quotation executed by both parties plus the terms and conditions applicable to additional optional elements included in the Quotation.

1.3. **Amendment:** any addendum, modification or supplement to the Agreement signed by the authorized representatives of both Parties.

1.4. **Authorized User**: Customer's students, faculty, and information technology personnel: (a) who are authorized by the Customer to access and/or use the Software; (b) who are the Customer's students, faculty, and/or employees at the time the Software is accessed and/or used by such person; and (c) that the Customer will effectively control and ensure compliance with the terms of the Agreement.

1.5. **Business Day(s):** the standard days of business excluding official local and national holidays in the country of deployment.

1.6. **Business Hours:** the standard open hours for business during Business Days.

1.7. **Concurrent User(s):** the number of individual Authorized Users with a right to access and/or use the Software at the same time. The maximum number of Concurrent Users allowed to access and/or use the Software at any time may not exceed the number of units of the Software in the Quotation. One unit is required for each instance of Software run at any time.

1.8. **Confidential Information:** non-public and proprietary information, including: Software, information related to third party vendors that Schlumberger works with to provide the Software and/or Support Portal, information related to any security vulnerabilities of the Software and/or Support Portal, and information about Schlumberger's and its Affiliates' products and services. Except as required by applicable law or regulation, Confidential Information will not include information that:

1.8.1. at the time of the disclosure is, or thereafter becomes, generally available to and known by the public other than as a result of, directly or indirectly, any breach of the Agreement, act, or omission by the recipient or any of the recipient's representatives;

1.8.2. at the time of the disclosure is, or thereafter becomes, available to the recipient on a non-confidential basis from a third-party source, provided that such third party is not and was not prohibited from disclosing such Confidential Information to the recipient by any legal, fiduciary, or contractual obligation;

1.8.3. was known by or in the possession of the recipient, as established by documentary evidence, before being disclosed by or on behalf of the disclosing party pursuant to the Agreement;

1.8.4. was or is independently developed by recipient, as established by documentary evidence, without reference to or use of, in whole or in part, any of the disclosing party's Confidential Information; or

1.8.5. that the parties have entered into the Agreement.

1.9. **Customer:** the United States publicly funded educational institution indicated in the Quotation.

1.10. **Customer Liaison:** means an Authorized User who is a point of contact appointed by the Customer that is a full time staff member of Customer (e.g., full professor, senior manager, etc.) and will function as the liaison between the Customer and Schlumberger concerning the Agreement, Software, and Maintenance matters.

1.11. **Delivery:** for Software, unless otherwise specified in the Quotation, means the day when the Software's authorization key is made available for download by Customer. Delivery for Maintenance will be deemed to occur simultaneously with the Delivery of the Software for which it is obtained or on the renewal date.

1.12. **Documentation:** specifications, manuals, handbooks, maintenance libraries, and other publications or media in whatever form supplied or made available to Customer or to which Customer has been given access to in connection with the Software.

1.13. **Embedded Software:** third party software included as part of the Software.

1.14. **Geographic Unit:** limited to the specific country identified in the Quotation.

1.15. **Group:** Affiliates, contractors, subcontractors of any tier, co-interest owners, joint venturers, co-lessees, invitees and their Affiliates, shareholders, directors, officers, employees, agents, consultants and servants.

© Schlumberger



1.16. **Intellectual Property:** all trademarks or trade names (whether common-law or registered), logos, icons, patents, mask works, patents, patent applications, copyrights (whether published or unpublished), trade secrets, know-how, designs, methods, processes, work-flow(s), inventions, proprietary information and transferable rights under written agreements relating to the Software, Maintenance, Services and Support Portal.

1.17. **Interpretations:** (i) processing, review, and analysis of data; (ii) the making of models, workflows, and estimates; (iii) descriptions of data, wells, and reservoirs; and (iv) any other explanation, evaluation, recommendation, or description provided to Customer under the Agreement.

1.18. **Maintenance:** maintenance and support services for the Software provided by Schlumberger.

1.19. **Maintenance Term:** the period of maintenance set out in the Quotation.

1.20. **Party**: Schlumberger or Customer; "**Parties**" means Schlumberger and Customer.

1.21. **Personal Data**: any information submitted by Customer and/or Authorized User that is directly or indirectly related to an identified or identifiable natural person and that is processed to provide the Online Services to the Customer.

1.22. **Personal Data Breach**: an accidental or unlawful destruction, loss, alteration, unauthorized disclosure of, or access to, personal data transmitted, stored or otherwise processed in connection with this Agreement.

1.23. **Quotation:** Schlumberger's contract form listing the Software to be used by Customer and/or any Maintenance and any optional elements selected by Customer.

1.24. **Remote Support:** certain support services provided via remote access.

1.25. **Rented/Rental License:** a license to use the Software subject to payment of the periodic fees set out in the Quotation.

1.26. **Schlumberger:** the legal entity indicated in the Quotation, and its Affiliates, providing the Software and Support Portal.

1.27. **Security Incident:** any actual damage to the integrity or security of: (i) the Support Portal available to Customer or others; or (ii) the infrastructure or systems on which the Support Portal operate or rely upon. A Security Incident includes a Personal Data Breach and any other unlawful or unauthorized access to any data resulting in loss, disclosure, or alteration of the data.

1.28. **Software:** the Schlumberger software identified in the Quotation, including, where Customer is entitled to Maintenance, new releases, updates, patches, bug fixes, enhancements and other modifications and where applicable, application software, systems software, Embedded Software, microcode and firmware, and, where included, Documentation related thereto. Software also includes any Schlumberger plug-ins listed in a Quotation. Software does not include external software (including plug-ins) licensed by a third party owner under separate terms.

1.29. **Support Portal:** the Schlumberger website made accessible to the Customer Liaison(s) where Customer can report certain maintenance issues and access other content, tools, and other services (e.g., discussion forums) , as available, including information and support related software.

1.30. **Term:** the time period the Customer is granted access and/or use of the Software and/or Maintenance in the Agreement as specified in the Quotation. If the Quotation states that the term is perpetual, that must be interpreted to mean no greater than three (3) years.

2. License Grant and Scope of Use

2.1. Schlumberger grants to the Customer a non-exclusive, non-assignable, non-transferable, limited term, right to access and use the Software, Support Portal, and Remote Support during the Term of the Agreement solely by Authorized Users for permitted uses in Section 2.2 (Permitted Use) within the Geographic Unit on a Concurrent User basis.

2.2. Permitted Use. Customer and Authorized Users' access and/or use the Software, Support Portal, and Remote Support must be consistent with this Agreement, with such access and/or use only by: (a) Customer's faculty to provide instruction to Customer's students for the purpose of classroom instruction; (b) Customer's students while enrolled in Customer provided educational courses where the student is receiving instruction from Customer's faculty and the Software and/or Support Portal is relevant to the delivered instruction; (c) Customer's faculty and/or students for non-commercial and non-profit academic research projects; and/or (d) Customer's information technology personnel for purposes of providing Customer's faculty and/or students information technology services to facilitate access and/or by the Customer's faculty and/or students use of the Software and/or Support Portal.

3. Customer Obligations and Limitations on Use

3.1. Customer must notify Schlumberger in writing the identity up to two (2) Customer Liaison(s) each calendar year and ensure that Schlumberger has the Customer Liaison(s) contact information up to date at all times;

3.2. Customer must procure, maintain, and secure the computing resources, network connections, and telecommunications it uses to access and/or use the Software, Support Portal, and/or Remote Support.

3.3. Customer must permit Schlumberger to conduct a site assessment of Customer's facilities before Software delivery to confirm the appropriate facilities and computer hardware;

© Schlumberger

SLB-Private

Schlumberger

3.4. Customer must retain qualified domain experts for each Software domain licensed under the Agreement (for example, Geology, Petrophysics, Geophysics, and Reservoir Engineering);

3.5. Customer must retain qualified information technology personnel who will support the facilities and computer hardware hosting the Software;

3.6. Customer must ensure Authorized Users', including the Customer Liaison, compliance with the Agreement;

3.7. Customer and its Authorized Users must systematically back-up all applications and data files stored in or utilized by the Software in accordance with industry standards, to protect against the loss of Customer's data. Customer is entirely responsible for the integrity of its data.

3.8. If Schlumberger is provided with Customer data, Customer and the relevant Authorized Users must only provide Schlumberger with copies of Customer data for which it has the legal and contractual right to do so, and agrees that Customer and the relevant Authorized Users must retain all originals and/or backup copies of all Customer data provided.

3.9. Customer must promptly notify Schlumberger, and maintain as confidential any information about: (i) a possible Security Incident caused by the act or omission of Customer and/or an Authorized User; (ii) any security vulnerability of the Software and/or Support Portal of which Customer and/or an Authorized User become aware; and/or (iii) suspected misuse of the Software and/or Support Portal by Customer and/or an Authorized User

3.10. The Software provided to Customer may contain certain features (such as premium modules), the access to and/or use of which is not covered in the Agreement unless specifically licensed by Customer and for which additional fees are applicable. Customer and its Authorized Users must not attempt to disable or hinder any security functionality protecting such features.

3.11. If Customer or any of its Authorized Users is or becomes a denied party or otherwise subject to any sanctions legislation, then Customer must notify Schlumberger and must take reasonable steps to suspend Authorized Users's access and use of the Software, Support Portal, and Remote Support.

3.12. No copies of the Software, including Documentation, is permitted unless authorized by Schlumberger. If any authorized Software copies are made, then those copies must retain all Intellectual Property rights notices. If the Software is installed on a virtual machine, Customer and its Authorized Users must not to duplicate or make copies of the license file in order to run more copies of the Software than the Customer has licensed and is entitled to run.

3.13. Prohibited Use. All access and/or use of the Software, Support Portal, and/or Remote Support not expressly permitted in Section 2.2 (Permitted Use) is prohibited, including doing or assisting another in doing any of the following:

3.13.1. performing consulting services, research, or other services for third parties;

3.13.2. any purpose where the Customer receives any direct or indirect benefit from third parties using the Software or the outputs generated by the Software, whether commercial, financial, or otherwise;

3.13.3. using the Software or outputs generated by the Software for government funded purposes where the government could claim any interest in the Software;

3.13.4. exporting and/or facilitating the access and/or use of the Software outside the Geographical Unit;

3.13.5. permitting anyone who is not an Authorized User to access and/or use the Software, Support Portal, and/or Remote Support;

3.13.6. publishing or displaying the Software and/or Support Portal in any manner except as provided herein;

3.13.7. accessing or using the Software and/or Support Portal in any manner contrary to the Documentation;

3.13.8. accessing or using the Software and/or Support Portal to aid in the development of the science, technology, or product content of another software product similar in function or capability to a commercially available Schlumberger software product without Schlumberger's express written consent;

3.13.9. reverse engineering, decompiling, or disassembling the Software and/or Support Portal;

3.13.10. performing a benchmark or performance analysis of the any version of the Software and/or Support Portal;

3.13.11. developing or creating illegitimate versions, modifications, improvements, and/or derivative works of the Software without Schlumberger's prior written approval unless such are made using properly licensed Schlumberger software specifically designed for such purpose;

3.13.12. introducing into Support Portal or otherwise providing to Schlumberger any third party data and/or software or using the Software and/or Support Portal in any manner that could impose on Schlumberger and terms associated with third party software that require any portion of the Software and/or Support Portal to be disclosed, licensed, or redistributed to any third party;

3.13.13. violating the rights of others (including other Schlumberger's customers or subcontractors using the services);

3.13.14. to stalk, harass, threaten or harm another;

 © Schlumberger

SLB-Private

3.13.15. to pretend to be any person or entity they are not;

3.13.16. to post, send, transmit or otherwise make available any unsolicited communication or any communication that may be libelous, defamatory, disparaging, pornographic, obscene, or otherwise illegal;

3.13.17. to plan or engage in any illegal or infringing activity, including activity intended to cause harm to another;

3.13.18. to gather or store Personal Data of any other user or customer of the Software and/or Support Portal;

3.13.19. to gain or try to gain unauthorized access to or disrupt any service, device, data, account or network;

3.13.20. to distribute malicious software; or otherwise in a way that could harm the Software and/or Support Portal, or impair anyone else's use of same

4. General Payment Terms

4.1. Customer must notify Schlumberger in writing, within five (5) days from the entry into effect of the Agreement, of all pre-requisites and information that Schlumberger must provide with or include in an invoice in order to enable Customer to acknowledge and settle the invoice (e.g. legal entity, billing address, purchase order number, pro forma invoice, etc.). If there are any additional or any other specific information that must be provided with or included in an invoice following delivery of the Software, Customer must, within five (5) days of such delivery, notify Schlumberger of any such additional or specific information. If Customer fails to notify Schlumberger as prescribed above, the following will apply:

4.1.1. an invoice supported by reasonable evidence of delivery of the Software will be deemed a valid invoice, and Customer will be considered to have waived its right to reject or refuse to acknowledge such valid invoice on any ground other than failure to deliver the Software or Maintenance; and

4.1.2. the payment terms and remedies for nonpayment set forth in this Agreement will apply to any such invoice. New or varied invoice pre-requisites or requirements will not take effect and will not become binding upon Schlumberger unless and until they are duly notified to and agreed by Schlumberger in writing prior to the issuance of the invoice.

5. Payment and Disputes

5.1. Payment Terms. Unless otherwise agreed in a Quotation: (a) Customer will pay Schlumberger's published list price for Software, Support Portal, and Remote Support; and (b) Customer will pay all invoices issued under an Agreement within thirty (30) days of the invoice date in United States currency. If the amount due in the Quotation is zero dollars ($0.00), then the amount normally due will be deemed donated to the Customer such that payment will be deemed to have been received upon formation of the Agreement.

5.2. Invoice Dispute. If Customer disputes any portion of an invoice in good faith, Customer must: (a) pay the undisputed portion of the invoice; (b) notify Schlumberger of the basis for the dispute and the specific items disputed (along with all supporting evidence) and; (c) provide a proposed resolution. Customer must not set off or withhold payments due for one billing period against a disputed invoice.

5.3. Late Payment Interest. Unpaid invoiced amounts will begin to accrue interest thirty (30) days after payment is due. Interest will accrue at the maximum amount permitted by law, unless another rate is provided in the applicable Quotation. Customer agrees to pay all reasonable and documented costs and attorneys' fees Schlumberger may incur in collecting any unpaid fees.

5.4. Discount Cancellation. Schlumberger reserves the right to rescind any discounts provided in the Agreement if Customer fails to pay an undisputed portion of an invoice when due or Schlumberger prevails in a dispute resolution process regarding any portion of a disputed invoice. If such discount is rescinded by Schlumberger, Customer must pay Schlumberger the amounts owed for the Software and/or Support Services had the discount never been provided.

6. Term, Suspension, and Termination

6.1. Customer's and its Authorized Users' right to access and/or use the Software, Support Portal, and Remote Support begins on delivery of the Software to Customer and, unless otherwise terminated, expires at the end of the Term.

6.2. Customer will be in material breach for failure to meet its payment obligations and breaches of Section 3.13 (Prohibited Use) and/or 11.2 (Customer Security Obligations).

6.3. If Customer believes Schlumberger has breached this Agreement, Customer agrees to provide written notice to Schlumberger setting out the alleged default. If Schlumberger fails to cure an undisputed default within the thirty (30) day period, Customer may terminate the agreement. Any action brought against Schlumberger under this Agreement must be brought within twelve (12) months after the cause of action arises.

6.4. Schlumberger may suspend or terminate the Agreement, access rights, and/or use rights to the Software, Support Portal, and or Remote Support as Customer will be in breach of the Agreement for: (a) any breach or violation of Section 9.3 (Forum/Chat Room Conduct Guidelines), Section 12 (Compliance with Laws and Export Regulations), Section 14 (Schlumberger Proprietary Rights), Section 15 (Confidentiality), Section 16.1 (Mutual Representations and Warranties), Section 16.3 (Customer Representations and Warranties); (b) for failure to pay any amounts invoiced by Schlumberger, which have not been disputed by Customer in good faith and which are more than thirty (30) days overdue; (c) upon Customer becoming subject to a change of control; or (d) unless otherwise expressly agreed in the Agreement, upon violation of any prohibited use in Section 3.16 (Prohibited Use).



6.5. If Customer and/or any Authorized User is or becomes a denied party or otherwise the subject to any sanctions legislation that, in Schlumberger's reasonable opinion, restricts or prohibits Customer's and/or Authorized Users' access to or use of the Software, Support Portal, and/or Remote Support, such access will be immediately suspended. If legally permitted, Schlumberger will promptly notify Customer of any such suspension, data retention, or data deletion. Nothing herein shall restrict Schlumberger's ability to comply with any legal requirements relating to the retention or deletion of Customer data that may arise in connection with sanctions legislation.

6.6. In addition to the other remedies set out in an Agreement, a Party may immediately terminate this Agreement by written notice to the other Party if:

6.6.1. the other Party commits a material breach of any term of the Agreement and fails to remedy the same within thirty (30) days of the date of the written notice of breach;

6.6.2. the other Party suspends, or threatens to suspend, payment of its debts;

6.6.3. the other Party is deemed insolvent, unable to pay its debts, or enters into any arrangement with its creditors (other than for the sole purpose of a solvent reorganization); or

6.6.4. the other Party files a petition for or becomes subject to an order for winding up, bankruptcy, dissolution, an administrator or receiver is appointed, or anything of similar effect in any country.

6.7. Upon termination or expiration:

6.7.1. Customer and its Authorized Users must: (a) discontinue all access and use of the Software, Support Portal, and Remote Support; and, (b) immediately remove, return or destroy, all copies of the Software and information obtained from the Support Portal and/or Remote Support; and

6.7.2. any rights, remedies, obligations or liabilities that have accrued up to the date of termination or expiration will remain unaffected.

7. Customer Data

7.1. Customer is solely responsible for the legality, reliability, integrity, accuracy, and quality of data that Customer and its Authorized Users provides to Schlumberger or makes available to Schlumberger, including through the Support Portal and/or Remote Support. Customer acknowledges that by providing Customer data to the Support Portal, third parties may be able to access and/or export the Customer data from the Support Portal.

7.2. Schlumberger may use Customer's and its Authorized Users' data to provide the Software, Support Portal, and Remote Support, and to secure and improve Schlumberger's products and services. Schlumberger may use information about Authorized Users' interaction with the Software, Support Portal, and/or Remote Support to provide the Software, Support Portal, and/or Remote Support, secure and improve Schlumberger's products and services, and comply with its third-party service provider's consumption reporting requests and requirements.

7.3. Schlumberger may use cloud computing service providers and other third party service providers in connection with the Software, Support Portal, and/or Remote Support. Schlumberger, the cloud computing service providers, or the third party service providers may transmit, maintain, and/or store Customer data using third party computers and equipment in locations around the world, including locations outside the country of operation or incorporation of Customer, or outside the country of origin of the Customer data. Customer may request Schlumberger to maintain and store Customer data in a specified location. Schlumberger shall endeavor to comply with such request, but will be under no obligation to do so.

7.4. If Schlumberger provides Customer with feedback or suggestions about Customer data, then Customer may use that information without obligation to Schlumberger, and Schlumberger hereby irrevocably assigns to Customer all right, title, and interest in that feedback or suggestions; however, Schlumberger retains all right, title, and interest in any feedback or suggestions related to development of, improvements to, or security enhancements to Schlumberger's products and/or services (including the Software and/or Support Portal).

7.5. Schlumberger reserves the right to modify, enhance or remove any feature or functionality of the Software, Support Portal, and/or Remote Support, or suspend or improve the Software, Support Portal, and/or Remote Support without the need for any consent from the Customer.

8. Maintenance.

8.1. Maintenance is included and includes new versions of the Software as it becomes available.

8.2. All Maintenance request must be submitted through the Support Portal and may only be submitted by a Customer Liaison. These requests may be referred to as a "**Ticket**". No more than six (6) Tickets may be submitted by a Customer Liaison in any calendar quarter (i.e., January through March; April through June; July through September; October through December). No Authorized User other than a Customer Liaison is permitted to support a Ticket.

8.3. All content submitted by Customer and/or its Authorized Users and posted on the Support Portal's public areas is non-confidential and may be accessible by third parties ("**Public Content**").

Schlumberger

8.4. Customer and its Authorized Users grants Schlumberger a perpetual, non-revocable, world-wide, non-exclusive, transferrable, assignable, license to exploit Public Content and anonymized Ticket information for any purpose.

8.5. If the Customer Liaison submits any proprietary datasets in connection with a Ticket, that dataset must be provided through use of Schlumberger's secure file transfer protocol area in the Support Portal (the "**Data Exchange**"), which will be deemed Customer's Confidential Information.

8.6. Error Corrections. Maintenance includes commercially reasonable efforts to correct reproducible failures in the Software that are reported by a Customer Liaison through the Support Portal, and only if Schlumberger deems the alleged failure to cause a substantially detrimental effect on the Software's performance.

8.7. All modifications made to the Software as part of Maintenance will be made available through the Schlumberger's software download center as part of future versions of the Software. Customer is responsible for the integration and implementation of any such modifications or updates and enhancements, including loading any applicable media in accordance with Schlumberger's instructions.

8.8. New versions, updates, and enhancements to the Software may not be compatible with previous Software versions and data may not function properly in a mixed version environment.

8.9. Exclusions from Maintenance.

8.9.1. Customer will render void the Maintenance and Schlumberger will not be liable to Customer for any errors, losses, or damage resulting from modifications made to Software by Customer or any third party.

8.9.2. Maintenance does not include application development, Software programming support, or step by step instructions for Software configuration above and beyond general usage questions.

8.9.3. In addition to the above, Maintenance excludes the following: (a) problems resulting from Customer's fault or negligence; (b) problems that do not significantly impair or affect the operation of the Software; (c) problems resulting from hardware malfunction; (d) software not licensed by Schlumberger under the Agreement, including that which Schlumberger stops selling; and (e) installation of the Software on Customer's computer system or training on the use or benefits of the Software (such services may be purchased under a separate Services agreement).

8.9.4. The Software is provided only for standard hardware platforms and operating systems as indicated in the Documentation. Customer is responsible for providing interfaces for non-standard devices, software, or custom applications.

9. Support Portal

9.1. The Support Portal contains electronic content, tools, and other services including discussion forums. Schlumberger may change or update information available through the Support Portal at any time, but makes no commitment to do so.

9.2. Support Portal Registration

9.2.1. Authorized Users may be required to register before accessing portions of the Support Portal, which may require providing personally identifiable information ("**Registration**"). Customer will ensure all information provided for Registration will be true, accurate, current, and complete information.

9.2.2. Authorized Persons: (i) will maintain only one active Registration at all times (iii) must keep their Registration current, including reflecting the country of residence and the country from where they access the Support Portal; (iv) keep their access credentials secret and prevent any other person accessing the Support Portal with their access credentials; and (v) promptly report suspected unauthorized access to the Support Portal by emailing Schlumberger at customercarecenter@slb.com

9.2.3. Schlumberger may suspend or terminate a Registration and access to the Support Portal without prior notice if it discovers: (i) any information in the Registration is not true, accurate, current, or complete; or (ii) a violation of the Agreement.

9.3. Forum/Chat Room Conduct Guidelines

9.3.1. Customer must notify its Authorized Users and enforce compliance with the conduct guidelines for accessing and using forums or chat rooms in the Support Portal.

9.3.2. The forms and/or chat rooms must not be used (a) for or to promote illegal purposes (b) to transmit unlawful, harassing, invasive of another person's privacy, harmful, vulgar, obscene or otherwise objectionable content. Violation of Section 9.3 (Forum/Chat Room Conduct Guidelines) may result in removal of the posted content, termination of a Registration, legal action by Schlumberger and/or a third party, and/or Schlumberger's termination of the Agreement.

9.3.3. Customer assumes the entire risk of use from using forums and/or the content contained therein, including harm to Customer's systems, environment, and/or data. Customer waives all rights against and liability from Schlumberger and its Affiliates for use of forums and/or the content contained therein. Customer should exercise all discretion before relying on any information in forums and/or messages, as the information may be incorrect or misleading.

 © Schlumberger

SLB-Private



9.3.4. Customer and its Authorized Users are prohibited from violating or attempting to violate the security of this Support Portal, including without limitation:

9.3.4.1. accessing data not intend for Customer or accessing or attempting to access a server or account the Customer is not authorized to access;

9.3.4.2. performing any stress, vulnerability, penetration, availability, performance testing on, or otherwise attempt to access, any network, system, server, or computer hosting the Support Portal or introduce any virus or malicious software or similar into the Support Portal;

9.3.4.3. sending unsolicited electronic mail or advertising to other users, including promotions or advertising of products or services

9.3.5. Violations of these security rules may result in civil or criminal liability. Schlumberger and its Affiliates have the right to investigate occurrences that they suspect as involving such violations and will have the right to involve, and cooperate with, law enforcement authorities in prosecuting users who are involved in such violations.

9.3.6. Customer agrees that neither it nor its Authorized Users will engage in any activity on the Support Portal which is in breach of any intellectual property rights.

9.3.7. Customer agrees that neither it nor its Authorized Users will collect or store personal data about other users.

9.4. Third Party Support Providers. Schlumberger may use third party service providers to provide or assist in providing the Support Portal.

9.5. Communications through Support Portal. Except for the Data Exchange, communications through the Support Portal are non-confidential.

9.6. **SUPPORT PORTAL RELEASE AND WAIVER. IN ADDITION TO SECTION 18 (LIMITATIONS ON LIABILITIES AND REMEDIES), CUSTOMER AND ITS AUTHORIZED USERS RELEASE SCHLUMBERGER FROM AND WAIVE ALL CLAIMS, DEMANDS, LOSSES, OR DAMAGE OF ANY KIND RELATED TO ACCESS TO, USE OF, AND/OR ANY CONTENT SUBMITTED TO THE SUPPORT PORTAL, INCLUDING THOSE RELATED TO: NEGLIGENCE; PRIVACY; ACCESS AND/OR USE OF THE SUPPORT PORTAL; TIMELINESS OF RESPONSES BY SCHLUMBERGER OR THIRD PARTIES TO TICKETS; AND/OR UNAUTHORIZED ACCESS TO OR ALTERATION OF CUSTOMER SUBMISSIONS TO THE SUPPORT PORTAL.**

10. Remote Support Use

10.1. While receiving support from Schlumberger related to a Ticket, a Customer Liaison may request Remote Support after all reasonable attempts to resolve a support issue have been exhausted through the Customer's and Authorized User's research on the internet and utilization of the Support Portal.

10.2. By requesting Remote Support:

10.2.1. Customer and the relevant Authorized User must grant remote access to the relevant computers or other devices to Schlumberger, its Affiliates, and/or subcontractors (the "**Support Team**") for the purpose of providing Remote Support. Before granting such remote access, Customer and the relevant Authorized User are responsible for ensuring: (a) all data, applications, or other content is backed-up before granting remote access; (b) the relevant computer will not have any Confidential Information not otherwise subject to the Agreement displayed to the Support Team; (c) the relevant computer will be attended by the Customer Liaison and relevant Authorized User during the Remote Support session

10.2.2. Customer and the relevant Authorized User grants the Support Team a world-wide, royalty-free, license to use, modify, publicly display, reproduce, and distribute content of all visual, written, or audible communications and any other material ("**Remote Content**") displayed, uploaded, exchanged, or transmitted as a result of providing the Remote Support for the limited purpose and to the extent necessary for providing the Remote Support.

10.2.3. As part of the Remote Support session, Schlumberger may advise Customer and the relevant Authorized User on solutions to (a) certain features that are undesirable or (b) issues that have arisen due to third party products. Such advice must not be deemed as acknowledgement by Schlumberger that these issues or features constitute errors in Schlumberger's products or services.

10.2.4. If Customer or its relevant Authorized User is granted access to other Schlumberger software ("**Other Software**") not subject to the Agreement for the purpose of the Remote Support, Customer agrees that the terms of the Agreement apply for the Other Software and rights in the Other Software terminate upon termination of the Remote Support session.

10.2.5. Remote Support is provided with no warranty that the Customer and/or relevant Authorized User's support concerns will be resolved.

10.2.6. The Support Team may not be physically located in the Geographic Unit.

 © Schlumberger

SLB-Private

11. Data Privacy and Security.

11.1. Schlumberger provides the Support Portal and Remote Support consistent with its Privacy Statement (http://www.slb.com/about/privacy.aspx), and all laws regarding Personal Data.

11.2. Customer Security Obligations. Neither Customer nor Authorized Users, nor anyone on their behalf, will perform any stress, vulnerability, penetration, availability, benchmark, performance testing on, or otherwise attempt to access, any network, system, server, or computer hosting the Software, Support Portal, and/or Remote Support, or introduce any virus or malicious software or similar into the Software, Support Portal, and/or Remote Support.

12. Compliance with Laws and Export Regulations

12.1. Customer and Authorized Users will comply with all laws and regulations applicable to the respective party related to the access and/or use of the Software, Support Portal, and/or Remote Support, including data transmission, storage, processing, privacy, data residency, import/export controls, and international sanctions.

12.2. Customer has been licensed to use the Software, Support Portal, and/or Remote Support in the Geographical Unit. The exportation to or use in Cuba, North Korea, North Sudan, Syria, Iran or other countries that are subject to United States of America, United Nations, European Union or similar trade sanctions/embargoes is prohibited. Customer shall comply with all applicable export control, trade sanctions and other foreign trade control laws, rules and regulations. Customer's use, export, transfer, assignment, or other movement of the Software or information from the Support Portal and/or Remote Support in violation of any requirements set forth in Section 12 (Compliance with Laws and Export Regulations) will result in the automatic termination of the Agreement, and all rights granted therein.

13. Assignment. No rights or obligations under the Agreement may be assigned or transferred by Customer in any manner, whether voluntary, by merger, operation of law, or otherwise without the other party's prior written agreement form Schlumberger. Schlumberger may assign its rights and obligations under the Agreement to any Schlumberger Affiliate or to any successor in interest in the event of a merger, corporate reorganization, or sale of all or substantially all of its assets relating to its business to which the Agreement pertains.

14. Schlumberger Proprietary Rights.

14.1. All title, ownership, and right in and to the Software, Support Portal, Remote Support, and Intellectual Property rights embedded therein, as well as any modifications or derivative works of the Software, Support Portal, and/or Remote Support (even if created by Customer or by an Authorized User), and any media or infrastructure on which the Software, Support Portal, and/or Remote Support is provided, remain with Schlumberger and/or its licensors.

14.2. If Customer or its Authorized Users provides Schlumberger feedback or suggestions about the Software, Support Portal, and/or Remote Support, then Schlumberger may exploit that information without obligation to Customer or its Authorized Users; and Customer and its Authorized Users irrevocably assigns Schlumberger all rights, title, and interest in that feedback and/or those suggestions.

14.3. Except as expressly stated in Section 2 (License Grant and Scope of Use), this Agreement does not grant the Customer and/or its Authorized Users any rights to or in patents, know how, copyright, database right, trade secrets, Schlumberger's Confidential Information, trade names, trademarks (whether registered or unregistered), or any other rights or licenses to any portion of Schlumberger's products, or services.

15. Confidentiality.

15.1. Each party agrees to maintain all Confidential Information received from the other party in secrecy and confidence during the Term of this Agreement, and for a period of five (5) years after the termination or expiry of the last agreement entered incorporating these terms and conditions or such terms substantially similar, using the same degree of care as it used to protect its own confidential information. In no event will the receiving party use less than a commercially reasonable degree of care.

15.2. If a third party requests Confidential Information from a receiving party pursuant to a legal requirement, the receiving party will do the following, if legally permitted:

15.2.1. promptly notify the disclosing party of the request;

15.2.2. reasonably assist the disclosing party in seeking a protective order or similar remedy if the disclosing party requests such assistance;

15.2.3. inform the disclosing party of the Confidential Information provided to the third party; and

15.2.4. endeavor to maintain the confidentiality of Confidential Information disclosed to the third party.

15.3. Communications through the Support Portal and/or Remote Support may be available to other parties. All information provided by Customer and/or its Authorized Users through the Support Portal and/or Remote Support will be deemed non-confidential; however, information provided by Schlumberger may be Confidential Information.

16. Representations and Warranties

16.1. **Mutual Representations and Warranties.** Each party represents and warrants to the other party that:

16.1.1. if a legal person, the party is a validly existing and in good standing as a corporation or other entity under the laws of the jurisdiction of the party's incorporation or other organization;

16.1.2. the party has the full right, power and authority to enter into and perform the party's obligations and grant the rights, licenses, consents, and authorizations the party grants or is required to grant under the Agreement; and

16.1.3. the acceptance of the Agreement has been duly authorized by all necessary individuals, corporate, or organizational entities.

16.2. **Schlumberger Representation**. When Software contains Embedded Software, Schlumberger represents that it has the authority to license the Embedded Software belonging to Schlumberger's licensors to Customer.

16.3. **Customer Representation and Warranties**. Customer represents and warrants to Schlumberger that:

16.3.1. all information about Customer and Authorized Users provided by Customer or Authorized Users is accurate will be kept current;

16.3.2. Customer and/or Authorized Users are not barred from using the Software and/or Support Portal under the laws of the United States of America, United Kingdom, or any other applicable jurisdiction, including the countries Authorized Users (i) are citizens, (ii) reside, or (iii) access the Software and/or Support Portal;

16.3.3. data provided by Customer and/or Authorized User via the Support Portal and/or Remote Support does not infringe any Intellectual Property right of any third party or violate any applicable laws, rules or regulations.

16.4. **DISCLAIMER OF WARRANTIES. THE (A) SOFTWARE, (B) SUPPORT PORTAL, (C) REMOTE SUPPORT, (D) EXTERNAL SOFTWARE TO THE EXTENT SUCH IS PROVIDED, (E) ACCESS AND/OR USE OF THIRD PARTY SERVICES AND/OR CONTENT, TO THE EXTENT SUCH IS PROVIDED, IS PROVIDED "AS IS" WITHOUT ANY WARRANTIES. EXCEPT AS AGREED ELSEWHERE IN THE AGREEMENT, TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW SCHLUMBERGER DISCLAIMS AND EXCLUDES ALL WARRANTIES, REPRESENTATIONS, CONDITIONS, AND ALL OTHER TERMS OF ANY KIND WHATSOEVER IMPLIED BY STATUTE, REGULATIONS, DIRECTIVES, OR COMMON LAW, INCLUDING:**

16.4.1. **ALL WARRANTIES OR CONDITIONS OF QUALITY, MERCHANTABILITY, NON-INFRINGEMENT, FITNESS FOR A PARTICULAR PURPOSE, AND ALL WARRANTIES THAT MAY ARISE FROM COURSE OF DEALING, COURSE OF PERFORMANCE, OR USAGE OF TRADE;**

16.4.2. **THAT THE USE OR ACCESS TO THE SOFTWARE AND/OR EXTERNAL SOFTWARE WILL BE TIMELY, UNINTERRUPTED, ERROR-FREE, COMPLETE, SECURE, OR WILL MEET CUSTOMER'S AND/OR ITS AUTHORIZED USERS' REQUIREMENTS OR EXPECTATIONS;**

16.4.3. **THAT INFORMATION OBTAINED OR DERIVED FROM THE SOFTWARE AND/OR EXTERNAL SOFTWARE IS ACCURATE, CORRECT, COMPLETE, OR RELIABLE;**

16.4.4. **THAT THE SOFTWARE AND/OR EXTERNAL SOFTWARE WILL BE FREE FROM LOSS, CORRUPTION, ATTACK, MALICIOUS CODE, INTERFERENCE, HACKING, OR OTHER INTRUSION;**

16.4.5. **REGARDING ANY NON-CONFORMANCE CAUSED BY USE OF THE SOFTWARE AND/OR EXTERNAL SOFTWARE CONTRARY TO SCHLUMBERGER'S DOCUMENTATION, OR BY MODIFICATION, ALTERATION, OR INTERFACE WITH SOFTWARE, MAINTENANCE, DOCUMENTATION, AND/OR EXTERNAL SOFTWARE BY ANYONE OTHER THAN SCHLUMBERGER; AND**

16.4.6. **THAT ANY INTERPRETATIONS GENERATED BY OR USING THE SOFTWARE AND/OR EXTERNAL SOFTWARE ARE ACCURATE, CORRECT, OR COMPLETE.**

17. Patent and Copyright Indemnity

17.1. Schlumberger will have no liability or obligation to Customer for any intellectual property claim.

17.2. If Customer receives a claim for violation of a third party's Intellectual Property right based on the access or use of the Software, Customer must promptly notify Schlumberger and provide a copy of the third party claim. Customer must not make any declaration, arrangement, or admission in respect to liability of any such infringement claim without Schlumberger's approval. Schlumberger reserves the right to conduct any litigation and/or negotiate the infringement claim to the extent such claim relates tothe Software and/or Maintenance; and, if Schlumberger informs Customer that Schlumberger will conduct the proceedings, then Customer must take all necessary actions to enable Schlumberger to conduct on Customer's behalf any litigation or negotiations related to the claims raised.

17.3. If the Software or Maintenance become, or in Schlumberger's opinion are likely to become, the subject of a claim for violation of a third party's Intellectual Property right, Customer must permit Schlumberger, at Schlumberger's option, to either: (a) procure for Customer the right to continue using the Software and/or Maintenance; (b) replace or modify the Software and/or Maintenance, so that it becomes non-infringing; or (c) terminate the Agreement.

© Schlumberger

SLB-Private

18. Limitations on Liabilities and Remedies

18.1. Schlumberger's aggregate liability limit to the Customer and the Authorized Users whether in contract, tort (including negligence), for breach of a statutory duty or otherwise arising out of or in connection with the Agreement must be limited to the amount of fees paid by Customer for access and use of the Software over the twelve (12) month period preceding the claim under the Agreement. Nothing in this Section 18.1 will exclude or limit any liability that cannot be excluded or limited at law. Customer will release and hold harmless Schlumberger of and from any loss, cost, damage, or expense, including attorneys' fees, above Schlumberger's limit of liability.

18.2. **CONSEQUENTIAL DAMAGES. WITHOUT REGARD TO THE SOLE, JOINT, OR CONCURRENT ACTIVE OR PASSIVE NEGLIGENCE OR BREACH OF DUTY (STATUTORY OR OTHERWISE) OF THE OTHER PARTY, UNLESS OTHERWISE AGREED, TO THE FULLEST EXTENT PERMITTED BY LAW, NEITHER PARTY MAY RECOVER, INCLUDING UNDER ANY INDEMNITY, ANY PUNITIVE, INCIDENTAL, INDIRECT, CONSEQUENTIAL, SPECIAL, OR ENHANCED DAMAGES, REGARDLESS OF WHETHER SUCH PARTY AS ADVISED OF THE POSSIBILITY OF SUCH LOSS OR DAMAGES OR SUCH LOSSES OR DAMAGES WERE OTHERWISE FORESEABLE, AND NOTWITHSTANDING THE FAILURE OF ANY AGREED OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE.**

18.3. **LOSS AND SUBSTITUTE. TO THE FULLEST EXTENT PERMITTED BY LAW, NEITHER CUSTOMER NOR ANY THIRD PARTY MAY RECOVER ANY (I) SPECIAL, EXEMPLARY, PUNITIVE, INCIDENTAL, INDIRECT, OR CONSEQUENTIAL DAMAGES, OR (II) ANY DAMAGES RESULTING FROM: (A) LOSS OF USE; (B) LOSS OF DATA; (C) LOSS OF REVENUE, PROFIT, ANTICIPATED PROFIT, OR LOSS OF BUSINESS; (D) LOSS OF INVESTMENT; (E) LOSS OF RIG TIME OR OTHER BUSINESS INTERRUPTION; OR (F) COST OF SUBSTITUTE SOFTWARE OR SUPPORT PORTAL, OR THE PROCUREMENT THEREOF; AND/OR (G) LOSS, DAMAGE, CORRUPTION, OR REPLACEMENT OF COMPUTING SYSTEMS. IN ALL CASES, SCHLUMBERGER, AND ITS SUPPLIERS AND DISTRIBUTORS, WILL NOT BE LIABLE FOR ANY LOSS OR DAMAGE THAT IS NOT REASONABLY FORESEEABLE. THE LIMITATIONS OF SECTION 18.3 (LOSS AND SUBSTITUTE) APPLY:**

18.3.1. **WHETHER ARISING OUT OF OR IN CONNECTION WITH THE ACCESS, USE, AND/OR PERFORMANCE OF THE SOFTWARE, MAINTENANCE, SUPPORT PORTAL, REMOTE SUPPORT OR ANY DELIVERABLES (AND ANYTHING PRODUCED THEREFROM), REGARDLESS OF THE FORM OF ACTION UPON WHICH A CLAIM FOR SUCH DAMAGES MAY BE BASED, WHETHER IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT PRODUCT LIABILITY OR ANY OTHER LEGAL OR EQUITABLE THEORY;**

18.3.2. **EVEN IF REPAIR, REPLACEMENT, OR A REFUND FOR THE SOFTWARE, SUPPORT PORTAL, REMOTE SUPPORT, OR ANY DELIVERABLE DOES NOT FULLY COMPENSATE CUSTOMER FOR ANY LOSSES AND REGARDLESS OF: (I) WHETHER SCHLUMBERGER KNEW OF OR SHOULD HAVE KNOWN ABOUT THE POSSIBILITY OF DAMAGES; (II) IF ANY LIMITED REMEDY FAILS IN ITS ESSENTIAL PURPOSE; AND/OR REGARDLESS OF THE FORM OF ACTION UPON WHICH A CLAIM FOR SUCH DAMAGES MAY BE BASED, WHETHER IN CONTRACT, TORT (INCLUDING NEGLIGENCE OR BREACH OF STATUTORY DUTY), STRICT PRODUCT LIABILITY, OR ANY OTHER LEGAL OR EQUITABLE THEORY.**

18.4. **DMCA.** Customer releases Schlumberger from Schlumberger's compliance with take-down notices for removing material from the Support Portal pursuant to the U.S. Digital Millennium Copyright Act, or similar law.

18.5. Notwithstanding any other provision of the Agreement, under no circumstances will Schlumberger have any obligation to re-create, re-acquire, process or re-process, re-shoot any data damaged within or lost from the Software or Support Portal, or to re-drill or re-log any well or well section or be liable for any costs associated therewith, including as may be caused by any third party, in each case whether direct or indirect.

18.6. All Interpretations and decisions resulting from use of the Software and/or Support Portal are opinions and decisions based on inferences from measurements and empirical relationships, which are not infallible and may involve individual opinions and judgments, data, or computer analysis with respect to which competent specialists may differ. Such Interpretations and decisions may involve information and data furnished by the Customer or third parties, the accuracy and reliability of which are not the responsibility of Schlumberger. Customer takes full responsibility for relying on Interpretations or decisions resulting from use of any of the Software and/or Support Portal.

18.7. Under no circumstances should Customer treat or rely upon the use of the Software, Support Portal, or any deliverables, including any Interpretation, as the sole basis for any decision, be it operational, technical, financial, commercial or otherwise, relating to the wellbore, the reservoir or the field, including, but not limited to, any decision relating to well planning, drilling safety and performance, field development, well control, production optimization, contingency planning, and infrastructure and systems design and optimization.

18.8. Schlumberger will have no liability for any damage caused by errors or omissions in any information, instructions or scripts provided to Schlumberger by the Customer in connection with the Software and/or Support Portal, or any actions taken by Schlumberger at the Customer's direction.

18.9. Customer acknowledges that the Software is designed and intended for use only in accordance with the Documentation. Any other use may result in defects, errors or damage to the Software, hardware or data, including loss of data. Schlumberger shall have no liability or obligation to Customer for such defects, errors or damage to the Software, data or hardware attributed to such use.

18.10. Force Majeure. Neither Party will be responsible for delays or failures in performance resulting from events or circumstances beyond the control of such Party and which, by the exercise of reasonable due diligence of such Party, could not reasonably have been avoided from the following events: acts of God; fire; floods; lightning; blizzards; tornadoes; earthquakes; ice storms; named tropical storms and hurricanes; embargos; epidemics; pandemics; infectious disease outbreaks; terrorism; insurrection; revolution; piracy; war; strikes,

lockouts, labor disputes (other than those strikes, lockouts and labor disputes of the Party claiming Force Majeure which are within such Party's reasonable control and may be resolved through reasonable efforts); compliance with any law, rules, and/or regulations of any governmental or public authorities having or asserting jurisdiction the Party; inability to procure material; industry wide shortages or soaring commodity, equipment, or necessary labor costs despite reasonable efforts; utility, network, or device failure external to the Party; third-party attacks, including distributed denial of service, directed, or other malicious attacks targeting Schlumberger or in any way impacting the delivery, access, or use of Software or the Support Portal; or, similar causes (except financial) beyond the control of the affected Party and which, through the exercise of diligent effort, such Party cannot overcome.

19. **Audit Rights.** From time to time, and with reasonable notice and during Business Hours, Schlumberger may audit Customer's books and records, facilities and any authorized computers where the Software may be located to confirm the appropriate use of the Software in accordance with the terms of this Agreement, including that there has been no unauthorized distribution of the Software. Audit rights shall also extend to ensure the proper use of any Embedded Software contained within the Software. Audit rights are not intended to extend to the review of any confidential or proprietary information that belongs to Customer.

20. **Governing Law and Venue**. If Customer acquired the Software in the United States, the state law where the Customer is founded and principally operated governs the interpretation of this Agreement, regardless of the governing state's conflicts of law principals. If no such state law applies, then the law of Texas state law governs the interpretation of this Agreement, regardless of its conflicts of law principles.

21. **Publicity.** Neither party will make, or permit any person to make, any public announcement concerning the Agreement without the prior written consent of the other Party, except: 1) as required by law or any court or other authority of competent jurisdiction; or 2) where Schlumberger uses the Customer's name and/or logo(s) in its marketing material to notify others and/or make public that Customer is a user of the Software and/or Support Portal.

22. **Third Party Links**. Certain content, components or features in or made available by the Software and/or Support Portal may include links to third party resources, including, but not limited to, hyperlinks to other websites, resources, or content ("**Third Party Resources**"). Schlumberger may have no control over suchThird Party Resources and is not responsible for the availability of such Third Party Resources. **SCHLUMBERGER DOES NOT MAKE, AND THEREBY DISCLAIMS: (I) ANY WARRANTY, EXPRESS OR IMPLIED, WITH RESPECT TO THE USE OF THE LINKS PROVIDED ON, OR TO, A THIRD PARTY RESOURCES; (II) GUARANTEE THE ACCURACY, COMPLETENESS, USEFULNESS, OR ADEQUACY OF ANY THIRD PARTY RESOURCE OR SERVICES, GOODS, OR ADVERTISEMENTS THAT MAY BE RELATED TO A THIRD PARTY RESOURCE; OR (III) MAKE ANY ENDORSEMENT, EXPRESS OR IMPLIED, OR ANY OTHER THIRD PARTY RESOURCE .** Links to Third Party Resources may also contain third party advertisements which contain embedded hyperlinks to websites operated by third parties. The third party advertiser is solely responsible for any representations or offers made by it and for the delivery of goods or services you agree to purchase from a Third Party Resource. Schlumberger is not liable for or responsible for the content of any Third Party Resources or for any damages incurred or alleged to have been incurred, either directly or indirectly, as a result of Customer's reliance on anything associated with such Third Party Resources.

23. **Third Party Rights**. The Agreement does not confer any rights on any person or party (other than the parties to the Agreement and, where applicable, their successors and permitted assigns), including under English law pursuant to the Contracts (Rights of Third Parties) Act 1999 or any other applicable law or regulation.

24. **Taxes.**

24.1. Prices for the Software and Support Portal do not include any local, state, provincial, federal or national sales, use, excise, personal property, value-added, import/export, or other similar taxes or duties, which may be assessed in connection with the Software or Support Portal. If any such taxes or duties are applicable they will be added to Schlumberger's invoices to Customer. If Schlumberger must initially pay such assessments, Customer agrees to reimburse Schlumberger within thirty (30) days after receipt of Schlumberger's invoice. Taxes based upon Schlumberger's income are the sole responsibility of Schlumberger.

24.2. The prices, rates and charges set forth in the Agreement are completely net of any amounts in respect of any withholding taxes that may be applicable upon payments by Customer. If any withholding taxes are deemed to be applicable on settlements made by Customer to Schlumberger, Customer agrees that it must on its own accord gross-up the access fee or any other charges due under this agreement in a fashion that net amounts received after such withholding yield back the prices and rates under the Agreement. In such case, Customer must deduct the withholding taxes from such grossed-up amounts and pay such withholding taxes directly to the appropriate governmental authority.

24.3. If any tax is imposed on Schlumberger, outside its country of incorporation and fiscal residence, as a consequence of the performing under the Agreement or due to an act of the Customer that is outside the control of Schlumberger or due to the Customer accessing and storing data in a particular country, such taxes will be for the sole account of Customer and be paid by Customer irrespective of how it is levied. Should Schlumberger have to pay such taxes, Customer must promptly reimburse Schlumberger such amounts that eliminate any incremental tax burden on Schlumberger due to the above stated factors. Schlumberger undertakes to provide the Customer documents evidencing the imposition of such tax.

24.4. If as a result of any new legislation or extension/change in application of the existing law or interpretation thereof, any additional sums become payable by Schlumberger in respect to personal, corporate taxes, custom duties, or any other duties or levies, to any authorities of country of operation or elsewhere, not enacted at the submission of the Agreement, then Schlumberger will be entitled to adjust its rates and prices with Customer, in a way that Schlumberger does not incur an additional economic burden directly attributable to the Agreement and associated with such tax change.

25. **Relationship of the Parties**. The relationship between the parties is that of independent entities. Nothing contained in the Agreement will be construed as creating any agency, partnership, joint venture, or other form of joint enterprise, employment or fiduciary relationship between the parties, and neither party will have authority to contract for or bind the other party in any manner whatsoever.

26. **Waiver**. No failure or delay by a party to exercise (partially or completely) any right or remedy provided under the Agreement or by law will constitute a waiver or restriction of that or any other right or remedy.

27. **Notices**. Schlumberger may provide Customer with information about the Software and/or Support Portal electronically, including, but not limited to the Customer Liaison's email address, a forum, or a web site that Schlumberger identifies. Notice is effective as of the date made available by Schlumberger. Notices expressly required under the Agreement will be in writing, (a) sent electronically to the other party's email address identified in the Quotation, or (b) sent physically to the other party's registered address by courier, registered mail, or certified mail return receipt requested, or by a firm regularly engaged in the business of delivery of documents or packages.

28. **Severability**. If any term or provision of the Agreement is found by any court or administrative body of competent jurisdiction to be invalid, unenforceable, or illegal, such invalidity, unenforceability, or illegality shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction.

29. **Entire agreement**. The Agreement constitutes the sole and entire agreement between Schlumberger and Customer regarding the subject matter contained herein, and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, both written and oral, regarding such subject matter. An Agreement may only be amended, modified, or supplemented by an agreement in writing signed by each party hereto.

30. **Headings.** The section headings contained in the Agreement are for reference purposes only and will not affect the meaning or interpretation of the Agreement.

31. **English Language**. The text of this Agreement, as well as the documents associated therewith have been written in English in multiple locations around the world. Consideration has been taken to harmonize the particular dialect of English being used herein, all versions being deemed authentic. For legal purposes, any typographical or grammatical errors originating in non-US English dialects will be deemed to be given a proper interpretation under the US English dialect, which shall be given priority of any interpretation.

32. **Survival**. The following provisions are intended to survive the termination or expiration of this Agreement: Section 6 (Term, Suspension, and Termination); Section 7 (Customer Data); Section 9.6 (Support Portal Release and Waiver); Section 11 (Data Privacy and Security); Section 12 (Compliance with Laws and Export Regulations); Section 13 (Assignment); Section 14 (Schlumberger Proprietary Rights); Section 15 (Confidentiality); Section 16 (Representations and Warranties); Section 17 (Patent and Copyright Indemnity); Section 18 (Limitations on Liabilities and Remedies); Section 19 (Audit Rights); Section 20 (Governing Law and Venue); Section 21 (Publicity); Section 22 (Third Party Rights); Section 24 (Taxes); Section 25 (Relationship of the Parties); Section 26 (Waiver); Section 28 (Severability); Section 29 (Entire Agreement); Section 30 (Headings); and this Section 32 (Survival).

© Schlumberger

SLB-Private

ATTACHMENT 2

CONTRACT

X-02ZG9I Revision 1

University of Idaho - DEPT Idaho Geological Survey - 2025 RENEWAL - PETREL MISSING PIECES
Offer Valid 11/5/2025 To 2/5/2026

Company

Schlumberger Technology Corporation
300 Schlumberger Drive, Sugar Land, Texas 77478,
USA

Company Contact

Mr. Steve Schroer - PSD Business System Administrator
sschroer@slb.com
1-303-256-5126 (landline)

Customer

UNIVERSITY OF IDAHO
PO BOX 443022
MOSCOW, ID 83844

Pricing Schedule

Part Number	Description	Quantity	Ref.
AKON-B1-UNIV	Petrel Quantitative Interpretation	5	C
AWLP-B1-UNIV	Production Interpretation	5	C
AWPD-B1-UNIV	Trajectory Planning	5	C
PGDM-B1-UNIV	Petrel Plugin-Gravity Density Modeling	5	C
PSRG-B1-UNIV	eXchromaSG	5	C
ACST-B2-UNIV	Carbon Storage Model Builder	5	C
AGPM-B2-UNIV	GPM CARBONATE SIMULATOR	5	C
AGPC-B2-UNIV	GPM CLASTIC SIMULATOR	5	C
ARRE-B2-UNIV	Petrel RE Extensions	5	C
MLSI-B1-UNIV	Machine Learning Assisted Seismic Interp	5	C
PMPM-B1-UNIV	Machine Learning (ML) Property Modeling	5	C, E
ADPB-K1-UNIV	GeoX Discovery Package	5	C
AGPA-K1-UNIV	GeoX Prospect Assessment	5	C
AVAS-K1-UNIV	GeoX Value Assessment	5	C
APAS-K1-UNIV	GeoX Play Assessment	5	C
ARET-K1-UNIV	GeoX Reserve Tracker	5	C
ASPR-K1-UNIV	GEOX SPATIAL PORTFOLIO REPORTING	5	C
			Net Total: USD 0.00

REFERENCE

A. LICENSED OR LEASED (MAINTENANCE COMPULSORY FOR 12 MONTHS)
B. RENTED (MAINTENANCE INCLUDED THROUGHOUT)
C. TEMPORARY LICENSE (NO MAINTENANCE)
D. PRE-COMMERCIAL (NO MAINTENANCE)
E. THIRD PARTY LICENSE

ATTACHMENT 2

CONTRACT

X-02ZG9I Revision 1

University of Idaho - DEPT Idaho Geological Survey - 2025 RENEWAL - PETREL MISSING PIECES

Offer Valid 11/5/2025 To 2/5/2026

F. SERVICE

Terms and Conditions

This is a Quotation which contains indemnity provisions and warranty exclusions, please read it carefully.
Upon execution of this Quotation by both parties Company agrees to provide, and Customer agrees to pay the fees, for the software products, services, and/or hardware set out in the Pricing Schedule in this Quotation.
The fees indicated in this Quotation are valid until the validity date shown at the top right of the Quotation.
If there are existing terms and conditions signed between the parties for software, services or equipment and it is referenced in this Quotation, the parties agree to be bound by that agreement; otherwise the parties agree to be bound by the terms and conditions attached to this Quotation and, if applicable, any additions or changes thereto set out in this Quotation.
Terms and conditions on any Customer purchase order or other document are not valid unless included in this Quotation or otherwise explicitly accepted in writing by Company.

Attached Terms and Conditions

TC FOR SOFTWARE USE AND MAINTENANCE FOR US PUBLICLY FUNDED EDUCATIONAL INSTITUTIONS

Additional/Amended Terms and Conditions

To the fullest extent permitted by the laws of the Idaho State in which the Customer is incorporated, the Customer agrees to abide by the terms and conditions of this Agreement.

TOTAL SOFTWARE DONATION VALUE TO UNIVERSITY OF IDAHO - IDAHO GEOLOGICAL SURVEY

TOTAL DONATION VALUE IN USD: $ 3,616,467.30

CONTRACT ID: X-02ZG9I

LICENSES WILL BE ISSUED AS A " THREE - YEAR RIGHT TO USE "

Countries of Usage

United States

ATTACHMENT 2

CONTRACT

X-02ZG9I Revision 1

University of Idaho - DEPT Idaho Geological Survey - 2025 RENEWAL - PETREL MISSING PIECES

Offer Valid 11/5/2025 To 2/5/2026

General Comments

TO ENSURE PROPER PROCESSING OF YOUR ORDER PLEASE PROVIDE OR VERIFY THE FOLLOWING INFORMATION.

Host ID and/or Hardware Key #: 2-2922347, 2-2922354, 2-2922357, 2-2922381, 2-2922549, & 989096D5B76C

City & Region Host ID resides in: _____

Software Version:

University 1st Line of Software Support:

Name: _____

Title: _____

Email Address: _____

Phone Number: _____

License Deliver To Email address: _____

Note: All license keys required for the products and/or services listed on this quotation/contract will be delivered to the above email address.

Customer Authorization

I represent that I have signatory authority of the Customer to accept all terms and conditions listed within this contract.

Name: _____ Title: _____

Signature: _____ Date: _____

SLB Authorization

Company's Authorized Signatory

Name: _____ Title: _____

Signature: _____ Date: _____

ATTACHMENT 2

TERMS AND CONDITIONS FOR SOFTWARE USE AND MAINTENANCE, SUPPORT PORTAL, AND REMOTE SUPPORT FOR UNITED STATES PUBLICLY FUNDED EDUCATIONAL INSTITUTIONS

These terms and conditions together with a Quotation executed by both Parties form an agreement between the Parties (the "**Agreement**").

1. Definitions

1.1. **Affiliate:** any legal entity controlling, controlled by or under common control with an entity, where "control" is defined as the legal or beneficial ownership of more than fifty percent (50%) of the voting rights at the assembly of owners of such entity, or in the case of a foreign domiciled affiliate where the prevailing law of the foreign country prohibits majority ownership by a foreign parent organization, an ownership interest by such entity which reflects the maximum controlling interest allowable under the laws of such foreign country, or such other relationship as, in fact, constitutes actual control.

1.2. **Agreement**: these terms and conditions together with a Quotation executed by both parties plus the terms and conditions applicable to additional optional elements included in the Quotation.

1.3. **Amendment:** any addendum, modification or supplement to the Agreement signed by the authorized representatives of both Parties.

1.4. **Authorized User**: Customer's students, faculty, and information technology personnel: (a) who are authorized by the Customer to access and/or use the Software; (b) who are the Customer's students, faculty, and/or employees at the time the Software is accessed and/or used by such person; and (c) that the Customer will effectively control and ensure compliance with the terms of the Agreement.

1.5. **Business Day(s):** the standard days of business excluding official local and national holidays in the country of deployment.

1.6. **Business Hours:** the standard open hours for business during Business Days.

1.7. **Concurrent User(s):** the number of individual Authorized Users with a right to access and/or use the Software at the same time. The maximum number of Concurrent Users allowed to access and/or use the Software at any time may not exceed the number of units of the Software in the Quotation. One unit is required for each instance of Software run at any time.

1.8. **Confidential Information:** non-public and proprietary information, including: Software, information related to third party vendors that Schlumberger works with to provide the Software and/or Support Portal, information related to any security vulnerabilities of the Software and/or Support Portal, and information about Schlumberger's and its Affiliates' products and services. Except as required by applicable law or regulation, Confidential Information will not include information that:

1.8.1. at the time of the disclosure is, or thereafter becomes, generally available to and known by the public other than as a result of, directly or indirectly, any breach of the Agreement, act, or omission by the recipient or any of the recipient's representatives;

1.8.2. at the time of the disclosure is, or thereafter becomes, available to the recipient on a non-confidential basis from a third-party source, provided that such third party is not and was not prohibited from disclosing such Confidential Information to the recipient by any legal, fiduciary, or contractual obligation;

1.8.3. was known by or in the possession of the recipient, as established by documentary evidence, before being disclosed by or on behalf of the disclosing party pursuant to the Agreement;

1.8.4. was or is independently developed by recipient, as established by documentary evidence, without reference to or use of, in whole or in part, any of the disclosing party's Confidential Information; or

1.8.5. that the parties have entered into the Agreement.

1.9. **Customer:** the United States publicly funded educational institution indicated in the Quotation.

1.10. **Customer Liaison:** means an Authorized User who is a point of contact appointed by the Customer that is a full time staff member of Customer (e.g., full professor, senior manager, etc.) and will function as the liaison between the Customer and Schlumberger concerning the Agreement, Software, and Maintenance matters.

1.11. **Delivery:** for Software, unless otherwise specified in the Quotation, means the day when the Software's authorization key is made available for download by Customer. Delivery for Maintenance will be deemed to occur simultaneously with the Delivery of the Software for which it is obtained or on the renewal date.

1.12. **Documentation:** specifications, manuals, handbooks, maintenance libraries, and other publications or media in whatever form supplied or made available to Customer or to which Customer has been given access to in connection with the Software.

1.13. **Embedded Software:** third party software included as part of the Software.

1.14. **Geographic Unit:** limited to the specific country identified in the Quotation.

1.15. **Group:** Affiliates, contractors, subcontractors of any tier, co-interest owners, joint venturers, co-lessees, invitees and their Affiliates, shareholders, directors, officers, employees, agents, consultants and servants.

1.16. **Intellectual Property:** all trademarks or trade names (whether common-law or registered), logos, icons, patents, mask works, patents, patent applications, copyrights (whether published or unpublished), trade secrets, know-how, designs, methods, processes, work-flow(s), inventions, proprietary information and transferable rights under written agreements relating to the Software, Maintenance, Services and Support Portal.

1.17. **Interpretations:** (i) processing, review, and analysis of data; (ii) the making of models, workflows, and estimates; (iii) descriptions of data, wells, and reservoirs; and (iv) any other explanation, evaluation, recommendation, or description provided to Customer under the Agreement.

1.18. **Maintenance:** maintenance and support services for the Software provided by Schlumberger.

1.19. **Maintenance Term:** the period of maintenance set out in the Quotation.

1.20. **Party**: Schlumberger or Customer; "**Parties**" means Schlumberger and Customer.

1.21. **Personal Data**: any information submitted by Customer and/or Authorized User that is directly or indirectly related to an identified or identifiable natural person and that is processed to provide the Online Services to the Customer.

1.22. **Personal Data Breach**: an accidental or unlawful destruction, loss, alteration, unauthorized disclosure of, or access to, personal data transmitted, stored or otherwise processed in connection with this Agreement.

1.23. **Quotation:** Schlumberger's contract form listing the Software to be used by Customer and/or any Maintenance and any optional elements selected by Customer.

1.24. **Remote Support:** certain support services provided via remote access.

1.25. **Rented/Rental License:** a license to use the Software subject to payment of the periodic fees set out in the Quotation.

1.26. **Schlumberger:** the legal entity indicated in the Quotation, and its Affiliates, providing the Software and Support Portal.

1.27. **Security Incident:** any actual damage to the integrity or security of: (i) the Support Portal available to Customer or others; or (ii) the infrastructure or systems on which the Support Portal operate or rely upon. A Security Incident includes a Personal Data Breach and any other unlawful or unauthorized access to any data resulting in loss, disclosure, or alteration of the data.

1.28. **Software:** the Schlumberger software identified in the Quotation, including, where Customer is entitled to Maintenance, new releases, updates, patches, bug fixes, enhancements and other modifications and where applicable, application software, systems software, Embedded Software, microcode and firmware, and, where included, Documentation related thereto. Software also includes any Schlumberger plug-ins listed in a Quotation. Software does not include external software (including plug-ins) licensed by a third party owner under separate terms.

1.29. **Support Portal:** the Schlumberger website made accessible to the Customer Liaison(s) where Customer can report certain maintenance issues and access other content, tools, and other services (e.g., discussion forums) , as available, including information and support related software.

1.30. **Term:** the time period the Customer is granted access and/or use of the Software and/or Maintenance in the Agreement as specified in the Quotation. If the Quotation states that the term is perpetual, that must be interpreted to mean no greater than three (3) years.

2. License Grant and Scope of Use

2.1. Schlumberger grants to the Customer a non-exclusive, non-assignable, non-transferable, limited term, right to access and use the Software, Support Portal, and Remote Support during the Term of the Agreement solely by Authorized Users for permitted uses in Section 2.2 (Permitted Use) within the Geographic Unit on a Concurrent User basis.

2.2. Permitted Use. Customer and Authorized Users' access and/or use the Software, Support Portal, and Remote Support must be consistent with this Agreement, with such access and/or use only by: (a) Customer's faculty to provide instruction to Customer's students for the purpose of classroom instruction; (b) Customer's students while enrolled in Customer provided educational courses where the student is receiving instruction from Customer's faculty and the Software and/or Support Portal is relevant to the delivered instruction; (c) Customer's faculty and/or students for non-commercial and non-profit academic research projects; and/or (d) Customer's information technology personnel for purposes of providing Customer's faculty and/or students information technology services to facilitate access and/or by the Customer's faculty and/or students use of the Software and/or Support Portal.

3. Customer Obligations and Limitations on Use

3.1. Customer must notify Schlumberger in writing the identity up to two (2) Customer Liaison(s) each calendar year and ensure that Schlumberger has the Customer Liaison(s) contact information up to date at all times;

3.2. Customer must procure, maintain, and secure the computing resources, network connections, and telecommunications it uses to access and/or use the Software, Support Portal, and/or Remote Support.

3.3. Customer must permit Schlumberger to conduct a site assessment of Customer's facilities before Software delivery to confirm the appropriate facilities and computer hardware;

3.4. Customer must retain qualified domain experts for each Software domain licensed under the Agreement (for example, Geology, Petrophysics, Geophysics, and Reservoir Engineering);

3.5. Customer must retain qualified information technology personnel who will support the facilities and computer hardware hosting the Software;

3.6. Customer must ensure Authorized Users', including the Customer Liaison, compliance with the Agreement;

3.7. Customer and its Authorized Users must systematically back-up all applications and data files stored in or utilized by the Software in accordance with industry standards, to protect against the loss of Customer's data. Customer is entirely responsible for the integrity of its data.

3.8. If Schlumberger is provided with Customer data, Customer and the relevant Authorized Users must only provide Schlumberger with copies of Customer data for which it has the legal and contractual right to do so, and agrees that Customer and the relevant Authorized Users must retain all originals and/or backup copies of all Customer data provided.

3.9. Customer must promptly notify Schlumberger, and maintain as confidential any information about: (i) a possible Security Incident caused by the act or omission of Customer and/or an Authorized User; (ii) any security vulnerability of the Software and/or Support Portal of which Customer and/or an Authorized User become aware; and/or (iii) suspected misuse of the Software and/or Support Portal by Customer and/or an Authorized User

3.10. The Software provided to Customer may contain certain features (such as premium modules), the access to and/or use of which is not covered in the Agreement unless specifically licensed by Customer and for which additional fees are applicable. Customer and its Authorized Users must not attempt to disable or hinder any security functionality protecting such features.

3.11. If Customer or any of its Authorized Users is or becomes a denied party or otherwise subject to any sanctions legislation, then Customer must notify Schlumberger and must take reasonable steps to suspend Authorized Users's access and use of the Software, Support Portal, and Remote Support.

3.12. No copies of the Software, including Documentation, is permitted unless authorized by Schlumberger. If any authorized Software copies are made, then those copies must retain all Intellectual Property rights notices. If the Software is installed on a virtual machine, Customer and its Authorized Users must not to duplicate or make copies of the license file in order to run more copies of the Software than the Customer has licensed and is entitled to run.

3.13. Prohibited Use. All access and/or use of the Software, Support Portal, and/or Remote Support not expressly permitted in Section 2.2 (Permitted Use) is prohibited, including doing or assisting another in doing any of the following:

3.13.1. performing consulting services, research, or other services for third parties;

3.13.2. any purpose where the Customer receives any direct or indirect benefit from third parties using the Software or the outputs generated by the Software, whether commercial, financial, or otherwise;

3.13.3. using the Software or outputs generated by the Software for government funded purposes where the government could claim any interest in the Software;

3.13.4. exporting and/or facilitating the access and/or use of the Software outside the Geographical Unit;

3.13.5. permitting anyone who is not an Authorized User to access and/or use the Software, Support Portal, and/or Remote Support;

3.13.6. publishing or displaying the Software and/or Support Portal in any manner except as provided herein;

3.13.7. accessing or using the Software and/or Support Portal in any manner contrary to the Documentation;

3.13.8. accessing or using the Software and/or Support Portal to aid in the development of the science, technology, or product content of another software product similar in function or capability to a commercially available Schlumberger software product without Schlumberger's express written consent;

3.13.9. reverse engineering, decompiling, or disassembling the Software and/or Support Portal;

3.13.10. performing a benchmark or performance analysis of the any version of the Software and/or Support Portal;

3.13.11. developing or creating illegitimate versions, modifications, improvements, and/or derivative works of the Software without Schlumberger's prior written approval unless such are made using properly licensed Schlumberger software specifically designed for such purpose;

3.13.12. introducing into Support Portal or otherwise providing to Schlumberger any third party data and/or software or using the Software and/or Support Portal in any manner that could impose on Schlumberger and terms associated with third party software that require any portion of the Software and/or Support Portal to be disclosed, licensed, or redistributed to any third party;

3.13.13. violating the rights of others (including other Schlumberger's customers or subcontractors using the services);

3.13.14. to stalk, harass, threaten or harm another;

3.13.15. to pretend to be any person or entity they are not;

3.13.16. to post, send, transmit or otherwise make available any unsolicited communication or any communication that may be libelous, defamatory, disparaging, pornographic, obscene, or otherwise illegal;

3.13.17. to plan or engage in any illegal or infringing activity, including activity intended to cause harm to another;

3.13.18. to gather or store Personal Data of any other user or customer of the Software and/or Support Portal;

3.13.19. to gain or try to gain unauthorized access to or disrupt any service, device, data, account or network;

3.13.20. to distribute malicious software; or otherwise in a way that could harm the Software and/or Support Portal, or impair anyone else's use of same

4. General Payment Terms

4.1. Customer must notify Schlumberger in writing, within five (5) days from the entry into effect of the Agreement, of all pre-requisites and information that Schlumberger must provide with or include in an invoice in order to enable Customer to acknowledge and settle the invoice (e.g. legal entity, billing address, purchase order number, pro forma invoice, etc.). If there are any additional or any other specific information that must be provided with or included in an invoice following delivery of the Software, Customer must, within five (5) days of such delivery, notify Schlumberger of any such additional or specific information. If Customer fails to notify Schlumberger as prescribed above, the following will apply:

4.1.1. an invoice supported by reasonable evidence of delivery of the Software will be deemed a valid invoice, and Customer will be considered to have waived its right to reject or refuse to acknowledge such valid invoice on any ground other than failure to deliver the Software or Maintenance; and

4.1.2. the payment terms and remedies for nonpayment set forth in this Agreement will apply to any such invoice. New or varied invoice pre-requisites or requirements will not take effect and will not become binding upon Schlumberger unless and until they are duly notified to and agreed by Schlumberger in writing prior to the issuance of the invoice.

5. Payment and Disputes

5.1. Payment Terms. Unless otherwise agreed in a Quotation: (a) Customer will pay Schlumberger's published list price for Software, Support Portal, and Remote Support; and (b) Customer will pay all invoices issued under an Agreement within thirty (30) days of the invoice date in United States currency. If the amount due in the Quotation is zero dollars ($0.00), then the amount normally due will be deemed donated to the Customer such that payment will be deemed to have been received upon formation of the Agreement.

5.2. Invoice Dispute. If Customer disputes any portion of an invoice in good faith, Customer must: (a) pay the undisputed portion of the invoice; (b) notify Schlumberger of the basis for the dispute and the specific items disputed (along with all supporting evidence) and; (c) provide a proposed resolution. Customer must not set off or withhold payments due for one billing period against a disputed invoice.

5.3. Late Payment Interest. Unpaid invoiced amounts will begin to accrue interest thirty (30) days after payment is due. Interest will accrue at the maximum amount permitted by law, unless another rate is provided in the applicable Quotation. Customer agrees to pay all reasonable and documented costs and attorneys' fees Schlumberger may incur in collecting any unpaid fees.

5.4. Discount Cancellation. Schlumberger reserves the right to rescind any discounts provided in the Agreement if Customer fails to pay an undisputed portion of an invoice when due or Schlumberger prevails in a dispute resolution process regarding any portion of a disputed invoice. If such discount is rescinded by Schlumberger, Customer must pay Schlumberger the amounts owed for the Software and/or Support Services had the discount never been provided.

6. Term, Suspension, and Termination

6.1. Customer's and its Authorized Users' right to access and/or use the Software, Support Portal, and Remote Support begins on delivery of the Software to Customer and, unless otherwise terminated, expires at the end of the Term.

6.2. Customer will be in material breach for failure to meet its payment obligations and breaches of Section 3.13 (Prohibited Use) and/or 11.2 (Customer Security Obligations).

6.3. If Customer believes Schlumberger has breached this Agreement, Customer agrees to provide written notice to Schlumberger setting out the alleged default. If Schlumberger fails to cure an undisputed default within the thirty (30) day period, Customer may terminate the agreement. Any action brought against Schlumberger under this Agreement must be brought within twelve (12) months after the cause of action arises.

6.4. Schlumberger may suspend or terminate the Agreement, access rights, and/or use rights to the Software, Support Portal, and or Remote Support as Customer will be in breach of the Agreement for: (a) any breach or violation of Section 9.3 (Forum/Chat Room Conduct Guidelines), Section 12 (Compliance with Laws and Export Regulations), Section 14 (Schlumberger Proprietary Rights), Section 15 (Confidentiality), Section 16.1 (Mutual Representations and Warranties), Section 16.3 (Customer Representations and Warranties); (b) for failure to pay any amounts invoiced by Schlumberger, which have not been disputed by Customer in good faith and which are more than thirty (30) days overdue; (c) upon Customer becoming subject to a change of control; or (d) unless otherwise expressly agreed in the Agreement, upon violation of any prohibited use in Section 3.16 (Prohibited Use).

6.5. If Customer and/or any Authorized User is or becomes a denied party or otherwise the subject to any sanctions legislation that, in Schlumberger's reasonable opinion, restricts or prohibits Customer's and/or Authorized Users' access to or use of the Software, Support Portal, and/or Remote Support, such access will be immediately suspended. If legally permitted, Schlumberger will promptly notify Customer of any such suspension, data retention, or data deletion. Nothing herein shall restrict Schlumberger's ability to comply with any legal requirements relating to the retention or deletion of Customer data that may arise in connection with sanctions legislation.

6.6. In addition to the other remedies set out in an Agreement, a Party may immediately terminate this Agreement by written notice to the other Party if:

6.6.1. the other Party commits a material breach of any term of the Agreement and fails to remedy the same within thirty (30) days of the date of the written notice of breach;

6.6.2. the other Party suspends, or threatens to suspend, payment of its debts;

6.6.3. the other Party is deemed insolvent, unable to pay its debts, or enters into any arrangement with its creditors (other than for the sole purpose of a solvent reorganization); or

6.6.4. the other Party files a petition for or becomes subject to an order for winding up, bankruptcy, dissolution, an administrator or receiver is appointed, or anything of similar effect in any country.

6.7. Upon termination or expiration:

6.7.1. Customer and its Authorized Users must: (a) discontinue all access and use of the Software, Support Portal, and Remote Support; and, (b) immediately remove, return or destroy, all copies of the Software and information obtained from the Support Portal and/or Remote Support; and

6.7.2. any rights, remedies, obligations or liabilities that have accrued up to the date of termination or expiration will remain unaffected.

7. Customer Data

7.1. Customer is solely responsible for the legality, reliability, integrity, accuracy, and quality of data that Customer and its Authorized Users provides to Schlumberger or makes available to Schlumberger, including through the Support Portal and/or Remote Support. Customer acknowledges that by providing Customer data to the Support Portal, third parties may be able to access and/or export the Customer data from the Support Portal.

7.2. Schlumberger may use Customer's and its Authorized Users' data to provide the Software, Support Portal, and Remote Support, and to secure and improve Schlumberger's products and services. Schlumberger may use information about Authorized Users' interaction with the Software, Support Portal, and/or Remote Support to provide the Software, Support Portal, and/or Remote Support, secure and improve Schlumberger's products and services, and comply with its third-party service provider's consumption reporting requests and requirements.

7.3. Schlumberger may use cloud computing service providers and other third party service providers in connection with the Software, Support Portal, and/or Remote Support. Schlumberger, the cloud computing service providers, or the third party service providers may transmit, maintain, and/or store Customer data using third party computers and equipment in locations around the world, including locations outside the country of operation or incorporation of Customer, or outside the country of origin of the Customer data. Customer may request Schlumberger to maintain and store Customer data in a specified location. Schlumberger shall endeavor to comply with such request, but will be under no obligation to do so.

7.4. If Schlumberger provides Customer with feedback or suggestions about Customer data, then Customer may use that information without obligation to Schlumberger, and Schlumberger hereby irrevocably assigns to Customer all right, title, and interest in that feedback or suggestions; however, Schlumberger retains all right, title, and interest in any feedback or suggestions related to development of, improvements to, or security enhancements to Schlumberger's products and/or services (including the Software and/or Support Portal).

7.5. Schlumberger reserves the right to modify, enhance or remove any feature or functionality of the Software, Support Portal, and/or Remote Support, or suspend or improve the Software, Support Portal, and/or Remote Support without the need for any consent from the Customer.

8. Maintenance.

8.1. Maintenance is included and includes new versions of the Software as it becomes available.

8.2. All Maintenance request must be submitted through the Support Portal and may only be submitted by a Customer Liaison. These requests may be referred to as a "**Ticket**". No more than six (6) Tickets may be submitted by a Customer Liaison in any calendar quarter (i.e., January through March; April through June; July through September; October through December). No Authorized User other than a Customer Liaison is permitted to support a Ticket.

8.3. All content submitted by Customer and/or its Authorized Users and posted on the Support Portal's public areas is non-confidential and may be accessible by third parties ("**Public Content**").

8.4. Customer and its Authorized Users grants Schlumberger a perpetual, non-revocable, world-wide, non-exclusive, transferrable, assignable, license to exploit Public Content and anonymized Ticket information for any purpose.

8.5. If the Customer Liaison submits any proprietary datasets in connection with a Ticket, that dataset must be provided through use of Schlumberger's secure file transfer protocol area in the Support Portal (the "**Data Exchange**"), which will be deemed Customer's Confidential Information.

8.6. Error Corrections. Maintenance includes commercially reasonable efforts to correct reproducible failures in the Software that are reported by a Customer Liaison through the Support Portal, and only if Schlumberger deems the alleged failure to cause a substantially detrimental effect on the Software's performance.

8.7. All modifications made to the Software as part of Maintenance will be made available through the Schlumberger's software download center as part of future versions of the Software. Customer is responsible for the integration and implementation of any such modifications or updates and enhancements, including loading any applicable media in accordance with Schlumberger's instructions.

8.8. New versions, updates, and enhancements to the Software may not be compatible with previous Software versions and data may not function properly in a mixed version environment.

8.9. Exclusions from Maintenance.

8.9.1. Customer will render void the Maintenance and Schlumberger will not be liable to Customer for any errors, losses, or damage resulting from modifications made to Software by Customer or any third party.

8.9.2. Maintenance does not include application development, Software programming support, or step by step instructions for Software configuration above and beyond general usage questions.

8.9.3. In addition to the above, Maintenance excludes the following: (a) problems resulting from Customer's fault or negligence; (b) problems that do not significantly impair or affect the operation of the Software; (c) problems resulting from hardware malfunction; (d) software not licensed by Schlumberger under the Agreement, including that which Schlumberger stops selling; and (e) installation of the Software on Customer's computer system or training on the use or benefits of the Software (such services may be purchased under a separate Services agreement).

8.9.4. The Software is provided only for standard hardware platforms and operating systems as indicated in the Documentation. Customer is responsible for providing interfaces for non-standard devices, software, or custom applications.

9. Support Portal

9.1. The Support Portal contains electronic content, tools, and other services including discussion forums. Schlumberger may change or update information available through the Support Portal at any time, but makes no commitment to do so.

9.2. Support Portal Registration

9.2.1. Authorized Users may be required to register before accessing portions of the Support Portal, which may require providing personally identifiable information ("**Registration**"). Customer will ensure all information provided for Registration will be true, accurate, current, and complete information.

9.2.2. Authorized Persons: (i) will maintain only one active Registration at all times (iii) must keep their Registration current, including reflecting the country of residence and the country from where they access the Support Portal; (iv) keep their access credentials secret and prevent any other person accessing the Support Portal with their access credentials; and (v) promptly report suspected unauthorized access to the Support Portal by emailing Schlumberger at customercarecenter@slb.com

9.2.3. Schlumberger may suspend or terminate a Registration and access to the Support Portal without prior notice if it discovers: (i) any information in the Registration is not true, accurate, current, or complete; or (ii) a violation of the Agreement.

9.3. Forum/Chat Room Conduct Guidelines

9.3.1. Customer must notify its Authorized Users and enforce compliance with the conduct guidelines for accessing and using forums or chat rooms in the Support Portal.

9.3.2. The forms and/or chat rooms must not be used (a) for or to promote illegal purposes (b) to transmit unlawful, harassing, invasive of another person's privacy, harmful, vulgar, obscene or otherwise objectionable content. Violation of Section 9.3 (Forum/Chat Room Conduct Guidelines) may result in removal of the posted content, termination of a Registration, legal action by Schlumberger and/or a third party, and/or Schlumberger's termination of the Agreement.

9.3.3. Customer assumes the entire risk of use from using forums and/or the content contained therein, including harm to Customer's systems, environment, and/or data. Customer waives all rights against and liability from Schlumberger and its Affiliates for use of forums and/or the content contained therein. Customer should exercise all discretion before relying on any information in forums and/or messages, as the information may be incorrect or misleading.

9.3.4. Customer and its Authorized Users are prohibited from violating or attempting to violate the security of this Support Portal, including without limitation:

9.3.4.1. accessing data not intend for Customer or accessing or attempting to access a server or account the Customer is not authorized to access;

9.3.4.2. performing any stress, vulnerability, penetration, availability, performance testing on, or otherwise attempt to access, any network, system, server, or computer hosting the Support Portal or introduce any virus or malicious software or similar into the Support Portal;

9.3.4.3. sending unsolicited electronic mail or advertising to other users, including promotions or advertising of products or services

9.3.5. Violations of these security rules may result in civil or criminal liability. Schlumberger and its Affiliates have the right to investigate occurrences that they suspect as involving such violations and will have the right to involve, and cooperate with, law enforcement authorities in prosecuting users who are involved in such violations.

9.3.6. Customer agrees that neither it nor its Authorized Users will engage in any activity on the Support Portal which is in breach of any intellectual property rights.

9.3.7. Customer agrees that neither it nor its Authorized Users will collect or store personal data about other users.

9.4. Third Party Support Providers. Schlumberger may use third party service providers to provide or assist in providing the Support Portal.

9.5. Communications through Support Portal. Except for the Data Exchange, communications through the Support Portal are non-confidential.

9.6. **SUPPORT PORTAL RELEASE AND WAIVER. IN ADDITION TO SECTION 18 (LIMITATIONS ON LIABILITIES AND REMEDIES), CUSTOMER AND ITS AUTHORIZED USERS RELEASE SCHLUMBERGER FROM AND WAIVE ALL CLAIMS, DEMANDS, LOSSES, OR DAMAGE OF ANY KIND RELATED TO ACCESS TO, USE OF, AND/OR ANY CONTENT SUBMITTED TO THE SUPPORT PORTAL, INCLUDING THOSE RELATED TO: NEGLIGENCE; PRIVACY; ACCESS AND/OR USE OF THE SUPPORT PORTAL; TIMELINESS OF RESPONSES BY SCHLUMBERGER OR THIRD PARTIES TO TICKETS; AND/OR UNAUTHORIZED ACCESS TO OR ALTERATION OF CUSTOMER SUBMISSIONS TO THE SUPPORT PORTAL.**

10. Remote Support Use

10.1. While receiving support from Schlumberger related to a Ticket, a Customer Liaison may request Remote Support after all reasonable attempts to resolve a support issue have been exhausted through the Customer's and Authorized User's research on the internet and utilization of the Support Portal.

10.2. By requesting Remote Support:

10.2.1. Customer and the relevant Authorized User must grant remote access to the relevant computers or other devices to Schlumberger, its Affiliates, and/or subcontractors (the "**Support Team**") for the purpose of providing Remote Support. Before granting such remote access, Customer and the relevant Authorized User are responsible for ensuring: (a) all data, applications, or other content is backed-up before granting remote access; (b) the relevant computer will not have any Confidential Information not otherwise subject to the Agreement displayed to the Support Team; (c) the relevant computer will be attended by the Customer Liaison and relevant Authorized User during the Remote Support session

10.2.2. Customer and the relevant Authorized User grants the Support Team a world-wide, royalty-free, license to use, modify, publicly display, reproduce, and distribute content of all visual, written, or audible communications and any other material ("**Remote Content**") displayed, uploaded, exchanged, or transmitted as a result of providing the Remote Support for the limited purpose and to the extent necessary for providing the Remote Support.

10.2.3. As part of the Remote Support session, Schlumberger may advise Customer and the relevant Authorized User on solutions to (a) certain features that are undesirable or (b) issues that have arisen due to third party products. Such advice must not be deemed as acknowledgement by Schlumberger that these issues or features constitute errors in Schlumberger's products or services.

10.2.4. If Customer or its relevant Authorized User is granted access to other Schlumberger software ("**Other Software**") not subject to the Agreement for the purpose of the Remote Support, Customer agrees that the terms of the Agreement apply for the Other Software and rights in the Other Software terminate upon termination of the Remote Support session.

10.2.5. Remote Support is provided with no warranty that the Customer and/or relevant Authorized User's support concerns will be resolved.

10.2.6. The Support Team may not be physically located in the Geographic Unit.

11. Data Privacy and Security.

11.1. Schlumberger provides the Support Portal and Remote Support consistent with its Privacy Statement (http://www.slb.com/about/privacy.aspx), and all laws regarding Personal Data.

11.2. Customer Security Obligations. Neither Customer nor Authorized Users, nor anyone on their behalf, will perform any stress, vulnerability, penetration, availability, benchmark, performance testing on, or otherwise attempt to access, any network, system, server, or computer hosting the Software, Support Portal, and/or Remote Support, or introduce any virus or malicious software or similar into the Software, Support Portal, and/or Remote Support.

12. Compliance with Laws and Export Regulations

12.1. Customer and Authorized Users will comply with all laws and regulations applicable to the respective party related to the access and/or use of the Software, Support Portal, and/or Remote Support, including data transmission, storage, processing, privacy, data residency, import/export controls, and international sanctions.

12.2. Customer has been licensed to use the Software, Support Portal, and/or Remote Support in the Geographical Unit. The exportation to or use in Cuba, North Korea, North Sudan, Syria, Iran or other countries that are subject to United States of America, United Nations, European Union or similar trade sanctions/embargoes is prohibited. Customer shall comply with all applicable export control, trade sanctions and other foreign trade control laws, rules and regulations. Customer's use, export, transfer, assignment, or other movement of the Software or information from the Support Portal and/or Remote Support in violation of any requirements set forth in Section 12 (Compliance with Laws and Export Regulations) will result in the automatic termination of the Agreement, and all rights granted therein.

13. Assignment. No rights or obligations under the Agreement may be assigned or transferred by Customer in any manner, whether voluntary, by merger, operation of law, or otherwise without the other party's prior written agreement form Schlumberger. Schlumberger may assign its rights and obligations under the Agreement to any Schlumberger Affiliate or to any successor in interest in the event of a merger, corporate reorganization, or sale of all or substantially all of its assets relating to its business to which the Agreement pertains.

14. Schlumberger Proprietary Rights.

14.1. All title, ownership, and right in and to the Software, Support Portal, Remote Support, and Intellectual Property rights embedded therein, as well as any modifications or derivative works of the Software, Support Portal, and/or Remote Support (even if created by Customer or by an Authorized User), and any media or infrastructure on which the Software, Support Portal, and/or Remote Support is provided, remain with Schlumberger and/or its licensors.

14.2. If Customer or its Authorized Users provides Schlumberger feedback or suggestions about the Software, Support Portal, and/or Remote Support, then Schlumberger may exploit that information without obligation to Customer or its Authorized Users; and Customer and its Authorized Users irrevocably assigns Schlumberger all rights, title, and interest in that feedback and/or those suggestions.

14.3. Except as expressly stated in Section 2 (License Grant and Scope of Use), this Agreement does not grant the Customer and/or its Authorized Users any rights to or in patents, know how, copyright, database right, trade secrets, Schlumberger's Confidential Information, trade names, trademarks (whether registered or unregistered), or any other rights or licenses to any portion of Schlumberger's products, or services.

15. Confidentiality.

15.1. Each party agrees to maintain all Confidential Information received from the other party in secrecy and confidence during the Term of this Agreement, and for a period of five (5) years after the termination or expiry of the last agreement entered incorporating these terms and conditions or such terms substantially similar, using the same degree of care as it used to protect its own confidential information. In no event will the receiving party use less than a commercially reasonable degree of care.

15.2. If a third party requests Confidential Information from a receiving party pursuant to a legal requirement, the receiving party will do the following, if legally permitted:

15.2.1. promptly notify the disclosing party of the request;

15.2.2. reasonably assist the disclosing party in seeking a protective order or similar remedy if the disclosing party requests such assistance;

15.2.3. inform the disclosing party of the Confidential Information provided to the third party; and

15.2.4. endeavor to maintain the confidentiality of Confidential Information disclosed to the third party.

15.3. Communications through the Support Portal and/or Remote Support may be available to other parties. All information provided by Customer and/or its Authorized Users through the Support Portal and/or Remote Support will be deemed non-confidential; however, information provided by Schlumberger may be Confidential Information.

16. Representations and Warranties

16.1. **Mutual Representations and Warranties.** Each party represents and warrants to the other party that:

16.1.1. if a legal person, the party is a validly existing and in good standing as a corporation or other entity under the laws of the jurisdiction of the party's incorporation or other organization;

16.1.2. the party has the full right, power and authority to enter into and perform the party's obligations and grant the rights, licenses, consents, and authorizations the party grants or is required to grant under the Agreement; and

16.1.3. the acceptance of the Agreement has been duly authorized by all necessary individuals, corporate, or organizational entities.

16.2. **Schlumberger Representation**. When Software contains Embedded Software, Schlumberger represents that it has the authority to license the Embedded Software belonging to Schlumberger's licensors to Customer.

16.3. **Customer Representation and Warranties**. Customer represents and warrants to Schlumberger that:

16.3.1. all information about Customer and Authorized Users provided by Customer or Authorized Users is accurate will be kept current;

16.3.2. Customer and/or Authorized Users are not barred from using the Software and/or Support Portal under the laws of the United States of America, United Kingdom, or any other applicable jurisdiction, including the countries Authorized Users (i) are citizens, (ii) reside, or (iii) access the Software and/or Support Portal;

16.3.3. data provided by Customer and/or Authorized User via the Support Portal and/or Remote Support does not infringe any Intellectual Property right of any third party or violate any applicable laws, rules or regulations.

16.4. **DISCLAIMER OF WARRANTIES. THE (A) SOFTWARE, (B) SUPPORT PORTAL, (C) REMOTE SUPPORT, (D) EXTERNAL SOFTWARE TO THE EXTENT SUCH IS PROVIDED, (E) ACCESS AND/OR USE OF THIRD PARTY SERVICES AND/OR CONTENT, TO THE EXTENT SUCH IS PROVIDED, IS PROVIDED "AS IS" WITHOUT ANY WARRANTIES. EXCEPT AS AGREED ELSEWHERE IN THE AGREEMENT, TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW SCHLUMBERGER DISCLAIMS AND EXCLUDES ALL WARRANTIES, REPRESENTATIONS, CONDITIONS, AND ALL OTHER TERMS OF ANY KIND WHATSOEVER IMPLIED BY STATUTE, REGULATIONS, DIRECTIVES, OR COMMON LAW, INCLUDING:**

16.4.1. **ALL WARRANTIES OR CONDITIONS OF QUALITY, MERCHANTABILITY, NON-INFRINGEMENT, FITNESS FOR A PARTICULAR PURPOSE, AND ALL WARRANTIES THAT MAY ARISE FROM COURSE OF DEALING, COURSE OF PERFORMANCE, OR USAGE OF TRADE;**

16.4.2. **THAT THE USE OR ACCESS TO THE SOFTWARE AND/OR EXTERNAL SOFTWARE WILL BE TIMELY, UNINTERRUPTED, ERROR-FREE, COMPLETE, SECURE, OR WILL MEET CUSTOMER'S AND/OR ITS AUTHORIZED USERS' REQUIREMENTS OR EXPECTATIONS;**

16.4.3. **THAT INFORMATION OBTAINED OR DERIVED FROM THE SOFTWARE AND/OR EXTERNAL SOFTWARE IS ACCURATE, CORRECT, COMPLETE, OR RELIABLE;**

16.4.4. **THAT THE SOFTWARE AND/OR EXTERNAL SOFTWARE WILL BE FREE FROM LOSS, CORRUPTION, ATTACK, MALICIOUS CODE, INTERFERENCE, HACKING, OR OTHER INTRUSION;**

16.4.5. **REGARDING ANY NON-CONFORMANCE CAUSED BY USE OF THE SOFTWARE AND/OR EXTERNAL SOFTWARE CONTRARY TO SCHLUMBERGER'S DOCUMENTATION, OR BY MODIFICATION, ALTERATION, OR INTERFACE WITH SOFTWARE, MAINTENANCE, DOCUMENTATION, AND/OR EXTERNAL SOFTWARE BY ANYONE OTHER THAN SCHLUMBERGER; AND**

16.4.6. **THAT ANY INTERPRETATIONS GENERATED BY OR USING THE SOFTWARE AND/OR EXTERNAL SOFTWARE ARE ACCURATE, CORRECT, OR COMPLETE.**

17. Patent and Copyright Indemnity

17.1. Schlumberger will have no liability or obligation to Customer for any intellectual property claim.

17.2. If Customer receives a claim for violation of a third party's Intellectual Property right based on the access or use of the Software, Customer must promptly notify Schlumberger and provide a copy of the third party claim. Customer must not make any declaration, arrangement, or admission in respect to liability of any such infringement claim without Schlumberger's approval. Schlumberger reserves the right to conduct any litigation and/or negotiate the infringement claim to the extent such claim relates tothe Software and/or Maintenance; and, if Schlumberger informs Customer that Schlumberger will conduct the proceedings, then Customer must take all necessary actions to enable Schlumberger to conduct on Customer's behalf any litigation or negotiations related to the claims raised.

17.3. If the Software or Maintenance become, or in Schlumberger's opinion are likely to become, the subject of a claim for violation of a third party's Intellectual Property right, Customer must permit Schlumberger, at Schlumberger's option, to either: (a) procure for Customer the right to continue using the Software and/or Maintenance; (b) replace or modify the Software and/or Maintenance, so that it becomes non-infringing; or (c) terminate the Agreement.

18. Limitations on Liabilities and Remedies

18.1. Schlumberger's aggregate liability limit to the Customer and the Authorized Users whether in contract, tort (including negligence), for breach of a statutory duty or otherwise arising out of or in connection with the Agreement must be limited to the amount of fees paid by Customer for access and use of the Software over the twelve (12) month period preceding the claim under the Agreement. Nothing in this Section 18.1 will exclude or limit any liability that cannot be excluded or limited at law. Customer will release and hold harmless Schlumberger of and from any loss, cost, damage, or expense, including attorneys' fees, above Schlumberger's limit of liability.

18.2. **CONSEQUENTIAL DAMAGES. WITHOUT REGARD TO THE SOLE, JOINT, OR CONCURRENT ACTIVE OR PASSIVE NEGLIGENCE OR BREACH OF DUTY (STATUTORY OR OTHERWISE) OF THE OTHER PARTY, UNLESS OTHERWISE AGREED, TO THE FULLEST EXTENT PERMITTED BY LAW, NEITHER PARTY MAY RECOVER, INCLUDING UNDER ANY INDEMNITY, ANY PUNITIVE, INCIDENTAL, INDIRECT, CONSEQUENTIAL, SPECIAL, OR ENHANCED DAMAGES, REGARDLESS OF WHETHER SUCH PARTY AS ADVISED OF THE POSSIBILITY OF SUCH LOSS OR DAMAGES OR SUCH LOSSES OR DAMAGES WERE OTHERWISE FORESEABLE, AND NOTWITHSTANDING THE FAILURE OF ANY AGREED OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE.**

18.3. **LOSS AND SUBSTITUTE. TO THE FULLEST EXTENT PERMITTED BY LAW, NEITHER CUSTOMER NOR ANY THIRD PARTY MAY RECOVER ANY (I) SPECIAL, EXEMPLARY, PUNITIVE, INCIDENTAL, INDIRECT, OR CONSEQUENTIAL DAMAGES, OR (II) ANY DAMAGES RESULTING FROM: (A) LOSS OF USE; (B) LOSS OF DATA; (C) LOSS OF REVENUE, PROFIT, ANTICIPATED PROFIT, OR LOSS OF BUSINESS; (D) LOSS OF INVESTMENT; (E) LOSS OF RIG TIME OR OTHER BUSINESS INTERRUPTION; OR (F) COST OF SUBSTITUTE SOFTWARE OR SUPPORT PORTAL, OR THE PROCUREMENT THEREOF; AND/OR (G) LOSS, DAMAGE, CORRUPTION, OR REPLACEMENT OF COMPUTING SYSTEMS. IN ALL CASES, SCHLUMBERGER, AND ITS SUPPLIERS AND DISTRIBUTORS, WILL NOT BE LIABLE FOR ANY LOSS OR DAMAGE THAT IS NOT REASONABLY FORESEEABLE. THE LIMITATIONS OF SECTION 18.3 (LOSS AND SUBSTITUTE) APPLY:**

18.3.1. **WHETHER ARISING OUT OF OR IN CONNECTION WITH THE ACCESS, USE, AND/OR PERFORMANCE OF THE SOFTWARE, MAINTENANCE, SUPPORT PORTAL, REMOTE SUPPORT OR ANY DELIVERABLES (AND ANYTHING PRODUCED THEREFROM), REGARDLESS OF THE FORM OF ACTION UPON WHICH A CLAIM FOR SUCH DAMAGES MAY BE BASED, WHETHER IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT PRODUCT LIABILITY OR ANY OTHER LEGAL OR EQUITABLE THEORY;**

18.3.2. **EVEN IF REPAIR, REPLACEMENT, OR A REFUND FOR THE SOFTWARE, SUPPORT PORTAL, REMOTE SUPPORT, OR ANY DELIVERABLE DOES NOT FULLY COMPENSATE CUSTOMER FOR ANY LOSSES AND REGARDLESS OF: (I) WHETHER SCHLUMBERGER KNEW OF OR SHOULD HAVE KNOWN ABOUT THE POSSIBILITY OF DAMAGES; (II) IF ANY LIMITED REMEDY FAILS IN ITS ESSENTIAL PURPOSE; AND/OR REGARDLESS OF THE FORM OF ACTION UPON WHICH A CLAIM FOR SUCH DAMAGES MAY BE BASED, WHETHER IN CONTRACT, TORT (INCLUDING NEGLIGENCE OR BREACH OF STATUTORY DUTY), STRICT PRODUCT LIABILITY, OR ANY OTHER LEGAL OR EQUITABLE THEORY.**

18.4. **DMCA.** Customer releases Schlumberger from Schlumberger's compliance with take-down notices for removing material from the Support Portal pursuant to the U.S. Digital Millennium Copyright Act, or similar law.

18.5. Notwithstanding any other provision of the Agreement, under no circumstances will Schlumberger have any obligation to re-create, re-acquire, process or re-process, re-shoot any data damaged within or lost from the Software or Support Portal, or to re-drill or re-log any well or well section or be liable for any costs associated therewith, including as may be caused by any third party, in each case whether direct or indirect.

18.6. All Interpretations and decisions resulting from use of the Software and/or Support Portal are opinions and decisions based on inferences from measurements and empirical relationships, which are not infallible and may involve individual opinions and judgments, data, or computer analysis with respect to which competent specialists may differ. Such Interpretations and decisions may involve information and data furnished by the Customer or third parties, the accuracy and reliability of which are not the responsibility of Schlumberger. Customer takes full responsibility for relying on Interpretations or decisions resulting from use of any of the Software and/or Support Portal.

18.7. Under no circumstances should Customer treat or rely upon the use of the Software, Support Portal, or any deliverables, including any Interpretation, as the sole basis for any decision, be it operational, technical, financial, commercial or otherwise, relating to the wellbore, the reservoir or the field, including, but not limited to, any decision relating to well planning, drilling safety and performance, field development, well control, production optimization, contingency planning, and infrastructure and systems design and optimization.

18.8. Schlumberger will have no liability for any damage caused by errors or omissions in any information, instructions or scripts provided to Schlumberger by the Customer in connection with the Software and/or Support Portal, or any actions taken by Schlumberger at the Customer's direction.

18.9. Customer acknowledges that the Software is designed and intended for use only in accordance with the Documentation. Any other use may result in defects, errors or damage to the Software, hardware or data, including loss of data. Schlumberger shall have no liability or obligation to Customer for such defects, errors or damage to the Software, data or hardware attributed to such use.

18.10. Force Majeure. Neither Party will be responsible for delays or failures in performance resulting from events or circumstances beyond the control of such Party and which, by the exercise of reasonable due diligence of such Party, could not reasonably have been avoided from the following events: acts of God; fire; floods; lightning; blizzards; tornadoes; earthquakes; ice storms; named tropical storms and hurricanes; embargos; epidemics; pandemics; infectious disease outbreaks; terrorism; insurrection; revolution; piracy; war; strikes,

lockouts, labor disputes (other than those strikes, lockouts and labor disputes of the Party claiming Force Majeure which are within such Party's reasonable control and may be resolved through reasonable efforts); compliance with any law, rules, and/or regulations of any governmental or public authorities having or asserting jurisdiction the Party; inability to procure material; industry wide shortages or soaring commodity, equipment, or necessary labor costs despite reasonable efforts; utility, network, or device failure external to the Party; third-party attacks, including distributed denial of service, directed, or other malicious attacks targeting Schlumberger or in any way impacting the delivery, access, or use of Software or the Support Portal; or, similar causes (except financial) beyond the control of the affected Party and which, through the exercise of diligent effort, such Party cannot overcome.

19. Audit Rights. From time to time, and with reasonable notice and during Business Hours, Schlumberger may audit Customer's books and records, facilities and any authorized computers where the Software may be located to confirm the appropriate use of the Software in accordance with the terms of this Agreement, including that there has been no unauthorized distribution of the Software. Audit rights shall also extend to ensure the proper use of any Embedded Software contained within the Software. Audit rights are not intended to extend to the review of any confidential or proprietary information that belongs to Customer.

20. Governing Law and Venue. If Customer acquired the Software in the United States, the state law where the Customer is founded and principally operated governs the interpretation of this Agreement, regardless of the governing state's conflicts of law principals. If no such state law applies, then the law of Texas state law governs the interpretation of this Agreement, regardless of its conflicts of law principles.

21. Publicity. Neither party will make, or permit any person to make, any public announcement concerning the Agreement without the prior written consent of the other Party, except: 1) as required by law or any court or other authority of competent jurisdiction; or 2) where Schlumberger uses the Customer's name and/or logo(s) in its marketing material to notify others and/or make public that Customer is a user of the Software and/or Support Portal.

22. Third Party Links. Certain content, components or features in or made available by the Software and/or Support Portal may include links to third party resources, including, but not limited to, hyperlinks to other websites, resources, or content ("**Third Party Resources**"). Schlumberger may have no control over suchThird Party Resources and is not responsible for the availability of such Third Party Resources. **SCHLUMBERGER DOES NOT MAKE, AND THEREBY DISCLAIMS: (I) ANY WARRANTY, EXPRESS OR IMPLIED, WITH RESPECT TO THE USE OF THE LINKS PROVIDED ON, OR TO, A THIRD PARTY RESOURCES; (II) GUARANTEE THE ACCURACY, COMPLETENESS, USEFULNESS, OR ADEQUACY OF ANY THIRD PARTY RESOURCE OR SERVICES, GOODS, OR ADVERTISEMENTS THAT MAY BE RELATED TO A THIRD PARTY RESOURCE; OR (III) MAKE ANY ENDORSEMENT, EXPRESS OR IMPLIED, OR ANY OTHER THIRD PARTY RESOURCE .** Links to Third Party Resources may also contain third party advertisements which contain embedded hyperlinks to websites operated by third parties. The third party advertiser is solely responsible for any representations or offers made by it and for the delivery of goods or services you agree to purchase from a Third Party Resource. Schlumberger is not liable for or responsible for the content of any Third Party Resources or for any damages incurred or alleged to have been incurred, either directly or indirectly, as a result of Customer's reliance on anything associated with such Third Party Resources.

23. Third Party Rights. The Agreement does not confer any rights on any person or party (other than the parties to the Agreement and, where applicable, their successors and permitted assigns), including under English law pursuant to the Contracts (Rights of Third Parties) Act 1999 or any other applicable law or regulation.

24. Taxes.

24.1. Prices for the Software and Support Portal do not include any local, state, provincial, federal or national sales, use, excise, personal property, value-added, import/export, or other similar taxes or duties, which may be assessed in connection with the Software or Support Portal. If any such taxes or duties are applicable they will be added to Schlumberger's invoices to Customer. If Schlumberger must initially pay such assessments, Customer agrees to reimburse Schlumberger within thirty (30) days after receipt of Schlumberger's invoice. Taxes based upon Schlumberger's income are the sole responsibility of Schlumberger.

24.2. The prices, rates and charges set forth in the Agreement are completely net of any amounts in respect of any withholding taxes that may be applicable upon payments by Customer. If any withholding taxes are deemed to be applicable on settlements made by Customer to Schlumberger, Customer agrees that it must on its own accord gross-up the access fee or any other charges due under this agreement in a fashion that net amounts received after such withholding yield back the prices and rates under the Agreement. In such case, Customer must deduct the withholding taxes from such grossed-up amounts and pay such withholding taxes directly to the appropriate governmental authority.

24.3. If any tax is imposed on Schlumberger, outside its country of incorporation and fiscal residence, as a consequence of the performing under the Agreement or due to an act of the Customer that is outside the control of Schlumberger or due to the Customer accessing and storing data in a particular country, such taxes will be for the sole account of Customer and be paid by Customer irrespective of how it is levied. Should Schlumberger have to pay such taxes, Customer must promptly reimburse Schlumberger such amounts that eliminate any incremental tax burden on Schlumberger due to the above stated factors. Schlumberger undertakes to provide the Customer documents evidencing the imposition of such tax.

24.4. If as a result of any new legislation or extension/change in application of the existing law or interpretation thereof, any additional sums become payable by Schlumberger in respect to personal, corporate taxes, custom duties, or any other duties or levies, to any authorities of country of operation or elsewhere, not enacted at the submission of the Agreement, then Schlumberger will be entitled to adjust its rates and prices with Customer, in a way that Schlumberger does not incur an additional economic burden directly attributable to the Agreement and associated with such tax change.

25. **Relationship of the Parties**. The relationship between the parties is that of independent entities. Nothing contained in the Agreement will be construed as creating any agency, partnership, joint venture, or other form of joint enterprise, employment or fiduciary relationship between the parties, and neither party will have authority to contract for or bind the other party in any manner whatsoever.

26. **Waiver**. No failure or delay by a party to exercise (partially or completely) any right or remedy provided under the Agreement or by law will constitute a waiver or restriction of that or any other right or remedy.

27. **Notices**. Schlumberger may provide Customer with information about the Software and/or Support Portal electronically, including, but not limited to the Customer Liaison's email address, a forum, or a web site that Schlumberger identifies. Notice is effective as of the date made available by Schlumberger. Notices expressly required under the Agreement will be in writing, (a) sent electronically to the other party's email address identified in the Quotation, or (b) sent physically to the other party's registered address by courier, registered mail, or certified mail return receipt requested, or by a firm regularly engaged in the business of delivery of documents or packages.

28. **Severability**. If any term or provision of the Agreement is found by any court or administrative body of competent jurisdiction to be invalid, unenforceable, or illegal, such invalidity, unenforceability, or illegality shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction.

29. **Entire agreement**. The Agreement constitutes the sole and entire agreement between Schlumberger and Customer regarding the subject matter contained herein, and supersedes all prior and contemporaneous understandings, agreements, representations, and warranties, both written and oral, regarding such subject matter. An Agreement may only be amended, modified, or supplemented by an agreement in writing signed by each party hereto.

30. **Headings.** The section headings contained in the Agreement are for reference purposes only and will not affect the meaning or interpretation of the Agreement.

31. **English Language**. The text of this Agreement, as well as the documents associated therewith have been written in English in multiple locations around the world. Consideration has been taken to harmonize the particular dialect of English being used herein, all versions being deemed authentic. For legal purposes, any typographical or grammatical errors originating in non-US English dialects will be deemed to be given a proper interpretation under the US English dialect, which shall be given priority of any interpretation.

32. **Survival**. The following provisions are intended to survive the termination or expiration of this Agreement: Section 6 (Term, Suspension, and Termination); Section 7 (Customer Data); Section 9.6 (Support Portal Release and Waiver); Section 11 (Data Privacy and Security); Section 12 (Compliance with Laws and Export Regulations); Section 13 (Assignment); Section 14 (Schlumberger Proprietary Rights); Section 15 (Confidentiality); Section 16 (Representations and Warranties); Section 17 (Patent and Copyright Indemnity); Section 18 (Limitations on Liabilities and Remedies); Section 19 (Audit Rights); Section 20 (Governing Law and Venue); Section 21 (Publicity); Section 22 (Third Party Rights); Section 24 (Taxes); Section 25 (Relationship of the Parties); Section 26 (Waiver); Section 28 (Severability); Section 29 (Entire Agreement); Section 30 (Headings); and this Section 32 (Survival).

SUBJECT

University of Idaho - FY2027 & FY2028 Building Management Services – Idaho Water Center

REFERENCE

April 22, 2024	University of Idaho signed initial agreement (UI-888) with Oppenheimer Development Corporation.
September 25, 2025	The Executive Director of the Board of Regents approved the FY26 property management agreement with Oppenheimer Development Corporation for $1,174,839.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.1 2(a), Institutional Approval Authorization Limits

BACKGROUND/DISCUSSION

The University of Idaho seeks Regents' approval to pay a total of $2,648,547 over the course of FY27 and FY28 ($1,252,056 in FY27 and $1,396,491 in FY28) to Oppenheimer Development Corporation for property management of the Idaho Water Center (IWC) in Boise, Idaho.

The University of Idaho owns and operates the IWC in downtown Boise, which provides educational and administrative space for UI's Boise campus in addition to space for various tenants. The overall operations of the IWC are funded primarily through a combination of state-appropriated funds, derived from occupancy funding, and lease income generated by tenants within the facility. This blended funding model reflects the IWC's dual role as both a UI academic facility and a multi-tenant commercial property.

UI Facilities staff are Moscow-based and unable to provide a local presence or the responsiveness needed for effective operations and maintenance of a facility of this size and complexity due to the distance. To ensure effective property management, operations, and maintenance services at the Water Center, UI completed an RFQ process for property management services in 2024 and Oppenheimer Development Corporation was the successful applicant. This was a two-year (2) contract, with three (3) optional two-year (2) renewals, not to exceed eight (8) additional years from the original start date.

This purchase request has been processed in accordance with the State Board of Regents policies and procedures, as well as University policies and procedures. The current contract expires June 30, 2026.

IMPACT

The goal of this two-year (2) renewal of the property management agreement with Oppenheimer Development Corporation is to ensure effective property

management, operations, and maintenance of a premier property on UI's Boise campus. The cost of the agreement will continue to be supported through the IWC's existing funding structure, combining state-appropriated occupancy funds and tenant lease income, with no request for additional appropriated funding beyond what is currently authorized for facility operations.

ATTACHMENTS

Attachment 1 – Oppenheimer Development Corporation RFP Response
Attachment 2 – Oppenheimer Development Corporation Agreement (UI-888)
Attachment 3 – Executive Director Approval of FY26 Agreement
Attachment 4 – FY27 and FY28 Budgets
Attachment 5 – FY27 Budget Footnotes
Attachment 6 – FY28 Budget Footnotes

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed the University of Idaho's (UI) request to approve a two (2) year extension of the building management services agreement with Oppenheimer Development Corporation for the Idaho Water Center (IWC) in Boise, Idaho. The proposed extension would cover FY2027 and FY2028 at a total cost of $2,648,547.

UI completed a competitive RFQ process in 2024, and Oppenheimer Development Corporation was selected to provide property management services under an initial two (2) year agreement with optional renewal terms.

The IWC's operations are funded through a blend of state-appropriated occupancy funds and tenant lease income. The cost of this agreement is consistent with that existing funding structure and does not require additional appropriated resources beyond what is currently authorized for facility operations.

UI's proposed renewal will support continued property management, operations, and maintenance services at the Idaho Water Center and ensure effective on-site management of the facility.

Board staff recommends approval.

BOARD ACTION

I move to approve University of Idaho's request for approval of a two-year (2) extension of the IWC Building Management Services agreement for FY27 and FY28 for a total cost of $2,648,547.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

UNIVERSITY OF IDAHO REQUEST FOR PROPOSALS NO. 24-12M

PROPOSAL RESPONSE CERTIFICATION
March 25, 2024

The undersigned, as Proposer, declares that they have read the Request for Proposals, and that the following proposal is submitted on the basis that the undersigned, the company, and its employees or agents, shall meet, or agree to, all specifications contained therein. It is further acknowledged that addenda numbers _____ to _____ have been received and were examined as part of the RFP document.

Jeremy Malone
Name

Jeremy Malone
Signature

VICE PRESIDENT
Title

OPPENHEIMER DEVELOPMENT CORPORATION
Company

877 WEST MAIN STREET SUITE 700
Street Address

BOISE ID 83702
City, State, Zip

208-343-4883
Telephone Number

208-890-8444
Cell Phone Number

JEREMY-MALONE@OPPCOS.COM
E-mail Address

IDAHO
State of Incorporation

82-0306567
Tax ID Number

Business Classification Type (Please check mark if applicable):

Minority Business Enterprise (MBE)	_____
Women Owned Business Enterprise (WBE)	_____
Small Business Enterprise (SBE)	_____
Veteran Business Enterprise (VBE)	_____
Disadvantaged Business Enterprise (DBE)	_____

April 3, 2024

Julia R. McIlroy
Director
Contracts & Purchasing Services
1028 West Sixth Street
Moscow, Idaho 83844-2281

RE: University of Idaho at the Idaho Water Center
Request for Proposal – Building Management Services

Dear Mrs. McIlroy:

Oppenheimer Development Corporation (ODC) is pleased to respond to the University of Idaho's Request for Proposal for Building Management Services at the Idaho Water Center. We believe our client and tenant focused approach, experience and creativity are most qualified to continue providing the University of Idaho with ultimately the best property management solution.

ODC fully understands the content of the Request for Proposal and the desires of the University of Idaho to be a premier, higher education urban learning research and outreach center in Boise. Oppenheimer Development is anxious to continue our partnership with U of I to fulfill the mission of increasing educational opportunities and research capacity in the Idaho Water Center while creating optimal value and functionality of the Idaho Water Center.

We welcome the opportunity to meet with the University of Idaho to further discuss this property management opportunity and to provide any additional information that may be required. We look forward to structuring a property management agreement which satisfies the University of Idaho's requirements and objectives.

Oppenheimer Development Corporation represents and warrants the following:

a. ODC is financially solvent, able to pay its debts as they mature and possesses of sufficient working capital to perform the services and work described within the RFP;
b. ODC is capable of performing and completing the services and work described in the RFP and has sufficient experience and competence to do so; and
c. ODC is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services and work described within the RFP and has or will obtain all licenses and permits required by law.

We certify the information contained within this Request for Proposal is true and correct to the best of our knowledge and belief. As Vice President of Oppenheimer Development Corporation, I warrant and acknowledge I am empowered to commit ODC into a contract with the University of Idaho for the building management services at the Idaho Water Center.

If you have any questions regarding Oppenheimer Development Corporation or should you need any additional information, please do not hesitate to contact me. Again, we appreciate the opportunity to respond to the University of Idaho's Request for Qualifications for Building Management Services at the Idaho Water Center.

Sincerely,

Jeremy Malone
Jeremy Malone, RPA
Vice President

Section 1 – Basic Qualifications

History, Background, Experience and Leadership as a Third-Party Property Manager:

Oppenheimer Development Corporation (ODC) is a diversified Northwestern property management, maintenance and accounting firm as well as asset management specialist and real estate development company with wide-ranging experience, highly specialized skills and a multi-dimensional approach to problem solving in real estate. ODC is a locally owned company providing strategic real estate asset management services and hands-on property management and maintenance services. Our strategic focuses include:

- Full-Service Property Management, Maintenance and Accounting Services
- Long-Term Asset Management
- Leasing Management
- Project Management
- Project Development
- Market Research and Feasibility Studies

ODC is recognized within the real estate industry as the first-choice business partner providing exceptional property management, maintenance and property accounting services while delivering the highest value to our clients, investors and tenants. ODC provides a superior product at a competitive price and consistently exceeds owner and tenant expectations through outstanding client and customer service. ODC's reputation for providing personal and detail-oriented care for each of our building owners and tenants is unparalleled.

Founded in 1972 in Boise, Idaho, our initial emphasis was on the development of real estate investment projects for Oppenheimer-Falk Realty Company, which evolved from Falk Realty Company (established in 1868). Falk Realty, a predecessor company founded by Nathan Falk over 100 years ago, and succeeded by his son, Leo J. Falk, was responsible for Boise downtown projects including the Owyhee Hotel, Falk's Building and the Egyptian Theater. Oppenheimer-Falk Realty and Oppenheimer Development Corporation, owned by descendants of Nathan Falk, were responsible for the development of One Capital Center, the first project to be built on Boise Redevelopment Agency property and First Interstate Center, now known as Wells Fargo Center.

ODC has attained critical growth by developing and managing substantial real estate ventures for clients, including: State of Idaho Department of Lands, University of Idaho, Talcott Investments, J.R. Simplot Company, CenturyLink, Wright Runstad & Co., Safeco Properties, Wells Fargo Bank, General Services Administration, City of Eagle, City of Caldwell, City of

Idaho Falls, Farm Bureau Insurance, the Idaho Falls Urban Renewal Agency and the East Caldwell Urban Renewal Agency to name a few.

ODC is selective and strategic when it comes to our property management clients. We focus on partnering with properties in and near downtown Boise to ensure our hands-on team is best utilized with close proximity to each property we manage. We are extremely client focused through extraordinary customer service. We partner with clients to achieve long-term optimal property and asset management and the creation of defined strategic plans resulting in successful portfolios. Sustainable growth ensures ultimate client/ customer/ tenant satisfaction at all levels. ODC's ground-breaking tenant retention rate at all of our properties, and longstanding client relationships is a direct result of the quality of service our staff provides to each and every tenant and owner.

Oppenheimer Development Corporation purposefully manages and maintains a variety of properties including University of Idaho Water Center, Wells Fargo Center, One Capital Center, 8th Street Marketplace, Farm Bureau Insurance, Generations Plaza, Sonna Building, 816 Bannock Building, Central Washington Plaza, Umpqua Bank, Overland Park Shopping Center, Hoppie Family Trust, and Medallion Eagle Professional Center to name a few. These value-added services are also provided for various associations, and office and condominium building owners.

ODC has been performing third-party property management in Boise since 1974 and has continually enhanced its property management services to ensure tenant and client satisfaction is optimized. We are experienced in large, complex portfolios as evidenced by the successful management and subsequent disposition of the State of Idaho Department of Lands portfolio and the prompt significant improvements made to the entire portfolio. ODC's retention of property management services to many of the properties sold by IDL is a testament to the property management team and the services provided to the tenants of these properties, which encouraged new ownership entities to retain ODC as the property managers.

The team approach at Oppenheimer Development creates the depth, experience and leadership functions required for optimal property management, maintenance and accounting. ODC prides itself on the highest level of service quality for each of these functions. The unique combination of talents within the organization provides the necessary skills and experience in the key areas of management and control which are vital to a successful, long-term real estate project.

Current Property Management Portfolio and Focus:

Oppenheimer Development manages a variety of office, retail, suburban office and condominium associations predominantly in the Boise area. The name, square footage and location of each property is listed below.

Oppenheimer Development Corporation's
Current Property Management Portfolio
Square Footage of Properties

Property Name	Square Feet	Property Type
Idaho Water Center	200,000	Office – Boise
One Capital Center	256,000	Office – Boise
Wells Fargo Center	208,000	Office/Retail – Boise
Overland Park	155,000	Retail – Boise
JSC Investments	18,000	Office – Boise
Hoppie Trust Properties	10,485	Office – Boise
Portico East	80,000	Medical Office – Meridian
816 Bannock Building	27,952	Office – Boise
10 Barrel Building	8,755	Retail – Boise
Sonna Building	44,737	Office – Boise
Central Washington Place	29,744	Office – Boise
Farm Bureau Insurance	7,660	Office – Boise
Travis Jeffries Building	5,326	Office – Boise
51 Federal Building	25,126	Office – San Francisco, CA
R. Grey Lofts	45,000	Condominium – Boise
Imperial Plaza	120,000	Condominium – Boise
Northrup Building	46,848	Office/Retail – Boise
Mercantile Building	75,165	Office/Retail – Boise
Generations Plaza 1	6,069	Office/Retail – Meridian
Generations Plaza 2	17,237	Office/Retail – Meridian
The Broadway	39,528	Office/Retail – Idaho Falls

Section 2 – Key Personnel

ODC's team is comprised of professional, experienced individuals who provide services to its property management clients. The following are short biographies of each member of our staff who will work on the Idaho Water Center project as well as more detailed information in Section 6, about each team member.

Jeremy Malone, RPA has been with Oppenheimer Development since 1991in various roles from Administrative Assistant, Asst. Property Manager, Property Manager, Director of Property Management to his current role as Vice President. As Vice President, his primary role continues to focus on asset and property management from hands-on approach. Mr. Malone is ultimately responsible for overseeing the entirety of ODC's owned and managed real estate portfolio with the assistance of his team. He will be actively involved in the start-up of the property management, maintenance and accounting of IWC and will continue to be engaged in the property once procedures, protocols and systems are in place with a property manager. Mr. Malone's primary office is in the Wells Fargo Center, ODC's corporate headquarters, at 877 Main Street, Suite 700, Boise, Idaho 83702, though he is very hands-on with each of the properties in the portfolio with visits and inspections.

Mike Hale is Chief Financial Officer of Oppenheimer Companies, Inc. (OCI), and the Vice President of Finance and Administration of Interstate Food Processing Corporation, an affiliate of OCI. Mike joined OCI in 2022 following eight years with the J. R. Simplot Company, an international food and agribusiness company, most recently as their Treasurer. Prior to Simplot, Mike held various positions in audit, finance, energy procurement, and risk management at Boise Cascade Corporation and its successor companies. He graduated from the University of Idaho with a B.S. in Business and emphasis in information systems. Mike lives in Boise, Idaho with his wife and two daughters and enjoys being active in the outdoors with his family. He is a past board member of a Pacific Northwest industrial energy policy and advocacy group and is a member of the Board of Trustees for the Idaho Shakespeare Festival.

Coby Barlow, Property and Operations Manager, will be the primary Property Manager for the Idaho Water Center. Coby has been with ODC for over 15 years in a variety of capacities including Maintenance Technician, Maintenance Lead, Operations Manager and Property Manager. Coby provides guidance and expertise of the management and maintenance over all of ODC's managed and maintained properties, including the Idaho Water Center, Wells Fargo Center, Imperial Plaza, Farm Bureau Insurance and Central Washington Place to name a few. While Mr. Barlow continues to be involved in each of these projects from a management and maintenance oversight perspective, his primary role would be to focus on the Idaho Water Center. Coby's primary office is located in the Wells Fargo Center but, as all our property

management and maintenance staff, he regularly visits each of the properties under ODC management.

Lori Eggleston, Property Accounting Associate, has been with ODC since 2017 and will be responsible for all financial reporting and bookkeeping functions associated with IWC. Lori is extremely proficient in Yardi, the fully-integrated accounting and property management software package used by Oppenheimer Development. Ms. Eggleston provides financial reporting and required daily activity for a variety of properties managed by Oppenheimer Development, including Idaho Water Center, Wells Fargo Center, Mercantile and Northrup Buildings, Sonna Building and Generations Plaza I and II, to name a few. Her financial background is enhanced by her commercial property management background for a well-rounded, integrated approach to financial reporting, tracking and delivery from a property management perspective. Lori's office is located within Oppenheimer Development's offices on the 7th floor of the Wells Fargo Center.

Each property creates unique situations from a management and accounting standpoint and ODC looks forward to working with the University of Idaho to create the perfect management team to provide exceptional management and accounting services. In addition to finding the right person(s) for the right job(s), ODC is large enough to have staffing redundancies in place, at every level, to ensure if an employee is on vacation or out of the office, there is a qualified replacement within our organization who is familiar with our processes and the IWC property.

Additionally, ODC has seven full-time, in-house maintenance technicians based in Boise to perform routine maintenance requests and preventative maintenance programs at IWC. Our in-house maintenance staff has valuable experience in dealing with HVAC, plumbing, electrical, mechanical systems, boilers, drywall, general construction and maintenance, exterior maintenance and troubleshooting skills with a certified HVAC technician on staff. Our maintenance staff has over 150 years of building and facility maintenance experience. Based in downtown Boise, ODC Property Management and Maintenance staff retain the ability to respond quickly to any calls by University of Idaho at the Idaho Water Center and/or their tenants.

Section 3 – Organizational Structure

Oppenheimer Development Corporation will provide all management, lease administration, accounting and financial reporting, preventative maintenance programs (creation and implementation) and routine maintenance items by our in-house management, accounting and maintenance staff.

Services such as janitorial, landscaping, snow removal, elevator maintenance and repairs, fire system maintenance and repairs and specialized equipment repairs will be subcontracted either via routine maintenance contracts or on an as-needed basis. While ODC has seven very skilled and talented Maintenance Technicians on staff, we understand certain tasks are better left for expert care and repair and can be performed in a cost effective and efficient manner by outside vendors when managed properly. With a combined total of over 150 years of maintenance experience, ODC's staff has a valuable understanding of caring for building equipment while ensuring cost-saving measures are taken, as it relates to every repair and piece of equipment. This knowledge is critical in ensuring all equipment is maintained properly and timely by the person(s) best suited for the task, either internally or outsourced.

Oppenheimer Development is extremely proactive in both property management and property maintenance. A detailed Preventative Maintenance Program will be specifically created for Idaho Water Center, if not already in place, to ensure all equipment is reviewed, inspected and attended to on a scheduled basis. ODC implements national standards for equipment maintenance as well as incorporates years of hands-on experience to create, and continually modify, an ongoing PM Program. While equipment failures are inevitable, many failures can be prevented by regular and routine inspections incorporated by ODC.

In the creation and modernization of PM Programs, each piece of equipment is entered into a detailed performance sheet to ensure optimum productivity is being maintained. ODC incorporates equipment life expectancy with each piece of equipment to ensure equipment nearing the end of the projected operating life is being carefully monitored with a capital replacement program in place. Creating a capital working plan allows for building owners to strategically plan for capital repairs or replacements while limiting the adverse effects on tenants within a building. Often, planned capital equipment replacements are less expensive and performed substantially quicker than emergency repairs and replacements.

Being Boise-based since 1972 and managing over one million square feet of buildings in Boise allows Oppenheimer Development Corporation to have critical knowledge and great experience with local subcontractors in the marketplace. ODC is fortunate to work with various subcontractors within numerous properties to find optimal synergies of subcontractors with

specialized equipment or manufacturer-specific vendors. ODC maintains professional relationships with many subcontractors in the Boise area to provide preferred response times and discounted pricing based upon negotiated contracts. Additionally, ODC receives volume discounts from many supply houses, both local and national, which savings are passed on to building owners and tenants.

Throughout the course of the year, Oppenheimer Development Corporation solicits pricing from subcontractors, vendors and supply houses to ensure contracts, services and products being purchased are competitively priced and within market standards. Frequently, throughout the bidding process savings can be achieved based upon prior and current relationships as well as volume discounts of various products (i.e. light bulbs, janitorial supplies, etc.). Additionally, with many similar sized buildings within our existing portfolio, ODC is able to benchmark building and operating expenses to projects to ensure equipment is running at optimal efficiency and operating costs are in-line with other, similar sized buildings.

As previously indicated, ODC performs routine building inspections by property management and maintenance staff to ensure subcontractors are performing per the specifications of individual contracts. Additionally, ODC requires quarterly update meetings with subcontractors performing routine maintenance (i.e. janitorial, landscaping, etc.) to review performance, issues of concern, achievements and potential opportunities.

ODC is committed to being lifelong learners in our field. An initiative created by senior management years ago requires each member of Oppenheimer Development Corporation to take at least one course annually to stay relevant to the ever-changing practices in the property management and maintenance fields, frequently managers and technicians take multiple courses annually. Currently, two property managers are finalizing their RPA designations from BOMA International, one maintenance technician is studying for his Facilities Management Administrator designation and one manager is studying for his LEED Green Associate designation.

Oppenheimer Development Corporation has created an independent Preventative Maintenance Program for each specific property. From this PM Program, data is entered into a mobile, web-based work order system called the Yardi Voyager maintenance module to ensure each task within the PM Program and routine maintenance calls are scheduled and tracked on-line and in real time. This program provides an active status report for property managers and maintenance technicians to record the status or completion of each individual task. Access to the Yardi Voyager maintenance module can be provided to building owners for their review of work orders, status of work orders or general tracking of maintenance calls or issues.

Oppenheimer Development Corporation uses Yardi Voyager as our property management and accounting system. Below is a brief summary, from Yardi, listing a few of the benefits and features of Yardi:

> Yardi Voyage is fully-integrated accounting and property management software for mid-size residential, commercial, industrial, retail, and condo/co-op properties. The Windows-based system streamlines operations with a centralized database and tools to automate processes including AR and AP, reporting, and maintenance.
>
> **Streamline A/R and A/P:**
> Processing tenant receipts is traditionally labor intensive, but Gen2 automates this process - which saves time, reduces errors, and optimizes cash management. An integrated general ledger and monthly charges are posted with a mouse click. Gen2 tracks your payables in both cash and accrual accounting - including automated invoice entry, discount calculation, and vendor-based expense accounts.
>
> **Automated Reporting:**
> With property and tenant data in a single database, Gen2 makes it easy to report across your entire portfolio. The program includes over 100 industry standard reports with real-time data to facilitate better business decisions. Reports can be exported to Microsoft Word, Excel, HTML, or RTF with a single mouse click - or emailed directly from report screens.

Oppenheimer Development Corporation has complex and wide-ranging leases throughout its portfolio including Federal and State leases. This includes a variety of different terms and conditions making lease administration a critical component of ODC's thriving operations. Each administered lease, from a Tenant or Landlord perspective, is assigned a unique identification code; allowing Yardi to track all aspects of lease administration from critical dates and details to monthly billing/collection, ad hoc billing/collection, lease payments and operation cost reconciliations.

ODC provides various owners with online access to our Yardi system to review all data and provides specific reports for their projects. Each project presents different expectations in regard to monthly reporting and Oppenheimer Development Corporation is versed in a variety of formats that are compatible with Yardi. ODC currently uses Comma Separated Values, Microsoft Excel and Microsoft Word to download Yardi reports to various software and accounting programs. Additionally, ODC has the capability for other methods of delivering owner requested information which allows owners the ability to upload critical financial data to

their specific software programs. ODC's IT team will collaborate with IWC to integrate data and reporting with your specific systems.

One feature of Yardi is the Ad Hoc reporting feature which allows customized reports with specific information for different stakeholder's preferences. ODC will develop with IWC the key performance metrics for the property and create high impact reports to enhance the decision-making process.

Typically, Oppenheimer Development Corporation provides monthly financial statements for each project. Standard financial reports include Balance Sheet, Income Statement, Budget Comparison, Cash Flow, Rent Roll, Journal Entries and Detailed General Ledger Reports though, as noted above, Yardi provides the flexibility to provide virtually any report desired for the Idaho Water Center.

ACCOUNTING SYSTEMS:

Process Accounts Payable for projects:

- Sort vendor invoices, review for accuracy and obtain approvals to pay
- Prepare checks for signature, post in proper ledger and check register, mail when signed
- Attach backup to check copies and file accordingly
- Transfer funds as necessary to maintain proper account balances
- Respond to vendor inquiries and concerns
- Post loan payments and other automatic payment items
- Prepare owner distributions

Process Accounts Receivable for projects:

- Process tenant charges due per lease agreement (i.e., rent, operating cost pass-thrus, additional services, parking fees, CAM, property taxes/insurance, merchant dues, special assessments, etc.)
- Process tenant statements, post to proper ledger accounts
- Code checks to proper general ledger account, post in ledger and check register
- Post and track automatic deposits
- Prepare bank deposit slips, copy deposits and file accordingly
- Set-up new vendors and tenants and other necessary files
- Respond to tenant inquiries and concerns

Prepare monthly financial reports for projects:

- Compile and input all pertinent financial data
- Prepare and post journal entries to general ledger

- Provide Property Managers with information for purposes of determining budget variances
- Upon approval of Property Managers, distribute reports to owners
- Maintain depreciation/amortization schedules
- Prepare expense analysis for annual comparison purposes regarding utilities, etc.
- Prepare cash flow statements

Invoicing:

- Prepare invoices with regards to operational work orders
- Process monthly management fees, accounting fees, maintenance staffing fees, etc.

Maintain Organized File System for Accounting

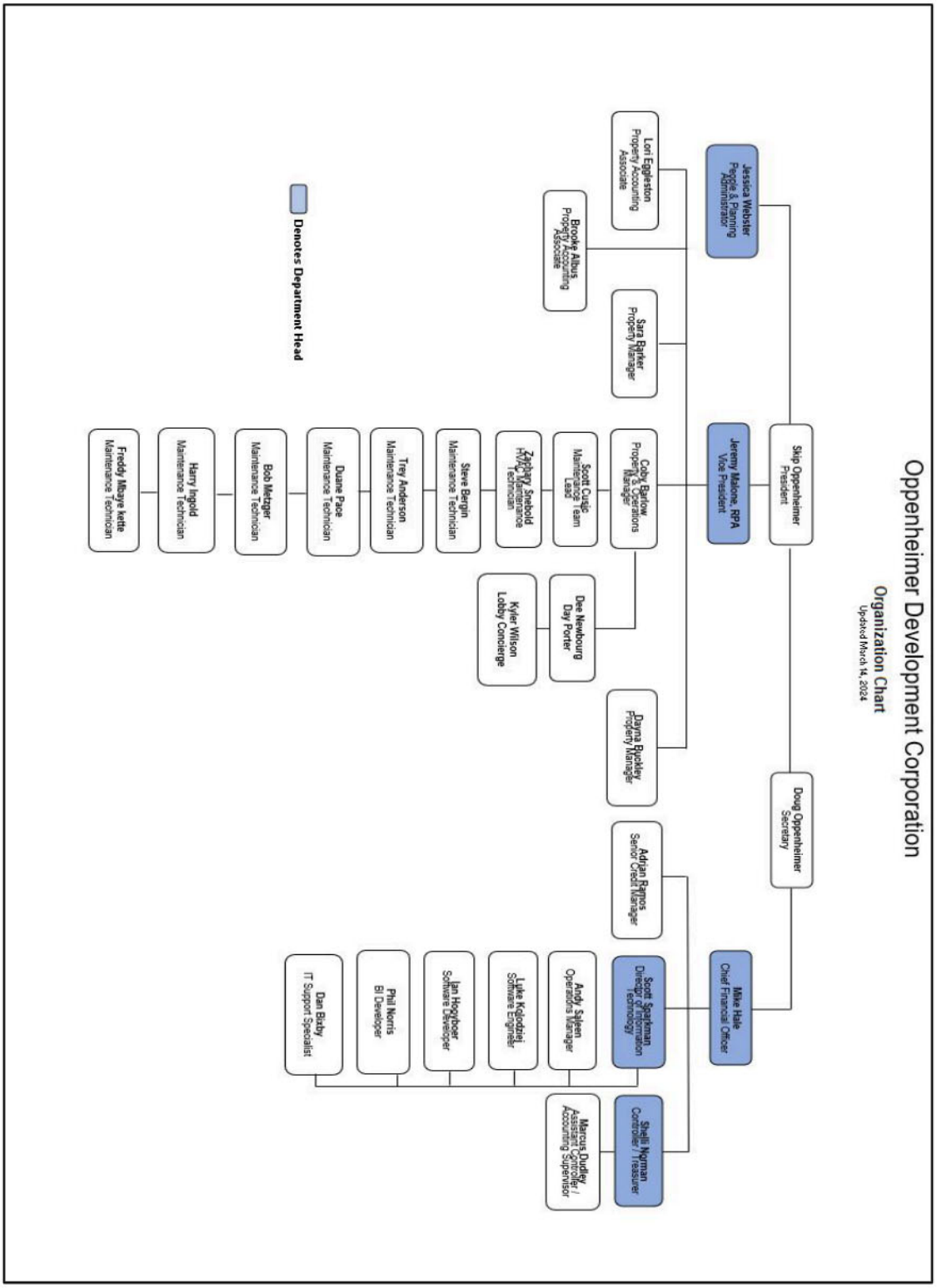
Assist Property Managers in preparation of annual budgets

Assist Controller in compiling data for annual audits

- Prepare work papers for annual audits

Assemble and prepare necessary data for projects 1099's

Please view the ODC Organization Chart on the following page.


Oppenheimer Development Corporation
Organization Chart
Updated March 14, 2024
Denotes Department Head
Skip Oppenheimer
President
Jessica Webster
People & Planning Administrator
Jeremy Malone, RPA
Vice President
Lori Eggleston
Property Accounting Associate
Brooke Allous
Property Accounting Associate
Sara Barker
Property Manager
Coby Barlow
Property & Operations Manager
Scott Cusic
Maintenance Team Lead
Zachary Snebold
HVAC Maintenance Technician
Steve Bergin
Maintenance Technician
Trey Anderson
Maintenance Technician
Duane Pace
Maintenance Technician
Bob Metzger
Maintenance Technician
Harry Ingold
Maintenance Technician
Freddy Mbaye Ivette
Maintenance Technician
Kyler Wilson
Lobby Concierge
Dee Newbourg
Day Porter
Dayna Buckley
Property Manager
Doug Oppenheimer
Secretary
Adrian Ramos
Senior Credit Manager
Mike Hale
Chief Financial Officer
Scott Sparkman
Director of Information Technology
Andy Sajeen
Operations Manager
Luke Kolodziej
Software Engineer
Ian Hoogbaar
Software Developer
Phil Norris
BI Developer
Dan Bixby
IT Support Specialist
Shelli Norman
Controller / Treasurer
Marcus Dudley
Assistant Controller / Accounting Supervisor

Section 4 – Special Qualifications

Like the University of Idaho, Oppenheimer Development Corporation is committed to *A Legacy of Leading* in our communities and throughout our State through our business, civic and philanthropic endeavors. As detailed in the biographies in Section 6, three of Oppenheimer Development Corporation's executive leadership currently or previously have participated on University of Idaho Board of Director's or Advisory Council's. ODC is committed to continuing the University of Idaho's *A Legacy of Leading* campaign in Boise with the management of the Idaho Water Center but also in partnering with others in the Boise area to continue to expand the U of I Brand and showcase the wonderful achievements and talents taking place in the IWC. In addition to the great efforts U of I is creating within the IWC, Oppenheimer Development is a proud partner and supporter of the Boise-based U of I Integrated Design Lab, working with them in six different buildings to achieve optimum efficiencies and creating strategic long-range planning efforts to enhance building operations and energy reduction.

ODC has an extremely high level of standard throughout the entire property management staff, with extraordinary efforts being focused on customer service, education and retention. ODC enjoys an extremely high rating in customer satisfaction surveys and boasts ground-breaking client/tenant retention for all of our properties. ODC's property management staff have over seventy years of direct property management experience and many more years of exceptional customer service. ODC is truly recognized in the property management industry as the first-choice business partner in real estate.

Property Management:

Oppenheimer Development Corporation's long standing track record and goal is to maintain a close and optimal working relationship with owners and tenants. Clear, open lines of communication are critical to the success of a property while increasing value and maintaining tenant retention. ODC provides a superior product at a competitive price and exceeds customer expectations through exceptional property management and maintenance services.

Property Management Services Include:

- Maintaining the highest standards and exceeding expectations of Owners, Clients and Tenants.
- Prepare and maintain, in accordance with customary business practices and the latest technology, accurate records and pertinent and timely financial reporting, management, care and operation of the Project.

- Invoice and receipt of all rental revenue and other sums payable to Client under current leases and from other revenue sources including parking, vending machines, utilities, taxes, tenant improvements, insurance, operating cost escalations (if applicable) and any other Common Area or Project costs on a timely basis.
- Compliance with applicable laws, rules, regulations and ordinances.
- Maintain a complete and accurate listing of all tenants, reflecting location, square footage occupied and any unusual requirements including utilities, maintenance, janitorial services, remodeling and after-hours access.
- State of the art environmental services to maximize certification potential and optimize operating costs.

Maintenance Services Include:

- Respond promptly to maintenance requests with utmost professionalism and expertise 24 hours a day/ 7 days per week.
- Establish and administer a preventative maintenance program including routine property inspections.
- Ensure that grounds and all exterior amenities are properly maintained and in aesthetically pleasing condition.
- Handle all requests from Client's lessees in the most expeditious manner in responding to request, complaints, special maintenance projects and remodeling.
- Coordinate all requests, special maintenance and remodeling projects for Common Areas.
- Maintain accurate records reflecting time, costs, location and description of work.
- Utilize state of the art safety and security considerations.
- Maintain a high level of quality control for each maintenance service request.
- Certified HVAC technicians on staff to respond to all heating and cooling system repairs and preventative maintenance programs.
- Supply and utilize hand and diagnostic tools, specialty tools, equipment and machinery.

ODC Rates

Building Management (Building Management, Contract Management, and Accounting Services)
$13,000.00 /Month

Maintenance Staffing (Provide 2 full time building operators / maintenance staff)
$11,000.00 /Month

Construction Management (Construction Management services for improving occupant space)
5% of project cost up to $10,000.00 and 3% for projects exceeding $10,000.00.

Available Services Outside of Scope of Contract

General Services (Hanging pictures/whiteboards, furniture arrangement, plumbing, carpet cleaning, etc.)
$55.00/hr. (Mon-Fri: 7am-6pm)
$82.50/hr. for after-hours general services

Electrical Services (Data & network wiring; specialized lighting)
$70.00/hr. (Mon-Fri: 7am-6pm
$105.00/hr. for after-hours electrical services

Asset Management:

Oppenheimer Development Corporation is unique from many other property management firms in that ODC owns commercial real estate, enabling an owner's perspective in a property and asset management services, ensuring the best quality care and direction for each property managed. Our ownership background allows ODC to provide building owners and investors with a strong and highly experienced asset management team offering a full range of services, skills and first-hand expertise to provide project stability while ensuring the maximum return on an owner's investment.

The primary asset management team for Idaho Water Center will consist of Mike Hale and Jeremy Malone, RPA. Mike Hale will be a key advisor to ensure all acquisition, disposition and refinancing components are fulfilled based upon the current and future strategic and tactical needs of IWC and its various groups.

Jeremy Malone has vast experience in asset management as well as property management from both a strategic standpoint and a day-to-day operational standpoint. He works very closely with stakeholders, at all levels, and is skilled in the area of being able to relate and effectively communicate the needs, requirements and recommendations from all stakeholders and produce strategic planning and asset management tools to help every project succeed.

Oppenheimer Development Corporation currently provides asset management for over $200 million of assets including all current and long-range planning associated with each project. Strategic planning is a critical component of the value ODC brings to each and every project. Other asset management services ODC delivers are lease analysis, lease-vs.-own comparisons, leasing, space needs assessments, market comparison research, equipment functionality, sustainability performance and capital reserve analysis.

Section 5 – Past Performance

Oppenheimer Development Corporation is pleased to have great working relationships with building owners and tenants within our property management portfolio. The following professional references can go into detail as to the value Oppenheimer Development Corporation has brought to each property.

Ownership References:

University of Idaho (Idaho Water Center)
Ms. Stephanie Fox
322 E. Front Street, Suite 390
Boise, Idaho 83702
sfox@uidaho.edu
208.364.6137

Talcott Holdings (Mercantile, Northrup, Sonna, Generations Plaza)
Mr. Ephraim Greenwall
25 Crocker Avenue
Piedmont, California 94611
egreenwall@talcottholdings.com
415.218.4850

Wright Runstad & Company (One Capital Center)
Mr. Walt Ingram
1201 Third Ave., Suite 2700
Seattle, Washington 98101
wingram@wrightrunstad.com
206.805.5900

J.R. Simplot Company (One Capital Center)
Mr. Vic Conrad
999 Main Street, Suite 1000
Boise, Idaho 83702
vic.conrad@simplot.com
208.336.2110

JSC Investments (Front & Capitol Building)
Mr. Charles Schmoeger
614 Front Street
Boise, Idaho 83702
cschmoeger@americancleaning.com
208.344.8464

Mr. Duane Stueckle (Overland Park Shopping Center)
200 Parkway Drive
Boise, Idaho 83706
dstueckle@q.com
208.344.9640

Copper Lake LLC (Overland Park Shopping Center)
Mr. Matt Drown
2150 W. Pacific Ridge
Eagle, Idaho 83616
mdrown42@msn.com
208.869.9760

UNIVERSITY OF IDAHO
AGREEMENT NUMBER UI-888

The University of Idaho ("University") hereby awards to Oppenheimer Development Corporation Agreement number UI-888 to furnish Building Management Services at the University of Idaho – Idaho Water Center, Boise, Idaho, as specified in University of Idaho Request for Proposal 24-12M, in accordance with the terms and conditions of the Request for Proposal.

This Agreement is supplemented by a) University of Idaho Request for Proposal 24-12M; b) Oppenheimer Development Corporation's proposal dated March 25, 2024; and c) University of Idaho General Terms and Conditions, which have been agreed to by the parties and by this reference are made a part hereof as though fully set forth herein. To the extent such terms, conditions, or provisions may be in conflict or be inconsistent, their order of authority shall be as follows: 1) University of Idaho Agreement Number UI-888; 2) University of Idaho Request for Proposals 24-12M; 3) Oppenheimer Development Corporation's proposal dated March 25, 2024; and 4) University of Idaho General Terms and Conditions.

1.1 NOTICES

Any notice under this Agreement shall be in writing and be delivered either in-person, delivery service, certified mail with return receipt requested, or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University:	University of Idaho Contracts & Purchasing Services 875 Perimeter Drive MS 2006 Moscow, Idaho 83844-2006 Attn.: Julia R. McIlroy, Director Phone: (208) 885-6123 Fax: (208) 885-6060 Email: juliam@uidaho.edu
the Contractor:	Oppenheimer Development Corporation 877 West Main Street Suite 700 Boise, Idaho 83702 Attn: Jeremy Malone, Vice President Phone: (208) 343-4883 Email: jeremy-malone@oppcos.com

Any notice shall be deemed to have been given on the earlier of : (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, shall always be effective.

1.2 SEVERABILITY

The terms and conditions of this Agreement are declared severable if any term or condition of this Agreement or the application thereof to any person(s) or circumstance(s) is held invalid. Such invalidity shall not affect other terms, conditions, or applications which can be given effect without the invalid term, condition, or application.

1.3 BID PRICE

The bid price shall include everything necessary for the performance of this Agreement, including, but not limited to, furnishing all materials, equipment, management, superintendence, labor, and service, except as specifically otherwise provided in this Agreement. Prices quoted in the RFP shall include all freight and/or delivery charges. In the event of a discrepancy between the unit price and the total price, the unit price will govern and the total price will be adjusted accordingly. The bid price is included as Exhibit A to this agreement.

1.4 TERM OF AGREEMENT

The initial term of this Agreement shall be two (2) years, commencing upon the date of execution of this agreement by the University. If mutually agreeable, this agreement may be renewed in increments of two (2) years, not to exceed a total of eight (8) additional years from the original start date. All extensions or renewals must be communicated in writing and executed by both parties.

1.5 CONTINUATION DURING DISPUTES

The Contractor agrees that, notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

1.6 INVOICES

All invoices must contain the name of the University department, purchase order number, itemization of materials and services, and correct Agreement pricing. A packing slip referencing current pricing must accompany each order.

Invoices for payment must be submitted by the Contractor to:

University of Idaho
Accounts Payable
875 Perimeter Drive MS 4244
Moscow, ID 83844-4244

1.7 ENTIRE AGREEMENT

This Agreement, including all exhibits and attachments which are hereby included and incorporated, constitutes the entire Agreement between the parties. No change thereto shall be valid unless communicated in writing in the stipulated manner and signed by both the University and the Contractor.

The effective date of this contract is April 10, 2024.

For the Regents of the UNIVERSITY OF IDAHO		OPPENHEIMER DEVELOPMENT CORPORATION	
SIGN	Julia R. McIlroy	SIGN	
PRINT	Julia R. McIlroy	PRINT	JEREMY MALONE
TITLE	Director, Contracts & Purchasing	TITLE	VICE PRESIDENT
DATE	April 22, 2024	DATE	APRIL 15, 2024

Idaho State Board of Education

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

September 25, 2025

Brian Foisy
Vice President for Finance and Administration
University of Idaho
870 Perimeter Dr MS 3168
Moscow, ID 83844-3168

RE: Agreement with Oppenheimer Development Corporation for Property Management of the Idaho Water Center, Boise

Dear Brian,

This letter is in response to your request for approval to increase the authorization limit of the FY26 agreement with Oppenheimer Development Corporation for comprehensive property management of the Idaho Water Center, Boise, Idaho - to an amount not to exceed $1,174,839.00.

The State Board of Education requires executive director review and approval for the institution's lease of real property (as lessee or lessor) in excess of $1,000,000 and less than $2,000,000. Staff has reviewed the above request and finds it to be consistent with Board Policy Section V.I.2.a.,this correspondence will confirm authorization to proceed with this project as requested. This authorization is predicated on the understanding that general counsel for the University of Idaho has reviewed and approved terms and conditions of the project agreement(s) or contract(s).

Sincerely,

Jennifer White
Executive Director

ATTACHMENT 4

IDAHO WATER CENTER
FY2027 OPERATING BUDGET

G/L Act		JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR
	EXPENSES										
	UTILITIES										
6110	ELECTRICITY	19,500	20,500	20,500	19,000	17,000	14,500	14,500	14,500	14,500	15,500
6120	NATURAL GAS	16	16	16	16	16	16	16	16	16	16
6123	GEOTHERMAL	500	500	500	500	2,300	4,800	6,000	6,000	3,500	2,500
6130	WATER	3,500	-	3,500	-	2,000	-	750	-	750	-
6145	SEWER	650	650	650	650	650	650	650	650	650	650
6155	TRASH	975	975	975	975	975	975	975	975	975	975
6170	TELEPHONE	600	600	600	600	600	600	600	600	600	600
	TOTAL UTILITIES	25,741	23,241	26,741	21,741	23,541	21,541	23,491	22,741	20,991	20,241
	JANITORIAL										
6210	JANITORIAL CONTRACT	19,055	19,055	19,055	19,055	19,055	19,055	19,055	19,055	19,055	19,055
6220	WINDOW WASHING	-	1,900	-	11,000	-	-	2,000	-	-	-
6230	OTHER JANITORIAL CLE	1,500	4,000	-	1,500	-	-	1,500	-	-	1,500
6240	DAY MATRON	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962	3,962
	TOTAL JANITORIAL	24,517	28,917	23,017	35,517	23,017	23,017	26,517	23,017	23,017	24,517
	MAINTENANCE CONTRACT WAGES										
6310	MAINTENANCE CONTRA	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600

	TOTAL MTNCE. CONTR	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600	11,600
	SUPPLIES										
6410	JANITORIAL	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800	2,800
6420	ELECTRICAL	500	500	500	500	500	500	500	500	500	500
6430	PLUMBING	150	150	150	150	150	150	150	150	150	150
6440	HVAC	1,500	500	500	500	2,000	500	1,500	500	500	500
6450	MISCELLANEOUS	250	250	250	250	250	250	250	250	250	250
	TOTAL SUPPLIES	5,200	4,200	4,200	4,200	5,700	4,200	5,200	4,200	4,200	4,200
	REPAIRS/MAINTENANCE										
6510	HVAC MAINTENANCE C	17,310	400	400	400	400	400	400	4,200	400	400
6520	HVAC	43,664	-	-	2,500	-	-	2,500	-	-	2,500
6530	ELEVATOR MAINTENAN	2,763	2,763	3,663	2,763	2,763	2,763	2,763	2,763	2,763	2,763
6550	COMMON AREAS			6,500		-	3,500	-	-	3,500	-
6560	ROOF REPAIRS	-	-	-	-	1,200	-	-	-	-	-
6570	EXTERIOR REPAIRS	1,000	-	7,700	1,000	.	-	1,000	-	2,700	1,000
6575	GEN/FIRE PUMP	-	-	1,800	-	-	-	-	700	-	-
6585	MISCELLANEOUS	-		-			-	-	-	-	-
	TOTAL REPAIRS/MAIN	64,737	3,163	20,063	6,663	4,363	6,663	6,663	7,663	9,363	6,663
	BUILDING SECURITY										
6610	SECURITY	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
6620	LIFE SAFETY	400	400	11,400	900	400	900	400	400	900	400
6625	FIRE MONITORING	26	26	26	26	26	26	26	26	26	26
6630	MISCELLANEOUS	250	-	-	-	-	-	250	-	-	-
	TOTAL BLDG. SECURIT	1,876	1,626	12,626	2,126	1,626	2,126	1,876	1,626	2,126	1,626

	LANDSCAPE SERVICES (INCLUDED IN ASSOCIATION FEES?)										
6710	LANDSCAPE MAINTENA	-	-	-	-	-	-	-	-	-	-
6720	SPRINKLER SYSTEM MA	-	-	-	-	-	-	-	-	-	-
6730	COMMON AREA PLANTI	-	-	-	-	-	-	-	-	-	-
6740	PARKING LOT MAINTEN	-	-	-	-	-	-	-	-	-	-
6750	SNOW REMOVAL	-	-	-	-	-	-	-	-	-	-
	TOTAL LANDSCAPE SE	-	-	-	-	-	-	-	-	-	-
	INSURANCE										
6810	PROPERTY INSURANCE	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333
	TOTAL INSURANCE	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333	6,333
	TOTAL DIRECT EXPEN	140,004	79,080	104,580	88,180	76,180	75,480	81,680	77,180	77,630	75,180
	MANAGEMENT FEES										
7100	MANAGEMENT FEES	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750
	TOTAL MANAGEMENT	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750	13,750
	ADMINISTRATIVE COSTS										
7400	PROFESSIONAL DUES/SU	-	-	-	-	-	-	-	-	-	-
7487	PARKING EXPENSE	900	900	900	900	900	900	900	900	900	900
7420	OFFICE SUPPLIES	25	25	25	25	25	250	25	25	25	25
7430	CONDO ASSOCIATION	2,494	2,174	1,976	4,917	2,555	4,019	4,625	4,013	8,683	2,585
7445	BANK FEES	125	125	125	125	125	125	125	125	125	125
7490	MISC. EXPENSE	-	-	-	-	-	-	-	-	-	-

TOTAL ADMIN. COSTS	3,544	3,224	3,026	5,967	3,605	5,294	5,675	5,063	9,733	3,635
TOTAL EXPENSES	157,298	96,054	121,356	107,897	93,535	94,524	101,105	95,993	101,113	92,565

NOTE: These projections are prepared solely for internal use by Oppenheimer Development Corporation and are based on assumptions and estimates which may change c

ATTACHMENT 4

MAY	JUN	BUDGET 2027		PER SF 2025
15,000	17,000	202,000		$0.98
16	16	192		$0.00
900	500	28,500		$0.14
2,000	-	12,500		$0.06
650	650	7,800		$0.04
975	975	11,700		$0.06
600	600	7,200		$0.03
20,141	19,741	269,892	-	$1.31
19,055	19,055	228,660		
11,000	-	25,900		
-	-	10,000		
3,962	3,962	47,544		
34,017	23,017	312,104	-	$1.51
11,600	11,600	139,200		

11,600	11,600	139,200		$0.62
2,800	2,800	33,600		
500	500	6,000		
150	150	1,800		
2,000	500	11,000		
250	250	3,000		
5,700	4,200	55,400	-	$0.25
400	400	25,510		
-	-	51,164		
2,763	2,763	34,056		
-	3,500	17,000		
300	-	1,500		
-	-	14,400		
-	-	2,500		
-	-	-		
3,463	6,663	146,130	-	$0.71
1,200	1,200	14,400		
400	900	17,800		
26	26	312		
-	-	500		
1,626	2,126	33,012	-	$0.16

-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	
-	-	-	-	$0.00
6,333	6,333	76,000		
6,333	6,333	76,000	-	$0.37
82,880	73,680	1,031,738		$4.92
13,750	13,750	165,000		
13,750	13,750	165,000	-	$0.80
-	-	-	#REF!	
900	900	10,800		
25	25	525		
2,177	2,275	42,493		
125	125	1,500		
-	-	-	#REF!	

3,227	3,325	55,318	#REF!	$0.27
99,857	90,755	1,252,056	#REF!	

$5.99

or may be wholly inaccurate. Any other use of this schedule is absolutely unauthorized.

IDAHO WATER CENTER
2028 Operating Budget
Footnotes

EXPENSES

Utilities

Electricity – Budgeted based upon electric consumption during 2025-2026 fiscal years.

Natural Gas – Budgeted based upon natural gas consumption during 2025-2026 fiscal years.

Geothermal – Budgeted based upon geothermal consumption during 2025-2026 fiscal years.

Water – Budgeted based upon water consumption during 2025-2026 fiscal year.

Sewer - Budgeted based upon sewer consumption during 2025-2026 fiscal year based on current consumption average.

Trash – Budgeted based upon trash service during 2025 fiscal year and on current consumption.

Telephone - Based upon monthly office telephone service and DSL modem line. Included in this amount are two maintenance personnel cell phones and monthly e-mail and Internet access.

Janitorial

Maintenance Contract - Based upon negotiated price from American Cleaning Service to perform building janitorial and recycling services.

Window Washing - Based upon actual from High Ryze Window Cleaning to clean interior and exterior windows in October and May and for ground floors and shade glass in August and January.

Other Janitorial Cleaning - Budgeted $1,500 per quarter for shampooing carpets in common areas, $4,500 in August for common hall carpet cleanings and any cleaning above and beyond the contract amount.

Day Matron - Based upon negotiated proposed price from American Cleaning Service to perform day matron services.

Maintenance Contract Wages

Mtnce. Contract Wages – Contract labor rate with Oppenheimer Development Corporation. $11,950 per month to provide necessary building maintenance and reception staffing.

Supplies

Janitorial – Budgeted $2950 per month based upon historical figures for janitorial supplies including hand towels, toilet tissue, toilet seat covers, can liners, restroom deodorizers, etc.

Electrical - Budgeted $550 per month for purchase of routine electrical supplies (i.e. lamps, ballasts, etc.).

Plumbing - Budgeted $200 per month for purchase of routine plumbing supplies (i.e. flush-o-meters, seals, shut-off valves, etc.).

HVAC - Budgeted $550per month for purchase of routine HVAC supplies (i.e. air motor diaphragms, thermostats, sensors, air pressure regulators, etc.). Budgeted $1,200 in July and January and $1,500 in November and May for air filter replacements.

Misc. - Budgeted $300 per month for the purchase of necessary small tools, anchors, hardware, etc.

Repairs/Maintenance

HVAC Maintenance Contract –Budgeted $500 per month for water treatment chemicals, $16,910 in July for Simens Control contract and $3,920 in February for the annual chiller contract with Carrier Corporation.

HVAC –$2,500 per quarter for miscellaneous HVAC repairs and Siemens control system repairs and maintenance and $15,000 AHU VFD drive replacements.

Elevator Maintenance Contract - Budgeted $2,763 per month for elevator contract maintenance with ThyssenKrupp and $900 in September for the State of Idaho annual elevator certification/inspection fee.

Common Areas –Budgeted $3,500 per quarter for necessary wall paint touch-up in hallways, restroom and stairwells, elevator frame repainting, common area ceiling tile replacement, carpet repairs/replacement and miscellaneous restroom repairs (roto rooter, sump pump, etc.). Includes $3,000 in September for common area paint touch up.

Roof Repairs – Budgeted $1,200 for in November for the annual roof inspection and $300 in May for any necessary roof repairs.

Exterior Repairs – Budgeted $5,000 in September for exterior building sealing $2,700 in September pressure washing and $2,700 in March for garage pressure washing. Budgeted $1,000 per quarter for any necessary exterior façade repairs.

Generator/Fire Pump - Budgeted $1,800 in September for annual generator inspection and $700 in February for generator fuel.

Miscellaneous – N/A.

Building Security/Life Safety

Security – Budgeted for contracted guard services based on contract from University of Idaho Security of $1,200 per month USFS billing.

Life Safety – Budgeted $11,925 in September for annual fire system/sprinkler/extinguisher and code inspection as well as $500 in Quarterly for other miscellaneous life safety repairs.
Also budgeted $400 per month for maintenance of elevator life safety phones.

Fire Monitoring – Budgeted $26 per month for the monitoring the fire alarm system.

Miscellaneous -- Budgeted $250 in July and January for misc. security expenses.

Landscape Services

Landscape Maintenance – Part of Condo Association invoice.

Sprinkler System Maintenance – Part of Condo Association invoice.

Common Area Plantings - Part of Condo Association invoice.

Parking Lot Maintenance – Part of Condo Association invoice.

Snow Removal - Part of Condo Association invoice.

Insurance

Property Insurance – Budgeted $8,417 per month based upon University of Idaho's actual quote for FY 2023.

Management Fees

Management Fees - Per Management Agreement, represents Oppenheimer Development's management fee of $13,750 per month.

Administrative Costs

Professional Dues/Subscriptions –

Parking Expense – Budgeted $900 per month for parking associated with on-site management, maintenance, reception and day porter staff.

Office Supplies - Budgeted $25 per month for anticipated office supplies, checks, copier and fax machine supplies and repairs.

Condo Association – Budgeted based on percentage of shared expense per month for the Condo Association.

Bank Fees – Budgeted $125 per month for bank charged fees of account maintenance, Positive Pay service and ACH Fraud Filters.

IDAHO WATER CENTER
2027 Operating Budget
Footnotes

EXPENSES

Utilities

Electricity – Budgeted based upon electric consumption during 2025-2026 fiscal years.

Natural Gas – Budgeted based upon natural gas consumption during 2025-2026 fiscal years.

Geothermal – Budgeted based upon geothermal consumption during 2025-2026 fiscal years.

Water – Budgeted based upon water consumption during 2025-2026 fiscal year.

Sewer - Budgeted based upon sewer consumption during 2025-2026 fiscal year based on current consumption average.

Trash – Budgeted based upon trash service during 2025 fiscal year and on current consumption.

Telephone - Based upon monthly office telephone service and DSL modem line. Included in this amount are two maintenance personnel cell phones and monthly e-mail and Internet access.

Janitorial

Maintenance Contract - Based upon negotiated price from American Cleaning Service to perform building janitorial and recycling services.

Window Washing - Based upon actual from High Ryze Window Cleaning to clean interior and exterior windows in October and May and for ground floors and shade glass in August and January.

Other Janitorial Cleaning - Budgeted $1,500 per quarter for shampooing carpets in common areas, $4,000 in August for common hall carpet cleanings and any cleaning above and beyond the contract amount.

Day Matron - Based upon negotiated proposed price from American Cleaning Service to perform day matron services.

Maintenance Contract Wages

Mtnce. Contract Wages – Contract labor rate with Oppenheimer Development Corporation. $11,600 per month to provide necessary building maintenance and reception staffing.

Supplies

Janitorial – Budgeted $800 per month based upon historical figures for janitorial supplies including hand towels, toilet tissue, toilet seat covers, can liners, restroom deodorizers, etc.

Electrical - Budgeted $500 per month for purchase of routine electrical supplies (i.e. lamps, ballasts, etc.).

Plumbing - Budgeted $150 per month for purchase of routine plumbing supplies (i.e. flush-o-meters, seals, shut-off valves, etc.).

HVAC - Budgeted $500 per month for purchase of routine HVAC supplies (i.e. air motor diaphragms, thermostats, sensors, air pressure regulators, etc.). Budgeted $1,000 in July and January and $1,500 in November and May for air filter replacements.

Misc. - Budgeted $300 per month for the purchase of necessary small tools, anchors, hardware, etc.

Repairs/Maintenance

HVAC Maintenance Contract –Budgeted $400 per month for water treatment chemicals, $16,910 in July for Simens Control contract and $3,800 in February for the annual chiller contract with Carrier Corporation.

HVAC –$2,500 per quarter for miscellaneous HVAC repairs and Siemens control system repairs and maintenance and $41,146 for Siemens AHU 3 controls replacement.

Elevator Maintenance Contract - Budgeted $2,763 per month for elevator contract maintenance with ThyssenKrupp and $900 in September for the State of Idaho annual elevator certification/inspection fee.

Common Areas –Budgeted $3,500 per quarter for necessary wall paint touch-up in hallways, restroom and stairwells, elevator frame repainting, common area ceiling tile replacement, carpet repairs/replacement and miscellaneous restroom repairs (roto rooter, sump pump, etc.). Includes $3,000 in September for common area paint touch up.

Roof Repairs – Budgeted $1,200 for in November for the annual roof inspection and $300 in May for any necessary roof repairs.

Exterior Repairs – Budgeted $5,000 in September for exterior building sealing $2,700 in September pressure washing and $2,700 in March for garage pressure washing. Budgeted $1,000 per quarter for any necessary exterior façade repairs.

Generator/Fire Pump - Budgeted $1,800 in September for annual generator inspection and $700 in February for generator fuel.

Miscellaneous – N/A.

Building Security/Life Safety

Security – Budgeted for contracted guard services based on contract from University of Idaho Security of $1,200 per month USFS billing.

Life Safety – Budgeted $11,000 in September for annual fire system/sprinkler/extinguisher and code inspection as well as $500 in Quarterly for other miscellaneous life safety repairs.
Also budgeted $400 per month for maintenance of elevator life safety phones.

Fire Monitoring – Budgeted $26 per month for the monitoring the fire alarm system.

Miscellaneous -- Budgeted $250 in July and January for misc. security expenses.

Landscape Services

Landscape Maintenance – Part of Condo Association invoice.

Sprinkler System Maintenance – Part of Condo Association invoice.

Common Area Plantings - Part of Condo Association invoice.

Parking Lot Maintenance – Part of Condo Association invoice.

Snow Removal - Part of Condo Association invoice.

Insurance

Property Insurance – Budgeted $6,333 per month based upon University of Idaho's actual quote for FY 2023.

Management Fees

Management Fees - Per Management Agreement, represents Oppenheimer Development's management fee of $13,750 per month.

Administrative Costs

Professional Dues/Subscriptions –

Parking Expense – Budgeted $900 per month for parking associated with on-site management, maintenance, reception and day porter staff.

Office Supplies - Budgeted $25 per month for anticipated office supplies, checks, copier and fax machine supplies and repairs.

Condo Association – Budgeted based on percentage of shared expense per month for the Condo Association.

Bank Fees – Budgeted $125 per month for bank charged fees of account maintenance, Positive Pay service and ACH Fraud Filters.

SUBJECT

Emergency Provisional Certificate Recommendations

REFERENCE

April 2019	Board approved SDE recommendations for processing emergency provisional certificates.
August 2019	Board approved SDE revised procedures regarding emergency provisional certificates
October 2025	Board approved 17 provisional certificates for the 2025-2026 school year
December 2025	Board approved 34 provisional certificates for the 2025-2026 school year
February 2026	Special Board meeting - Board approved 13 provisional certificates for the 2025-2026 school year

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1201 and 33-1203

BACKGROUND

Section 33-1201, Idaho Code, requires that every person who is employed to serve in any elementary or secondary school as a teacher, supervisor, administrator, education specialist, school nurse, or school librarian hold a certificate issued under authority of the state board of education, valid for the service being rendered. Section 33-1203, Idaho Code allows the State Board of Education to authorize a provisional certificate for teachers when the candidate has at least two (2) years of college training and an emergency has been declared. This section of code does not authorize issuance of emergency provisional certificates for pupil service staff or administrators.

School districts receive the same level of funding for staff with an emergency provisional certificate as they receive for an individual with a standard certificate. Funding for long-term substitutes is at the same level as non-certified classified staff.

In the past three (3) years, the Board has approved the following numbers of provisional certificates:

- SY 2022-2023: 212 provisional certificates
- SY 2023-2024: 172 provisional certificates
- SY 2024-2025: 56 provisional certificates

Thus far, the Board has approved 64 provisional certificates for the 2025-2026 school year.

DISCUSSION

The Idaho Department of Education received five (5) complete Emergency Provisional Certificate applications for Instructional certificate(s)/endorsement(s) by

February 19, 2026.

The Certification Department of the Idaho Department of Education reviewed each candidate's full application. Each candidate presented below, requesting Instructional certificate(s)/endorsement(s), has completed at least two (2) years of college training, making them eligible for emergency provisional certificate consideration. Each LEA has declared a hiring emergency, summarized the hiring efforts, and attested to the candidate's ability to fill the position.

The Idaho Department of Education is requesting authorization to issue provisional certificate(s) as presented below.

1. **Kuna School District #003**
   Applicant Name: Preston Chandler
   Certificate: Provisional
   Endorsement(s): All Subjects K-8
   College Training: BA
   Declared Emergency Date: 1/13/2026
   Hire/Assignment Date: 1/14/2026
   Summary of Recruitment Efforts: The PE teacher asked to be released from their contract at the end of December due to family issues. The position was posted and the school received five applicants. One was not interviewed due to being an internal candidate and if hired, would create an opening for their position. Three additional applicants were interviewed. Personnel issues led the school to not interview one; the second turned down the position. The current candidate was hired but does not have a teaching degree. The candidate was a college athlete, and the school feels he would be a good fit to fill the PE position.

2. **Basin School District #072**
   Applicant Name: Kayleigh McGrath
   Certificate: Provisional
   Endorsement(s): Music (K-12)
   College Training: BA
   Declared Emergency Date: 1/13/2026
   Hire/Assignment Date: 1/13/2026
   Summary of Recruitment Efforts: The position was posted on December 3, 2025. School did not receive any viable applications. The district reached out to Boise and West Ada SD as well as BSU and ISU. The current candidate has experience teaching music in small groups and has expressed interest in pursuing a teaching credential but does not currently hold an Idaho credential.

3. **Lake Pend Oreille School District #084**
   Applicant Name: Corey Stevens
   Certificate: Provisional
   Endorsement(s): Mathematics 5-9
   College Training: 55 credits
   Declared Emergency Date: 12/16/2025

Hire/Assignment Date: 9/8/2025
Summary of Recruitment Efforts: This position was needed due to the enrollment increase at the high school. The school received three applicants and felt Mr. Stevens was the best candidate. He is currently enrolled in a program but does not meet the requirements for an Alternative Authorization during the 25-26 SY.

4. **Parma School District #137**
Applicant Name: Phoebe McGrath
Certificate: Provisional
Endorsement(s): Mathematics (6-12)
College Training: BS
Declared Emergency Date: 2/9/2026
Hire/Assignment Date: 2/17/2026
Summary of Recruitment Efforts: The position was posted on the district website and Indeed. Administration reached out to contacts at other districts, local colleges and other certified staff.

5. **STEM Charter Academy #480**
Applicant Name: Isaac Elonen
Certificate: Provisional
Endorsement(s): Mathematics (6-12)
College Training: 191 credits (No BA)
Declared Emergency Date: 1/14/2026
Hire/Assignment Date: 1/29/2026
Summary of Recruitment Efforts: The position was advertised as well as multiple phone calls to find a properly certified educator. At this time, the current candidate is enrolled in a certification program but is not eligible for an Alternative Authorization.

IMPACT

If the Board approves the request, the Idaho Department of Education will be authorized to issue emergency provisional certificates to the qualifying candidates. An emergency provisional certificate is effective for one (1) year. No financial penalties will be assessed to the LEA while an emergency provisional certificate is in effect.

If the Board does not approve the request, the Idaho Department of Education will not be authorized to issue the requested emergency provisional certificates. The school district would be required to pursue other hiring options and may face financial impact.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff verified that each candidate has completed at least two (2) years of college training and that the school district declared a hiring emergency. All candidates have been hired by a local education agency as teachers for the 2025-2026 school year. Candidates that have already completed a Baccalaureate degree or higher are not eligible to apply through another pathway.

Staff recommends approval.

BOARD ACTION

I move to authorize the Idaho Department of Education to issue emergency provisional standard instructional certificates for candidate 1-5 as presented above, effective for the 2025-2026 school year only, and pending a cleared background check.

Moved by _____ Seconded by _____ Carried Yes _____ No ____

SUBJECT

Student Transportation Funding Cap Waiver Request

REFERENCE

June 2022	Board approved the request for six (6) districts to receive a funding cap waiver
June 2024	Board approved the request for eight (8) school districts to receive a funding cap waiver
June 2025	Board approved the request for six (6) school districts to receive a funding cap waiver

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1006

BACKGROUND/DISCUSSION

Section 33-1006, Idaho Code designates certain bus runs as "hardship" runs and allows the district to receive a higher cap based on the percentage of the district's bus runs that exceed the statewide average cost per mile and cost per rider by 103 percent .

As of March 4, 2026, 32 school districts and/or charter schools were negatively affected by the pupil transportation funding cap.

The Idaho Department of Education received requests from various school districts and charter schools for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code. Student Transportation staff reviewed these requests to ensure they meet the eligibility criteria. Of the 32 districts and charter schools negatively affected by the pupil transportation funding cap, only one district has routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. This district has applied for a waiver from the student transportation funding cap.

#073 Horseshoe Bend School District submitted school bus routes that met the required criteria. This represents 50 percent of the bus runs operated by the district. When added to the 103 percent funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 153 percent.

IMPACT

Approval of the cap waivers allows districts to be reimbursed for routes that meet the hardship criteria. Board inaction or denial of the funding cap waivers would result in a loss of funding for the school districts in question.

ATTACHMENTS

Attachment 1 – Negatively Affected Schools and Charters
Attachment 2 – Funding Cap Waiver Spreadsheet

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to approve the request by #073 Horseshoe Bend School District for a waiver of the 103 percent transportation funding cap at a new cap percentage rate of 153 percent the FY 2026, for a total of $7,515 in additional funds from the public-school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

002	JOINT SCHOOL DISTRICT NO. 2	$1,021,972
073	HORSESHOE BEND SCHOOL DISTRICT	$7,515
131	NAMPA SCHOOL DISTRICT	$1,148,674
132	CALDWELL DISTRICT	$128,808
134	MIDDLETON DISTRICT	$300,233
135	NOTUS DISTRICT	$18,831
181	CHALLIS JOINT DISTRICT	$10,387
262	VALLEY DISTRICT	$21,420
305	HIGHLAND JOINT DISTRICT	$25,080
340	LEWISTON INDEPENDENT DISTRICT	$12,667
411	TWIN FALLS DISTRICT	$439,998
412	BUHL JOINT DISTRICT	$126,321
421	MCCALL-DONNELLY JOINT SCHOOL DISTRICT	$22,724
451	VICTORY CHARTER SCHOOL, INC.	$1,510
461	TAYLOR'S CROSSING PUBLIC CHARTER SCHOOL, INC.	$2,796
462	XAVIER CHARTER SCHOOL, INC.	$2,592
468	IDAHO SCIENCE AND TECHNOLOGY CHARTER SCHOOL, INC.	$73,912
478	LEGACY PUBLIC CHARTER SCHOOL, INC.	$9,552
496	GEM PREP: POCATELLO, LLC	$13,476
498	GEM PREP: MERIDIAN, LLC	$17,419
499	FUTURE PUBLIC SCHOOL, INC.	$22,679
549	GEM PREP: MERIDIAN NORTH, LLC	$3,120
560	ALTURAS PREPARATORY ACADEMY, INC	$9,617
571	GEM PREP: MERIDIAN SOUTH LLC	$4,174
594	GEM PREP: TWIN FALLS, LLC	$3,316
796	GEM PREP: NAMPA, LLC	$22,610

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider				
Fiscal Year 2024-2025 Data - Approved Costs Reimbursed in Fiscal Year 2025-2026				
Set percentage cap to apply to statewide average	103%	Riders per Mile	1.5	
Revised: 01/21/2026. FIRST DRAFT				
	Cost Per Mile	Cost Per Rider		
Statewide Averages before cap	$6.79	$1,734		
Statewide Averages after cap	$6.99	$1,786		
Total Savings From Cap	$3,471,403	Capped Reimb.	Actual Reimb.	
Savings Following Appeals & State Board Action	$3,471,403	$116,470,375	$119,941,778	

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact	Total 100% Reimbursable Costs	Funding Cap Penalty Waived	% Hardship Bus Run Waived	Final Payment Amount with $7.5 Million Proportional Move to Discretionary Funding (IC 33-1006 (8))
073	HORSESHOE BEND SCHOOL DISTRICT	$7,515	16.2%	$68,314			$59,440

SUBJECT

Professional Standards Commission Appointments

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-1252

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The PSC consists of eighteen (18) members including one (1) from the Idaho Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession in the state of Idaho, and no fewer than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services. The Idaho School Superintendents' Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

Two (2) PSC members announced career changes, resulting in the opening of two (2) positions on the Commission – one (1) position representing teachers of exceptional children and one (1) position representing elementary school principals.

Nominations for open positions were solicited from the Idaho Education Association, Northwest Professional Educators, the Idaho Association of Secondary School Principals, and interested educators from October 13 to November 30, 2025.

On January 20, 2026, the PSC staff reviewed the nominations received for each position, considering factors such as regional representation, school size, and nominee experience. Jennifer Hammond of Lakeland School District and Brandee Sabala of Gooding School District are recommended for appointment to the Professional Standards Commission for a three-year term beginning July 1, 2026, and ending June 30, 2029.

IMPACT

In compliance with Section 33-1252, Idaho Code, the Board may appoint or reappoint of members to the Professional Standards Commission.

ATTACHMENTS

Attachment 1 – PSC 2025-26 Member Roster
Attachment 2 – Jennifer Hammond Resume
Attachment 3 – Brandee Sabala Resume

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to appoint Jennifer Hammond of Lakeland School District to the Professional Standards Commission, replacing Angie Gilbert of Twin Falls School District, for a three-year term beginning July 1, 2026, and ending June 30, 2029, representing teachers of exceptional children.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Brandee Sabala of Gooding School District to the Professional Standards Commission, replacing Alejandro Zamora of Wilder School District, for a three-year term beginning July 1, 2026, and ending June 30, 2029, representing elementary school principals.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Professional
Standards Commission

2025-2026 Member Roster

Angela Gillman, Chair
Classroom Teacher
Idaho Falls School District #091
Term 7/1/24 – 6/30/27

Erika Estes, Classroom Teacher
Weiser School District #431
Term 7/1/24 – 6/30/27

Melyssa Ferro, Classroom Teacher
Caldwell School District #132
Term 7/1/25 – 6/30/28

Melissa Green, Private Teacher Education
Brigham Young University
Term 7/1/24 – 6/30/27

Ramona Lee, Special Education Administrator
West Ada School District #002
Term 7/1/23 – 6/30/26

Katie Mathias, Public Teacher Education
Boise State University
Term 7/1/23 – 6/30/26

Amy McBride, Secondary Principal
Twin Falls School District #411
Term 7/1/25 – 6/30/28

Jason Moss, School Superintendent
Grace School District #148
Term 7/1/25 – 6/30/28

MeLissa Rose, Vice Chair
Pupil Service Staff
Lakeland School District #272
Term 7/1/25 – 6/30/28

Jamee Nixon, College of Letters and Sciences
Northwest Nazarene University
Term 7/1/25 – 6/30/28

Matthew Pollard, Classroom Teacher
Moscow School District #281
Term 7/1/25 – 6/30/28

Karen Pyron, School Board Member
Butte County School District #111
Term 7/1/24 – 6/30/27

Katie Shoup, Chief Educator Officer
Idaho Career Technical Education
Term 7/1/25 – 6/30/28

Royal Toy, Public Teacher Education
Lewis-Clark State College
Term 7/1/25 – 6/30/28

Jonelle Warnock, Classroom Teacher
Boise School District #001
Term 7/1/23 – 6/30/26

Vacant, Elementary Principal

Vacant, State Department of Education

Vacant, Teacher of Exceptional Children

Jennifer Hammond [redacted]

PROFESSIONAL PROFILE

An empathetic, equitable, and compassionate educator who believes that all students are capable of learning. Committed to cultivating a safe, positive culture that supports education and emotional well-being. Able to differentiate instruction to accommodate a broad range of diverse learning needs. Dedicated to building positive relationships with all stakeholders.

EDUCATION

M.Ed. (Educational Leadership) I University of Idaho Moscow, ID
Bachelor of Arts, Special Education (K-12), Western Governors University, Salt Lake City, UT
Associate of Arts: Early Childhood Education, Santa Rosa Junior College, Santa Rosa, CA
North American Montessori Center: Early Childhood Certification, Petaluma, CA

TEACHING EXPERIENCE

Timberlake High School, Spirit Lake, ID: September 2023-present
Special Education: Case Manager & Strategic ELA & Math 9th & 10th grades

Timberlake Middle School, Spirit Lake, ID: September 2021- June 2023
Special Education: Case Manager & Strategic ELA 6th-8th grades (2022-2023)
Special Education: Case Manager & Strategic ELA 7th grade & Strategic ELA & Strategic Math 8th grade (2021-2022)

CERTIFICATIONS

Idaho Department of Education- SPED Exceptional Child Generalist K-12 and Elementary K-8
Dyslexia Certification 1, 2 &3
CDC Mental Health & Suicide Prevention Certificate, Concussion Certificate, and Sudden Cardiac Arrest Certificate
CPR & First Aid Certified & Stop the Bleed Certified
CPI Certified
QPR Trained

OTHER EXPERIENCE

Lakeland School District (2004-present)
Timberlake High School Cross Country Asst. Coach (2022-present)
Timberlake Middle School Track Coach: (2022)
Special Education Program Support Coordinator: Timberlake High School (2018-2020)
Administrative Assistant: Timberlake High School (2015-2018)
Detention/Suspension Aide and Attendance Clerk: Timberlake High School (2013-2015)
Attendance Clerk/K-ERP instructor/IRI Proctor: Garwood Elementary (2004-2013)
Teacher/Co-Director: W.H. Pepper Montessori Preschool (1993-2002)

BS

BRANDEE SABALA

EDUCATIONAL LEADER

OBJECTIVE

Experienced PK–12 educational leader seeking to contribute expertise in instructional leadership, educator standards, compliance, and systems-level school improvement to the State Education Professional Standards Commission. Dedicated to elevating educator effectiveness and ensuring high-quality learning experiences for all students.

EXPERIENCE

Principal • Gooding Elementary School • 2015–Present
Lead a K–5 elementary school serving approximately 500 students and 60 staff. Oversee all instructional, operational, and compliance responsibilities while cultivating a positive and growth-oriented school culture.
• Implemented district-aligned instructional systems resulting in consistent student growth.
• Developed and executed standards-based report cards to ensure alignment with Idaho State Standards.
• Established a comprehensive PBIS system, reducing office discipline referrals by more than 50%.
• Built and lead an effective RTI/MTSS structure for academic and behavioral support.
• Co-wrote and received a 21st Century Community Learning Centers Grant to expand student support.
• Coordinated and delivered ongoing professional development for teachers and paraprofessionals.
• Implemented all-day kindergarten for all students and aligned curriculum to state expectations.

Dean of Students (K–8) / District Federal Programs Director • Gooding School District • 2013–2015
Supported K–8 students and staff while ensuring compliance with local, state, and federal requirements for federal programs. Managed discipline systems, data reporting, and staff support.
• Oversaw discipline for approximately 750 students, ensuring fairness and transparency.
• Led Title I, Title II, and Title III program implementation, documentation, and state reporting.
• Provided coaching and feedback to teachers to support continuous improvement.
• Monitored academic progress of underserved student groups and implemented targeted interventions.

[redacted] [redacted]

BS

BRANDEE SABALA

EDUCATIONAL LEADER

Elementary Teacher • Gooding Elementary School • 2007–2013
Taught first and fourth grade and provided reading intervention for students in grades 1–5.
• Designed and delivered standards-aligned instruction in reading, math, and core subjects.
• Used formative assessments and progress monitoring to guide instruction.
• Implemented small-group intervention cycles to accelerate skill development.

SKILLS

• Strong communicator with the ability to build relationships that foster growth for staff and students.
• Skilled in developing and implementing sustainable systems aligned to state standards and district goals.
• Experienced in educator supervision, coaching, compliance, and evaluation processes.
• Expertise in MTSS/RTI, PBIS, data-driven decision making, and continuous school improvement.
• Proficient in federal programs oversight, grant writing, policy implementation, and accreditation processes.

EDUCATION

EDUCATIONAL SPECIALIST, EXECUTIVE LEADERSHIP • 2021
BOISE STATE UNIVERSITY

MASTER OF ARTS, EDUCATIONAL LEADERSHIP • 2015
UNIVERSITY OF IDAHO

BACHELOR OF ARTS, ELEMENTARY EDUCATION • 2007
IDAHO STATE UNIVERSITY

SUBJECT

Curricular Materials Selection Committee Appointments

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-118
Idaho Administrative Code, IDAPA 08.02.03 Rules Governing Thoroughness

BACKGROUND/DISCUSSION

Sections 33-118 and 33-118a, Idaho Code and IDAPA 08.02.03.128 set forth criteria for membership on the Curricular Materials Selection Committee.

The State Board of Education appoints a committee to select curriculum materials. Committee appointments are for a period of five (5) years. The Committee shall consist of no fewer than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, trustees, local school board members, members of the Division of Career Technical Education when applicable, and Idaho State Department of Education (Department) personnel. The Executive Secretary will be an employee of the Department and will be a voting member of the committee. The Department charges publishers submissions fees of sixty dollars ($60) or equal to the retail price of each, whichever is greater, to defray the cost incurred in the curricular material review and adoption process.

Following the end of the 2025-26 Selection Committee meetings, by either term expirations or personnel changes, the Selection Committee will have the following openings:

- 2 Higher Education Officials
- 2 Public School Administrators
- 1 Local Board of Education/Trustee Member
- 2 Parents
- 3 Classroom Teachers

The invitation and application were drafted and published in October 2025, including links to the interest form with request for Letter of Interest and Resume/CV. The invitation was shared by the Department via their website; newsletter; social media (Facebook, IG, LinkedIn); monthly content and curriculum webinars; and emails to Idaho superintendents, principals, charter school administrators, and curriculum leads. Personnel changes in both the Department and the Idaho Division of Career Technical Education deemed necessary changes to the committee as well.

In all, the Department received 93 Interest Form responses representing: 37 school districts, 5 postsecondary institutions, charter schools, magnet schools, academies, online/virtual Schools, Idaho Educational Services for the Deaf and

the Blind, a Native American tribe, and content from all K-12 disciplines, including CTE, STEM, and special education.

Considerations for recommendations:

- Changes in personnel within the Idaho Department of Education and the Idaho Division of Career Technical Education.
- Include representation from every region in Idaho.
- Include a diverse range of school settings, content areas, and grade levels.

In the process of identifying members for recommendation, two public school educators were nominated and accepted, then withdrew their name in February 2026.

All resumes received are available for review from the Content and Curriculum Curricular Materials Coordinator. Attached are resumes of those nominated for appointments.

Renewing/Remaining Committee Members:
Bernadette Edwards
Robyn Hill
Stacey Jensen
Darlene Dyer
Laree Jansen

Changes in personnel in the Idaho Department of Education and the Idaho Division of Career Technical Education:
Sara Bell, Coordinator
Summer Cook, Coordinator
Adrian San Miguel, Program Services

Resumes:
Matthew McDaniel – College of Idaho
Kaywin Cottle – Idaho State University
Kylee Guthrie – Boundary County School District #101
Christine Steele – Middleton School District #134
Holly Allen – Madison School District #321
April Giauque – Idaho School for the Deaf and the Blind #596
Schnelly Cooper – Bonneville Joint School District #93
Lynette Leonard – Lake Pend Oreille School District #84
Taushina Wilson – Lapwai School District #341/Culdesac School District #342

ATTACHMENTS
Attachment 1 – Recommended Curricular Materials Selection Committee
Attachment 2 – Matthew McDaniel Resume
Attachment 3 – Kaywin Cottle Resume
Attachment 4 – Kylee Guthrie Resume

Attachment 5 – Christine Steele Resume
Attachment 6 – Holly Allen Resume
Attachment 7 – April Giauque Resume
Attachment 8 – Schnelly Cooper Resume
Attachment 9 – Lynette Leonard Resume
Attachment 10 – Taushina Wilson Resume

BOARD STAFF COMMENTS AND RECOMMENDATIONS
Board staff recommends approval.

BOARD ACTION
I move to appoint **Matthew McDaniel** to the Curricular Materials Selection Committee for a five-year term effective April 16, 2026, and ending April 16, 2031.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint **Kaywin Cottle** to the Curricular Materials Selection Committee for a five-year term effective April 16, 2026, and ending April 16, 2031.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint **Kylee Guthrie** to the Curricular Materials Selection Committee for a five-year term effective April 16, 2026, and ending April 16, 2031.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint **Christine Steele** to the Curricular Materials Selection Committee for a five-year term effective April 16, 2026, and ending April 16, 2031.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint **Holly Allen** to the Curricular Materials Selection Committee for a five-year term effective April 16, 2026, and ending April 16, 2031.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint **April Giauque** to the Curricular Materials Selection Committee for a five-year term effective April 16, 2026, and ending April 16, 2031.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint **Schnelly Cooper** to the Curricular Materials Selection Committee for a five-year term effective April 16, 2026, and ending April 16, 2031.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint **Lynette Leonard** to the Curricular Materials Selection Committee for a five-year term effective April 16, 2026, and ending April 16, 2031.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint **Taushina Wilson** to the Curricular Materials Selection Committee for a five-year term effective April 16, 2026, and ending April 16, 2031.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Selection Committee

Curricular Materials

COMMITTEE LISTING

Committee Member	Stakeholder Group
Sara Bell	Idaho State Department of Education Coordinator| Executive Secretary
Adrian San Miguel	Idaho Division of Career Technical Education Program Services
Matthew McDaniel Term Expires: April 16, 2031	Idaho Higher Education Official College of Idaho (Region 3)
Kaywin Cottle Term Expires: April 16, 2031	Idaho Higher Education Official Idaho State University (Region 5)
Kylee Guthrie Term Expires: April 16, 2031	Idaho Public School Administrator Boundary County School District #101 (Region 1)
Christine Steele Term Expires: April 16, 2031	Idaho Public School Administrator Middleton School District #134 (Region 3)
Bernadette Edwards Term Expires: December 13, 2028	Local Board of Trustees Member Mountain View School District #244 (Region 2)
Holly Allen Term Expires: April 16, 2031	Local Board of Trustees Member Madison School District #321 (Region 6)
April Giauque Term Expires: April 16, 2031	Certified Idaho Classroom Teacher School for the Deaf and Blind #596 (Region 4)
Robyn Hill Term Expires: April 16, 2031	Certified Idaho Classroom Teacher Nampa School District #131 (Region 3)
Schnelly Cooper Term Expires: April 16, 2031	Certified Idaho Classroom Teacher Bonneville Joint District #93 (Region 6)

Committee Member	Stakeholder Group
Stacey Jensen Term Expires: April 16, 2031	Parent Pocatello/Chubbuck School District #25 (Region 5)
Lynette Leonard Term Expires: April 16, 2031	Parent Lake Pend Oreille School District #84 (Region 1)
Taushina Wilson Term Expires: April 16, 2031	Parent Lapwai #341/Culdesac #342 School District (Region 2)
Darlene Dyer Term Expires: April 16, 2031	Educational Professional (retired educator) Region 4
Laree Jansen Term Expires: April 16, 2031	Educational Professional (retired educator) Region 4
Summer Cook	Idaho State Department of Education Coordinator

For Questions Contact

Content & Curriculum – Curricular Materials
Idaho State Department of Education
650 W State Street, Boise, ID 83702
208 332 6800 | www.sde.idaho.gov

Matthew M. McDaniel, Ph.D.

Professional Summary

Dynamic and results-driven educator, professor, consultant, and educational leader with a Ph.D. in Educational Leadership and extensive experience in K-12 administration in both the traditional public and charter school sectors, entrepreneurial thinking in education, and resilience-based education practices. Proven ability to drive academic excellence, foster inclusive school cultures, and implement data-driven strategies to improve student outcomes. Skilled in authentic leadership development, curriculum implementation, teacher training, and building collective teacher efficacy through deprivatizing professional practice.

Education

Ph.D., Education, emphasis in Educational Leadership | The University of Idaho, Moscow, ID (2018)

Dissertation title: *Authentic Leadership and Entrepreneurial Thinking in the Context of Professional Standards for Educational Leaders: Perspectives of Practicing Public Charter School Leaders*

Focus: Charter School Governance; Administrator Perceptions of Job Responsibilities; Charter Administrators' Perceptions of Pre-Service Leadership Training Gaps, Entrepreneurial thinking

M.Ed., Educational Leadership | The University of Idaho, Moscow, ID (2011)

B.A., Secondary Vocal Music Education, *cum laude* | The College of Idaho, Caldwell, ID (2007)

Minor Areas of Study: Spanish, Teaching English as a Second Language, Bilingual Education, Education Studies

Professional Experience in Education

Assistant Professor, Program Director | The College of Idaho (2025 – Present)

- Director of the M.Ed. in Educational Leadership Program - Relaunched the educational leadership program from the ground up creating a cohort model supporting a 'grow your own' pipeline model for school districts in the state of Idaho.
- Courses taught: EDUC-6005: Ethics and Law in Education; EDUC-6009: Research and Data-Driven Decision-Making; EDUC-6008: School Finance; EDUC-6007: Special Education Law; EDUC-6090: Educational Leadership Internship; EDUC-6090: M.Ed. Capstone; EDUC-5720: Assessment for Learning; EDUC-6713: Instruction & Technology
- Title IX Investigator
- Institutional Review Board (IRB) Committee Member

CEO, Cresvia Education Consulting (2025 – Present)

- Founder, CEO, and Chief Consultant at Cresvia, an education consulting firm specializing in leadership coaching, collaboration and team development support, organizational consulting, RtI processes and planning, strategic planning guidance, and professional development support, among other services.

Principal, Lewis and Clark Elementary School | Caldwell School District #132 (2019 – 2025)

- Spearheaded trauma-informed practices, restorative discipline, and executive function education, reducing behavior referrals by over 75% in the first two years and maintaining low referral numbers throughout leadership tenure.

- Led Lewis and Clark Elementary School to have the highest progress percentage for English Learner students in the state of Idaho (2019-2020).
- Led school to have measurable academic growth in core content each year of tenure (2019-present).
- Achieved Idaho "Top Performer" recognition, ranking in the top 10th percentile on key performance indicators (2022-2023).
- Achieved Idaho "Goal Maker" recognition as a result of exceptional performance of students learning English as a second language (2023).
- 2021-2022 Caldwell School District Strategic Planning Committee Member

Adjunct Professor | The College of Idaho (2023 – 2025)
Course taught: EDU613: Instruction and Technology

Guest Instructor | The College of Idaho (2021 – 2024)
Department of Music Vocal Jazz Ensemble guest instructor
Department of Education Graduate Studies invited lecturer

Co-Administrator/Principal | Victory Charter School (2012 – 2019)

- Led Victory Charter High School to be named a "Top Performing High School" (top 10% of schools in the state) and "Goal Maker" school (schools reducing the number of non-proficient students by at least ⅓ within a specific time period) in the state of Idaho (2018).
- Achieved "Honor" standing in all operational and educational categories with the Idaho Public Charter School Commission each year of the designation's existence (2015-2019).
- Led Victory Charter High School to a 4th place state (Idaho) ranking based on student SAT scores (2014) and continually ranking as a top-tier high school in the state of Idaho.
- Led Victory Charter High School to be named one of "America's Top High Schools" by US World News & Report (2014, 2015).

Secondary Education Teacher | Liberty and Victory Charter Schools (2006 - 2019)
Courses taught: Pre-Spanish I, Spanish I, Spanish II, Spanish III, Concurrent Credit Spanish IV, Choir, Advanced Vocal Jazz, Band, World Music, History of Rock and Roll, Middle School Language Arts, Middle School Reading, Middle School Math

Adjunct Professor | Northwest Nazarene University (2010 – 2012)
Courses taught: Spanish 101, Spanish 102, Spanish 201, Spanish 202

Instructional Assistant and Tutoring Program Director | Caldwell School District #132 (2004 – 2007)
Directed and planned secondary-level ELL after-school tutoring program; Advancement Via Individual Determination (AVID) program support; Summer school instructional assistant

Scholarly Development, Creative Work, and Presentations

- McDaniel, M. (2025). Accepted for publication, anticipated Fall 2025. *Leaders developing leaders: Rebuilding the talent pipeline of qualified and engaged school leaders in Idaho*. SLATE Magazine. Idaho School Boards Association.
- Decoding Dyslexia Idaho invited speaker: *Leading Literacy Together Summit* (September 2025, June 2025).
- McDaniel, M. (2025, September 25). *3 Ways Administrators Can Foster Teachers' Collective Efficacy*. Edutopia. https://www.edutopia.org/article/promoting-teachers-collective-efficacy

- The Reading League, Idaho Statewide Chapter invited panelist: *MTSS Implementation Across Idaho* (2025, August 13).
- McDaniel, M. (2025). *The Leadership Pipeline: Our Role in Preparing the Next Generation of School Administrators*. Presented at the Idaho Association of School Administrators Summer 2025 Conference. Boise, ID. August 6, 2025.
- McDaniel, M. (2025, July 9). *The case for qualified leadership in Idaho public schools. Idaho Education News*. https://www.idahoednews.org/voices/the-case-for-qualified-leadership-in-idaho-public-schools/
- McDaniel, M. (2024). *Authentic Leadership: Who Am I? & Deprivatizing Professional Practice*. Presented at the Leadership Committee for English Education in Quebec (LCEEQ) Leadership for School Improvement Workshop Residential Series, Quebec, Canada. November 26, 2024.
- McDaniel, M. (2024). *Response to Intervention Summit at The College of Idaho*. Led and presented a daylong professional development summit on Response to Intervention for the Lewis and Clark Elementary School leadership team, College of Idaho education department faculty, and undergraduate education students. The College of Idaho, Caldwell, ID. April 11, 2024.
- McDaniel, M. (2024). *Deprivatizing Professional Practice: A Guide to Enhancing Collective Efficacy*. Presented at the World Education Summit 2024 powered by Osiris Educational. March 18-21, 2024.
- McDaniel, M. (2023). *Leveraging Visible Learning as an Elementary School Principal*. Presented at the 2023 National Association of Elementary School Principals PreK-8 Principal's Conference. National Harbor, MD. July 10-12, 2023.
- McDaniel, M. (2022). *Being a Building Principal in a Visible Learning School: Where to Start and Where to Go!* Presented at the 2022 national Annual Visible Learning Conference. Denver, CO. July 26-27, 2022.
- McDaniel, M. (2021). *Being a Leader in a Visible Learning School: Where to Start and Where to Go!* Presented at the 2021 P20 Conference: Learning by Doing. College of Southern Idaho, Twin Falls, ID. July 13-14, 2021.
- McDaniel, M. (2020). Using *Microteaching as a Means of Developing Collective Teacher Efficacy*. Accepted for presentation at the Innovative Schools Network National Conference on Educational Innovation. Wisconsin Dells, WI. April 22-24, 2020 (conference canceled due to COVID-19).
- McDaniel, M. (2018). *Authentic Leadership and Entrepreneurial Thinking in the Context of Professional Standards for Educational Leaders: Perspectives of Practicing Charter School Leaders* (Doctoral dissertation).
- McDaniel, M. (2018). *Giving your small school choir wings*. Presented at Idaho Music Educators' Association All-State Conference. Moscow, ID. February 2, 2018.
- McDaniel, M. (2017). *Institutional Climate and Faculty Governance in Higher Education: A Shift from Capitalist to Shared Governance Models*. Workplace: A Journal for Academic Labor.
- Textbook Collaboration: (2012) Developed and translated the published ESL/ELL text *Stepping Stones to English, La Gramática: Transición del Español al Inglés* in cooperation with Shurley Instructional Materials, Inc.
- McDaniel, M. (2007, 2008) *Jazz Listening: Accessing the Greats.* Festival clinician, The College of Idaho Vocal Jazz Festival.

Philanthropy and Community Engagement

Board Member, Caldwell Foundation for Educational Opportunity (2022 - Present)

Board Member and President of the Board, Caldwell Fine Arts (2021 – Present; President since 2022)

Mentor, University of Idaho Vandal Mentor Network (2020-present)

Community Youth Sports Volunteer Coach (2013 - present)
Board Member and Assistant Conductor, Inicio Community Choir (2021-present)
Private Voice Studio (2005-2019)
Boise Philharmonic Master Chorale Member (2012-2015)

Honors & Awards

Idaho Business Review Accomplished Under 40: 2017 Honoree
Vocal Jazz Student of the Year Award: The College of Idaho, Caldwell, ID (2007)
Spanish Student of the Year Award: The College of Idaho, Caldwell, ID (2006)
Spanish Student of the Year Award: The College of Idaho, Caldwell, ID (2005)

Professional Affiliations

Past Member of the Idaho Association of School Administrators
Past Member of the Idaho Association of Elementary School Principals
Past Member of the National Association of Elementary School Principals
Past Member of the National Association for Music Educators
Past Member of the Idaho Music Educators Association

Languages

Spanish - Proficiency in all aspects of the language (reading, writing, listening, and speaking).

Public Education Credentialing and Certification

Idaho School Principal & Administrator (PK-12)
Idaho Secondary Music (6-12)
Idaho Secondary Spanish (6-12)
Idaho Bilingual Education (K-12)
Idaho English as a New Language (K-12)
Idaho Humanities (K-12)

Kaywin Cottle - Curriculum Vitae

Clinical Instructor & Educational Technology Specialist
Department of Teacher Education Services
Idaho State University

I. Professional Summary

Accomplished educator with 30+ years of experience in K-12 and higher education, specializing in educational technology integration and teacher preparation. Dedicated to building a strong pipeline of educators for public education through innovative teaching methodologies and responsible AI implementation. Committed to supporting both novice and in-service educators, particularly in technology integration, while fostering the next generation of educational professionals through comprehensive mentorship and clinical instruction.

II. Education

2012-2014 | **Master of Education (M.Ed.)** | **Concordia Portland**, Portland, OR | | Educational Leadership and Administration, General | | Specialization: Human Resource and Financial Management, Contemporary Educational Thought | | Capstone: Action Research - Evaluating mindmapping activities for ELL students

1989-1992 | **Bachelor of Science, Secondary Education** | **University of Texas at Tyler**, Tyler, TX | | International Exchange: University of Hamburg, Germany

III. Certifications and Licenses

- **Teacher Licensure:** Idaho, Active through 2029, Idaho Department of Education
- **Teacher Licensure:** Texas, Texas Education Agency, May 1991- current

Professional Certifications:

- Google Educator Level One and Level Two, Google for Education, September 2025-2028
- Level 1 SchoolAI Certified Educator, SchoolAI, Jul 21, 2025
- AI Fluency: Framework & Foundations, Anthropic PBC, Jun 30, 2025
- Generative AI for Educators | Grow with Google, April 4, 2025
- Microsoft Certified Educator (MCE), Microsoft, July 2019

IV. Academic Appointments

August 2024-Present | **Clinical Instructor** | **College of Education**, **Department of Teacher Education Services**, **Idaho State University**, Pocatello, ID | | Clinician-Educator Track

V. Teaching Experience

A. Current Course Assignments (Idaho State University)

Fall 2025

- EDUC 2204-09: Families Community Culture (14465)
- EDUC 2215-09: Using Technology in a Digital World (12483)
- EDUC 3308-09: Foundations of Educational Knowledge, Planning, and Assessment (13879)
- EDUC 4408-01: Pre-Internship Field Experience Seminar (11997)

Summer 2025

- EDUC 2215-01: Using Technology in a Digital World (30177)

Spring 2025

- EDUC 2215-01: Using Technology in a Digital World (20416)
- EDUC 3308-03: Foundations of Educational Knowledge, Planning, and Assessment (25514)
- EDUC 4408-04: Pre-Internship Field Experience Seminar (24817)

Fall 2024

- EDUC 2201-05, E5: Development and Individual Differences
- EDUC 2204-06, E6: Families Community Culture
- EDUC 3308-05: Foundations of Educational Knowledge, Planning, and Assessment (14904)

B. Clinical Teaching & Supervision

- **Clinical Instructor**, Teacher Education Program
    - Idaho State University, August 2024-Present
    - Provide clinical instruction and mentorship in teaching and educational studies program
    - Support, supervise, and evaluate candidates in field placements

C. Previous Teaching Experience

August 2016-August 2024 | **Computer Science Instructor** | **Cassia County School District** | | Designed and delivered comprehensive computer science curriculum for middle school students | | Integrated educational technology to enhance student learning outcomes | | Mentored fellow educators in classroom technology implementation | | Developed assessment strategies for computer science learning objectives | | Wrote content standards for the Idaho Department of Education

July 2014-June 2015 | **Training and Curriculum Specialist** | **Morale, Welfare and Recreation** | | Developed specialized training programs and curriculum materials | | Conducted professional development workshops and training sessions | | Created assessment tools and evaluation metrics for program effectiveness

D. Curriculum Development

- **Course Development and Pilot**, EDUC 4408 Course Rewrite, Idaho State University, Summer 2025
    - ○ Collaborated with Corey Bartle, Suzanne Beasterfield, Allison Roxburgh, Emma Wood, and Amanda Eller
    - ○ Planned strategic transition of course content to Canvas platform for Fall 2025, focusing on improved accessibility, student engagement, and assessments ● **Course Development and Pilot**, EDUC 2215 Course Rewrite, Idaho State University, 2024-2025
    - ○ Collaborated with Bev Ray, Sheldon Harris, Emma Wood, Allison Roxburgh, and Ryan Randall
    - ○ Planned strategic transition of course content to Canvas platform for Fall 2025, focusing on improved accessibility, student engagement, and assessments ● **Indigenous Knowledge for Effective Education Program (IKEEP) workshop materials**, ISU/University of Idaho, May 2025
    - ○ Collaborated with Emma Wood, Suzanne Beasterfield, Ezra Whitman, Vanessa Anthony-Stevens on constructing training materials for Standard 11.
- **Course Updates**, EDUC 2204 Updates, Idaho State University, Fall 2024 ○ Collaborated with Shu-Yuan Lin, Michelle Schroeder, and adjunct faculty for horizontal and vertical alignment work for EDUC 2204
- **Participated in EPP State Review for the College of Education** (EDUC 2201 and EDUC 3308)

VI. Professional Development and Specialized Training

Current Professional Learning Communities:

- Google Global Educator's Group (GEG)
- edWeb PLC
- Idaho STEM Ecosystem Educator Preparation and Support Working Group

● Spring 2025 Indigitize/Playlab Professional Learning Community (PLC) ● Wakelet Community Ambassador
● aiEdu Professional Development
● ISTE AI Workgroup
● School.ai
● Idaho STEM Ecosystem Educator Preparation and Support Working Group
● Idaho STEM Action Center
● Microsoft Educator Community

Recent Certifications and Training:

● 2025 Perusall Academy: Mastery (August 21, 2025 & September 25, 2025) with Nolan Quella
● 2025 Google for Education/GEG (September 24 & 25, 2025)
● Idaho AI Catalyst Webinar #1: GenAI Starter Pack (September 22, 2025) ● The AI Toolbox: Best AI Tools for Schools, Eric Curts CtrlAltAchieve (September 17,2025)
● ISU CoE Promotion and Tenure Workshop, Karen Appleby (September 12, 2025)
● NEST Mentor Training (September 11, 2025)
● ISU Faculty: ISU Canvas Faculty Essentials, ITRC (September 6, 2025) ● Canva Add Accessibility+ Toolkit Block, Kimberly Tomkinson (September 5, 2025) ● Induction Mentoring Program Kickoff (August 8, 2025)
● Wakelet Community Week (August 4-7, 2025)
● School.ai Summer Camp (July 21- August 4, 2025)
● Guiding AI Policy in Schools: An Ethical and Systems Thinking Approach, edWeb (July 30, 2025)
● Scratch Conference 2025: Imagination in Action, Scratch Foundation (July 24, 2025)
● Learning with Playlab.ai (June 2025)
● Building a Diverse Teacher Pipeline: Expanding Pathways for High School Students to Become Educators, edWeb, (May 8, 2025)
● NEA Online Blended Learning About & Learning with Artificial Intelligence in Education (April 25, 2025)
● ISU 2025 Cybersecurity training**:** KnowBe4, assigned by the State of Idaho (HR) (April 23, 2025)
● AI Literacy in Action: Designing PD That Supports Educators!, edWeb (April 5, 2025)
● IRIS Center Peabody College Vanderbilt University (March 18, 2025) ○ Addressing Challenging Behaviors (Part 1, Elementary): Understanding the Acting-Out Cycle, IRIS Center Peabody College Vanderbilt University
○ Differentiated Instruction: Maximizing the Learning of All Students
○ Bookshare: Providing Accessible Materials for Students with Print Disabilities ○ The Pre-Referral Process: Procedures for Supporting Students with Academic and Behavioral Concerns
○ Related Services: Common Supports for Students with Disabilities ○ Accommodations: Instructional and Testing Supports for Students with

Disabilities
- ○ Universal Design for Learning: Designing Learning Experiences That Engage and Challenge All Students

- ISU 6R's - Respect, ISU Liz Redd and Laticia Herkshan under the EPSCoR I-CREWS grant (March 7, 2025)
- OE Global Connect, OEWeek 2025 (March 3 - March 6) hosted by Alan Levine ● Science of Reading Week: Opening Keynote: A Conversation With Zaretta Hammond, edWeb, (March 4, 2025)
- ISU Open Education Week
  - ○ (March 3, 2025), presented by Wendy Ruchti
  - ○ (March 4, 2025), presented by Elaine Foster
  - ○ (March 6, 2025), presented by Shebi Clinger
- Alchemy's "Driving Academic Innovation: Insights, Strategies, and Future Trends" leadership panel, (February 14, 2025.)
- ISU (Re)Connecting with the 6Rs Workshop (February 7, 2025), funded under the EPSCoR I-CREWS grant
- ISU 2025 Respectful Workplace (HR) (February 25, 2025)
- NorthStar Supporting K-12 Distance Learning, Northstar Digital Literacy Assessment (February 22, 2025)
- Canva Teacher Essentials, Canva (February 16, 2025)
- (Re)Connecting with the 6Rs Workshop, ISU Liz Redd and Laticia Herkshan under the EPSCoR I-CREWS grant (February 7, 2025)
- Spillett Leadership University: Core: An Orientation to the Boys & Girls Club Movement and Child Sexual Abuse Prevention (February 03, 2025)
- Navigating the AI Assistant in GoReact (January 29, 2025)
- EmpowerEd 2 Teach with AI, (January 2025)
- ISU FERPA Training Video 01/06/2025
- ISU Canvas Faculty Essentials Modules 1 and 2, self paced 12/30/2024 ● Challenging Race & Gender Bias in Student Evaluations with Dr. Bedelia Richards 12/02/2024
- Common Sense Media: ChatGPT Foundations for K–12 Educators 11/21/2024
- Wednesday Webinar: Make an ISU Canvas Transition Plan 11/13/2024 ● ISU Wellness Self Care 11/08/2024
- Idaho Higher Education AI Alliance: Enhancing Student Engagement and Learning with AI 11/07/2024
- ISU Conflicts of Interest and Commitment 11/04/2024
- Idaho Higher Education AI Alliance: AI Drop In Session 11/04/2024 ● IEA Safeguard Your Career: Evaluation Toolkit and Idaho Code of Ethics 11/02/2024 ● Wednesday Webinar: Tools for Accessible Courses 10/30/2024
- Wednesday Webinar: Online Proctoring 10/23/2024
- Wednesday Webinar: Are Students Watching My Videos? - Panopto 10/16/2024
- ISU New Faculty Mentoring/Research - 10/16/2024
- Wednesday Webinar: ISU Pressbooks 10/10/2024

● Idaho Higher Education AI Alliance: Ethical Considerations in AI Integration, 10/04/2024 ● Wednesday Webinar:Too Many Words? Managing Longer Reading in ISU Canvas 09/25/2024
● ION Power Up Summit 09/18/2024 09/19/2024
● Control Alt Achieve: The AI Toolbox: Best AI Tools for Schools, 08/27/2024 ● Inclusive Practices to Make You a More Effective Teacher with Dr. Bedelia Richards 08/27/2024
● ISU New Faculty Orientation 08/13/2024
● 2024 Perusall Academy: Kickstart 08/05/2024, Next Level 08/07/2024, Mastery 08/09/2024 with Nolan Quella
● ISU New Faculty Human Resources Orientation- 07/30/2024
● NASA Idaho Zero Robotics Trainer
● National Writing Project Participant

VII. Presentations and Professional Speaking

Conference Presentations:

1. **Cottle, K.** (2025, September 16). Teaching as leadership: ISU Future Educators summit session. [Conference] *CSI Magic Valley Youth Leadership Summit*, Twin Falls, ID. 2. **Cottle, K.** (2025, July 30). Responsible AI: How educators shape the narrative. [Webinar] *IEA Summer Institute*, Online.
3. **Cottle, K., Sarty, N., Bobby, B., Meisner, D., & Duris, L.** (2025, August 26). AI + Idaho educators: AI tools demo webinar [Webinar]. *Idaho EcosySTEM's Educator Support Networking Group*. **https://www.youtube.com/watch?v=2hgQZhlxrKU**
4. **Cottle, K.** (2025, May 13-14). Responsible use of AI: Safety Fest of the Great Northwest on-site training. [Conference] *ISU Continuing Education and Workforce Training 2025 Safety Fest*, Pocatello, ID.
5. **Cottle, K.** (2025, April 7-12). Enhancing engagement: Leveraging Perusall to foster deep reading connections in education courses. [Webinar] *Perusall Exchange 2025*, Online. https://www.perusall.com/perusall-exchange-2025-program
6. **Cottle, K.** (2024, September 19). Leveraging artificial intelligence in out of school programs. *Idaho Out of School Network Power-Up Summit 2024*, Boise, ID.

VIII. Research and Scholarship Activities

Research Participation:

● Pinterest Educational Use Study (2025): Selected as one of six participants for targeted research study investigating educator Pinterest utilization
● ISTE GM AI Explorations Participant
● ISTE Live Presenter

IX. Grants and Funding

2025 | **WICHE OER Conference Grant** | **Western Interstate Commission for Higher Education - $100**

- Role: Principal Recipient
- Conference registration funding for 2025 Open Ed Conference, Denver, CO

2025 | **ISU OER Grant** | **Office of Academic Affairs and Open Educational Resource (OER) Committee - $1,200**

- Role: Principal Recipient
- Guidance and support for OER creation and adoption for coursework integration in College of Education: Teacher Education Services, specifically EDUC 2215

X. Professional Service and Leadership

A. University Service

- **2025-2028** | **Idaho State University Academic Standards Council** | **Voting Member**
- **2025-2026** | **Faculty Community Learning** | **Lead**
  - Working with Doug McGee and Ryan Randall on four AI sessions in Canvas
- **Fall 2025** | **College of Education Praxis Prep Kickoff Committee** | **Member** ● **September 2025** | **OPAL Committee** | **Presenter**
  - Demonstration of Perusall and NotebookLM, OER development
- **2025** | **Idaho State University Library Services** | **OER Training Development** ○ Assisted with OER training transfer from Moodle LMS to Canvas LMS with Spencer Jardine
- March 2025 **| ISU Research & Creative Works Symposium**, volunteer
- 2024 | ISU Indigenous People's Day - Registration Table Volunteer
- 2024 | CSI Transfer Fair - Information Booth
- 2024 | Experience the ISU Roar Event Twin Falls - October 9th - Information Booth

B. Professional Service

- **2025-2026** | **NEST Mentor** | **Heyburn Elementary**
  - Mentoring first-year teacher through New Educator Support and Training program
- **October 2025 |NRMERA Conference - Salt Lake City, UT**
  - Program Committee
  - Business Meeting - Voting member
- **August - October 2025** | **Idaho State Board of Education and Idaho STEM Action Center Training** | **aiEDU Facilitator**
- **Summer 2025** | **NRMERA Conference - SLC, UT**
  - Conference Proposal Reviewer

● **July 2025** | **Workshop Facilitator** | **Idaho Education Association Summer Institute**
● **Spring 2025** | **Conference Proposal Reviewer** | **ISTE ACSD AI Conference** ● ISTELive+ASCD Annual Conference Reviewer 10/30/2024-11/29/2024 ● Fall 2024| Future Educators Program Development
● Fall 2024| Idaho Out of School Network Presenter & Advisor
● Fall 2024| Belonging, Equity, and Inclusion Conference Table Host and Introductions

C. Community and Outreach Service

● **Fall 2025-Spring 2026** | **Idaho AI Catalyst Webinar Series** | **Contributor** ● **September 2025** | **Bengal Street Party** | **College of Education Marketing Volunteer** ● **April 2025** | **College of Southern Idaho - Burley STEM Night** | **Information Table Coordinator**
● **March 2025** | **IDX Judge** | **College of Southern Idaho Twin Falls**
● Fall 2024 & Spring 2025 | Idaho Education Association Session Moderator
● December 2024 | National AI Day Planning Committee
● Idaho STEM Action Center 12/04/2024 & 12/17/2024
● Twin Falls Chamber of Commerce Magic Valley Leadership Day 11/21/2024 ● Region IV Superintendent Meeting 11/19/2024
● Aspiring Educators 10/23/2024 & 11/07/2024
● Educators Rising 10/28/2024

XI. Awards and Honors

2019-2022 | **Idaho Master Educator** | **Idaho State Board of Education - $12,000 2020** |

We Are Teachers - Walgreens Recognition | **We Are Teachers/Walgreens - $500**

XII. Professional Memberships

● **Current** | **Future Educators of Idaho** (Marketing and Leadership)
● **Current** | **Northern Rocky Mountain Education Research Association (NRMERA)**
● **Current | Idaho STEM Ecosystem**
  ○ **Educator Preparation and Support Working Group**
  ○ **Idaho South East EcoSTEM**
  ○ **Maker Learning Idaho**
● **Current** | **Idaho Education Association** (Member and Workshop Facilitator) ● **Current** | **International Society for Technology in Education (ISTE) ● Current** | **Computer Science Teachers Association** (Member and Former Idaho Chapter President)
● **Current | Google Education Group - Global**

XIII. Areas of Expertise

- **Educational Technology Integration:** K-12 and higher education technology implementation
- **Artificial Intelligence in Education:** Responsible AI integration and training ● **Teacher Preparation:** Clinical supervision, mentorship, and professional development ● **Computer Science Education:** Middle school curriculum development and STEM integration
- **Educational Leadership:** Program development, assessment, and policy implementation

XIV. Skills

Educational Technology Platforms:

- LMS: Canvas, Moodle, Perusall, Google Classroom
- AI: Playlab.ai, School.ai, Indigitize.ai, NotebookLM
- PLNs: Wakelet, edWeb, aiEdu

Software and Applications:

- Microsoft Office Suite (Certified)
- Google for Education (Certified Levels 1 & 2)
- Curriculum Design Software
- Assessment and Evaluation Tools

Specialized Skills:

- Clinical supervision and evaluation
- Professional development facilitation
- Curriculum development and assessment
- Educational technology training

Kylee Guthrie

Elementary Principal

Skills

Instructional Expertise, Assessment and Data, Analysis, Instructional Leadership, Stakeholder Collaboration, Project Management and Organization, Analytical Thinking and Problem Solving

I am pleased to introduce myself as an interested candidate for the curriculum review committee for the Idaho State Department of Education. With nearly 11 years of experience in education both as a teacher and as an administrator, I feel that I would be a valuable addition to your curriculum review committee.

Experience

Elementary Principal, Elementary Teacher with Literacy Endorsement, Migrant Teacher, WIDA Assessment Coordinator and Administrator

Boundary County School District 101/Principal

August 2021-Present, Bonners Ferry, ID.

½ Principal, ½ time Title 1 Teacher

Boundary County School District/Teacher

August 2016-Present, Bonners Ferry, ID.

2 years in third grade, 2 years in second grade, 5 years as a half time Title 1 teacher.

Plummer-Worley School District/Teacher

August 2015-June 2016, Plummer, ID.

1 year as a first-grade teacher.

Education

Grand Canyon University/Masters of Educational Leadership

December 2017-June 2019, ONLINE

Graduated with a 4.0. Completed internship and passed AEPA assessment.

Lewis Clark State College/Bachelor's of Science – Elementary Education

September 2009-June 2015, Lewiston, ID.

Completed coursework and student teaching internships in kindergarten and third grade in Lapwai, ID. And Asotin, WA.

CHRISTINE E. STEELE, M.A., NBCT

EDUCATION

Master of Science, Educational Leadership. Western Governors University, Salt Lake City, UT 2024

Master of Arts in Teaching. Willamette University, Salem, OR 2003

Endorsements: Language Arts, Social Studies, English for Speakers of Other Languages

Certifications: High School and Middle Level Education

Idaho Teaching License: Standard Secondary, expires 8/2026

Idaho Administation License: Alternate Authorization, expires 8/2026

National Board Certified Teacher, 2008

Bachelor of Science. Multnomah University, Portland, OR 1999 G.P.A.: 3.49

RELATED PROFESSIONAL EXPERIENCE

Assistant Principal. Middleton Academy, Middleton, ID 2023 - present.

- Create and lead middle school behavior program
- Coordinate and lead professional development
- Handle middle and high school discipline
- Work with counselor to create master schedule
- Lead Community School grant programs
- Assist with curriculum adoption annually
- Supervise and evaluate teachers

Teacher. Middleton Academy, Middleton, ID 2016 – 2023.

- Teach grades 9 – 12 Social Studies, English classes.
- Assist with Professional Development for staff
- Coordinate state Citizenship exams.
- Department Head
- Testing Coordinator

- MTSS co-lead

Teacher. Success Alternative High School, Woodburn, OR 2008-2016
- Taught grades 6-12 Language Arts, State Test prep for reading and writing, Social Studies courses.
- Essential Skills coordinator and scorer for Reading and Writing. District lead teacher for Language Arts Essential Skills.
- Taught Humanities credit recovery courses at the main high school campus.
- Coordinated high school summer school for the district, including Essential Skills, online credit recovery, and freshman credit recovery classes.
- Lead scheduler and transcript recorder during 2015-2016 school year.

Teacher. Greenacres Middle School, Bossier City, LA 2004-2008
- Fully certified to teach Read 180 through Scholastic's training program.
- Taught sixth grade English and Reading in a block setting, effectively integrating the Comprehensive Curriculum.
- Completed InTech training and successfully implemented technology using computers and projector.
- Taught in after school program as well as the Saturday detention program sponsored by the Bossier Police Jury.

Teacher. Bossier Parish Summer School, summers 2005-2007
- Taught English to combination classes for grades 6-8.
- Managed classes with students from throughout the parish productively.

Teacher. Linwood Middle School, Shreveport, LA 2003-2004
- Taught seventh grade English
- Participated in Ruby Payne "Understanding Poverty" faculty book study
- Completed SIM training, Four Square training, Higher-Order Thinking, and classroom management in-services

ACTIVITIES

Participated in Idaho Coaching Network Cohort 6.
Served as Student Council Advisor for two and a half years.
Served on Curriculum Adoption Committee.
Served as a Technology Coach in the district.
Served on the Woodburn Evaluation Steering Committee.
Attended the National Title I Conference in 2014.
Attended the National Alternative Education Association Conference in 2014, 2016 and 2021.
Completed all forecasting and school scheduling for five years; assisted the counselor in that area for his three-year tenure.
Yearbook coordinator at Success for three years.
Pep Squad co-sponsor at Greenacres.
Sponsored Blue Ribbons at Greenacres for two years.

Holly Allen
Surgical Account Manager| Healthcare Administration | Strategic Growth & Compliance

---

Contact Information

Professional Summary

Results-driven ophthalmic healthcare operations executive with a proven track record in surgical center development and ophthalmology practice administration. Expertise in financial management, contract negotiation, regulatory compliance, staff leadership, and business growth. Passionate about optimizing patient care and operational efficiency through strategic planning and innovation.

Professional Experience

Bausch & Lomb (Global Corporation) - Surgical Account Manager, Pacific Northwest (June 2025- Present)

- Currently managing 120+ ophthalmic surgical accounts for cataract surgeons.
- Provide intraocular lens support in the operating rooms of privately owned surgery centers and commercially owned hospitals.
- I live in Rexburg but travel bi-monthly to Boise and Salt Lake City for account management.

Henry's Fork Surgery Center – Administrator (2020–June 2025)

- Led the design, construction, and CMS accreditation of an ophthalmic ambulatory surgical center, which opened in 2021.
- Optimized financial operations, achieving over 50% profitability growth in the first three years and 20% last year and into a multi-million-dollar facility. Due to this success, two additional centers are under construction in Idaho Falls and Chubbuck, Idaho.
- Negotiated and secured vendor contracts with Bausch + Lomb, Dutch Ophthalmic, McKesson, and Cardinal Health.
- Built and maintained strong relationships with ophthalmic surgery centers, clinics, and providers to enhance collaboration.
- Oversaw compliance, staff management, and administrative operations to ensure efficiency and regulatory adherence.

- Negotiated multiple carrier contracts, securing an average 10% increase in facility reimbursement—most notably with Blue Cross of Idaho and Cigna.
- Successfully trained two Directors of Nursing.
- Led hiring, onboarding, and training for all staff.

Premier Eye Care of Eastern Idaho – Office Manager (Rexburg Branch) (2021–2025)

- Supervise and train all staff, including the lead technician, surgery scheduling, billing, and front and back office teams.
- Oversee daily clinic operations, ensuring efficiency in patient experience and provider scheduling for seamless clinic and surgery coordination.
- Manage financial and administrative processes to improve operational performance and patient care.
- Advised and trained the current CEO of Premier Eye Care and continue to mentor leadership in clinic operations, financial management, patient satisfaction, and primary care physician relationships.

Joshua R. Fullmer, M.D., Ophthalmology – Office Manager (2016–2021)

- Transformed an underperforming single-provider clinic into a multi-million-dollar practice and surgery center within four years by optimizing business operations, billing, and staff management.
- Directed all administrative functions, including HR, medical billing & coding, and financial oversight.
- Improved workflow and patient satisfaction by streamlining clinic operations.

Century 21 High Desert Realty – Licensed Idaho Realtor & Sales Associate (2007–Present)

- Member of a top-producing real estate team, consistently achieving multi-million-dollar sales in residential and commercial properties.
- Successfully negotiated and closed high-value transactions, ensuring client satisfaction and business growth.
- Developed strong market expertise, guiding buyers and sellers through complex real estate processes.
- Built and maintained a robust client network, leveraging strong communication and negotiation skills.

Eastern Idaho Public Health – ***Program Planner & Senior Health Educator (2015–2016)***

- Designed an Ebola response plan and partnered with the CDC on emergency preparedness initiatives.

Education

🎓 **Idaho State University, Pocatello, ID**
Master of Health Education (2011 - 2013, High Honors)

🎓 **BYU-Idaho, Rexburg, ID**
Bachelor of Science (2009 - 2011, High Honors)

Leadership & Board Positions

Madison School District 321 – *Vice Chair, Board of Trustees (2016–Present)*

- Elected for three consecutive terms, driving policy decisions and educational improvements.

Idaho Association of Ambulatory Surgical Centers – *Board Member at Large (2022–2025)*

- Advocate for statewide advancements in ambulatory surgical care.

Community Engagement & Volunteer Work

Yellowstone Cup Soccer Tournament – *Founder & Director (2014–Present)*

- Established Idaho's first No Sunday Play tournament, contributing $20M+ annually to the local economy.

Upper Valley Soccer Foundation – *President (2024–2025)*

- Developed and expanded year-round affordable soccer programs for youth athletes.

Madison High School Girls Soccer – *Strength & Conditioning Coach (2019–Present)*

- Train varsity and JV soccer teams to enhance athletic performance and injury prevention.

Core Competencies

✅ Healthcare Administration & Compliance
✅ Surgical Center Operations
✅ Financial & Contract Management
✅ Staff Leadership & Development
✅ Patient Experience & Quality Improvement

✅ Emergency Preparedness & Public Health
✅ Strategic Planning & Business Growth

April T Giauque

SUMMARY OF QUALIFICATIONS

- **Leadership in District: Twin Falls School District, Transition Team Lead for 3 years.**
- **Leadership in the Classroom:** directing four para-educators for four years, coordinating billing, planning, and schedules.
- **Enthusiastic, Creative, and Passionate Educator**: Founding Parent of Spectrum Academy – an autism-specialized Charter School. Mother of nine children: four children with Autism Spectrum Disorders and two deaf, one of whom also has Autism.
- **Dedicated and Devoted Parent:** Mother of nine children; four on the Autism Spectrum, and two who are deaf. Learned ASL for my deaf daughters and teach my family members so that communication can continue.
- **Experienced Educator.** State licensed for 18 years. Over **19 years** of teaching students with Autism Spectrum Disorders. Over 650 hours of training teachers on how to manage and educate children with Autism Spectrum Disorders. Over 700 hours of educating parents and other community members.
- **Published Author: Pinpoints of Light: Escaping the Abyss of Abuse,** Story of Survival from Domestic Violence. Refer to Amazon, Barnes & Noble, and Goodreads for book information.
- **Developer of Social Skills Curriculum:** Developed Social Skills Curriculum: "Building Advanced Social Education" (The **BASE**). The curriculum is designed to help students with Autism Spectrum Disorders who struggle socially and have behavioral needs.

EDUCATION

2024	**Idaho Teacher Certification, current**	Boise, Idaho
2017	**Texas Teacher Certification**	Austin, Texas
2015-July 2015	**Davis Applied Technology College (DATC)** ASL/Interpreter program	Kaysville, Utah
2014	**Crisis Prevention Intervention Training**	CPI Institute UPDC Salt Lake City, Utah
2014	**UMTA: Utah Mentor Teacher Academy**	Salt Lake City, Utah
2009	**Level 2 Teacher Certified**	USOE
2008	**Utah Teacher Certification (K-12); Special Education**	Spectrum Academy North Salt Lake, Utah
2006	**Special Education, M.Ed./SPE** Emphasis: Educational Instruction	University of Phoenix Salt Lake City, Utah
1998	**English and Physical Education, B.S.**	Weber State University Ogden, Utah

TEACHING EXPERIENCE

2025-Current **BridgE Special Education Teacher,** **Idaho School Deaf/Blind**

- Developed Cooking/Culinary Programs for Transition Students to increase independence skills
- Teach Social Skills for Deaf Students on the Autism Spectrum
- Teach Employment, adult living skills, and leisure/social/recreation skills to Deaf Adults
- Developed curriculum and programs designed to support Deaf Adults on the Autism Spectrum
- Perform Work Observations at multiple off-campus worksites for Deaf Adults
- Developing business relationships with businesses in Gooding and Twin Falls, Idaho
- Prepared Individual Education Plans (IEPs) and monitored weekly progress towards students' goals, aligning with Content Standards.

2021-2025 IERC Special Education Teacher, Canyon Ridge High School

- Developed/gathered the following Curriculum: Math for Life, Transition Skills for Life. Language for Life, Social Skills for Life, Science for Life, Communication for Life
- Prepared students for independent living, employment, and post-secondary education
- Developed curriculum and programs designed to support student needs in all 14 categories of Special Education with an emphasis on Autism Spectrum Disorders.
- Developed and designed schedules to help maximize learning in small group settings for students with special needs
- Social Skills for students with behavioral needs and social connections
- Prepared Individual Education Plans (IEPs) and monitored weekly progress towards students' goals, aligning with Content Standards.
-

2015-2021 Transition Specialist, Texas School for the Deaf

- Developed Cooking/Culinary Programs for Transition Students to increase independence skills
- Teach Social Skills for Deaf Students on the Autism Spectrum
- Teach Employment, adult living skills, and leisure/social/recreation skills to Deaf Adults on
- Developed curriculum and programs designed to support Deaf Adults on the Autism Spectrum
- Perform Work Observations at multiple off-campus worksites for Deaf Adults
- Developed Safety Assessments for independent living skills
- Prepared Individual Education Plans (IEPs) and monitored weekly progress towards students' goals.

2014-2015 Special Education Teacher/Coordinator, Pacific Heritage Academy

- Facilitated and taught resource classes for 71 students, grades K-8^{t,h} with multiple Special Education Classifications: SLD, ID, SLI, AU, and HOI, teaching the students Math, writing, and Reading/Language Arts.
- Teach Social Skills to Students on the Autism Spectrum Using the Curriculum I Developed: BASE.
- Developed and designed a social skills curriculum called **Building Advanced Social Education: BASE**
- Developed teaching schedule and oversaw three other Paraprofessionals who assisted in teaching the 71 students with Special Education.
- Updated out-of-compliance IEP files, completed UPIPS reports, and APR Determination goals.
- Coordinated IEP team meetings, wrote 71 IEPs, and aligned with Content Standards.
- Taught Professional Development courses for General Education teachers to understand their role in the General Education setting in Special Education.
- Wrote FUBA's, Behavior Intervention Plans, and Safety plans
- Certified Trainer for Crisis Prevention Intervention, and performed three different pieces of training for the staff at Pacific Heritage Academy.

2013-2014 Second Grade Teacher, Spectrum Academy
North Salt Lake, UT

- Developed & Piloted Standardized IEP Data Tracking System for Spectrum Academy
- Developed & Piloted Data-Driven Instruction tracking systems for teachers at Spectrum Academy
- Developed grades K-5 & Piloted Standards-Based Grading for Spectrum Academy
- Implemented New Behavior Supports for students (CHAMPS) system for grades K-2
- LEA for IEP for both Secondary and Elementary School Spectrum Academy
- Teacher Mentor for 15 teachers K-5
- Recorded and maintained On Track Professional Development Points for all Certified Teachers, K-12 Spectrum Academy
- Facilitated five classes of 17 students each with ASD diagnosis for grade 2 in subjects of Math, Language Arts, Reading specialist, Science, Social Studies, Social Skills, Art, Music, and PE

2012 – 2013 **Transition Specialist/ Teacher Mentor/ Administration** **Spectrum Academy**
North Salt Lake, UT

- Developed the Occupational Course of Study
- Developed a secondary High School Diploma Option for students not on the Traditional Academic Track
- Developed Transitional screening for students applying for the OCS
- Presented proposals for High School Diploma at Board Meetings
- Maintains close communication with USOE, other Districts, and Charter schools to help mentor and improve Transition programs throughout the State of Utah for students with ASD
- Teacher Mentor for 15 teachers, K-5
- LEA for IEP at both the Secondary and Elementary School Spectrum Academy
- Assistant to Principal: gave support in Professional Development, PLC team leadership, CSI meetings, BIP planning, disciplinary measures, LEA compliance with Special Ed law, and other supportive roles as needed

2006 – 2012 **ELEMENTARY SCHOOL, 5th Grade Teacher** **Spectrum Academy**
North Salt Lake, UT

- Facilitated five classes of 15 students with ASD diagnosis for grades 3-7 in Math, Language Arts, Science, Social Studies, and Social Skills.
- Utilized multiple assessments in compliance with district and state requirements. Contributed to a significant **increase in student performance** on standardized testing.
- Used innovative methods and materials, including cooperative learning, thematic instruction, modification, adaptation, and differentiated curriculum.
- Prepared Individual Education Plans (IEPs) and monitored weekly progress towards students' goals.
- Ensured compliance with laws, regulations, rules, and policies prescribed by the Charter school, Spectrum Academy

2003-2005 **Physical Education/Tumbling Instructor,** **Northern Utah Autism Program**
Ogden UT

- Facilitated 24 children diagnosed with Autism Spectrum Disorders, ages 3-5 years old, in physical movements, balance coordination, and Occupational therapy play.
- Used innovative and researched methods that allowed children to maintain control over their emotional energy through physical movements.

1992-1995 **Tumbling and Cheerleading Instructor,** **United Spirit Association**
Longbeach CA

- Instructed 75-100 students in cheerleading and tumbling skills
- Instructed the students in team building and goal-setting skills
- Used management strategies to help instruct and teach these skills in both small group and large group settings.

CURRICULUM DEVELOPMENT EXPERIENCE

2025-Current **Transition Curriculum for BridgE program at IESDB/ISDB**
2023-2025 **Expanded the IERC program:** two campuses, created lesson plans for both programs
2021-2025 **Transition Curriculum IERC Program in TFSD program: Math for Life, Transition Skills for Life. Language for Life, Social Skills for Life, Science for Life, Communication for Life**
2019 **Transition ACCESS Curriculum development for the Budget for Life Program**
2019 **Transition ACCESS Curriculum development for the Culinary Skills Program**
2018 **Transition ACCESS Teacher of the Year**
2017 **Transition ACCESS Curriculum development for Employment skills**
2016 **Transition ACCESS Team Adult Living Skills: Home Safety Committee**
Developed 12+ Home Safety Assessments with measurable outcomes for students to increase their independent living skills for a team of 70.
2014 **The BASE: Building Advanced Social Education—**See Summary Statement**

Developed a K-12 social skills curriculum to help students with Autism Spectrum Disorder. The Curriculum is designed to teach students the necessary skills to interact with the social world. By following this curriculum in your classroom, your students will learn how to initiate, communicate, respond, interpret, and understand the many facets of social communication.

2006 – 2014 **Community Educator.**

"Parent Empowerment Nights" – Developed a parent training course for parents of Children with Autism Spectrum Disorders. Increased parental involvement by providing targeted feedback during regular consultation.

"Captain and Commander of the ASD Classroom" – Ten classroom strategies that help your students with Autism, Asperger's function. Trained teachers on special education techniques and strategies specific to Autism Spectrum Disorders.

2006 - 2014 **Instructional and Administration Leader** for the Spectrum Academy teacher Training/mentor program. Training new teachers to understand how to optimize classroom management, curriculum adaptations, and accommodations for individual students.

2007 **'Social Science Investigation'** – Co-developed a K-12 social science curriculum used for five years. The curriculum is centered on literature, comparing characters and their social traits to help students with Autism/Asperger's learn to interact with others appropriately. The curriculum allows students to interact, role-play, and record their data through literature and activities.

PUBLIC SPEAKING & CONFERENCES

2021 May	Thrive Special Families Podcast with Crystal Standford
2021 Apr	Radical Vision Podcast with Brian Wagner
2019 Jun	ESC Region 12 "Social & Emotional Learning for All Abilities" WACO, TX
2019 Jun	International Day of Prayer "Domestic Violence Awareness" WA DC
2019 Apr	Pleasant Grove Women's Conference "Beacon of Light" Pleasant Grove, UT
2019 Apr	UVU Domestic Violence Conference "Supporter's Toolkit" Orem, UT
2019 Feb	Transitional Conference of Texas "Social & Emotional Learning for All Abilities
2018 Oct	Igniting Souls Conference "Pinpoints of Light" Columbu,s OH
2018 Aug	Texas Autism Conference: "Power of Stories and Inclusion." San Marcos TX
2018 July	Conference of Mathematics Teachers: "Inclusion; Who's In?" Houston TX
2018 June	Milestone Autism Conference; "Piecing our Story Together." Cleveland OH
2018 June	Utah Charter School Conference; "Power of Stories." "Inclusion," Layto,n UT
2018 May	UVU Domestic Violence Conference; **"Pinpoints of Light"** Orem, UT
2018 April	Celebrating Family Conference: "Piecing our Story together." Kyle TX
2018 April	Breaking Barriers Conference; "The Power of Stories." Redmond Oregon
2018 Jan	Family 2 Family Network: "Inclusion Classrooms: Got Social Skills?"
2017 Oct	NCTM: National Council of Teachers of Mathematics "Inclusion classroom: Who's In?"
2017 July	CAMT: Conference for the Advancement of Mathematics Teaching "Inclusion Strategies for Making it Work."
2017 June	Utah School for the Deaf & Blind: Parent-Infant Program "Superhero Parents!"
2017 June	Utah Charter Conference "Inclusion: Strategies for Making it .Work"
2017 Jan	Family to Family Conference, Houston, TX

	"Social Stories"
2016 Nov	**KEYNOTE** Speaker for 20th Annual Safe Harbor Crisis Center "Pinpoints of Light: Story of **Surviving Abuse** while **Raising Children** on the **Autism Spectrum**"
2014 June	Utah Charter Conference: *Writing Solutions for Struggling Writers*
2013 June	Utah Deaf Summit: Parent Panel
2012 April	Utah Autism Conference: *Social Skills and Literature*
2011 April	Utah Autism Conference: *Motivation: to sink or Swim*
2010 November	Autism Conference: *Accommodations in the classroom; Social Scene Investigation*
2010 October	Early Childhood Education Conference: *Literature and Social Skills*
2009 November	Autism Conference: *Social Scene Investigating*
2009 August	Preparing Teachers: *Reading Training and Character Building*
2008 November	Autism Spotlight Conference: *SSI: Searching the Social Scene for Clues*
2008 February	Autism/Asperger's Education Conference: *Master and Commander: Ten Strategies to tame your Classroom*

PUBLICATION

2020 June	*Out of Darkness: Find, Fuel, and Live in Your Light* My healing journey from DV
2018 November	*Pinpoints of Light: Escaping the Abyss of Abuse* My survival story from DV
2018 October	Article Published on Church of Jesus Christ of Latter-day Saints Domestic Violence Website
2018 May Cleveland	Milestone Conference Mother's Day Article
2017 Fall Publication	Lone Star: *Deaf Day of Service!*
2011 August	Ensign: *Garrett was God's Child First*
2011 September	Autism Digest: *Perspective. What do you see?*
	Autism Digest: *To Sink or Swim*
2011 November	Autism Digest: *Perspective-Taking*

SCHENLLY COOPER

SECONDARY EDUCATOR AND INSTRUCTIONAL MATERIALS SPECIALIST

CONTACT

[redacted]

PROFESSIONAL SUMMARY

Certified Idaho ELA educator with experience in curriculum design, standards alignment, data-driven instruction, and instructional material evaluation. Experienced in collaborative review processes, accessibility-focused curriculum adaptation, and alignment to state content standards.

SKILLS

Curriculum Design & Standards Alignment
Data-Driven Instruction
Collaboration & Leadership
Differentiation & Accessibility
Professional Development & State Engagement
Communication & Advocacy

EDUCATION

Grand Canyon University
April, 2017 with Honors: Cum Laude
BS in Secondary Education
Single Subject Credential in English

RELEVANT PROFESSIONAL EXPERIENCE

9–11 Grade ELA Teacher, Behavior Solutions Committee Member, & BEA Union Representative
Hillcrest High School | Aug 2023 – Dec 2025 (Current)

- Provide standards-aligned instruction in secondary ELA with **IN FOCUS social-emotional learning (SEL)** fostering critical thinking, discourse, and student advocacy**.**
- Serve on the Behavior Solutions Committee, contributing to equitable and effective school-wide practices.
- Represent faculty as a BEA Union Representative, supporting professional collaboration and policy communication.
- Participated in the **Boise Writing Project / Idaho Educators Conference**, focused on fostering student engagement and academic success.
- Utilize digital learning platforms including **Google Classroom, Schoology, and PowerSchool** to support instruction and assessment.
- Currently enrolled in **Idaho Educational Law training** to deepen understanding of state policy, compliance, and instructional governance.

7th Grade ELA Teacher & Sunshine Committee Lead
Rigby Middle School | Aug 2020 – June 2023

- Designed six standards-aligned instructional units using **Rigorous Curriculum Design (RCD).**
- Analyzed student data and created PLC data boards to improve instructional outcomes.
- Collaborated in PLCs to align curriculum, assessment, and instruction.
- Implemented **SOAR/CORE SEL curriculum** and state assessment preparation.

- Experienced with **ISAT Portal**, PowerSchool, Schoology, and Microsoft 365.
- Completed professional learning through the **Idaho Humanities Council (Civil Discourse Course)**.
- Led staff culture and faculty engagement initiatives.

7th/8th Grade ELA & Computer Science Teacher
Donald J. Hobbs Middle School | Aug 2019 – May 2021

- Developed curriculum for blended and hybrid learning environments.
- Adapted instructional materials for IEP, 504, and ESL learners.
- Administered state-aligned benchmark assessments **(STAR, ISAT prep)**.
- Collaborated with counselors, families, and instructional teams to improve student achievement.

Secondary English Teacher (Grades 9–12)
College Park High School | Aug 2017 – June 2019

- Routinely collaborated with mentor teachers and actively participated in constructing meaning focus groups to provide inclusive classroom instruction for English language learners.
- Developed, administered, and corrected formative and summative assessments in a timely manner. ·
- Managed classroom, coursework, and materials between 4 different classrooms.
- Successfully coordinated field trip to San Francisco Public Library using public transportation

Lynette Leonard

Professional Summary

STEM education/Library leader and parent with extensive experience designing and implementing innovative programs that expand access to high-quality STEM learning. Proven expertise in building regional partnerships, securing competitive funding, and leading initiatives that strengthen community engagement and career-connected learning. Skilled in convening diverse stakeholders, aligning local efforts with statewide priorities, and driving measurable outcomes. Passionate about advancing equity in education, empowering learners of all ages through collaborative, future-focused initiatives and Idaho State Standards.

EXPERIENCE

Librarian / STEM SmartLab Facilitator
Southside Elementary – Cocolalla, ID | Nov 2016 – Present

- Aligned library resources, STEM activities, and instructional support with Idaho Content Standards to enhance student learning across multiple subject areas.
- Collaborated with teachers to design and implement PBL units that integrated multiple Idaho Content Standards from various disciplines, ensuring rigorous, cross-curricular learning experiences.
- Managed school library resources with high attention to detail, including cataloging, maintaining, and updating collections to ensure accuracy and alignment with academic goals.
- Served as Testing Coordinator, collecting, verifying, and reporting data with precision to meet district, state, and federal compliance standards.
- Managed multiple grants and budgets, maintaining accurate financial records and monitoring expenditures to ensure transparency and accountability.
- Developed and facilitated hands-on STEM programs, applying Idaho content standards, data-driven planning and consistent documentation to track participation, outcomes, and program effectiveness.
- Built and maintained partnerships with local businesses, nonprofits, and educational organizations, demonstrating strong communication, reliability, and independent project management skills.
- Secured full funding for Idaho's first STEM SmartLab through grant writing and coordination efforts, using organized data tracking and detailed documentation for funders and stakeholders.
- Led community outreach initiatives and events, gathering feedback and recording engagement metrics to guide future planning and improve access to STEM opportunities.

SKILLS

- Data Collection & Verification
- Detail-Oriented Record Keeping
- Data Analysis & Reporting

- Participated in regional and national STEM networks, analyzing and sharing actionable data, trends, and best practices to support statewide STEM improvement.
- Served on school and district leadership committees, using analytical skills and thorough documentation to support policy recommendations and STEM-related decision-making.
- Advised and coached STEM Teams and Student Ambassadors, incorporating regular data collection, performance tracking, and progress reporting to foster leadership and program growth.

Camp Invention Director
National Inventors Hall of Fame – Sagle, ID | Seasonal 2024, 2025

- Directed daily operations of STEM camps, coordinating cross-functional teams to deliver high-quality learning experiences.
- Trained and mentored instructors, fostering professional development and collaborative leadership.
- Maintained program evaluation data to inform continuous improvement and strategic decision-making.

Field Instructor
Sole – Sandpoint, ID | Jun 2014 – Sep 2016

- Designed experiential learning programs integrating STEM and outdoor education for K–12 students.
- Cultivated partnerships with local organizations to strengthen program offerings and community impact.
- Collaborated with educators to ensure alignment with academic standards and regional educational priorities.

Day Camp Director
Boys Scouts of America – Inland NW Region | Jun 2016 – Aug 2019

- Oversaw multiple camp programs, developing age-appropriate STEM and leadership activities.
- Built cross-sector collaborations to enhance learning experiences and expand community engagement.
- Evaluated program outcomes and used data to inform strategic program adjustments.

Paraprofessional
Southside Elementary – Cocolalla, ID | Oct 2014 – Nov 2016

- Supported diverse learners through tailored instruction, assessments, and community-building initiatives.

- Technology Proficiency (databases, digital tools, assessment systems)
- Independent & Self-Directed Work
- Team Collaboration & Communication
- Budget & Grant Management
- Program/ curriculum Development & Implementation
- Inventory & Resource Management
- Problem Solving & Troubleshooting
- Customer/Client Service & Professional Communication
- Partnership & Stakeholder Coordination
- Organizational & Time-Management Skills
- Accuracy in Documentation
- Reliability & Strong Work Ethic

AWARDS/ ACCOMPLISHMENTS

2019 INDEEDS-STEM Educator Award

2020 Spearheaded efforts that led to initial STEM

- Collaborated with multidisciplinary teams to improve student outcomes and implement inclusive practices.
- Ensured student learning experiences met Idaho Content Standards across multiple subject areas.

Preschool / Daycare Provider
Leonard Preschool – Creedmoor, US | Feb 2010 – Aug 2013

- Developed early STEM curricula fostering cognitive and social development.
- Maintained compliance with regulatory standards while delivering innovative, hands-on learning experiences.

Student Services Secretary
Weber School District – Ogden, UT | Aug 1995 – Aug 2001

- Managed data systems and grant-supported programs, ensuring compliance and contributing to district educational initiatives.
- Built partnerships with community organizations to strengthen district-wide programs and student services.

School Certification for the Southside Elementary

2020 Spearheaded imitative to bring Idaho First STEM Smartlab

2025 Spearheaded efforts that led to recertification of STEM School Designation for Southside Elementary

EDUCATION
Bachelors of Science-Family Studies
Weber State University
1993 - 1998

CERTIFICATES
NC Environmental Ed Certificate
Master Naturalist

References

Taushina Wilson

Vocational Rehabilitation Counselor

WORK EXPERIENCE

Nez Perce Tribe – Lapwai, ID *2023 - Present*
Vocational Rehabilitation Counselor (*August 2024 – Present*)
Vocational Rehabilitation Specialist (*March 2023 – August 2024*)

- Provide employment counseling and planning for Native Americans who have a documented disability.
- Complete intake interviews, eligibility determination, development of an employment plan (IPE), needs assessment.
- Case management, both physical files and electronic files.
- Time management.
- Basic office environment tasks: data entry, filing, answering the phone, scheduling.
- Maintain an extremely high level of confidentiality.
- Maintain the NPTVRS Facebook page, with event updates, staffing and all things pertinent to NPTVRS.
- 75 hours of transition class in Lapwai High School.

Nimiipuu Health Optometry – Lapwai, Idaho *2020 - 2023*
Optician/Optometry Technician/Receptionist, 2.5 year

- Dispense glasses to patients. Order glasses while maintaining a high level of accuracy when placing the orders. Repair glasses using optical tools.
- Process payments; over-the-phone and in person.
- Process referrals to outside optometry offices. Follow-up on referrals that were sent out. Request exam notes from outside offices.
- Track glasses inventory with Microsoft Excel. Check email communication daily with Outlook.
- Uphold HIPPA standards. Schedule appointments.
- Triage potential urgent patients.
- "Work up" patients prior to their exam with the doctor, this includes several different ocular tests and starting and modifying the doctor's exam note and carrying over all pertinent information from previous exams, if there were any.
- Attend meetings on Provider's behalf, take thorough notes, and submit those notes in a timely manner.

Nez Perce Tribe – Lapwai, Idaho *2019 - 2020*
Payroll Clerk, 1 year

- Overseen payroll for several departments within the Nez Perce Tribe using Microsoft Excel Process various payroll deductions. Departments were strategically categorized and organized using Microsoft Excel.
- Accounts payable.
- Process bonus checks, per-cap checks for tribal members.

CaptionCall – Meridian, Idaho *2016 - 2019*
Captioning Agent, 3 years
- Provide excellent customer service by dictating/captioning a variety of conversational topics verbatim.
- Maintain a high level of dictation speed and accuracy.
- Maintain strict consumer confidentiality.
- Complete other duties and projects as assigned.
- Basic computer skills including knowledge of MS Windows.
- Several awards for perfect attendance and high scoring accuracy on calls.

Preferred Community Homes – Boise, Idaho
Resident Assistant/CNA, 7 years *2008 – 2015*
- Assist residents in activities of daily living.
- Count and keep an accurate record of the medications.
- Distribute medications to residents at the correct time and correct dosage.
- Basic housekeeping.
- Encourage the residents to work through their programs and encourage independence.

EDUCATION

Northwest Indian College – Lapwai, Idaho *2023 – Current*
Bachelor of Arts in Community Advocates and Responsive Education in Human Services with a concentration in Tribal Vocational Rehabilitation
- Expected graduation date, 2025
- 4.0 Accumulative GPA
- Tribal Vocational Rehabilitation Certificate awarded on June 21, 2024.

College of Western Idaho – Nampa, Idaho *2012 - 2019*
Associates in Liberal Arts
- Graduated in May 2019.
- Phi Theta Kappa Honor Society for maintaining a 3.5 GPA and higher.

Indian Bible College – Flagstaff, Arizona *2004 – 2007*
Associates in Biblical Studies
- Held various roles in student government, including student body president.
- Coordinate service projects to various Native communities across the U.S.

AWARDS/HONORS
- Phi Theta Kappa Honor Society for maintaining a 3.5 GPA or higher.
- Several awards for perfect attendance while from employers.

SKILLS
- Motivational Interviewing
- Case Management
- Cultural Competency
- ARK Software
- Microsoft Excel / Outlook / Word
- Social Media Communications

PROFESSIONAL Involvement

Consortia of Native Americans in Rehabilitation, Inc. bylaws Committee since December 2023.

- We scrutinize and combine our critical thinking and editing to improve our current policies and procedures.

BOISE STATE UNIVERSITY

SUBJECT

Bachelor of Science in Health Science and Online Program Fee in Lieu of Tuition

APPLICABLE STATUTE, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes a Bachelor of Science (BS) in Health Science to be offered utilizing an online program fee in lieu of tuition. This degree will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

The proposed program is the fully online version of the highly successful BS in Health Studies program, which had 791 declared majors as of fall 2025. The new BS in Health Science program will equip students with the skills needed to pursue both clinical and non-clinical careers, grounded in a strong foundation in health sciences. Students will examine healthcare services and systems, as well as collaborative strategies essential to improving the health of patients and communities, while maintaining flexibility to pursue a broad range of interests within the field of health science.

IMPACT

According to the Occupational Outlook Handbook, overall employment in healthcare occupations is projected to grow much faster than the average for all occupations from 2024 to 2034. About 1.9 million openings are projected each year, on average, in these occupations due to employment growth and the need to replace workers who leave the occupations permanently. Rural communities, like those in Idaho, are particularly prone to healthcare workforce shortages.

The on-campus version (BS in Health Studies) of this degree has long been a flexible, general health degree that provides an attainable and valuable bachelor's option for students interested in graduate clinical programs and general areas of health, working health professionals that seek a more advanced degree, and students who start a clinical pathway and choose another route along the way. The new BS in Health Studies program will be beneficial in providing an additional option for our online students, transfer students, and rural communities throughout Idaho. This program will serve as a critical pipeline to fulfill the need for more clinical staff and healthcare support staff in Idaho and the country.

The program's overall size will be scaled to demand, with new instructional costs at the 40-student threshold. Classes are currently available online for our certificate programs, and no new instructional costs are expected to be incurred until FY 27.

The student fee will be in accordance with the Online Program Fee as defined in

the Board Policy V.R.,3.b.ii. The price-point of $395 for the proposed online certificate aligns with the majority of Boise State University's undergraduate online programs.

The program will rely predominantly on existing departmental resources and currently offered courses. Existing administrative staff in the School of Public and Population Health will support early stages with plans to transition to permanent staff positions as enrollment grows and revenue increases. Instructional costs are expected to be minimal, relying on existing courses with sufficient capacity. The program budget includes potential costs for adjunct instructors, if needed. Expenditures are expected to be $122,503-$230,570 over a four-year period.

ATTACHMENTS

Attachment 1 – Bachelor of Science in Health Science Short Proposal and Budget

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed program is consistent with Boise State's Three-Year Plan for Delivery of Academic Programs for implementation in Fall 2026 (see Attachment 2). Based on the information provided, adding an online, BS in Health Science under the existing BS in Health Studies will better serve transfer students, rural learners, and other non-traditional populations. The online BS mirrors the same 120-credit requirements as the on-campus degree, however, provides greater general-education flexibility to ensure course availability online. The distinct name "BS in Health Science" will help differentiate the online program from the on-campus BS in Health Studies and will reduce student confusion.

Boise State's request to assess an online program fee of $395 per credit for the BS in Health Science aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on January 29, 2026, and to the Instruction, Research, and Student Affairs on April 2, 2026. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge an online program fee of $395 per credit in lieu of tuition for the online Bachelor of Science in Health Science, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Short Proposal Form

Academic / Career Technical Programs

Institutional Tracking No.							
Date of Proposal Submission:	January 26, 2026						
Name of Institution:	Boise State University						
Name of College, School, or Division:	College of Health Sciences						
Name of Department(s):	School of Public and Population Health						
Proposed Program Title or Name of Instructional/Administrative Unit:	Bachelor of Science in Health Science						
CIP code or Modification of CIP Code:	51.9999						
Method of Delivery: Indicate percentage		On campus		Hybrid (____%)	x	Online (100%)	
Implementation Date:	Fall 2026						
Geographical Delivery:	Location(s)	Boise			Region(s)	III	

Is this program or certificate listed in the most recent approved Three-Year Plan?		Yes	x	No (off-cycle request required. Attach to proposal.)		
Indicate (X) if the program includes a fee request consistent with Board Policy V.R.		Self-Support fee		Professional Fee	x	Online Program Fee

James Powers (Jan 26, 2026 11:46:51 MST)	01/26/2026	Patty Sanchez	2/9/2026
College Dean/Graduate Dean **(as applicable)**	Date	Academic Affairs Program Manager, OSBE	Date
			02/09/2026
Vice President for Research **(as applicable)**	Date	Chief Financial Officer, OSBE	Date
Jeff Banka (Jan 26, 2026 14:50:52 MST)		Heidi Estes	2/9/2026
FVP/Chief Fiscal Officer	Date	Chief Academic Officer, OSBE	Date
Zeynep Hansen (Jan 26, 2026 14:02:10 MST)	01/26/2026		
Provost/VP for Instruction	Date	Chief Program Officer, IDCTE	Date
Sarah Maslakow (Feb 4, 2026 17:10:25 MST)	02/04/2026		
President	Date	SBOE Approval *(if required)*	Date

Executive Director or designee/State Administrator, IDCTE Approval Date

This proposal form must be completed for certificates and program changes as provided in Board Policy III.G.3.b. *Actions Requiring a Short Proposal*.

SECTION A: Complete for Academic Programs

Indicate those that apply to this request:

- [ ] Undergraduate Certificate (30 credits or more*)
- [ ] Graduate Certificate (30 credits or more*)
- [ ] Specialized Certificate (30 credits or more*)

*Below $250,000 per fiscal year.

Proposed Action

- [ ] Addition of an undergraduate certificate to an existing undergraduate program
- [x] Addition of an undergraduate degree to an existing undergraduate program
- [ ] Modification of existing academic programs
  - [ ] Splitting an existing program into two or more programs
  - [ ] Consolidating two or more programs into one stand-alone program
  - [ ] Converting one or more program options, emphases, or specializations into a stand-alone program (does not apply to doctoral programs) *
  - [ ] Converting or transitioning a degree level type (i.e. BA to BS)
  - [ ] Converting or transitioning a certificate type (i.e. TC to BTC)
  - [ ] Establishing a dual degree from existing programs
  - [ ]

- [ ] **Other**
  - [ ] New programs consisting of multiple certificates with similar coursework
  - [ ] Program name changes related to Statewide Program Responsibilities (requires Board approval)
  - [ ] Deviation from certificate or degree program credit definitions (Board Policy III.E.)
  - [ ] Modification to existing academic instructional or administrative units to include consolidation of existing units and of splitting existing units.

SECTION B: Complete for Career Technical Programs

Indicate those that apply to this request:

- [ ] Basic Technical Certificate
- [ ] Intermediate Technical Certificate
- [ ] Advanced Technical Certificate
- [ ] Associate of Applied Science Degree
- [ ] Specialized Certificate

Proposed Action

- [ ] Addition of a certificate or degree to an existing program
- [ ] Inactivation of a career technical program
- [ ] Modification of existing career technical programs
  - [ ] Splitting an existing program into two or more programs
  - [ ] Consolidating two or more programs into one program
  - [ ] Converting one certificate or degree option into a stand-alone program
  - [ ] Converting/transitioning a certificate or degree level type (i.e. BTC to ITC)
  - [ ] Addition of online option to an existing program
  - [ ] Transition program to exclusively online format
  - [ ] Transition of program with less than 50% of courses offered online exclusively to 50% or more of courses offered online exclusively.

- [ ] Other
  - [ ] Addition or removal of courses representing a significant departure from existing CTE program offerings.
  - [ ] Modification to instructional/administrative units

SECTION C: Complete for all programs

1. Provide an overview of the changes, including the need and rationale for the proposed action. Identify any existing program or unit that this program will impact. For any certificates, identify if it is an embedded certificate and describe which majors, minors, or programs of study within which it is embedded or for which majors or minors it will be recommended. If it is a stackable certificate, please describe the additional certificates a student might pursue and the credential it leads to. If it is a standalone credential, please identify the specific workforce demand or industry need that it is designed to meet. Include the total number of credits required to complete the certificate, and describe the method of delivery (e.g., in-person, online, hybrid).

The long-standing on-campus Bachelor of Science (BS) in Health Studies, which has 791 declared majors as of Fall 2025, has long served as a flexible, general health program that prepares students for graduate clinical programs, careers in health-related fields, and advancement opportunities for working health professionals. This proposal seeks to add a fully online Bachelor of Science in Health Science option to better serve transfer students, rural learners, military-affiliated students, and other non-traditional populations.

Similar to the on-campus program, the fully online Bachelor of Science in Health Science is a flexible, general health degree that provides an accessible and valuable bachelor's option for students interested in graduate clinical programs and broad areas of health, working health professionals seeking degree advancement, and students who begin a clinical pathway and later choose an alternative route. The program will consist of the same degree requirements as the on-campus BS in Health Studies (120 credits), with increased flexibility in general education requirements to ensure course availability. Using the distinct title BS in Health Science differentiates the fully online program from the on-campus BS in Health Studies, and reduces confusion for students.

2. Discuss impact of proposed action on student enrollment, if any. Using the chart below, provide projected new additional enrollments for any proposed certificate or modified programs:

Estimated New Enrollment			
Year	**Fall**	**Spring**	**Summer**
	Headcount	Headcount	Headcount
2026-27	20	20	5
2027-28	30	30	5
2028-29	30	30	5
2029-30	30	30	5
2030-31	30	30	5

3. **Educator Endorsement/Certification Programs**. All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education or the Idaho Division of Career Technical Education as appropriate and approval from the Idaho State Board of Education. **This is not applicable for career technical programs.**

Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

Yes_____ No__x___

If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education or Idaho Division of Career Technical Education

Date _____

All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

4. **Curriculum Requirements and Learning Outcomes**.

a. For Academic Programs. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	33-34
Credit hours in required courses offered by other departments.	0
Credit hours in institutional general education curriculum.	37-40
Credit hours in free electives **(for academic programs)**	49-50
Total credit hours required for degree program	**120**

b. Curriculum. Provide the curriculum for the program, including a listing of course titles and credits in each.

Bachelor of Science in Health Science		
Course	**Title**	**Credits**
Idaho General Education and University Foundation Requirements		
ENGL 101	Writing and Rhetoric I (FW)	3
ENGL 102	Writing and Rhetoric II (FW)	3
UF 1XX	University Foundations I	3
UF 2XX	University Foundations II	3
	Foundations of Arts (FA)	3
	Foundations of Oral Communication (FC)	3
	Foundations of Humanities (FH)	3-4
	Foundations of Mathematics (FM)	3-4
	Natural, Physical, & Applied Sciences course with lab (FN)	4
	Natural, Physical, & Applied Sciences course in second field (FN)	3-4

HSCI 110	Introduction to Health Science and Public Health (FS)	3
	Foundations of Social Sciences course in a second field (FS)	3
		37-40
Major Requirements		
HSCI 101	Medical Terminology	3
HSCI 210	Healthcare Delivery Systems	3
HSCI 300 or 355	Pathophysiology or Human Health and Disease	3-4
HSCI 305	Determinants of Health and Wellness	3
HSCI 310 or 315	Evidence-Based Public Health or Ethical and Legal Considerations in Patient Care	3
HSCI 356	Promoting Mental Health and Wellbeing	3
HSCI 382	Research Methods in Health	3
HSCI 480	Epidemiology for Clinical and Public Health Practice	3
HSCI 490	Capstone Experience (FF)	3
	HSCI electives	6
		33-34
Electives		
	Upper division electives	12-19
	Electives	28-38
		120

c. ***For Career Technical Programs***, if the proposed action is a new certificate or modification to an existing program, attach an *IDCTE Program Profile*.

N/A

5. Resources Required for Implementation – Financial Impact and Budget.

a. Discuss organizational arrangements required within the institution to accommodate the proposed action, including administrative, staff, and faculty hires, facilities, student services, library, etc. Include a statement regarding total cost to students. If there is no financial impact as defined in Board Policy III.G.1.f[1], include a statement to indicate there is no financial impact. Completion of the budget form is required if there is a financial impact.

Implementation of the online option for this degree will rely predominantly on existing departmental resources and currently offered courses. Initial program oversight and management will be provided by the Director of Academic Operations. Administrative support during the initial phase will be drawn from existing School of Public and Population Health staff, with a plan to transition to permanent positions as enrollment growth and associated revenues support the corresponding staffing expenses.

[1] Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. Revised per Board Policy III.G, June 2024.

Instructional costs are expected to remain minimal, as existing courses have sufficient capacity to accommodate additional students. However, the budget includes provisions for personnel expenses, specifically identifying potential costs associated with adding adjunct instructors should the need arise.

Online program fees generated through student credit hours will be shared with Boise State University Extended Studies to support marketing of online programs, student success resources and retention efforts, faculty course development stipends, administrative expenses related to program development and project management, library learning materials and resources, and a limited allocation for innovation grants to support future program development.

See the attached short budget template.

Estimated Fiscal Impact	FY 27		FY 28		FY 29		FY 30	
A. Revenue	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Reques	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees	$0.00	$225,545.00	$0.00	$296,645.00	$0.00	$296,645.00	$0.00	$296,645.00
6. Other (i.e., Gifts)								
Total Revenue	$0	$225,545	$0	$296,645	$0	$296,645	$0	$296,645

B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel	$0.00	$53,352.43	$0.00	$103,939.86	$0.00	$135,522.61	$0.00	$139,620.92
2. Operating								
3. Equipment								
4. Facilities								
5. Other Costs: Boise State University Support		$69,150.39		$90,949.09		$90,949.10		$90,949.10
Total Expenditures	$0	$122,503	$0	$194,889	$0	$226,472	$0	$230,570
Net Income (Deficit)	$0	$103,042	$0	$101,756	$0	$70,173	$0	$66,075

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

A.5	Student fees calculated as $395 online program fee per credit times credits generated per fiscal year. To be conservative, assume in calculations that per-credit fee does not increase over time. We expect to generate 571 SCH (about 45 students) in FY27, 751 SCH (65 students) in FY28, 751 SCH (65 students) in FY29, and 751 SCH (65 students) in FY30.
B.1	Personnel costs are calculated using a share of expected course load of the already existing courses for online program fee students, and adjunct staffing costs once program is at capacity. The share of costs for existing course load for online program fee students are estimated to be 15.9% FTE in FY27, 14% FTE in FY 27, 0.9% FTE in FY28, and 0.9% FTE in FY29. This share reduces as courses are staffed by adjuncts based on full enrollment. And includes 2% for staff support each year. Salary and benefits are adjusted and include a 3% CEC increase for
B.5.	Boise State University Support includes expenses for marketing online programs, providing student success resources and support for retention; course development stipends to faculty, administrative expenses for program development and project management, library learning materials and resources, and a small amount for innovation grants for future program development.

BOISE STATE UNIVERSITY

SUBJECT

Master of Science in Applied Artificial Intelligence and Online Program Fee in Lieu of Tuition

APPLICABLE STATUTE, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes a new fully online Master of Science in Applied Artificial Intelligence to be offered utilizing an online program fee in lieu of tuition. This degree will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. Designed for flexibility, the program serves working professionals in Idaho and beyond and supports the state's workforce and innovation goals by expanding access to high-quality AI education.

The online Master of Science in Applied Artificial Intelligence is designed to address growing demand for advanced AI expertise across industry, government, and national laboratories. The program emphasizes applied learning in the design, implementation, and deployment of artificial intelligence systems, preparing graduates to work with modern machine learning, deep learning, and intelligent system architectures. The program is open to students holding a bachelor's degree in any discipline. The program's admissions model allows professionals from technical and non-technical fields to pursue graduate-level AI education without traditional barriers. A preparatory AI Foundations Bridge module supports students from non-technical backgrounds by providing essential preparation in programming, data literacy, and computational reasoning.

IMPACT

Graduates of the program will be prepared to apply AI methods in their professional domains, design intelligent and responsible systems, and lead interdisciplinary teams that connect human expertise with computational intelligence. They will be able to develop, evaluate, and deploy AI models, integrate them into existing systems, and assess their ethical, legal, and societal implications. As a workforce accelerator, the program will serve as a direct talent pipeline for Idaho's expanding AI economy, while contributing to national goals in scientific innovation, energy resilience, cybersecurity, and digital transformation. Through strategic partnerships with Idaho National Lab (INL), Pacific Northwest National Laboratory (PNNL), Micron, HP, Simplot, Albertsons, Intel, Amazon Web Services (AWS), and NVIDIA, the Master of Applied Artificial Intelligence program positions Boise State University as a leader in AI education, innovation, and workforce development - regionally, nationally, and globally.

The Idaho Department of Commerce has expressed strong support for Boise State

University's proposed online Master of Science in Applied Artificial Intelligence, noting that the program directly advances Idaho's innovation and workforce goals. The Department cited the program's affordable, fully online delivery model, which expands access to AI education, as well as its ability to provide strategic pathways for Idaho National Laboratory and industry professionals to pursue advanced credentials without relocating. These features further position Idaho as an attractive destination for high-tech investment.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.b. ii. The price-point of $825 per credit for the proposed online program is determined based on estimated expenses for instruction and support personnel expenses and projected enrollment in the program.

Over the four-year period, total program expenditures are projected to range from $183,235 to $673,621, with a deficit expected during the first two years as enrollment grows and initial investments are made. By Year 4, revenue is projected to reach $549,643, driven by increased student credit hours. The program will leverage existing faculty and the School of Computing's infrastructure while incorporating additional support through a lecturer, graduate teaching assistants, adjunct instructors, and program staff as needed. All online courses will be developed by faculty to ensure alignment with best practices and institutional standards for online instruction. Physical resource needs are minimal, with the budget allocating $6,000 annually for instructional technology.

ATTACHMENTS

Attachment 1 – Master of Science in Applied Artificial Intelligence Proposal
Attachment 2 – Boise State University Three-Year Plan for Delivery of Academic Programs

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The program's size will be scaled to demand for the program. Boise State University anticipates four initial enrollments at implementation for the proposed master's program, reaching sixty-four by year five, and graduating three students by year two, reaching thirty by year five.

Because the proposed program will use the online program fee model, minimum enrollment thresholds are based on course registrations, which directly generate revenue, as outlined in the program proposal. The program specifies that if enrollment falls below 28 students after the census date for Spring 2029 (Year 3), it will be evaluated and may undergo significant changes informed by student feedback and financial performance. Additionally, if the cumulative five-year student headcount remains below 50 by the census date of Fall 2030 (Year 5), the degree program may be considered for discontinuation.

Boise State University's request to offer a Master of Science in Applied Artificial Intelligence aligns with its current institutional Three-Year Plan for the Delivery of Academic Programs (see Attachment 2). At present, no institution holds statewide

program responsibility for computer and information sciences–related programs. Although the proposal notes that no institutions currently offer a master's degree in artificial intelligence, the University of Idaho has also submitted a proposal for a Master of Science/Master of Engineering in Artificial Intelligence, with planned implementation in Fall 2026.

Boise State's Applied Artificial Intelligence program is designed to serve students without a computer science background and focuses on enabling them to apply Artificial Intelligence within their discipline and career. The program is delivered through an accessible, fully online format. In contrast, the University of Idaho's programs focus on more advanced technical and research-oriented training, offering both thesis and non-thesis pathways. Collectively, these programs address Idaho's workforce needs by preparing both applied AI practitioners and advanced AI researchers and developers.

Boise State includes a request to assess an online program fee of $825 per credit for the proposed new master's program align with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on March 26, 2026, and to the Instruction, Research, and Student Affairs on April 2, 2026. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to offer an online Master of Science in Applied Artificial Intelligence and charge an online program fee of $825 per credit in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Full Proposal Form

Academic / Career Technical Programs

Institutional Tracking No.						
Date of Proposal Submission:	January 26, 2026					
Name of Institution:	Boise State University					
Name of College, School, or Division:	College of Engineering					
Name of Department(s):	School of Computing					
Proposed Program Title:	Master of Science in Applied Artificial Intelligence					
Degree Information:	Degree Level: Graduate		Degree Type: Master			
CIP Code or Modification of CIP Code:	11.0102					
Method of Delivery: Indicate percentage		On Campus (0%)		Hybrid (0%)	X	online (100%)
Will the program be offered at Idaho correctional facilities? Indicate percentage and method.		No				
Implementation Date:	Fall 2026					
Geographical Delivery:	Location(s)	Online	Region(s)	III		
Is this program listed in the most recent approved Three-Year Plan?	X	Yes		No (Off-cycle request required prior to proposal submission)		
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)		Regional Program Responsibility		Statewide Program Responsibility		
Indicate (X) if the program includes fee request consistent with Board Policy V.R.		Self-Support fee		Professional Fee	X	Online Program Fee

Proposals must have appropriate institutional signatures provided below prior to submission to OSBE's Proposal Submission System. Signatures from OSBE and IDCTE staff will be applied, indicating review and/or approval as required in Board Policy III.G.

Amy Fleischer		Patty Sanchez	3/12/2026
College Dean	Date	Academic Affairs Program Manager, OSBE	Date
	01/27/2026		03/12/2026
Graduate Dean/other (as applicable)	Date	Chief Financial Officer, OSBE	Date
		Dixie Ester	3/17/2026
Vice President for Research (as applicable)	Date	Chief Academic Officer, OSBE	Date
Jeff Banka (Jan 30, 2026 16:22:16 MST)			
FVP/Chief Fiscal Officer	Date	Assistant Administrator, IDCTE	Date
Zeynep Hansen (Jan 30, 2026 11:28:33 MST)	01/30/2026		
Provost/VP for Instruction	Date	State Administrator, IDCTE Approval	Date
Sarah Maslakow (Feb 4, 2026 17:11:13 MST)	02/04/2026		
President	Date	Executive Director or Designee Approval	Date

SBOE Approval (if required) Date

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance.

SECTION A: Complete for Academic Programs

Indicate those that apply to this request:

- [ ] Undergraduate Program
- [x] Graduate Program
- [ ] Undergraduate Certificate (30 credits or more)
- [ ] Graduate Certificate (30 credits or more)
- [ ] Specialized Certificate (above $250k/FY)

Proposed Action

- [x] New Program
- [ ] New branch campus or change in location
- [ ] Modification of Existing Academic Programs
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more programs into one program
  - [ ] Splitting an existing program into two or more programs
  - [ ] Program expansion outside an institution's Designated Service Region except for statewide responsibility programs. See III.Z.

***Contracts associated with this proposal must be included with the proposal and require full Board approval consistent with Board Policy V.N. Grants and Contracts.**

SECTION B: Complete for Career Technical Programs

Indicate those that apply to this request:

- [ ] Basic Technical Certificate
- [ ] Intermediate Technical Certificate
- [ ] Advanced Technical Certificate
- [ ] Associate of Applied Science Degree
- [ ] Specialized Certificate

Proposed Action

- [ ] New Career Technical education program
- [ ] Expansion of Existing Program
- [ ] Modification of Existing Program
  - [ ] Converting one certificate or degree option within a career technical program to a stand-alone program
  - [ ] Consolidating two or more programs into one program
  - [ ] Adding career technical certificates or degrees to existing program
  - [ ] Program expansion outside an institution's designated service region

SECTION C: Complete for all programs unless otherwise noted.

Rationale for Creation or Modification of the Program

1. **Provide a detailed description of the proposed program request including the specific changes that will occur as a result.** What type of substantive change are you requesting (i.e., new program, program modification? Will this program be connected or integrated with any other existing programs on campus? If so, please specify which ones and explain the nature of these relationships. Identify any current programs that this new program will replace or phase out. If the proposed program is an associate degree, please explain how it supports transferability to four-year institutions, including any established articulation agreements or transfer pathways.

   Boise State University proposes the creation of a new graduate degree program in Applied Artificial Intelligence in a fully online format. The proposal describes a wholly online program that will award a Master of Science in Applied Artificial Intelligence (APPAI).

   The Online Master of Science in Applied Artificial Intelligence is conceived as an interdisciplinary and accessible graduate program that directly addresses Idaho's and the nation's accelerating demand for professionals capable of understanding, building, and

responsibly applying artificial intelligence systems. Artificial Intelligence has become a foundational technology across scientific, industrial, and public sectors. From materials discovery and semiconductor fabrication to agriculture, retail, finance, and energy, organizations are rapidly integrating AI into operations, analytics, and decision-making. The APPAI program provides the educational and technical infrastructure needed to equip professionals from all disciplines—science, engineering, business, law, healthcare, and the humanities—with the knowledge, computational proficiency, and ethical understanding required to participate fully in this transformation.

The APPAI program is a hands-on master's program designed to teach the design, coding, and deployment of advanced AI systems. Students learn to implement machine learning and deep learning models, work with high-performance and distributed computing environments, and explore Agentic AI frameworks—the next generation of intelligent architectures that combine reasoning, planning, and autonomous action. The curriculum emphasizes technical fluency in Python and leading frameworks such as PyTorch and TensorFlow, while providing experience with industrial and cloud infrastructures from Intel, AWS, and NVIDIA, ensuring alignment with the AI standards used across national laboratories and the private sector.

Equally important, the APPAI program embodies Boise State's mission of accessibility and inclusion. Admission is open to all students holding a bachelor's degree, regardless of prior academic discipline. This open model allows scientists, engineers, business professionals, lawyers, educators, and other professionals to pursue graduate-level AI education without traditional barriers. A preparatory AI Foundations Bridge module enables students from non-technical backgrounds to gain essential programming, data literacy, and computational reasoning skills before entering the core curriculum. Delivered entirely online and designed for flexibility, the APPAI can be completed in one to three years, making it ideal for working professionals in Idaho and beyond.

Graduates of the APPAI program will be prepared to apply AI methods in their professional domains, design intelligent and responsible systems, and lead interdisciplinary teams that connect human expertise with computational intelligence. They will be able to develop, evaluate, and deploy AI models, integrate them into existing systems, and assess their ethical, legal, and societal implications. As a workforce accelerator, the APPAI will serve as a direct talent pipeline for Idaho's expanding AI economy, while contributing to national goals in scientific innovation, energy resilience, cybersecurity, and digital transformation. Through strategic partnerships with INL, PNNL, Micron, HP, Simplot, Albertsons, Intel, AWS, and NVIDIA, the APPAI program positions Boise State University as a leader in AI education, innovation, and workforce development—regionally, nationally, and globally.

2. **Need for the Program**. Provide evidence demonstrating the student, regional, and statewide needs that this proposal aims to address. Include a description of the target student population and explain how the proposed program will effectively meet these needs.

   a. **Workforce and economic need:** Provide verification of state workforce needs that

will be met by this program. *Include job titles and cite the data source.* Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

The Idaho Department of Commerce (*see Appendix* for attached letter) has expressed its strong support for Boise State University's proposed Online Master of Science in Applied Artificial Intelligence (APPAI), citing that the program directly supports Idaho's innovation and workforce goals by expanding access to AI education through affordable, fully online delivery; as well as providing strategic pathways for Idaho National Laboratory and industry professionals to pursue advanced credentials without relocation and making Idaho an even more attractive destination for high-tech investment.

Approximately 253 unique job postings from September 2024 to September 2025 required or preferred a minimum of a master's degree, with no significant increase from the previous time period (229 unique job postings from September 2023 to September 2024).

Source: Lightcast Analytics. (October, 2025). *Job Posting Analytics Report - Applied Artificial Intelligence, Idaho*.

Top Five Occupations in Idaho from September 2024 - September 2025 include the following (3 of the top 5 are on the In-Demand Career list - see asterisks):

- Computer and Information Research Scientists with 79 unique job postings
- Data Scientists with 69 unique job postings
- Computer Occupations, All Other (15-1299) with 25 unique job postings *
- Software Developers (15-1256) with 12 unique job postings *
- Industrial Engineers (17-2112) with 12 unique job postings *

In the western United States (AZ, CA, ID, MT, NV, OR, UT, WA, WY), approximately 14,009 unique job postings from September 2024 to September 2025 required or preferred a minimum of a master's degree, a 60.6% increase from the previous time period (September 2023 to September 2024).

Source: Lightcast Analytics. (October, 2025). *Job Posting Analytics Report - Applied Artificial Intelligence, Western U.S.*

The top 5 states in volume of unique job postings include:

* California (9,294)
* Washington (2,871)
* Arizona (507)
* Oregon (359)
* Utah (310)

Sample job postings in the western U.S. that require or accept a master's degree in artificial intelligence:

* Applied Scientist (GenAI), OTS DataTech AI - Amazon, Bellevue, WA
* Cybersecurity Data Scientist - Idaho National Laboratory, Twin Falls, ID
* Retail Insights Analyst - Safeway, Pleasanton, CA
* Senior AI Architect - Avanade, Boise, ID
* Senior Deep Learning Scientist - Nvidia, Santa Clara, CA

For the United States (US), approximately 40,828 unique job postings from September 2024 to September 2025 required or preferred a minimum of a master's degree. This is a 52.5% increase from the previous time period (September 2023 to September 2024).

Source: Lightcast Analytics. (October, 2025). *Job Posting Analytics Report - Applied Artificial Intelligence, United States*.

Top 3 job titles of publicly posted unique job postings include:
* Data Scientists (4,434)
* Machine Learning Engineers (1,980)
* Applied Scientists (1,708)

The following are Standard Occupational Codes (SOCs) with the highest volume of unique job postings:
* Data Scientist (13,184)
* Computer and Information Research Scientists (10,470)
* Software Developers (5,160)
* Computer Occupations, All Other (3,048)

2024-2034 National Employment Projections (for top occupational SOCs)		Employment		Job Openings due to Growth & Replacement Needs 2024-2034
		2024	2034	
Data Scientist	15-2051	245,900	328,300	82,500
Computer and Information Research Scientists	15-1221	40,300	48,300	7,900
Software Developers	15-1252	1,693,800	1,961,400	267,700
Computer Occupations, All Other	15-1299	472,000	510,500	38,500
TOTAL		2,452,000	2,848,500	396,600

Source: Bureau of Labor Statistics. (December 4, 2025). *Occupational Outlook Handbook - Occupation Finder*. Bureau of Labor Statistics. https://www.bls.gov/ooh/occupation-finder.htm

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

Four-year distance degree completion data lends perspective to the growing student demand. The table below shows distance degree completions from 2021-2024 for master's degrees in Artificial Intelligence.

Online Master's in AI	2021	2022	2023	2024
U.S. Volume of Competitors Reporting Distance Degree Completions	2	5	10	15
U.S. Distance Degree Completions	23	20	200	426
Western U.S. Volume of Competitors Reporting Distance Degree Completions	0	0	2	4
Western U.S. Distance Completions	0	0	48	70

Source: Lightcast Analytics. (October 2025). Program Overview: Artificial Intelligence.

Note: Several institutions reported completions from on-campus programs as distance programs in 2022, 2023 and 2024.

c. **Societal Need**: Describe additional societal benefits and cultural benefits of the program. **(Does not need to be completed for CTE programs)**

Idaho's innovation economy stands at a pivotal moment, with rapidly expanding technology clusters in semiconductor manufacturing, advanced agriculture, clean energy, digital services, and national laboratory research. Statewide workforce analyses consistently highlight a growing shortage of professionals equipped with advanced skills in artificial intelligence, machine learning, and scalable AI systems—skills increasingly essential across Idaho's strategic sectors. Without timely, inclusive, and scalable educational pathways, the state risks falling behind in meeting the talent demands that underpin both economic competitiveness and technological leadership.

The proposed Online Master of Science in Applied Artificial Intelligence offers an urgent, targeted solution to this gap. Crucially, the Idaho Department of Commerce recognizes the need for AI workforce development programs that are accessible to all learners, regardless of prior academic discipline, and flexible enough to serve professionals constrained by location, time, and existing job responsibilities. This program is a direct response to repeated requests from industry leaders and national laboratories for AI training that is adaptable, rigorous, and inclusive—ensuring that Idaho's workforce is not only future-ready but positioned to lead in the responsible deployment of AI systems across the economy.

3. **Program Prioritization (Does not need to be completed for CTE programs)**
Is the proposed new program a result of program prioritization?

Yes_____ No__**X**___

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

4. **Program Exemptions related to Section 67-5909D, Idaho Code.**

a. Provide the following information for each program your institution is requesting for exemption.

Program Name	Course Prefix	Course Number	Course Title	Number of Credits
N/A				

Not Applicable.

b. Provide a brief explanation for the exemption request.

5. **Credit for Prior Learning (Does not need to be completed for CTE programs)**
Indicate from the various crosswalks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable.

6. **Affordability Opportunities (Does not need to be completed for CTE programs)**
Describe any program-specific steps taken to maximize affordability, such as textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

This program does not require textbooks for the required core courses. Open Education Resources (OER) are planned for required courses. Some elective courses may require textbooks. The specific books and costs have yet to be determined but our objective is to keep the costs low. There are no additional course fees.

Enrollments and Graduates

7. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the past four years. **(Does not need to be completed for CTE programs)**

   No Idaho public institutions currently offer a master's degree in Applied Artificial Intelligence (distance or non-distance).

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
	Not Applicable								

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

   Not Applicable.

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Projected Fall Term Headcount Enrollment in Program						Projected Annual Number of Graduates from Program					
Fall 2026 (1st year)	Fall 2027	Fall 2028	Fall 2029	Fall 2030		FY27 (1st year)	FY28	FY29	FY30	FY31	
4	17	33	51	64		0	3	11	19	30	

10. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above.

    a. What is the capacity for the program?

The program's size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up. It is important to note that the headcount above is only for Fall headcount. This program will admit students in the spring and summer terms too.

b. How did you determine the projected numbers above?

The online enrollment and graduation estimates come from a rigorous analysis of year-over-year growth in comparable programs, accounting for a conservative attrition rate.

c. Describe your recruitment efforts. **(Does not need to be completed for CTE programs)**

All online programs using the alternative fee model at Boise State are supported by Extended Studies through paid brand-level awareness campaigns, organic marketing efforts, and general marketing and recruitment services. These initiatives attract prospective students to Boise State and to the online program of their interest, and nurture them through the process. Prospective students who inquire are supported by a team of Student Success Coaches who answer questions, provide resources, and guide them through application.

The College of Engineering will provide any marketing services beyond organic and brand-level campaign work and will coordinate with Extended Studies to ensure the team has up-to-date talking points about the program as they interact with prospective students. Once a student is admitted to the program, the College of Engineering is responsible for ongoing student support and advising.

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

Because the program will be utilizing the online fee model, it is best to put minimum enrollment in terms of course registrations, which are what translate to revenue. Based on estimated expenses for instruction and for support personnel expenses, estimate the minimum number of course registrations to achieve break-even is:

- Year 1: Annual credits 227, Annual unique student headcount is 17
- Year 2: Annual credits 480, Annual unique student headcount is 28
- Year 3: Annual credits 534, Annual unique student headcount is 28
- Year 4: Annual credits 761, Annual unique student headcount is 41
- Year 5: Annual credits 915, Annual unique student headcount is 49

If enrollments do not meet expectations, expenses will adjust to reflect actual activity. The program's financial sustainability will be evaluated at least annually.

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

Programs operating under the online program fee model at Boise State University are expected to be fiscally sustainable. If enrollments do not meet expectations, expenses will be adjusted to reflect actual activity. The program's financial sustainability will be evaluated annually. If it is determined to be fiscally unsustainable in the long term, it will be discontinued. This approach ensures financial prudence.

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

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (Associate/Bachelor/Master/Doctorate).

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

Program Development Support: The online Master of Science in Applied Artificial Intelligence will receive program development support from Extended Studies.

- Program Design: Boise State's online program development process includes a facilitated program design process to assist program faculty members in the creation of an intentional, cohesive course progression aligned to both course and program learning outcomes.
- Course Design and Development: Courses are designed and developed by a faculty member. They work with the assistance of a team of experts, which includes an instructional designer, a multimedia developer, a quality assurance specialist, and a course developer. The end result is a program version of each course. All courses for the program are developed with a consistent look and feel using a common

course template aligned with nationally recognized Quality Matters course design standards.

- Course Maintenance: The academic department is responsible for the continuous course improvement of online program courses.

Academic Integrity: Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

- During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters ™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009)
- Through the program development process, course production, course launch support provided by the eCampus Center, and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.
- Instructors will utilize Canvas's Original plagiarism detection program when appropriate.

- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

13. **Doctoral Programs Only. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**. With prior approval from the Board's Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.[1]

    Not Applicable.

14. **Educator Endorsement/Certification Programs**. All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and Idaho Division of Career Technical Education as appropriate and approval from the Idaho State Board of Education.

    Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

    Yes ____ No X

    If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education or the Idaho Division of Career Technical Education

    Date _____

    All non-CTE new educator program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director. All new CTE educator endorsement/certification program applications are submitted to the IDCTE's Chief Educator Officer.

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

15. **Curriculum. Provide descriptive information of the educational offering.**
    a. **Summary of requirements.** Provide a summary of program requirements using the following table.

[1] For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as in Board Policy III.G.a.i (2) a.i and may occur after approval of the program by the Board, if and only if receipt of initial accreditation is required before any student enrolls in the program. Institutions must receive from the Executive Director or designee approval to supplant external peer review with specialized accreditation review prior to submitting a doctoral program proposal. Institutions shall submit a copy of the specialized accreditation report to the Board Office within 30 days of completion of the review.

Credit hours in required courses offered by the department (s) offering the program.	21
Credit hours in required courses offered by other departments.	0
Credit hours in institutional general education curriculum.	0
Credit hours in free electives **(for academic programs)**	9
Total credit hours required for degree program	30

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

- **Foundational Core**
  Take the following:
  - APPAI500 - Intro to Artificial Intelligence (3 credits)
  - APPAI505 - Mathematical Foundations for Artificial Intelligence (3 credits)
  - APPAI507 - Computing Foundations (3 credits)
- **Core Course**
  Take the following:
  - APPAI520 - Basics of Data Science (3 credits)
  - APPAI534 - Machine Learning (3 credits)
  - APPAI538 - Deep Learning (3 credits)
- **Elective Courses**
  Take at least 3 of the following:
  - APPAI551 - Generative AI (3 credits)
  - APPAI552 - Agentic AI and Multi-Agent Systems (3 credits)
  - APPAI554 - AI for Science and Engineering (3 credits)
  - APPAI555 - Large Scale AI Training and Inference (3 credits)
  - APPAI556 - AI for Decision Making (3 credits)
  - APPAI557 - Search and Reasoning in Artificial Intelligence (3 credits)
- **Graduate Culminating Activity**
  Take the following:
  - APPAI579 - AI Capstone Project (3 credits)

c. **Additional requirements.** For academic programs, describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

The Capstone course (APPAI579) is a practicum course, which is not an additional requirement as it is embedded in the required curriculum outlined above.

16. **Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program. **Career**

Technical Programs must attach an IDCTE Program Profile.

At the completion of this program, students will be able to:

1. Design and implement AI and machine learning systems for complex, real-world applications.
2. Evaluate and apply principles of ethical, legal, and responsible AI in accordance with national regulations and industry standards.
3. Communicate and collaborate effectively in multidisciplinary and professional contexts to translate AI solutions into real-world impact.
4. Pursue continuous, self-directed learning in applied AI to adapt to emerging technologies, standards, and practices.

a. List any industry certifications students will be able to achieve during the duration of this program.

Not Applicable.

17. **Assessment plans.**

a. Assessment Process and Measures Used. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program. What direct and indirect measures will be used to assess student learning?

The online Master of Science in Applied Artificial Intelligence will follow a systematic assessment and improvement process that uses multiple approaches to both measure student attainment of program learning outcomes and inform programmatic improvements. Program learning outcomes are mapped to courses that provide relevant content, and student work addressing specific outcomes is collected and evaluated by program faculty.

Outcomes are assessed on a three-year cycle, with data for all outcomes collected annually and results analyzed every three years. For each outcome, student work across the program is reviewed through a comprehensive evaluation of evidence aligned with that outcome.

A group of faculty members and instructors review the overall level of outcome attainment based on the collected evidence. As part of this review, recommendations for program improvement are identified. All program faculty then review the results and propose adjustments to support continuous improvement. Evaluation results are used to inform programmatic, pedagogical, and curricular enhancements.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change

including administrative, staff, and faculty hires, facilities, student services, library; etc.[2]

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

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

       The available space and equipment are currently acceptable to operate a successful program.

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

       The new online program will not have an impact on existing physical resources.

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

       The budget includes $6,000 annually as operational costs to purchase laptops, computer equipment, and technologies for instruction.

19. **Library and Information Resources:** Describe adequacy and availability of library and information resources. **(Does not need to be completed for CTE programs)**

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

       Library resources are currently adequate with no anticipated impact on usage. The Albertson's library provides research databases, electronic textbook reserves and also books by mail for distance studies students.

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

[2] Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

No additional library resources are required.

20. **Faculty/Personnel resources**

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

The program will utilize existing personnel and courses from the School of Computing to implement this program. All online courses are being developed by these faculty to ensure consistency with best practices for course delivery standards and accreditation standards. Multiple course sections will be needed as the program scales in size.

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

Dr. Edoardo Serra will serve as the program director, with a buy-out of his time to support this program.

This proposed online degree will utilize existing faculty instruction, support personnel, and administrative resources from the School of Computing. This equates to:

Year 1: 2.35 FTE
Year 2: 3.73 FTE
Year 3: 4.35 FTE
Year 4: 6.08 FTE
Year 5: 6.83 FTE

This includes the graduate teaching assistants, lecturer, adjunct, and administrative time from the program director and manager. Dr. Edoardo Serra will teach classes and serve as the program director.

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

Current faculty will work to develop the courses for online instruction. There will be no other impact on existing personnel. Quality and productivity of existing programs will be maintained through our internal curriculum committee and leadership structure which reviews course quality and demand.

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

sheet.

- ○ Lecturer
- ○ Graduate Teaching Assistant
- ○ Adjunct Instructors
- ○ Program Manager
- ○ Program Coordinator

The costs associated with these new personnel are listed in the budget.

21. **Revenue Sources**

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

Not Applicable.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request. *For CTE programs, if a line-item request is required to fund the program, indicate when the institution plans to submit the request to Idaho Division of Career Technical Education or include in the legislative budget request*.

No new appropriation will be required.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Not Applicable.

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

Not Applicable.

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R.,3.b.

Not Applicable.

ii. Provide estimated total cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

i. The student fee for the online programs will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.1. That policy enables the institution to set a price-point appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point for the online program fee will be as follows: $825 per credit.

ii. We project that by the fourth year of the program, it will generate a total of 956 Student Credit Hours, which will yield a total gross revenue of $549,643.

iii. The Applied Artificial Intelligence master's degree program plans to open enrollment to any student within the online program fee model ecosystem. This means, there will be additional revenue from students enrolled in online programs that are not seeking the Applied Artificial Intelligence degree.

22. Using the excel **budget template** provided by the Office of the State Board of Education, provide the following information and attach the budget to this proposal form:

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

See attached budget.

Appendix – Letter of Support from the Idaho Department of Commerce

November 14, 2025 Edoardo

Serra, Ph.D.
Associate Director for Fundamental Computing Boise
State University Pillar

Subject: Letter of Support for Boise State Master of Science in Applied AI Dr.

Serra,

The Idaho Department of Commerce is pleased to express its strong support for Boise State University's proposed Online Master of Science in Applied Artificial Intelligence and the associated remote delivery of the Computing Ph.D. with an AI/Data Science Emphasis. This initiative advances our mission to empower business success, foster innovation, and create quality jobs in Idaho communities. By combining graduate degrees, online certificates, and customized industry training, APPAI extends high-value AI education to professionals in multiple industry sectors.

The program directly supports Idaho's innovation and workforce goals by expanding access to AI education through affordable, fully online delivery for actively working, rural, and non-traditional learners. It provides strategic pathways for Idaho National Laboratory and industry professionals to pursue advanced credentials without relocation, strengthening BSU's R1 trajectory and making Idaho an even more attractive destination for high-tech investment. This initiative also strengthens industry-research partnerships across semiconductor manufacturing, clean energy, precision agriculture, digital services, and more—all key sectors in Idaho's economy.

The Department of Commerce is committed to connecting Boise State with Idaho's business, research, and innovation networks for collaborative projects, promoting APPAI and its training programs as catalysts for statewide economic growth, and supporting alignment between Boise State graduates and Idaho's strategic workforce needs. We look forward to the launch of APPAI and to its role in expanding Idaho's AI- capable workforce, deepening Idaho's industry collaborations, and reinforcing Boise State's leadership in research and innovation.

Sincerely,

Tom Kealey

Tom Kealey
Director, Idaho Department of Commerce

Full Budget

I. PLANNED STUDENT ENROLLMENT

	FY 2027		FY 2028		FY 2029		FY 2030	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	3.3	8	10.0	17	18.7	33	28.7	47
B. Shifting enrollments	0.4	1	1.1	2	2.1	4	3.2	5
Total Enrollment	3.7	9	11.1	19	20.7	36	31.9	52
Student Credit Hours Generated	111		332		622		956	

II. REVENUE

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees		$91,476		$274,253		$513,046		$788,761
6. Other		$21,002						
Total Revenue	$0	$112,478	$0	$274,253	$0	$513,046	$0	$788,761

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:
1 FTE = 30 credits
Headcount determined as the distinct number of students in the program that year.
Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.
Assume 20% attrition from 1st to 2nd semester, then 3% attrition every semester. No attrition for last semester.

II.5. Student Fee revenue calculated as Student Credit Hours * $825 per credit.
$825 calculated as estimate of 2026-2027 per credit rate.
To be conservative, assume in calculations that per-credit fee does not increase over time.

II.6. The College of Engineering will support program in Yr1 for support personnel expenss already paid by the graduate Cyber Operations & Resilience (gCORe) program

III. EXPENDITURES

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE		2.35		3.73		4.35		6.08
2. Faculty		$0		$36,699		$37,768		$38,837
3. Adjunct Faculty		$42,000		$102,743		$105,735		$160,230
4. Graduate/Undergrad Assistants		$28,007		$28,847		$29,688		$30,528
5. Research Personnel		$0.00		$0.00		$0.00		$0.00
6. Directors/Coordinators/Administrators		$27,384		$28,206		$43,639		$89,897
7. Administrative Support Personnel		$0		$0		$0		$0
8. Fringe Benefits		$16,714		$36,744		$45,061		$70,530
9. Other:								
Total Personnel and Costs	$0	$114,106	$0	$233,239	$0	$261,891	$0	$390,022

Budget Notes (continued)
III.A.3 Adjunct FTE: Calculated using (Credit hour load)/24; calculated at $1,750 cost per credit hour; Y1 24 credits of instruction, Y2-Y3 57 credits, Y4 84 credits, Y5 93 credits
III.A.4 Graduate Teaching Assistants: Calculated using (Credit hour load/12; calculated at $2,427 cost per credit hour; Y1-Y5 12 credits annually)
III.A.6 Administration: Program Director (.1 FTE Y1-Y3, .2 FTE Y4-Y5), Program Coordinator/Manager (.25 FTE Y1-Y2, .5 FTE Y3, 1 FTE Y4-Y5)
III.A.8 Benefits calculated at fringe rate of $17,770+(annual wage*20.43%) faculty and professional staff and $0+(total GTA cost*4%) for graduate teaching assistants

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel								
2. Marketing and Promotion		$20,000		$20,000		$20,000		$20,000
3. Other Services								
4. Communications								
5. Materials and Supplies		$6,000		$6,000		$6,000		$6,000
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous - Graduate Assistant SHIP Insurance and Tuition		$15,397		$16,323		$17,346		$18,481
Total Operating Expenditures	$0	$41,397	$0	$42,323	$0	$43,346	$0	$44,481

Budget Notes (continued):
III.B.2 Expenses to market the program
III.B.8 Graduate Assistant: SHIP insurance modeled at $3,370 with 15% annual increase; tuition expense modeled at $11,186 with 3% annual increase.

	FY 2027		FY 2028		FY 2029		FY 2030	
	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 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
1. Boise State University Support		$27,732		$83,142		$155,533		$239,118
2. Expenses								
Utilities								
Maintenance & Repairs								
3. Other								$0
Total Other Costs	$0	$27,732	$0	$83,142	$0	$155,533	$0	$239,118
TOTAL EXPENDITURES:	$0	$183,235	$0	$358,704	$0	$460,771	$0	$673,621
Net Income (Deficit) to College	$0	-$70,757	$0	-$84,451	$0	$52,275	$0	$115,140

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

III.E.1 Boise State University Support is defined as follows:

Boise State Central Services (10.00% of revenue): A fund dedicated to funding support services for online students.

Boise State eCampus Center (8.75% of revenue): Provide funding for initiative management, online course/program development and other support services.

Boise State Online Innovation Fund (2.3% of revenue): Seed funding for academic programs, course development stipends to faculty, open education resource grants and eventually innovation grants.

Boise State Online Tuition Fund (1.5% of revenue): A fund supporting active duty, guard and reserve military students using federal Tuition Assistance as online students.

Boise State Online Marketing, Recruitment, Enrollment, Advising and Retention Fund (7.45% of revenue): A fund dedicated to marketing online programs and providing success resources and support.

Boise State Library Fee ($3.72 per credit): A fund dedicated to library learning materials and resources.

Planned New Programs

Boise State University

*Please fill out information on planned new degree programs (**Section 1**) and new certificates of more than 30 credits (**Section 2**). Responses should be concise, and it is understood that programs in "exploratory" and "on horizon" status may have less detail in cetrain areas than those in "planning" status.*

SECTION 1: New Degrees (Associate, Baccalaureate, Graduate)

Program Name	Degree Designation	Program Description	CIP Code	Intended Modality	Anticipated Delivery Date	Disciplinary Accreditation	Evidence of Student Demand	List of Related Occupations	Industry Partner Support	Existing Concentration or Minor	Faculty	Facilities	Region	Legislative Funding	Status	Academic or Career Technical Education
List planned programs for each year (add rows as needed).	e.g., AAS, BS, PhD	Provide a brief summary of the program. (Limited to 50 words.)	Provide the program 6-digit CIP code, if known.	Indicate if the program will be "On Campus" and/or "Online" (more than 90% of all educational activities are online).	Indicate program effective date.	Specify any disciplinary accreditors for this program (if none, leave blank).	Provide evidence of a reasonable student market for this program or strategies for increasing student demand.	List up to 5 occupations for graduates of this program. If an occupation is an "In-Demand Career" as determined by the Idaho Workforce Development Council, indicate with an asterisk and include the SOC code. See https://nextsteps.idaho.gov/assets/uploads/2023/09/In-Demand-Career-List-Approved-9-13-2329.pdf	List any industry advisory councils or other industry stakeholders who have been consulted about the need for this program.	Identify whether the program will be built from an existing concentration, minor, or other program(s) at the institution.	Indicate whether ***existing and/or new*** faculty lines will be required to deliver the program within the first 5 years.	Indicate whether ***existing, new, and/or renovated*** space will be required to deliver the program within the first 5 years.	Provide the regional area (and specific location, if applicable) for each proposed program as defined in Board Policy III.Z. If a Statewide Program, indicate "Statewide."	Does the institution plan to request legislative funding to support any aspect of this program? If yes, what is the estimated amount to be requested?	Enter "Planning," "Exploring," or "On Horizon" to indicate the level of intention for each program.	Enter "Academic" or "CTE" to indicate the nature of this program.
Year One (AY 2026-2027)																
Emergency Management	BAS	The Emergency Management degree is	43.0302	Online	Fall 2026		In 2023, there were 927 distance completions or 64% of 1,236 total	Emergency Management Director, Disaster Recovery Specialist	We will consult with emergency management agencies and related	Both existing resources and additional new classes. The details of	The program will use existing faculty from	Existing	Region 3 (Boise)	No	Planning	Academic
Sustainability	BA	Solving complex sustainability challenges	30.3301	Hybrid	Fall 2026		High-growth area: The Hanover Report indicates favorable	Sustainability Consultant, Environmental Scientist or Specialist,	St. Luke's Health System, City of Boise, Environmental NGOs, Knife	Sustainability Minor, Project management certificate,	Not initially. After the program reaches an	Existing	Region 3 (Boise)	No	Planning	Academic
Sustainability	Masters	Addressing complex sustainability issues	30.3301	Hybrid and Online	Fall 2026		Occupations aligned with this program are projected to grow by	Sustainability Director, Chief Sustainability Officer, Environmental	Knife River, Micron, Simplot, State of Idaho, Meta, St. Lukes,	Sustainability Minor, Project management certificate,	Not initially. After the program reaches an	Existing	Region 3 (Boise)	No	Planning	Academic
Project Management	Masters	This program covers key project management	52.0211	Online	Fall 2026	Alignment with Project Management International (PMI) standards;	The number of new online competitors increased by 75%	13-1198 Project Management Specialists*	The program maintains an ongoing relationship with the Western Idaho	Existing courses can sustain the bulk of a program core with	Exiting	Existing	Region 3 (Boise)	No	Planning	Academic
Teach Next Year (2+1)	BA	Teach Next Year is a flexible "2+1" pathway for	13.1202	Online	Summer 2026	Council for the Accreditation of Educator Preparation (CAEP)	There are few accessible pathways for working paraprofessionals to	*Teacher 25-3097, 25-2021	Idaho school districts and community colleges	Teach Next Year (TNY) builds on our teacher preparation expertise, but	Existing	Existing	Region 3 (Boise)	No	Planning	Academic
Outdoor Leadership in Education	BA	The mission of the OEL program is to prepare	31.0601	On campus	Fall 2026	Accreditation by the Association of Experiential Education (AEE); we	The OEL program responds directly to the consistent and unwavering	Lead in traditional schools, outdoor education and after school	Identified and surveyed nearly 50 partners in outdoor education and	This new undergraduate major will include a minor and will not replace	Existing	Existing	Region 3 (Boise)	No	Planning	Academic
Fundraising and Philanthropy	MA	The online Master of Arts in Fundraising and	13.0413	Online	Fall 2026		When using CIP Code 52.0206 (Non-Profit/Public/Organizational	Executive Directors, Directors of Development, Major Gifts Officers,	No	No	Adjuncts	Existing	Region 3 (Boise)	No	Planning	Academic
Environmental Engineering	MS	The MS in Environmental Engineering program	14.1401	On Campus	Fall 2026		A January 2024 assessment by Hanover Research shows that from	Environmental Engineer; Environmental Consultant; Water	Our Industrial Advisory Board has indicated interest	MS in Civil Engineering (Environmental/Water focus area)	The department currently has 2.5 faculty in this focus	Existing	Region 3 (Boise)	No	Exploring	Academic
Software Development	BA	The program prepares students to build software	11.0205	On Campus	Fall 2026		In July 2024 Hanover Research conducted an academic program	Software Engineer; Software Developer; Software Development	Our Industrial Advisory Board has expressed interest, several members	No	Because this degree shares the same lower-level core	Existing	Region 3 (Boise)	No	On Horizon	Academic
Interdisciplinary Health	PhD	The Ph.D. in Interdisciplinary Health	51.0000	On Campus with growth in online and hybrid courses to	Fall 2026		While interest in M.S. degrees appears to be declining, the demand	University Professor, Research Scientist (e.g., research centers,	No	M.S. and M.K. degrees already have a wide range of course offerings. We	We anticipate that existing faculty can support the	Existing	Regon 3 (Boise)	No	Planning	Academic
Sport Management and Leadership	BS	The B.S. in Sport Management will provide	31.0504	On Campus with future option of hybrid and/or	Fall 2026	Commission on Sport Management Accreditation (COSMA)	The Hanover Report (2024) indicates that student demand for sport	* Director of Athletics (High School or College (11-9032); 2.) Director of	Boise State Athletics, Idaho High School Activities Association	Kinesiology already offers a wide range of courses that will form much	We anticipate a combination of existing	Existing	Regon 3 (Boise)	No	Planning	Academic
Digital Innovation and Design	BAS	The Bachelor of Applied Science in Digital	30.5202	On Campus and Online	Fall 2026		Existing Bachelor of Applied Science and Digital Innovation and Design	Web Developer, Social Media Manager, Marketing Specialist,	The College of Innovation and Design Advisory Board	No	Existing faculty will be used to deliver the	Existing	Region 3 (Boise)	No	Planning	Academic
Applied Artificial Intelligence	MS	The MS in Applied Artificial Intelligence is designed to meet Idaho's and the nation's urgent need for professionals who can build, apply, and responsibly deploy advanced AI systems across industries.	11.0102	Online	Fall 2026		Student interest in AI education has surged nationally and at Boise State, with growing numbers of applicants, professionals seeking reskilling, and students in related undergraduate programs expressing a desire for advanced, flexible training in applied AI.	Engineer, Data Scientist, Business Intelligence Engineer, AI Solutions Architect, Software Engineer	Strategic partnerships with INL, PNNL, Micron, HP, Simplot, Albertsons, and leading technology providers such as Intel, AWS, and NVIDIA	No additional internal resources are required. The operational and financial model will mirror the existing Online Cyber Operations and Resilience (CORe) program.	Existing; Adjuncts	Existing	Region 3 (Boise)	No	Planning	Academic

BOISE STATE UNIVERSITY

SUBJECT

Undergraduate Certificate in Community and Career Readiness Studies and Self-Support Program Fee in Lieu of Tuition

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R

BACKGROUND/DISCUSSION

Boise State University (BSU) proposes transitioning the Undergraduate Certificate in Community and Career Readiness Studies, associated with the Providing Exceptional Education and Raising Standards (PEERS) Program, to a self-support, fee-based model. The PEERS Program is a postsecondary education program for students with intellectual and developmental disabilities who have completed high school and seek meaningful access to college coursework, campus life, and career preparation. The certificate integrates academic coursework, employment experiences, and individualized supports. Since its launch in the 2020–2021 academic year, the PEERS Program has grown steadily and now serves students across the Boise metropolitan area, making it the most accessible program of its kind in Idaho's largest population center.

The PEERS Program supports student success through participation in university courses, structured advising, and individualized academic and job coaching aligned with students' academic, career, and independent living goals. Students enroll in a combination of PEERS-specific and general Boise State courses while participating in career exploration and campus activities alongside their peers. The program emphasizes self-determination, workforce readiness, and community engagement, preparing students for competitive employment and active participation in adult life. Transitioning the Undergraduate Certificate in Community and Career Readiness Studies to a self-support model reflects the program's maturation into a stable, established offering and aligns with Boise State's broader commitment to expanding access to higher education through sustainable and responsible program design.

IMPACT

Transitioning the undergraduate certificate in Community and Career Readiness Studies to a self-support model ensures long-term access to postsecondary education for students with intellectual and developmental disabilities in Idaho without reliance on temporary funding sources. This change provides stability for students and families while allowing the university to continue offering a program that addresses a documented gap in postsecondary opportunities across the state. By sustaining the PEERS Program through a fee-based structure, Boise State can maintain consistent enrollment, staffing, and service delivery while continuing to support positive academic, employment, and community outcomes for students.

The 21-credit certificate program will operate on a self-support, fee-based model of $600 per credit, reflecting the intensive, individualized support required for students to fully participate in university life and aligning with costs at comparable programs at institutions of higher education serving students with intellectual and developmental disabilities. This model enables responsible program scaling by aligning enrollment with available resources and support capacity. Program finances will be reviewed annually to ensure fiscal sustainability, with expenses adjusted as needed based on actual enrollment and activity. This approach mitigates financial risk while maintaining program quality and accountability.

Operationally, the PEERS Program will use program-generated revenue to directly support the personnel and services required to deliver high-quality student support. The self-support model allows staffing levels to align with enrollment and student needs, ensuring continuity of advising, coaching, and career-related services. Instructional and program costs will be covered by program revenue, supporting responsible planning and long-term stability.

Establishing a dedicated funding stream positions the PEERS Program to maintain consistent service delivery and respond effectively to student needs over time. This approach strengthens program quality while ensuring fiscal accountability, enabling the PEERS Program to continue serving students with intellectual and developmental disabilities and to advance Idaho's goals for postsecondary education, workforce participation, and community engagement. For students who need all 21 credits to complete the certificate, the total program cost would be up to $12,600 (21 credits at $600).

ATTACHMENTS

Attachment 1 – Certificate in Community and Career Readiness Studies Budget

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed self-support program fee for the Undergraduate Certificate in Community and Career Readiness Studies conforms to the requirement in Board Policy V.R.3.b.iv. that the certificate program "*be distinct from the traditional offerings of the institution by serving a population that does not access the same activities, services and features as full-time, resident and non-resident tuition paying students, such as programs designed specifically for working professionals, programs offered off-campus, or programs delivered completely online*."

Board policy also stipulates that no appropriated funds may be used for self-support programs, that self-support program fees be all-inclusive and no other fees charged in connection with participation in the program, and that self-support program finances are tracked and accounted for separately from all other institutional programs except as provided in subsection 3.b.iv. Policy also indicates "*if a self-support program fee is approved for a new program, institutions may fund start-up costs through reallocation or use of reserves. The program must demonstrate the ability to support its costs, both direct and indirect, within a period not to exceed three years from program start-up*."

Boise State's request to charge a self-support program fee of $600 per credit per semester for the Undergraduate Certificate in Community and Career Readiness Studies aligns with criteria as defined in Board Policy V.R.3.b.iv.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 2, 2026, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to charge a self-support fee of $600 per credit for the Undergraduate Certificate in Community and Career Readiness Studies in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1 - Certificate in Community and Career Readiness Studies Budget

Estimated Fiscal Impact	FY 27		FY 28		FY 29		FY 30	
A. Revenue	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds								
3. Federal		$86,570.00		$86,570.00		$86,570.00		$86,570.00
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees		$75,600.00		$151,200.00		$151,200.00		$151,200.00
6. Other (i.e., Gifts)								
Total Revenue		$162,170		$237,770		$237,770		$237,770

B. Expenditures	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. Personnel		$ 105,810.00		$ 119,285.00		$ 119,285.00		$ 119,285.00
2. Operating		$ 18,350.00		$ 18,350.00		$ 18,350.00		$ 18,350.00
3. Equipment		$ 1,000.00		$ 1,000.00		$ 1,000.00		$ 1,000.00
4. Facilities								
5. SSOA		$ 7,306.87		$ 18,894.15		$ 18,894.15		$ 18,894.15
6. Library Fee		$ 472.50		$ 945.00		$ 945.00		$ 945.00
7. Student Workers		$0.00		$24,000.00		$24,000.00		$24,000.00
8. Other - Cost of Instruction		$24,948.00		$49,896.00		$49,896.00		$49,896.00
Total Expenditures		$157,887		$232,370		$232,370		$232,370
Net Income (Deficit)		$4,283		$5,400		$5,400		$5,400

NOTES

A. Revenue, 3. Federal Funding: is from the ECLIPSE grant to fund a full-time Employment Specialist until June 2029; grant funding expected to be renewed

A. Revenue, 5. Student Fees: are calculated considering students taking 9 credits a semester, paying $600 per credit. Seven students are expected to be enrolled under this model in FY27, and 14 students in FY28-FY30.

B. Expenditures, 1. Personnel: is calculated for the Director for FY28-FY30 at 20% ($13475), and one Graduate Teaching Assistant for FY27- FY30 ($19,240). Employment Specialist for FY27- FY30 ($86,570 from grant funding).

B. Expenditures, 2. Operating: Graduate Teaching Assistant Insurance and Tuition for one position ($3,500 insurance/$11,000 tuition) each year: Postal/mail ($50); professional organization memberships ($500); publication and subscriptions ($500); institutional memberships ($300); photocopying ($500); educational supplies ($1,000); safety supplies ($500); personal vehicles ($500)

B. Expenditures, 3. Equipment: office supply & equip <$2000 and computer equipment b/n $2000-$4999

B. Expenditures, 5. SSOA: 11.5% in FY27, 15% for FY28-FY30; based on the sum of Graduate Teaching Assistant, Operating, Equipment, Cost of Instruction, and student workers

B. Expenditures, 6 Library Fee: $3.72/credit (FY27 for 7 students, FY28-FY30 for 14 students)

B. Expenditures, 7. Student Workers: No students workers for FY27. Five student workers in FY28-FY30. Student workers are paid $16/hour for 10 hours a week for 30 weeks an academic year.

B. Expenditures, 8. Cost of Instruction: is determined assuming a student in the program pay $600 per credit for 9 credits each fall and spring, with 33% of these funds allocated to units providing instruction (i.e., SPS, COAS, COED, COHS, etc.); FY27 assumes 7 students and FY28-FY30 assumes 14 students in the program.

BOISE STATE UNIVERSITY

SUBJECT

Undergraduate Certificate in Sport Impact – Online Program Fee in Lieu of Tuition

APPLICABLE STATUTE, RULE OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes an Undergraduate Certificate in Sport Impact to be offered utilizing an online program fee. This program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs.

Sport is one of the most powerful performance environments for developing transferable, durable skills, such as teamwork, discipline, resilience, and communication, and employers consistently identify these skills as critical for success. The Sport Impact certificate recognizes and extends the educational value of sport by helping students translate sport and academic experiences into professional fluency. The certificate's online courses in teamwork, identity, sport entrepreneurship, and applied learning allow students to connect their performance with preparation for work, life, and leadership.

IMPACT

Students who earn the 12-credit, fully online certificate will complete applied projects, develop Artificial Intelligence and digital media competencies, and create portfolio artifacts that demonstrate their ability to collaborate, communicate, and innovate. The Sport Impact certificate will be incorporated into online degree programs such as Digital Innovation and Design, Bachelor of Applied Science (BAS) and Interdisciplinary Professional Studies. The certificate may also be used as elective credit in other degree programs where students seek to connect sport, performance, and professional practice.

The certificate may be earned by students in any degree program as elective credit (embedded certificate). It is also included in the Digital Innovation and Design (DID) degree box as a stackable certificate major (stackable certificate). The DID program emphasizes adaptability and practical problem-solving by combining industry expertise with real-world experience. This degree is designed to equip students with employable skills and a suite of certifications, ensuring graduates are prepared not only to meet the demands of the digital workplace but also to shape its future across a variety of high-demand industries. Non-degree-seeking students may also enroll in the certificate as a standalone credential (standalone certificate).

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.b. ii. The price-point of $395 per credit hour for the proposed online certificate aligns with the majority of Boise State University's

undergraduate online programs. For students who earn the certificate, the cost of the program would be $4,740 (12 credits at $395 per credit).

ATTACHMENTS

Attachment 1 – Undergraduate Certificate in Sport Impact Budget

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Currently, Board Policy III.G Postsecondary Program Review and Approval does not require Board approval for the establishment of an undergraduate certificate consisting of fewer than 30 credits. Boise State University has met the policy requirement to notify the Board office of their intent to create and offer an online Sport Impact certificate program. The request before the Board is to solely approve the online program fee for this existing online certificate.

Boise State's request to assess an online program fee of $395 per credit aligns with criteria as defined in Board Policy V.R. to include that the online program fee is in lieu of tuition and all other Board-approved fees.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 2, 2026, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University charge an online program fee of $395 per credit for the Undergraduate Certificate in Sport Impact, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Attachment 1 – Undergraduate Certificate in Sport Impact Budget

Estimated Fiscal Impact	FY27	FY28	FY29	FY30
A. Revenue				
1. New Appropriated Funding Request	$0.00	$0.00	$0.00	$0.00
2. Institution Funds	$0.00	$0.00	$0.00	$0.00
3. Federal	$0.00	$0.00	$0.00	$0.00
4. New Tuition Revenues from Increased Enrollments	$47,400	$71,100	$94,800	$94,800
5. Student Fees (i.e., professional, online, or self-support fees)	$0.00	$0.00	$0.00	$0.00
6. Other (i.e., Gifts)	$0.00	$0.00	$0.00	$0.00
Total Revenue	$47,400.00	$71,100.00	$94,800.00	$94,800.00

B. Expenditures	FY27	FY28	FY29	FY30
1. Personnel	$ 18,000	$ 18,540	$ 19,096	$ 19,669
2. Operating	$ 1,000	$ 1,000	$ 1,000	$ 1,000
3. Equipment	$0.00	$0.00	$0.00	$0.00
4. Facilities	$0.00	$0.00	$0.00	$0.00
Total Expenditures	$19,000	$19,540	$20,096	$20,669
Net Income (Deficit)	$28,400	$51,560	$74,704	$74,131

Budget Notes	
A.4	Assumptions: Tution is calculated at $395 per credit, which aligns with the majority of Boise State University's undergraduate online programs. This certificate is 12 credits and it is expected that there will 10 students in FY27, 15 in FY28 and 20 students in FY29 and FY30.
B.1	Three required certificate courses (TEAM 303, IPS 391, IPS 392) are already being offered by existing faculty and, because of the scalable design of the courses, there is capacity for 20-40 additional students, so there are no additional personnel costs at the instructional level for these courses. The two new certificate courses (SPORTIM 350, SPORTIM 351) will be taught by adjuncts and/or full-time faculty within their expected workload. Assuming an adjunct rate at a $1500/credit rate, the instruction cost for these courses would be $18,000 in year 1 and includes a 3% CEC in following years.
B.2.	Includes expenses for marketing, program management, and OE.

LEWIS-CLARK STATE COLLEGE

SUBJECT

Bachelor of Science in Nursing – Professional Program Fee

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Policy V.R. Establishment of Fees

BACKGROUND/DISCUSSION

Lewis-Clark State College (LC State) proposes establishing a Professional Program Fee for the existing Bachelor of Science in Nursing (BSN) program pursuant to Board Policy V.R. Establishment of Fees, Section 3.b.iii – Professional Program Fee.

The BSN program is a well-established professional nursing program that enrolls up to 240 students annually across the traditional pre-licensure and LPN-to-BSN pathways. The program is accredited by the Commission on Collegiate Nursing Education (CCNE) and prepares graduates to sit for the NCLEX-RN® licensure examination, the nationally recognized examination required for entry into the registered nursing profession.

Workforce Need

The BSN program plays a critical role in addressing healthcare workforce shortages in Idaho and the surrounding region. According to the Bureau of Labor Statistics Occupational Outlook (2024–2034), Registered Nursing is among the occupations with the highest projected job growth nationally. The RN workforce is expected to grow from 3.4 million in 2024 to 3.6 million in 2034, an increase of 166,000 positions (5%). In Idaho, projected growth is significantly higher at approximately 20%, highlighting the urgent need for qualified nurses to support hospitals, rural healthcare systems, and community health providers across the state. LC State's BSN program plays a critical role in developing this workforce pipeline.

Program Cost Drivers

Delivering a high-quality nursing program requires substantial and ongoing investment beyond traditional instructional costs. Nursing education depends on specialized instructional infrastructure that must remain aligned with current clinical practice standards and accreditation expectations.

Key cost drivers include:

- Simulation laboratory equipment such as high-fidelity manikins, IV pumps, task trainers, and integrated audio/visual systems
- Clinical laboratory supplies and consumables used during hands-on instruction
- Simulation learning experiences, including standardized patients

- Clinical adjunct instructors required to supervise students in healthcare settings
- Standardized assessment platforms used to measure student readiness for the NCLEX-RN
- Accreditation and compliance requirements associated with CCNE standards

These costs represent program-level investments that support all students across the nursing curriculum, rather than costs associated with a single course.

Institutional Support for Program Infrastructure
LC State continues to provide substantial institutional support for the BSN program. The institution covers core technology infrastructure costs, including the learning management system, simulation lab network systems, classroom instructional technology, and campus-wide IT support required to operate nursing simulation and instructional platforms.

In addition, LC State absorbs significant clinical coordination and operational costs, including faculty oversight of clinical placements, partnership development with regional healthcare providers, liability coverage, and administrative support required to secure and maintain clinical training opportunities for students.

These institutional investments ensure that the program maintains strong healthcare partnerships and provides students with high-quality clinical experiences. The proposed program fee is intended to supplement—not replace—these institutional commitments by supporting program-specific educational resources necessary for hands-on learning and licensure preparation.

Limitations of the Current Course Fee Structure
The current course fee structure was designed to address isolated course expenses, not the comprehensive operational costs associated with delivering a professional nursing program. As a result, course fees have become fragmented, inconsistent across courses, and insufficient to support program-level needs such as simulation infrastructure, clinical supervision, and standardized assessment systems.

Course fees also create unpredictable financial impacts for students, as costs vary by course and semester. This structure does not align with the program-wide nature of nursing education expenses.

IMPACT

Rationale for a Professional Program Fee
Establishing a Professional Program Fee provides a dedicated, transparent, and sustainable funding model that aligns with the operational realities of a clinically intensive professional program. The program fee will support:

- Ongoing maintenance and replacement of simulation and laboratory equipment

- Clinical adjunct faculty required for student supervision in healthcare settings
- Simulation learning resources, including standardized patient experiences
- Standardized assessment tools that support NCLEX-RN preparation
- Laboratory supplies and consumables required for hands-on learning

This approach ensures that the program maintains the quality, safety, and accreditation standards required for professional nursing education.

Impact on Students
LC State proposes a Professional Program Fee of $2,652, assessed as four semester payments of $663 during the nursing program.

Implementation of the program fee will allow the institution to eliminate existing course fees currently charged to nursing students, replacing multiple variable charges with a single, predictable semester fee. This provides:

- Greater transparency regarding program costs
- Improved financial predictability for students
- More equitable distribution of program costs across cohorts

The fee directly supports the learning environment students experience, including access to modern simulation laboratories, safe clinical instruction, and standardized assessments designed to prepare students for professional licensure.

Institutional Comparability
The proposed total professional program fee of $2,652 is below comparable nursing program fees assessed by similar four-year institutions in Idaho, ensuring LC State remains competitively positioned while sustaining the resources required for a high-quality nursing program.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.R.3.b.iii. a professional program fee, with Board approval, may be charged in addition to the program's regular tuition and fees. To be eligible for consideration of a professional fee the program must meet all of the credential or licensure requirements, accreditation requirements and demonstrated program costs established in Board policy V.R.3.b.

No additional course fees may be charged once the professional fee is established.

LC State's request to assess a professional program fee for the BSN program aligns with criteria outlined in Board Policy V.R.3.b.iii. LC State indicates that the fee is a necessary and valid step to sustain the high standards required of a clinically intensive, accredited nursing program. By replacing fragmented course fees with a predictable, transparent structure, the college will enhance financial clarity for students while maintaining essential program quality.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 2, 2026, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to charge a professional program fee of $2,652 to be divided into four semester payments of $663 to Bachelor of Science in Nursing.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEWIS-CLARK STATE COLLEGE

SUBJECT
Direct-Entry Master of Science in Nursing – Professional Program Fee

APPLICABLE STATUTE, RULE OR POLICY
Idaho State Board of Education Policy V.R.

BACKGROUND/DISCUSSION
Lewis-Clark State College (LC State) proposes establishing a Professional Program Fee for the Direct-Entry Master of Science in Nursing (DE-MSN) program pursuant to Board Policy V.R. Establishment of Fees, Section 3.b.iii – Professional Program Fee.

The Direct-Entry MSN program was approved by the Idaho State Board of Education in June 2025 and will enroll its first cohort beginning Fall 2026. The program is designed for students who hold non-nursing bachelor's degrees and wish to transition into the nursing profession through an accelerated graduate pathway.

The DE-MSN program is a clinically intensive healthcare program, and accreditation through the Commission on Collegiate Nursing Education (CCNE) is being pursued. Graduates of the program will be eligible to sit for the NCLEX-RN® licensure examination, the nationally recognized examination required for entry into the registered nursing profession.

Workforce Need
The DE-MSN program plays an important role in addressing healthcare workforce shortages in Idaho and the surrounding region by expanding the pathway for individuals seeking to enter the nursing profession.

According to the Bureau of Labor Statistics Occupational Outlook (2024–2034), Registered Nursing is among the occupations with the highest projected job growth nationally. The RN workforce is expected to grow from 3.4 million in 2024 to 3.6 million in 2034, an increase of 166,000 positions (5%). In Idaho, projected growth is significantly higher at approximately 20%, underscoring the need to expand educational pathways that prepare qualified nurses to serve hospitals, rural healthcare providers, and community health systems across the state.

The DE-MSN program provides an important additional pipeline of nursing graduates by enabling individuals with prior bachelor's degrees to enter the profession and support Idaho's healthcare workforce needs.

Program Cost Drivers
Delivering a high-quality graduate nursing program requires substantial and ongoing investment beyond traditional instructional costs. Nursing education relies

on specialized instructional infrastructure that must remain aligned with current clinical practice standards and accreditation expectations.

Key cost drivers include:

- Simulation laboratory equipment, including high-fidelity manikins, IV pumps, task trainers, and integrated audio/visual systems
- Clinical laboratory supplies and consumables used in hands-on learning environments
- Simulation learning experiences, including standardized patients
- Clinical adjunct instructors required to supervise students in healthcare settings
- Standardized assessment platforms used to measure student readiness for the NCLEX-RN
- Accreditation and compliance requirements associated with CCNE standards

Many of these expenses represent program-level investments that support all students across the nursing curriculum, rather than costs associated with individual courses.

Institutional Support for Program Infrastructure

LC State continues to provide substantial institutional support for its nursing programs. The institution covers core technology infrastructure costs, including the learning management system, simulation lab network systems, classroom instructional technology, and campus-wide IT support required to operate nursing simulation and instructional platforms.

In addition, LC State absorbs significant clinical coordination and operational costs, including faculty oversight of clinical placements, partnership development with regional healthcare providers, liability coverage, and administrative support required to secure and maintain clinical training opportunities for students.

These institutional investments ensure that the program maintains strong healthcare partnerships and provides students with high-quality clinical learning opportunities. The proposed program fee is intended to supplement—not replace—these institutional commitments by supporting program-specific educational resources necessary for hands-on learning and licensure preparation.

Limitations of the Current Course Fee Structure

Traditional course fee models are designed to address isolated course expenses, not the comprehensive operational costs associated with delivering a clinically intensive professional program such as nursing.

Course fees can also result in variable and unpredictable costs across semesters, depending on when specific clinical or simulation courses occur. This structure does not align with the program-wide nature of nursing education expenses and creates challenges for long-term financial planning for students.

IMPACT

Rationale for a Professional Program Fee

Establishing a Professional Program Fee provides a dedicated, transparent, and sustainable funding structure that aligns with the operational realities of a clinically intensive nursing program.

The program fee will support:

- Maintenance and replacement of simulation and laboratory equipment
- Clinical adjunct faculty supervision required for student placements in healthcare settings
- Simulation learning resources, including standardized patient experiences
- Standardized assessment tools used to prepare students for the NCLEX-RN
- Laboratory supplies and consumables required for hands-on learning

This approach ensures that the program maintains the quality, safety, and accreditation standards required for professional nursing education.

Impact on Students

LC State proposes a Professional Program Fee of $3,340, assessed as five semester payments of $668 during the DE-MSN program.

Implementation of the professional program fee allows LC State to avoid the use of multiple individual course fees, replacing variable course-level charges with a single predictable semester fee. This approach improves transparency and allows students to plan more effectively for the cost of completing the program.

The fee directly supports the learning environment students experience, including access to modern simulation laboratories, clinical instruction, and standardized assessments designed to prepare graduates for professional licensure.

Institutional Comparability

The proposed program fee of $3,340 remains below the total fees assessed by comparable Idaho institutions for pre-licensure nursing and graduate nursing programs**,** ensuring LC State remains competitively positioned while sustaining the resources required for a high-quality nursing program.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.R.3.b.iii. a professional program fee, with Board approval, may be charged in addition to the program's regular tuition and fees. To be eligible for consideration of a professional fee the program must meet all of the credential or licensure requirements, accreditation requirements and demonstrated program costs established in Board policy V.R.3.b.

No additional course fees may be charged once the professional fee is established.

The request to charge a professional program fee for the Direct-Entry Master of

Science in Nursing aligns with the criteria defined in Board Policy V.R.3.b.iii.

LC State provides that the fee is essential to ensuring they can deliver a high-quality, clinically intensive pathway that expands Idaho's nursing workforce. Given the significant investments this program requires, the professional fee will provide a sustainable and transparent funding model that replaces fragmented course-level charges and ensures students have access to modern, safe, and high-quality learning environments.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 2, 2026, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to add a professional program fee of $3,340 divided into five semester payments of $668 to the Direct-Entry Master of Science in Nursing.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEWIS-CLARK STATE COLLEGE

SUBJECT

Elementary and Secondary Education – Professional Program Fees

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.R.

BACKGROUND/DISCUSSION

Lewis-Clark State College (LC State) proposes establishing a Professional Program Fee for the Elementary and Secondary Education teacher preparation programs pursuant to Board Policy V.R. Establishment of Fees, Section 3.b.iii – Professional Program Fee.

LC State's Education programs prepare candidates for Idaho teacher certification and include both Elementary Education and Secondary Education pathways. These programs are essential to supporting Idaho's educator workforce pipeline and preparing graduates to teach in K–12 classrooms across the region and state.

Teacher preparation programs require candidates to complete extensive clinical experiences, internships, and professional assessments aligned with state certification requirements. These experiences are governed by Idaho State Board of Education standards and educator preparation accreditation expectations, ensuring that candidates demonstrate the knowledge and skills necessary to enter the teaching profession.

Program Cost Drivers

Delivering high-quality teacher preparation programs requires a number of program-specific investments that extend beyond traditional instructional costs. These costs include:

- Professional certification assessments, including the Praxis exam series required for teacher certification
- Praxis preparation materials and study resources
- Background checks required for candidates participating in school-based clinical placements
- Liability insurance coverage for candidates during clinical experiences and internships
- Clinical placement coordination and support for candidates completing field experiences in partner school districts
- Program equipment, instructional materials, and supplies used in teacher preparation coursework

Many of these expenses are program-level costs required for certification and clinical participation, rather than costs associated with a single course.

Institutional Support for Program Infrastructure

LC State continues to provide substantial institutional support for its education programs. The institution covers core technology infrastructure and instructional systems, including learning management systems, classroom instructional technology, and institutional systems used to manage candidate progress, clinical placement coordination, and accreditation reporting.

Additionally, LC State absorbs significant administrative and faculty oversight costs associated with clinical placements, including partnership development with regional school districts, supervision of clinical experiences, and coordination of student teaching internships.

The proposed program fee is intended to supplement—not replace—these institutional investments by supporting program-specific requirements tied directly to candidate certification and clinical participation.

Limitations of the Current Course Fee Structure

The current course fee model is fragmented and tied to individual courses, resulting in fees that fluctuate across semesters and do not reflect the program-wide nature of teacher preparation requirements.

In addition, some required expenses—such as Praxis certification exams, background checks, and liability insurance—are currently paid directly by candidates at various points during the program. These out-of-pocket expenses often occur mid-semester, creating financial barriers for some candidates and limiting their ability to use financial aid resources.

The existing model also requires individualized fee construction for certain clinical placements, particularly when candidates complete internships at distant sites. This process requires additional administrative work by Student Accounts and program staff and creates inconsistent billing practices.

IMPACT

Rationale for a Professional Program Fee

Establishing a Professional Program Fee provides a transparent and predictable funding structure that aligns with the program-wide costs of teacher preparation. The program fee will support:

- Praxis certification exams required for teacher licensure
- Praxis preparation materials and study resources
- Background checks required for participation in K–12 clinical placements
- Liability insurance coverage for all clinical experiences and internships
- Program equipment, materials, and supplies used in teacher preparation coursework

By incorporating these costs into a program fee, LC State can ensure that certification-related expenses are distributed across the program rather than concentrated in specific semesters or courses.

Impact on Students
Implementation of the professional program fee will allow LC State to eliminate existing course fees currently assessed to Education candidates. Rather than charging variable course fees across individual classes, the program fee will spread costs evenly across the program, allowing candidates to plan more effectively for their educational expenses.

In addition, incorporating certification assessments into the program fee allows candidates to pay for required Praxis exams and related materials through financial aid, scholarships, or other funding sources, rather than paying out-of-pocket at the time assessments are taken.

The estimated impact by program is as follows:

Elementary Education
- Total program fee: $2,231
- Increase of $438 (1.24%)
- $386 covers the Praxis 7001 series exams, Praxis study materials, background checks, and liability insurance for clinical experiences
- $52 supports program equipment and supply maintenance

Secondary Education – One Certification Area
- Total program fee: $1,234
- Increase of $304 (1.33%)
- $219 covers Praxis certification exams, study materials, background checks, and liability insurance
- $65 supports program equipment and supply maintenance

Secondary Education – Two Certification Areas
- Total program fee: $1,414
- Increase of $484 (1.52%)
- $419 covers two Praxis exams, study materials, background checks, and liability insurance
- $65 supports program equipment and supply maintenance

Overall, when existing course fees are consolidated into a program fee, the net additional cost to candidates averages approximately $52–$65 across the entire program.

This structure improves financial transparency, reduces administrative complexity, ensures compliance with liability insurance requirements, and allows certification-

related expenses to be paid through financial aid rather than as unexpected out-of-pocket costs during the program.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.R.3.b.iii. a professional program fee, with Board approval, may be charged in addition to the program's regular tuition and fees. To be eligible for consideration of a professional fee the program must meet all of the credential or licensure requirements, accreditation requirements and demonstrated program costs established in Board policy V.R.3.b.

No additional course fees may be charged once the professional fee is established.

LC State's request to charge professional program fees for Elementary and Secondary Education Teacher Preparation programs aligns with criteria as defined in Board Policy V.R.3.b.iii.. LC State believes the fees will provide a clear and essential solution to the existing fee structure currently facing teacher candidates. By consolidating essential certification-related costs—including Praxis exams, study materials, background checks, liability insurance, and clinical placement support—into a single predictable fee, the college ensures candidates can better plan financially while also gaining the ability to use financial aid for expenses that are now paid out-of-pocket. This fee directly supports program-level requirements essential for Idaho teacher certification.

The proposed fees were shared with the Instruction, Research and Student Affairs committee at their April 2, 2026 meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to charge a professional program fee of $2,231 to the Elementary Education program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by Lewis-Clark State College to charge a professional program fee of $1,234 to the Secondary Education program with one certification area.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by Lewis-Clark State College to charge a professional program fee of $1,414 to the Secondary Education program with two certification areas.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEWIS-CLARK STATE COLLEGE

SUBJECT
Radiographic Sciences – Professional Program Fee

APPLICABLE STATUTE, RULE OR POLICY
Idaho State Board of Education Policy V.R., Establishment of Fees

BACKGROUND/DISCUSSION
Lewis-Clark State College (LC State) proposes establishing a Professional Program Fee for the Radiographic Sciences program pursuant to Board Policy V.R. Establishment of Fees, Section 3.b.iii – Professional Program Fee**.**

The Radiographic Sciences program is a clinically specialized healthcare program accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT)**.** Enrollment in the program is limited to 44 students per year, as established by the accrediting body. Graduates of the program are eligible to sit for the American Registry of Radiologic Technologists (ARRT) national certification examination, which is required for entry into professional practice as a radiologic technologist.

Workforce Need
The Radiographic Sciences program plays an important role in preparing healthcare professionals needed across Idaho and the surrounding region. According to the Idaho Department of Labor, demand for Radiologic Technologists is projected to grow by approximately 19.1%**,** reflecting continued expansion in diagnostic imaging services and healthcare delivery systems.

LC State's program contributes directly to addressing this workforce demand by preparing graduates to enter hospitals, clinics, and diagnostic imaging centers throughout the region.

Program Cost Drivers
Delivering a high-quality radiologic technology program requires substantial and ongoing investment beyond traditional instructional costs. Radiologic technology education relies on specialized instructional infrastructure that must remain aligned with current clinical practice standards and accreditation expectations.

Key cost drivers include:
- Radiography simulation and instructional equipment, including portable digital x-ray machines, phantom trainers, simulation manikins, and integrated audio/visual instructional systems
- Clinical laboratory supplies and consumables used during hands-on learning activities
- Clinical adjunct instructors required to supervise students in healthcare environments

- Standardized assessment tools used to measure student readiness for the ARRT certification examination
- Accreditation and compliance requirements associated with JRCERT program standards

Many of these costs represent program-wide investments that benefit all students across the program, rather than expenses associated with a single course.
Institutional Support for Program Infrastructure

LC State continues to provide significant institutional support for the Radiographic Sciences program. The institution covers core technology infrastructure, including classroom instructional technology, learning management systems, and campus IT systems required to support instructional delivery and program administration.

The institution also absorbs substantial clinical coordination and partnership costs, including faculty oversight of clinical placements, development and maintenance of partnerships with healthcare providers, and administrative support necessary to secure clinical education opportunities for students.

The proposed program fee is intended to supplement—not replace—these institutional investments by supporting specialized equipment, clinical instruction, and program resources required for hands-on radiologic technology education.

Limitations of the Current Course Fee Structure
The current course fee model was originally designed to support individual course-specific expenses**,** rather than the broader operational costs associated with delivering a clinically intensive healthcare program.

As a result, course fees have become fragmented and inconsistent across courses, and they do not adequately support program-level needs such as simulation equipment, clinical instruction, and accreditation requirements. Course-based fees can also create unpredictable financial impacts for students, depending on when certain courses occur during the program.

IMPACT

Rationale for a Professional Program Fee
Establishing a Professional Program Fee provides a dedicated, transparent, and sustainable funding structure aligned with the program-wide costs associated with radiologic technology education.

The program fee will support:
- Acquisition and maintenance of industry-standard radiography simulation equipment
- Clinical adjunct faculty supervision required for student placements in healthcare settings
- Standardized assessments used to prepare students for the ARRT certification examination

- Laboratory supplies and consumables required for hands-on learning experiences

This funding model ensures that the program maintains the equipment, clinical instruction, and accreditation standards required for professional radiography education.

Impact on Students
LC State proposes a Professional Program Fee of $2,406, assessed as five semester payments of $481 during the program.

Implementation of the professional program fee will allow LC State to eliminate existing course fees currently assessed to radiography students. Rather than charging variable fees tied to individual courses, the program fee consolidates these costs into a single predictable semester charge, providing greater transparency and allowing students to better plan for program expenses.

The program fee directly supports the educational resources students rely on throughout the program, including modern radiography equipment, clinical instruction, standardized assessments, and laboratory supplies necessary for skill development.

Institutional Comparability
The proposed program fee of $2,406 remains below the fees assessed for similar radiologic technology programs at comparable institutions, ensuring LC State remains competitive while sustaining the resources required to deliver a high-quality accredited program.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy V.R.3.b.iii. a professional program fee, with Board approval, may be charged in addition to the program's regular tuition and fees. To be eligible for consideration of a professional fee the program must meet all of the credential or licensure requirements, accreditation requirements and demonstrated program costs established in Board policy V.R.3.b.

No additional course fees may be charged once the professional fee is established.

The request to implement a professional program fee for the Radiographic Sciences program aligns with the criteria outlined in Board Policy V.R.3.b.iii. LC State provides that this fee is necessary to ensure that students receive the high-quality clinical education required in this specialized healthcare field. Radiographic education depends on specialized instructional infrastructure and resources; therefore, establishing a consolidated program fee will create a clear and predictable funding model. This approach will replace fragmented course fees while directly supporting the resources and experiences essential to student learning and professional preparation.

The proposed fee was shared with the Instruction, Research and Student Affairs committee at their April 2, 2026, meeting. Staff recommends approval.

BOARD ACTION

I move to approve the request by Lewis-Clark State College to add a professional program fee of $2,406 divided into five semester payments of $481 to the Radiographic Sciences program.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

SUBJECT

Graduate Medical Education Committee New Appointment

REFERENCE

December 5, 2017	Board approved a Graduate Medical Education 10-year plan.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
June 2020	Board approved reappointments to the Graduate Medical Education Committee.
August 2020	Board approved the appointments of Dr. Jaren Blake and Dr. A.J. Weinhold to the Graduate Medical Education Committee.
October 2020	Board approved the appointments of Dr. Thomas Mohr and Dr. John Grider to the Graduate Medical Education Committee.
October 2022	Board approved the appointments of Dr. Perry Brown Jr., Dr. Abby Davids, Dr. Robyn Dreibelbis, and Dr. Matthew Larsen and the reappointments of Dr. Mary Barinaga, Dr. Justin Glass, Dr. John Grider, Dr. Melissa Hagman, Susie Keller, Dr. Samantha Portenier, Dr. Kimberly Stutzman, and Dr. William Woodhouse to the Graduate Medical Education Committee.
December 2022	Board approved the reappointment of Dr. Clay Prince, Chief Medical Officer for Madison Health, to the Graduate Medical Education Committee.
June 2024	Board approved the appointments of Dr. Brandon Mickelson, Dr. Caroline Elizabeth Gass, Dr. Patricia Howell-DelTufo, and Travis Leach, to the Graduate Medical Education Committee.
August 2025	Board approved the reappointments of Dr. Ben Chan, Dr. Joshua Kern, Dr. A.J. Weinhold, Dr. Luisa Hiendlmayr, Dr. Liz Gass, Dr. Beth Botts, Dr. Lisa Nelson, Dr. Andy Wilper. Board approved new appointments of Toni Lawson, Dr. Jon Shupe, Dr. Heidi Shields, Dr. Michael Krug, Dr. Elizabeth O'Donnell, Dr. Karen Cabell, Dr. Hayes Baker, Dr. Kenneth Krell.
October 2025	Board approved the appointments of Dr. Jesse Hinckley and Dr. Ned Hilliard.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Graduate Medical Education (GME) committee plays a vital role in making recommendations on the implementation and refinement of the 10-year GME plan approved by the Board at the December 5, 2017, special Board meeting.

Consistent with Board Policy III.C, the purpose of the GME Committee is to provide recommendations to the Board on ways to enhance graduate education in the state of Idaho. The committee also supports the development, implementation, and monitoring of the Board's graduate medical education short- and long-term plans. The committee reports to the Board through the Instruction, Research, and Student Affairs Committee.

A maximum of thirty (30) members can serve on the committee. All committee members are appointed by the Board. Committee members represent postsecondary institutions providing graduate medical education for Idaho, residency sites, the Idaho Medical Association, and the Office of the State Board of Education. Representatives from medical organizations include a physician and an administrator. Appointments and/or reappointments serve five-year terms.

The Board is being asked to consider appointing the following new individual to the GME Committee:

- Suzanne M. Allen, M.D., M.P.H.

Curriculum Vitae for this new potential GME member is provided as attachment.

IMPACT

This additional appointment to the GME committee will continue to provide robust representation of medical professionals to serve on behalf of their designated institutions.

ATTACHMENTS

Attachment 1 – GME Committee Members 2026
Attachment 2 – CV for Suzanne M. Allen, M.D., M.P.H.

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to appoint Suzanne M. Allen, M.D., M.P.H., from Full Circle Health to serve on the Graduate Medical Education Committee effective immediately and expiring June 30, 2030.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS

Updated 03/10/2026

Institution	Representative	Email	Term Expiration June 30 of
Office of State Board of Education	Jenn White, Executive Director Patrick Coulson, CFO Heidi Estrem, CAO	jwhite@edu.idaho.gov pcoulson@edu.idaho.gov hestrem@edu.idaho.gov	Ex Officio
GME Coordinator	Ted Epperly, MD	tedepperly@fullcircleidaho.org	Ex Officio
Idaho Hospital Association	Toni Lawson, Vice President of Advocacy and External Relations	tlawson@teamiha.org	2030
Idaho Medical Association	Susie Pouliot Keller, CEO (Mike Cunnington, IMA Director of Government Affairs)	susie@idmed.org cunnington@idmed.org	2027
Idaho College of Osteopathic Medicine	Robyn Dreibelbis, DO	rdreibelbis@icom.edu	2027
University of Utah School of Medicine	Ben Chan, MD (Kylie Christensen Assoc Director/ MPH, RUUTE and Regional Affairs)	Benjamin.Chan@hsc.utah.edu kylie.christensen@hsc.utah.edu	2030
University of Washington School of Medicine	Mary Barinaga, MD	barinm@uw.edu	2027
Full Circle Family Med Boise	Abby Davids, MD	abbydavids@fullcircleidaho.org	2027
Full Circle Family Med Caldwell	Samantha Portenier, MD	samanthaportenier@fullcircleidaho.org	2027
Full Circle Family Med Nampa	Kim Stutzman, MD	KimStutzman@fullcircleidaho.org	2027
Full Circle Family Med Twin Falls	Joshua Kern, MD	kernjw@slhs.org	2030
Full Circle Pediatrics	Perry Brown, MD	PerryBrown@fullcircleidaho.org	2027
Idaho State University Family Medicine Residency	Brandon Mickelson, MD	brandonmickelsen@isu.edu	2027
ISU Family Medicine Rexburg	A.J. Weinhold, MD	weinana@isu.edu ajweinhold@isu.edu	2030

Full Circle Health	Suzanne M. Allen, MD, MPH	suzanneallen@fullcircleidaho.org	Pending
Coeur d' Alene Family Medicine Residency	Jon Shupe, MD	jshupe@kh.org	2030
EIRMC Family Medicine	Joshua Stringam, DO (PD) Luisa Hiendlmayr, MD (APD)	Joshua.Stringam@hcahealthcare.com luzpineda25@gmail.com	2030
EIRMC Internal Medicine	Kenneth Krell, MD	kkrell1@gmail.com kenneth.krell@hcahealthcare.com	2030
EIRMC Psychiatry	Jesse Hinckley, MD, PhD	jessehinckley@gmail.com jesse.hinckley@hcahealthcare.com	2030
MSIGMER Nampa Family Medicine	Heidi Shields, MD	heidshie@gmail.com hshields@msigmer.org	2030
UW Boise Internal Medicine	Moe Hagman, MD – Chair	mhagman@uw.edu	2027
UW Boise Psychiatry	Liz Gass, MD	Caroline.Gass@va.gov	2030
University of Utah/Idaho Psychiatry Residency	Beth Botts, MD	Elizabeth.Botts@hsc.utah.edu	2030
Saint Alphonsus Healthcare	Lisa Nelson, MD – Vice Chair (Diane Johnson)	Lisa.M.Nelson@saintalphonsus.org Diane.L.Johnson@saintalphonsus.org	2030
St. Luke's Healthcare	Michael Krug, MD	krugmi@slhs.org	2030
Portneuf Medical Center	Elizabeth O'Donnell, MD	elizabeth.odonnell@pediatrix.com	2030
Madison Memorial Hospital	Clay Prince, MD	clayprince@mmhnet.org	2027
Kootenai Health	Karen Cabell, DO	kcabell@kh.org	2030
Boise VAMC	Andy Wilper, MD	wilpera@gmail.com	2030
Eastern Idaho Regional Medical Center	Hayes Baker, MD	margaret.baker2@hcahealthcare.com	2030
West Valley Medical Center	Vacant		
Mountain View Hospital Idaho Falls	Ned Hillyard, PhD	nhillyard@mvhospital.net	2030

Curriculum Vitae

Suzanne M. Allen, M.D., M.P.H.

1959 N.E. Pacific Street, Health Sciences Building, Suite A-352A, Seattle, Washington 98195
Home: (208)433-1417
Work: (206)543-6797
Fax: (208)334-2344
Cell Phone: (208)859-8771
E-mail: suzaalle@uw.edu

EDUCATION

Fellowship

1998-1999 Faculty Development Fellowship
Department of Family Medicine
University of North Carolina
Chapel Hill, North Carolina

Residency

1992-1995 Family Medicine
Malcolm Grow Medical Center Family Practice Residency
Andrews Air Force Base, Maryland

Medical School

1988-1992 Medical Doctorate
George Washington University School of Medicine
Washington, D.C.

Graduate School

1988-1995 Master's in Public Health
George Washington University School of Medicine
Washington, D.C.

College

1984-1988 Bachelor of Science, Biology
University of Washington
Seattle, Washington

PROFESSIONAL EXPERIENCE

2025-Present	DIO, Full Circle Health
2015-Present	Vice Dean for Academic, Rural and Regional Affairs, University of Washington School of Medicine
2010-Present	Clinical Professor, Department of Family Medicine, University of Washington School of Medicine
2009-2015	Vice Dean for Regional Affairs, University of Washington School of Medicine
2007-2014	Designated Institution Official, Family Medicine Residency of Idaho, Inc., Boise, Idaho
2006-2009	Assistant Dean, Regional Affairs and Rural Health, Idaho WWAMI Clinical Medical Education Coordinator, University of Washington School of Medicine, Boise, Idaho
2005-2010	Clinical Associate Professor, Department of Family Medicine, University of Washington School of Medicine
2005-2006	Assistant Residency Program Director, Family Medicine Residency of Idaho, Inc., Boise, Idaho

1999-Present	Teaching Faculty and Staff Family Physician, Family Medicine Residency of Idaho, Inc., Boise, Idaho
1999-2006	Family Medicine Clerkship Coordinator, Family Medicine Medical Student Clerkship, Family Medicine Residency of Idaho, Inc., Family Medicine Residency Network, University of Washington School of Medicine, Boise, Idaho
1998-1999	Program Co-Director, National Capital Area Combined Family Practice and Psychiatry Residency Program, Malcolm Grow Medical Center, Andrews Air Force Base, Maryland
1997-1999	Teaching Faculty and Staff Physician, Malcolm Grow Medical Center Family Practice Residency, Andrews Air Force Base, Maryland
1997-1999	Prevention Oversight Committee Director, 89th Medical Group, Andrews Air Force Base, Maryland
1995-1997	Staff Family Physician, 28th Medical Group Hospital, Ellsworth Air Force Base, South Dakota
1995-1997	Director of Emergency Services, 28th Medical Group Hospital, Ellsworth Air Force Base, South Dakota
1995-1997	Chairperson, Prevention Advisory Group, 28th Medical Group Hospital, Ellsworth Air Force Base, South Dakota

BOARD CERTIFICATION

2018-2028	Recertified: American Board of Family Medicine
2008-2018	Recertified: American Board of Family Medicine
2001-2008	Recertified; American Board of Family Practice
1995-2001	American Board of Family Practice

LICENSURE

SPHY-7741 06/30/2026	Idaho State Board of Medicine Supervising Physician License
CS-7982 02/28/2026	Idaho State Board of Pharmacy
M-7741 06/30/2026	Idaho State Board of Medicine
BA6343266 06/30/2026	Controlled Substance Registration Certificate, United States Department of Justice Drug Enforcement Administration

TEACHING EXPERIENCE

1999-Present	Full Circle Health, Family Medicine Residency - Boise	Residents
1999-Present	University of Washington School of Medicine	Medical Students
1999-Present	Advanced Life Support in Obstetrics (ALSO)	Advisory Faculty
1997-2011	Advanced Cardiovascular Life Support (ACLS)	Instructor
1997-2010	Neonatal Resuscitation Program (NRP)	Instructor
1997-2006	Pediatric Advanced Life Support (PALS)	Instructor

1997-1999	Advanced Life Support in Obstetrics (ALSO)	Instructor
1997-1999	Malcolm Grow Medical Center Family Practice Residency	Residents
1997-1999	Uniformed Services University of Health Sciences	Medical Students
1997-1999	Health Professions Scholarship Program	Medical Students
1997-1999	Primary Care Apprenticeship Preceptor, George Washington University	Medical Students
1995-1997	University of South Dakota Medical School	Medical Students

PROFESSIONAL ORGANIZATION MEMBERSHIP

NATIONAL

2020-Present	AMA Academic Physician Section (APS) Governing Council
2020-2022	Association of American Medical College's Medical Education Senior Leaders (MESL) Steering Committee
2017-Present	Accreditation Council for Graduate Medical Education Family Medicine Appeals Committee
2012-2014	Association of American Medical College's Group on Regional Medical Campus (GRMC) Steering Committee
2010-2016	Accreditation Council for Graduate Medical Education, Family Medicine Review Committee
2006-Present	National Rural Health Association
1999-Present	Society of Teachers of Family Medicine
1992-Present	American Public Health Association
1988-Present	American Academy of Family Physicians
1988-Present	American Medical Association

STATE

2022-Present	SW Idaho Area Health Education Center Advisory Board
2022-Present	SW Idaho Area Health Education Center Continuing Medical Education Committee, Chair
2006-2022	Idaho Area Health Education Center Advisory Board
1999-Present	Idaho Public Health Association
1999-Present	Idaho Academy of Family Physicians
1999-Present	Idaho Medical Association
1999-Present	Ada County Medical Society
1992-1999	Uniformed Services Academy of Family Physicians
1988-1992	Washington, D.C. Academy of Family Physicians

PROFESSIONAL SERVICE

ACADEMIC

Boise State University:

2007-2010	Member, Strategic Directions Advisory Group
2006-2010	Director, Friends of Nursing Board of Directors
2008-2010	Member, Executive Committee, Friends of Nursing Board of Directors

Full Circle Health:

2025-Present	Designated Institutional Official
2014-Present	Member, Graduate Medical Education Committee
2007-2014	Designated Institutional Official
2007-2014	Chair, Graduate Medical Education Committee
2005-2008	Member, Patient Education Committee

University of Washington School of Medicine:

2023	Member, Executive Vice Dean Search Committee
2022-2023	Member, CEO and Dean Search Committee
2022-Present	Restorative Practices Steering Committee
2022-Present	UW Medicine Leadership Council for System Integration
2018-Present	WWAMI Institute for Simulation in Healthcare (WISH) Executive Committee
2017-Present	Idaho WWAMI Advisory Board
2013-2015	Ex-Officio Member, Curriculum Renewal Steering Committee

2013	Member, Search Committee, Medical Director for Telehealth Services
2012-2014	Member, UW Medicine Strategic Marketing and Communications Committee
2011-2014	Executive Steering Committee/Center for Equity, Diversity, and Inclusion (CEDI)
2010-2017	Co-Director, Targeted Rural/Underserved Track (TRUST)
2010-2011	Member, Vice Dean for Academic Affairs Search Committee
2010	Member, Chair Search Committee, Department of Family Medicine
2007-2015	Member, Elective Clerkship Committee
2007-2015	Member, Curriculum Oversight Committee
2007	Member, Chair Search Committee, Department of Family Medicine
2007	Member, Associate Dean for Student Affairs Search Committee
2007-2009	Member, Medical Student Education Strategic Planning Steering Committee
2007-2009	Member, Medical Student Education Strategic Planning Advisory Committee
2006-2015	Member, WWAMI Track Steering Committee
2006-2015	Member, WRITE Steering Committee
2002-2015	Member, Idaho Track Steering Committee

Veterans Affairs Medical Center:

2006-Present	Member, Academic Affiliations Partnership Council

PROFESSIONAL

Ada Canyon Medical Education Consortium:

2018-2022	Chair, Board of Directors
2006-Present	Director, Board of Directors
2007-2018	Treasurer

Accreditation Council for Graduate Medical Education (ACGME):

2017-Present	Appeal Panel Member, Family Medicine
2010-2016	Member, Family Medicine Review Committee

American Academy of Family Physicians:

2007-2010	Member, Working Group on Rural Health
2006-2010	Member, Commission on Education
2006-2010	Member, Subcommittee on Graduate Medical Education
2022-Present	Idaho Delegate, Congress of Delegates
2002-2010	Idaho Delegate, Congress of Delegates
2010-2022	Idaho Alternate Delegate, Congress of Delegates
1994-1995	Resident Representative, Commission on Public Health/Scientific Affairs
1993-1994	Resident Delegate, Congress of Delegates
1992-1993	Student Representative, Committee on Research

American Medical Association:

2024-2024	Academic Physician Section, Immediate Past Chair
2023-2024	Academic Physician Section, Chair
2022-2023	Academic Physician Section Chair-Elect
2020-2022	Academic Physician Section Alternate Delegate to AMA House of Delegates
2020-Present	Academic Physician Section Governing Council
2008-Present	Academic Physician Section

Association of American Medical College's Group on Regional Medical Campus (GRMC):

2012-2014	Member Steering Committee

Association of American Medical College's Medical Education Senior Leaders (MESL):

2020-2022	Member, Steering Committee

Idaho Academy of Family Physicians:

2022-Present	Idaho Delegate, AAFP Congress of Delegates
2013-2014	Past President
2012-2013	President

2011-2012	President elect
2010-2022	Idaho Alternate Delegate, AAFP Congress of Delegates
2003-2012	Treasurer, Board of Directors
2003-Present	Director, Board of Directors
2002-2018	Physician Coordinator, TAR WARS Program
2002-2010	Idaho Delegate, AAFP Congress of Delegates
1999-2000	New Physician Representative

Idaho Medical Association:

2007-Present	Delegate, House of Delegates
2007-2011	Member, Financial Services Program Advisory Committee
2006-2017	Co-Chair, Medical Education Affairs Committee

Uniformed Services Academy of Family Physicians (USAFP):

1998-1999	Chairperson, Membership and Member Services Committee
1995-1998	Member, Disease Prevention and Health Promotion Committee

CIVIC AND COMMUNITY

Health Care Workforce Council, Washington:

2017-Present	Chair
2011-2017	Vice Chair

Agency for Healthcare Research and Quality (AHRQ), U.S. Department of Health and Human Services (HHS)

2011-2015	Member, Regional Expert Panel

Boise Metro Chamber of Commerce:

2006-Present	Member, Chamber of Commerce
2006-2008	Member, Leadership Boise

Idaho Public Health Association:

2006-2012	Director, Board of Directors

Idaho Simulation Network:

2007-2010	Co-Chair, Board of Directors
2007-2010	Member, Academic Group

St. Luke's Regional Medical Center, Boise, Idaho:

2007-2015	Member, Medical Education Committee

HONORS AND AWARDS

2025	Full Circle Health, Family Medicine Residency, Boise, Outpatient Teaching Faculty of the Year
2011	Agency for Healthcare Research and Quality, U.S. Department of Health and Human Services, Regional Expert Panel
2010	Idaho Business Review, Health Care Heroes Honoree, Hero Educator, Sponsored by the University of Idaho
2006	Idaho Track Teacher of the Year, WWAMI Medical Students, University of Washington School of Medicine
2005	WWAMI Distinguished Teacher of the Year, University of Washington School of Medicine

2004	Idaho Track Teacher of the Year, WWAMI Medical Students, University of Washington School of Medicine
2003	Faculty of the Year, Family Medicine Residency of Idaho, Inc.
1998	Faculty of the Year, Malcolm Grow Medical Center
1993	Intern of the Year, Malcolm Grow Medical Center
1992	Certificate of Appreciation, Washington, D.C. Academy of Family Physicians
1991	Family Medicine Interest Group Award, American Academy of Family Physicians
1991	Certificate of Appreciation, Washington, D.C. Academy of Family Physicians

PRESENTATIONS

Year	Title of Presentation	Organization	Location
04/28/2015	*Addressing Requirements, Milestones, NAS, and Other Accreditation Issues: A Workshop With the RC-FM* *Peter Carek, MD, MS; Suzanne Allen, MD, MPH; Paul Callaway, MD; Stacy Potts, MD, Med*	48th STFM Annual Conference	Orlando, FL
04/28/2015	*Family Medicine Rural Tracks: Undergraduate and Graduate Experience and Updates - Suzanne M. Allen, MD, MPH; Randy Longecker, MD*	48th STFM Annual Conference	Orlando, FL
03/20/2015	*EPAs, Milestones and Competencies and what they mean for clinical education*	Montana WWAMI	Big Sky, MT
02/20/2015	*Precepting Medical Students in Clinic*	Wyoming Medical Society	Jackson Hole, WY
11/13/2014	*WWAMI Overview*	Maine Medical Center Education Retreat	Freeport, ME
10/17/2014	*IOM Recommendations: GME that Meets the Nation's Health Needs*	GME Summit	Bozeman, MT
05/09/2014	*WWAMI Overview*	Friends of the UWSOM, Center for Urban Horticulture	Seattle, WA
05/02/2014	*Efforts to Reform and Expand Graduate Medical Education: A Review of State Initiatives*, Suzanne Allen, Erin Fraher, Linda Lacey, Ben Robinson	2014 Health Workforce Research Conference	Washington, DC
04/14/2014	*Training the Primary Care Physician/Suzanne Allen, Thomas J. Hansen, James Herman*	25th Natl Conference on Primary Care Access in San Francisco	San Francisco, CA
03/29/2014	*ACGME-RRC-FM Requirements*	2014 RAD Conference	Kansas City
03/20/2014	*Curriculum Renewal at the University of Washington School of Medicine*	Roundtable: Spokane Rural Health Conference	Spokane, WA
02/20/2014	*WWAMI Overview and TRUST Overview & Discussion*	Rural Medical Educator's Conclave	Spokane, WA
12/2013	*WWAMI Graduate Medical Education;* Webinar, Improving Health, Preventing Disease, Decreasing Costs for All	New Hampshire Division of Public Health Services;	Webinar
07/2013	*Precepting Medical Students in Clinic*	Wyoming Medical Society Annual Meeting	Laramie, WY

05/2013	*TRUST (with Tom Greer, MD, MPH, & Jay Erickson, MD)*	46th STFM Annual Spring Conference	Baltimore, MD
06/2012	*Through the Looking Glass: The Continuum of Medical Education*	Wyoming Medical Society Annual Meeting	Jackson Hole, WY
11/2011	*Growing GME to Meet Physician Workforce Needs Throughout a Region: The WWAMI Experience*	AAMC-Association of American Medical College 2011 Annual Meeting	Denver, CO
11/2011	*The Role of Admissions in Meeting Physician Workforce Needs*	AAMC-Association of American Medical College 2011 Annual Meeting	Denver, CO
11/2011	*Community Engagement in Community Training Sites: Making it Happen*	AAMC-Association of American Medical College 2011 Annual Meeting	Denver, CO
11/2011	*Innovative Strategies in Graduate Medical Education: WWAMI Graduate Medical Education Models*	American Medical Association – Section on Medical Schools	Denver, CO
10/2011	*WWAMI: Helping meet the physician workforce needs in a 5-state region (Poster Presentation)*	13th International Health Workforce Collaborative Conference (IHWC)	Brisbane, Australia
09/2011	*TRUST – Connecting medical school to residency*	Consortium of Longitudinal Integrated Clerkships (CLIC) Conference	Yankton, SD
09/2011	*Cardiology and Primary Care: the WWAMI Approach*	National Conference of State Legislators (NCSL) Meeting	Seattle, WA
05/2011	*Development of Rural Programs at Two Schools: University of Alabama School of Medicine and University of Washington School of Medicine*	Keynote Speaker-National Rural Medical Education Annual Meeting	Austin, Texas
05/2011	*GME Funding Webinar - innovative ideas on expanding and improving graduate medical education*	American Medical Association (AMA) - Medical Education Unit	Webinar
03/2011	*TRUST (Targeted Rural Underserved Track), a Four Year Rural and Underserved Longitudinal Medical School Curriculum Implemented Across Multiple Regional Campuses*	AAMCC-Association of American Medical Colleges Group on Regional Medical Campuses & Group on Diversity and Inclusion Spring Meeting	New Orleans, LA
01/2011	*WWAMI GME Models*	AMA State Legislative Strategy Conference	Bonita Springs, Florida

11/2010	*WWAMI GME Models*	American Medical Association sponsored State-based GME and Medical Workforce Summit	Chicago, Illinois
10/2010	*Targeted Rural Underserved Track (TRUST) Implementing a four-year rural/underserved longitudinal medical school curriculum at the UWSOM*	Global Community Engaged Medical Education Muster	Novotel Barossa Valley Resort, South Australia
10/2010	*Facilitated Pearls: Scaling Up*	Global Community Engaged Medical Education Muster	Novotel Barossa Valley Resort, South Australia
10/2010	*WWAMI Rural Integrated Training Experience (WRITE) – administering a rural longitudinal integrated community clerkship (LICC) experience across five states*	Global Community Engaged Medical Education Muster	Novotel Barossa Valley Resort, South Australia
10/2010	*Smoking Cessation*	First-Year WWAMI Medical Students University of Idaho - Washington State University	Pullman, Washington
4/2010	*Bipolar Disease in the Family Medicine Office*	WRITE Faculty Visit Presentation	Hailey, Idaho
4/2010	*Connecting with High School and College Students through Pipeline Programs*	Society of Teachers of Family Medicine (STFM) Annual Spring Conference	Vancouver, Canada
3/2010	*Medical Education the Regional Way*	UNTHSC-University of North Texas Health Science Center Clinical Education Symposium	Fort Worth, Texas
3/2010	*WWAMI – University of Washington School of Medicine Five State Program*	Group on Regional Medical Campuses	Spokane, Washington
2009	*Graduate Medical Education*	Idaho State Board of Education & University of Idaho	Boise, Idaho
2007	*Asthma Pathophysiology*	Asthma Educator Institute	Boise, Idaho
2007	*Careers in Medicine*	Third-Year Medical Students on Idaho Clerkships, University of Washington School of Medicine	Boise, Idaho
2007	*Careers in Medicine*	First-Year WWAMI Medical Students University of Idaho - Washington State University	Pullman, Washington

2007	*Health Care: Panel Discussion*	Governor's Idaho Health Care Summit	Boise, Idaho
2007	*Pediatric Asthma: Shifting from Episodic to Prev. Care*	Alaska Academy of Family Physicians 21st Annual Scientific Congress	Valdez, AK
2007	*Residents in Difficulty: The Good, the Bad, and the Ugly*	Society of Teachers of Family Medicine 27th Conference on Families and Health	Austin, Texas
2007	*Smoking Cessation / The Dirty Weed*	First-Year WWAMI Medical Students University of Idaho - Washington State University	Pullman, Washington
2007	*Smoking Cessation / The Dirty Weed*	Medical Staff - Caldwell Memorial Hospital	Caldwell, Idaho
2006	*Careers in Medicine*	Third-Year Medical Students on Idaho Clerkships, University of Washington School of Medicine	Boise, Idaho
2006	*Comparison of Two Longitudinal Medical Education Programs: RPAP – WRITE*	7th World Organization of Family Doctors (WONCA) Rural Health Conference	Seattle, Washington
2006	*An Outpatient Teaching Protocol for the Treatment of Unipolar Depression*	Society of Teachers of Family Medicine 26th Conference on Families and Health	Austin, Texas
2006	*Smoking Cessation / The Dirty Weed*	Membership - Idaho Medical Association House of Delegates	Boise, Idaho
2006	*Smoking Cessation / The Dirty Weed*	Medical Staff - Portneuf Medical Staff	Pocatello, Idaho
2005	*Careers in Medicine*	Third-Year Medical Students on Idaho Clerkships, University of Washington School of Medicine	Boise, Idaho
2005	*Family Medicine Pipeline Project in Idaho*	Society of Teachers of Family Medicine 31st Predoctoral Education Conference	Albuquerque, NM
2005	*On Their Own Terms: Integrating Psychiatric and Behavioral Science Teaching into Residents' Continuity Clinics*	Society of Teachers of Family Medicine 25th Conference on Families and Health	Amelia Island, Florida
2004	*Asthma: 10 Key Quality Indicators*	Idaho Academy of Family Physicians Annual Conference and the Asthma Educator Institute	Boise, Idaho

2004	*Careers in Medicine*	Third-Year Medical Students on Idaho Clerkships, University of Washington School of Medicine	Boise, Idaho
2004	*Methods of Direct Observation: Evaluating ACGME Competencies via OSCE, Clinic Shadowing, and Video Review*	Society of Teachers of Family Medicine 37th Spring Conference	Toronto, Canada
2003	*Teaching and Learning Styles*	Faculty Development Fellowship University of Washington School of Medicine	Seattle, Washington
2003	*Violence: A Family Practice Protocol*	Society of Teachers of Family Medicine 36th Spring Conference	Atlanta, Georgia
2002	*Innovations in Ethics*	Forum for Behavioral Sciences	Chicago, Illinois
1998	*Contraception*	Capitol Conference Board Review Course	Andrews AFB, Maryland
1995	*Taking the Headache Out of Implementing Preventative Services*	National Congress of Family Practice Residents and Students	Kansas City, MO
1989	*Alcohol and Substance Abuse*	American Medical Student Association Education Program	Washington, D.C.
1988	*A Mouse Model for Acute Epididymitis Provoked for Chlamydia trachomatis*	Pacific Coast Fertility Society 36th Annual Meeting	Palm Springs, CA

PUBLICATIONS

Journal	**Title of Publication**	**Authors**
The American Journal of Surgery, Vol. 224, Issue 1, pg 612-616.	*"The Impact of the COVID-19 Pandemic on Medical Student Education: Implementation and Outcome of a Virtual Surgery Curriculum*	Nicole Zern Laura Yale Marke Whipple. MD Suzanne Allen, MD, MPH Douglas Wood, MD Roger Tatum, MD James Perkins, MD Kristine Calhoun, MD
Family Medicine, 53(7): 593-594	*Learning from the Implementation of the Milestones*	Suzanne Allen, MD, MPH
Academic Medicine, 95(9S): S542-S546	*University of Washington School of Medicine*	Suzanne Allen, MD, MPH Michael Ryan, MD Mark Whipple, MD Kellie Engle Lynne Robins, PhD Matthew Cunningham, PhD Marjorie Wenrich, PhD
Academic Medicine, 91(1):65-69, January 2016.	*'The WWAMI Targeted Rural Underserved Track (TRUST) Program: An Innovative Response to Rural Physician Workforce Shortages"*	Thomas Greer, MD, MPH, Amanda Kost, MD, David V. Evans, MD, Tom Norris, MD, Jay Erickson, MD, John McCarthy, MD, and Suzanne Allen, MD, MPH

Journal	**Title of Publication**	**Authors**
Academic Medicine, August 2014 Volume 89 – Issue 8 – p S35-S39.	*"Expanding Clinical Medical Training Opportunities at the University of Nairobi: Adapting a Regional Medical Education Model from the WWAMI Program at the University of Washington."*	Mara J. Child, MPH, MPA, James N. Kiarie, MMed, MPH, Suzanne M. Allen, MD, MPH, Ruth Nduati, MMed, MPH, Judith N. Wasserheit, MD, MPH, Minnie W. Kibore, MMed, Grace John-Stewart, MD, MPH, PhD, Francis J. Njiri, PGD, MSc, Gabrielle O'Malley, PhD, Raphael Kinuthia, MSc, Tom E. Norris, MD, Carey Farquhar, MD, MPH
Academic Medicine, December 2013, Vol. 88, No. 12	*"Challenges and Opportunities in Building a Sustainable Rural Primary Care Workforce in Alignment With the Affordable Care Act: The WWAMI Program as a Case Study"*	Suzanne M. Allen, MD, MPH, Ruth A. Ballweg, MPA, PA-C, Ellen M. Cosgrove, MD, Kellie A. Engle, Lawrence R. Robinson, MD, Roger A. Rosenblatt, MD, MPH, MFR, Susan M. Skillman, MS, and Marjorie D. Wenrich, MPH
Biology of Reproduction, January 1989 40 (1) 165-172; doi:10.1095/biolreprod40.1.165	*"A proposed mouse model for acute epididymitis provoked by genital serovar E, Chlamydia trachomatis"*	FB Kuzan, DL Patton, SM Allen, and CC Kuo

http://www.biolreprod.org/content/40/1/165.full.pdf+html

SUBJECT

Higher Education Research Council Appointment

REFERENCE

August 2014	Board appointed Dr. Kelly Beierschmitt to the Higher Education Research Council as the INL representative, replacing Dr. Hill.
October 2014	Board appointed Ms. Robin Woods and re-appointed Dr. Haven Baker to the Higher Education Research Council for a three (3) year term.
August 2016	Board re-appointed Mr. Bill Canon to the Higher Education Research Council for a term expiring June 30, 2019.
October 2018	Board re-appointed Dr. Haven Baker and Ms. Robin Woods as non-institutional representatives for terms expiring June 30, 2020, and approved the appointment of Dr. Todd E. Combs as the INL representative.
June 2020	Board appointed Ms. Eileen Langan-Barber and Ms. Heather Messenger as non-institutional representatives for terms expiring June 30, 2023.
December 2021	Board appointed Mr. Douglas Sayer as a non-institutional representative for a term expiring June 30, 2027.
June 2023	Board re-appointed both Ms. Eileen Barber and Ms. Heather Messenger as non-institutional representatives to the Higher Education Research Council for 3-year terms expiring June 30, 2026.
August 2024	Board approved appointment of Dr. Todd Combs as the INL representative.
December 2024	Board reappointed Mr. Douglas Sayer as a non-institutional representative to the Higher Education Research Council for a three-year term expiring on June 30, 2027.
August 2025	Board appointed McKinsey Lyon as a non-institutional representative for a three-year term expiring June 30, 2028.

BACKGROUND/DISCUSSION

The Higher Education Research Council (HERC) is responsible for implementing the Board's research policy (Board Policy III.W) and provides guidance to Idaho's four-year public institutions for a statewide collaborative effort to accomplish goals and objectives set forth in Board policy. HERC also provides direction for and oversees the use of research funding provided to the Board by the Legislature to promote research activities that will have a beneficial effect on the quality of education and the economy of the state.

HERC consists of the Vice Presidents of Research from Boise State University, Idaho State University, and the University of Idaho; a representative of Lewis-Clark State College; a representative of the Idaho National Laboratory (INL); and three (3) non-institutional representatives, with consideration of geographic, private industry involvement and other representation characteristics. The Board shall appoint the three non-institutional representatives. The appointments of the representative of INL shall be subject to approval of the Board. HERC appointments for non-institutional representatives are appointed for staggered three-year terms.

In the process of conducting a search for Heather Messenger's replacement on the Council, HERC identified Gurtej Sandu as the individual they would like to have serve as its third non-institutional representative.

Gurtej Sandhu is Principal Fellow and Vice President at Micron Technology. In his current role, he is responsible for Micron's end-to-end (Si-to-Package) R&D technology roadmaps. His scope includes driving cross-functional alignment across various departments and business units to proactively identify technology gaps, and managing the engineering organization to resource and execute on developing innovative technology solutions for future memory scaling. Dr. Sandhu's responsibilities include driving AI/ML based solutions for chip development, leading several internal project teams worldwide and managing interactions with research consortia around the world.

Joining HERC as its newest member, Gurtej brings unique experience, perspective, and expertise from industry and is sure to be an asset to the Council as it works to carry out its important responsibilities and duties.

ATTACHMENTS

Attachment 1 – Current HERC Membership – August 2025

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval.

BOARD ACTION

I move to appoint Gurtej Sandu as a non-institutional representative to the Higher Education Research Council, for a three-year term expiring on June 30, 2029.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

HIGHER EDUCATION RESEARCH COUNCIL
August 2025

Dr. Nancy Glenn
Vice President of Research & Economic Development
Boise State University

Dr. Todd Combs
Deputy Laboratory Director
Idaho National Laboratory

Dr. Martin Blair
Vice President for Research & Economic Development
Idaho State University

Eileen Barber (06/23-06/26)
Non-institutional representative
Co-Founder
Keynetics

Dr. Grace Anderson
Vice President for Institutional Research & Effectiveness
Lewis-Clark State College

Heather Messenger (06/23-06/26)
Non-institutional representative
Executive
PPD Biotech

Dr. Christopher Nomura
Vice President for Research & Economic Development
University of Idaho

McKinsey Lyon (06/25-06/28)
Non-institutional representative
VP of External Affairs
Perpetua Resources

Board Staff Support
Dr. Heidi Estrem
Chief Academic Officer

Mr. John Thomas
HERC Program Manager

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

State Rehabilitation Council Appointment

REFERENCE

December 2022	Board appointed three new members to the Council.
October 2023	Board appointed one current member to the Council.
December 2023	Board appointed five new members to the Council.
June 2024	Board appointed two new members to the Council.
August 2024	Board re-appointed two members to the Council.
October 2024	Board appointed three new members and re-appointed one current member
April 2025	Board approved three new members
October 2025	Board approved two new members

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section IV.G.
Idaho Code § 33-2202
Idaho Code § 33-2303
Code of Federal Regulations 34 CFR § 361

BACKGROUND/DISCUSSION

Code of Federal Regulations (34 CFR § 361.17) sets out the requirements for the State Rehabilitation Council (Council). The regulations require members of state councils to be appointed by the Governor or, in the case that state law vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Idaho Code § 33-2303 designates the State Board for Career Technical Education (CTE) as that entity, and Idaho Code § 33-2202 designates the State Board of Education as the board for CTE "for the purpose of carrying into effect any acts by Congress affecting vocational rehabilitation."

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director, or another individual recommended by the Client Assistance Program;
iv. At least one qualified vocational rehabilitation counselor with knowledge of, and experience with vocational rehabilitation programs, who serves as an

ex officio, nonvoting member of the Council if employed by the designated State agency;

v. At least one representative of community rehabilitation program service providers;
vi. Four representatives of business, industry, and labor;
vii. Representatives of disability groups that include a cross section of (A) individuals with physical, cognitive, sensory, and mental disabilities; and (B) representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
xi. At least one representative of the State workforce investment board; and
xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, federal regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR § 361.5(b)(28) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council may serve for not more than two (2) consecutive full terms. A member appointed to fill a vacancy prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment; however the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has one (1) nomination for Board consideration as follows:

The Council is recommending the appointment of Kaylauna Forell as a representative of Business, Industry, and Labor.

IMPACT

The appointment will maintain compliance with CFR 34 Part 361.16 and result in sixteen (16) total members.

ATTACHMENTS

Attachment 1 – State Rehabilitation Council Candidate Application

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointments meet the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable federal regulations.

Board staff recommends approval.

BOARD ACTION

I move to appoint Kaylauna Forell as a representative of the Business, Industry, and Labor to complete a three-year term, effective immediately through April 16, 2029.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

Idaho Division of Vocational Rehabilitation

STATE REHABILITATION COUNCIL APPLICATION FORM

Name: Kaylauna Forell

Mailing Address: [redacted]

Home/Cell Phone [redacted] Work Phone: [redacted]

E-Mail: [redacted]

Please explain why you would like to serve on the State Rehabilitation Council

I am interested in serving as a representative of the Business and Industry group on the SRC because I believe that advocating for inclusive workforce practices is essential to fostering stronger business operations and sustainable growth. I am passionate about ensuring that all members of society have equitable access to employment opportunities and that diverse perspectives are meaningfully represented in the workplace.
Serving on the SRC would provide a valuable opportunity to contribute ideas and insights that support the inclusion of underrepresented groups in the workforce, while also gaining exposure to

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name:		Term Date:	
Name:		Term Date:	
Name:		Term Date:	
Name:		Term Date:	

It is the expectation for members is to be able to commit to 1 day per quarter and 1 hour per month to dedicate to State Rehab Council activities. Do you have commitments or conflicts that might prevent you from attending quarterly Council meetings?

☑ **No** ☐ **Yes If "Yes" please explain:**

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

[redacted]

Please attach a resume so that the Council may learn about employment history, educational background, group affiliations, community involvement and interests.

RETURN TO:

IDAHO STATE REHABILITATION COUNCIL
ATTN: Council Secretary
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

KAYLAUNA FORELL

[redacted]

WORK EXPERIENCE

July 2024 – CURRENT

HR Specialist/Training Administrator | Encoder Products Company | Sagle, ID

- Maintains accurate and up-to-date human resource files, records, and documentation.
- Answers frequently asked questions from applicants and employees relative to standard policies, benefits, hiring processes, etc.; refers more complex questions to appropriate senior-level HR staff or management.
- Maintains the integrity and confidentiality of human resource files and records.
- Performs periodic audits of HR files and records to ensure that all required documents are collected and filed appropriately.
- Provides clerical support to the HR department.
- Assists with recordkeeping related to hiring, termination, leave, transfer, and promotion particularly related to Equal Employment Opportunity (EEO), affirmative action, and diversity initiatives.
- Assists with preparation of plans, policies, documents, and reports including EEO-1, affirmative action plans, organizational charts, labor agreements, and employee handbooks.
- Conducts new hire orientation.
- Develops, facilitates, and implements all phases of the recruitment process.
- Collaborate with department managers to identify and draft detailed and accurate job descriptions and hiring criteria.
- Tracks status of candidates in HRIS and responds with follow-up letters at the end of the recruiting process.
- Schedules meetings and interviews as requested by HR Generalist/Manager.
- Make photocopies; mail, scans and emails documents; and perform other clerical functions.
- Assists with job posting and advertisement processes.
- Screens applications and select qualified candidates.
- Schedules interviews; oversees preparation of interview questions and other hiring and selection materials.
- Assists with the interview process, attending and conducting interviews with managers, directors, and other stakeholders.
- Collaborate with the hiring manager and/or other human resource staff during the offer process, identifying and recommending salary ranges, incentives, start dates, and other pertinent details.
- Ensures compliance with federal, state, and local employment laws and regulations, and company policies.
- Organizes and attends job fairs, campus/college events, and other networking opportunities or recruiting sessions.
- Assists employees regarding benefits claim issues and plan changes.
- Distributes all benefits enrollment materials and determines eligibility.
- Responds to benefits inquiries from managers and employees on plan provisions, benefits enrollments, status changes and other general inquiries.
- Processes and administers all leave-of-absence requests and disability paperwork: medical, personal, disability and FMLA.
- Effectively interprets FMLA and ADA implications as they relate to leaves of absences/disabilities.
- Organizes and coordinates training sessions; reserves space for training, ensures that audiovisual equipment is available and operating, distributes materials such as handouts and quizzes, and handles other similar details and tasks.

KAYLAUNA FORELL

[redacted]

- Develops or assists with development of and maintains company-wide training records; tracks required initial and refresher training schedules.
- Researches and examines training products, reviews samples, demonstrations, and website content, and suggests additions or enhancements of the company's training library
- Creates, organizes, plans, and presents various forms of onboarding, orientation, and skills training for employees.
- Develops unique training programs to fulfill workers specific needs to maintain or improve job skills.
- Creates and/or acquires training procedure manuals, guides, and course materials.
- Presents training and development programs using various forms and formats including group discussion, and videos.
- Maintains records of training and development activities, attendance, results of tests and assessments, and retraining requirements, and successful completion of training.

APRIL 2023 – July 2024

HR Assistant | Encoder Products Company | Sagle, ID

- Maintaining/updating training records/data entry
- Recruiting duties and attending hiring events
- Work directly with Chief Executives in meetings on planning and development projects
- Developing reports/audits
- Assist with writing/updating policies and procedures
- Maintaining interpersonal/professional relationships with existing and future employees, and superiors
- Filing/entering new hire info into HRIS
- Maintaining updated State/Federal HR policy notices company-wide
- Maintaining schedules and dept calendar events/meetings
- Engaging in multiple taskforces for projects and training/computer applications as project manager
- Coordinating and conducting partial interviews, and leading orientations of new-hire employees
- Minor event coordinating company-wide, and other miscellaneous dept. project/event participation

OCTOBER 2022 – APRIL 2023 | *Encoder Products Company | Sagle, ID*

Return to Facilities Coordinator

- Assisting with data gathering for company COVID-19 metrics
- Maintaining/updating medical records/data entry
- Developing reports/audits

MARCH 2021 - OCTOBER 2022

Stockroom Clerk | Encoder Products Company | Sagle, ID

- Collecting/maintaining inventory
- Kitting work orders
- Filing
- Knowledge/use of current programs/systems
- Some cross training in shipping dept.

KAYLAUNA FORELL

[redacted]

OCTOBER 2020 - MARCH 2021

Cashier / Goodwill Industries of the Northwest / Ponderay, ID

- Cashiering
- Customer service
- Inventory/product organization
- Multi line phone system
- Clean bathrooms, displays, and register stations

JUNE 2020 - SEPTEMBER 2020

Boat Rental Employee/Office Worker | Watercraft Rentals | Sagle, ID

- Multi-line phones
- Filing contracts
- Orientation of boat safety rules + operations

JULY 2019 - SEPTEMBER 2020

Certified Nursing Assistant | Lifecare Center of Sandpoint | Sandpoint, ID

- Geriatric
- Other types of direct care
- Charting

NOVEMBER 2018 - JULY 2019

Assistant Teacher/Helper | Sandpoint Play & Learn | Sandpoint, ID

- Taking care of children ages 6 months-11 years old
- Prepare food for the children + help with crafting
- Clean and wash dishes.

JUNE 2018 - AUGUST 2018

Stockroom Clerk | Encoder Products Company | Sagle, ID

- Collecting inventory
- Kitting work orders
- Filing of customer order paperwork.

JANUARY 2017 - JUNE 2018

Receptionist | Sandpoint Furniture Carpet One Floor & Home | Ponderay, ID

- Greet customers
- Multi-line phone calls + take messages
- File paperwork
- Clean showroom areas

KAYLAUNA FORELL

[redacted]

SKILLS

- Multi-Telephone line skills
- MS Office proficiency
- Interviewing/Scheduling experience
- Data Entry
- Project management
- Time management
- Excellent verbal and written communication skills.
- Excellent interpersonal skills with the ability to manage sensitive and confidential situations with tact, professionalism, and diplomacy.
- Strong analytical and problem-solving skills.
- Excellent time management skills with a proven ability to meet deadlines.
- Excellent organizational skills and attention to detail.
- Ability to operate basic office and audiovisual equipment.
- Proficient with Microsoft Office Suite or related software.
- Proactive and independent with the ability to take initiative.
- Strong presentation skills.
- Adept with a variety of multimedia training platforms and methods.
- Ability to evaluate and research training options and alternatives.
- Medical Record keeping
- Charting
- Customer Service
- Inventory control
- Child/Geriatric care
- Shipping experience
- Cash register experience
- Ability to design and implement effective training and development.
- Proficient with or the ability to quickly learn human resource information system (HRIS), and similar computer applications.
- Thorough understanding of EEO, ADA, and other related employment laws and guidelines.
- Working understanding of human resource principles, practices and procedures.
- Ability to function well in a high-paced and at times stressful environment.
- Familiarity with laws, regulations, and best practices applicable to hiring and recruitment.

EDUCATION

2020-2022

Bachelor's Degree:

Bachelor of Science (Psychology) w/minor in Communication

University of Idaho, Moscow, ID

2018-2020

Associates Degree:

Associates of Science (Psychology)

North Idaho College, Coeur d' Alene, ID

KAYLAUNA FORELL

[redacted]

CERTIFICATIONS

2023-2024

Basic Technical Certificate

Business Management- Human Resource Development

North Idaho College, Coeur d' Alene, ID

2025-2026 Not Yet Complete

SHRM-CP

Currently studying for SRHM-CP exam

SRC Membership Composition

Members Shall Represent	Representation Required	Name	Region	Term	Term Dates	Voting Member	#
Current or former VR Recipient	Minimum 1	Brandon Dopf	Treasure Valley	1st	10/15/2025-10/14/2028	Yes	1
		Stephanie Taylor-Thompson	Eastern Idaho	2nd	8/21/2024 8/22/2027	Yes	2
Parent Training & Information Center	Minimum 1	Sarah Gornik	Treasure Valley	1st	12/17/2025 10/17/2027	Yes	3
Client Assistant Program	Minimum 1	Nancy Grant	Eastern Idaho	1st	Effective 12/21/2022 No term limit	Yes	4
VR Counselor	Minimum 1	Vacant	Treasure Valley	1st	04/16/2025 04/15/2028	No	
Community Rehabilitation Program	Minimum 1	Danielle Larsen	Treasure Valley	1st	06/12/2024-6/13/2027	Yes	5
Business, Industry and Labor	Minimum 4	Diana Colgrove	North Idaho	2nd	12/17/2025 12/18/2028	Yes	6
		Jeff DeForest	Treasure Valley	1st	12/13/2023 12/12/2026	Yes	7
		Lucas Rose	North Idaho	1st	12/13/2023 12/12/2026	Yes	8
		Vacant					
Disability Groups	No minimum or maximum	Tim Blonsky	Treasure Valley	2nd	8/26/2022-8/25/2028	Yes	9
		Janice Carson	North Idaho	1st	06/12/2024-6/13/2027	No	10
		Amber Maxwell	Treasure Valley	1st	04/16/2025 04/15/2028	Yes	11
State Independent Living Council	Minimum 1	Jami Davis	Treasure Valley	2nd	8/21/2024 08/22/2027	Yes	12
Department of Education	Minimum 1	Randi Cole	Treasure Valley	2nd	10/18/2023-10/17/2026	No	13
Interim Administrator of Vocational Rehabilitation	Minimum 1	Judy Taylor	Treasure Valley	06/2024 No end date		No	14
Idaho's Native American Tribes	Minimum 1	Feather Holt	North Idaho	10/16/2024 No end date		Yes	15
Workforce Development Council	Minimum 1	Donna Butler	Eastern Idaho	1st	04/16/2025 04/15/2028	Yes	16

TAB	DESCRIPTION	ACTION
1	**SUPERINTENDENT'S K-12 UPDATE**	Information Item
2	**PROPOSED CIVICS TEST**	Action Item

SUBJECT

Superintendent's K-12 Update

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Bylaws (Operational Procedures) Section E.4.
Idaho Code § 33-125, 125A, and 127

BACKGROUND/DISCUSSION

Idaho State Board of Education bylaws establish the Superintendent of Public Instruction as responsible for carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho and by Idaho Code or as established by the Board for all elementary and secondary school matters.

Debbie Critchfield was sworn into office as the Idaho Superintendent of Public Instruction on January 2, 2023. She will update the State Board of Education on the Superintendent's priorities moving forward.

- 2026 Legislative and Budget Overview
- College and Career Competencies
- Math Standards Review

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no Board staff recommendations.

BOARD ACTION

This item is for informational purposes only.

IDAHO DEPARTMENT OF EDUCATION

SUBJECT

Proposed Civics Test

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code §33-1602

BACKGROUND/DISCUSSION

During the 2016 legislative session, the Idaho Legislature made updates to Idaho Code 33-1602, requiring a new Civics Test:

> "Starting with the 2016-2017 school year, all secondary pupils shall show that they have met the state civics and government standards for such instruction through the successful completion of the "civics test," among other requirements."

Beginning that year, the Civics Test was "the 100 question United States citizenship/naturalization test." The 2025 Idaho Legislature updated statute to redefine the civics test as a test developed by the State Department of Education (Department) with approval of the State Board of Education. This new requirement applies for the 2026-2027 school year.

The updated section of code outlines the content areas that must be covered in the test developed by the Department, as aligned with Idaho's U.S. Government content standards, including:

- The influence of the history of Western Civilization on the founding of the American Republic, including Greek democracy, Roman republicanism, and the English political and legal tradition;
- The arguments presented in the Declaration of Independence;
- The governing principles at the foundation of the United States Constitution, including popular sovereignty, rule of law, federalism, separation of powers, checks and balances, judicial review, and majority rule and protection of minority rights;
- The role of the bill of rights in limiting the powers of government and protecting individual rights;
- The enumerated powers of the United States Congress, including appropriations, declarations of war, commerce, confirmations, necessary and proper clauses, and oversight and impeachment;
- The legislative process of how a bill becomes law;
- Article II of the United States Constitution as it relates to the executive branch and the powers of the president, along with the development and growth of administrative agencies;
- The function and development of the Electoral College;

- The power of the judiciary as conferred by Article III of the United States Constitution and legal precedents that developed these powers;
- The functions, powers, interactions, and dynamic relationships among federal, state, local, and tribal governments, including the Tenth Amendment to the United States Constitution and legal precedent; and
- The organization and powers of state and local government as described in the Constitution of the State of Idaho, including the legislative, executive, and judicial branches."

This fall and winter, the Department convened a group of subject matter experts—similar in composition to the work group for Social Studies content standards— to assist in drafting the new Civics Test. This group also provided classroom perspectives on the implementation of the new test. The Department gathered additional input on implementation from Idaho's Technical Advisory Committee (TAC) for assessment on December 15, 2025, and March 25, 2026.

After approval of the new Civics Test, the Department will begin efforts to prepare educators to implement the new test next school year. The Department will issue a comprehensive testing guidance document, covering test administration, including scoring and achievement levels, exemplar answers, reporting, and alternative pathways for students who have special needs and/or require specialized instruction. Additionally, the Department's content and curriculum team will distribute materials to support U.S. Government teachers and students in preparing for the new Civics Test.

IMPACT

School districts and public charter schools will need to make changes to implement this new requirement. The new Civics Test is more rigorous than the previous version, so educators may need to adjust instruction and assessment in high school U.S. History and U.S. Government courses to ensure students have the opportunity to learn all content covered in the test.

ATTACHMENTS

Attachment 1: Proposed Civics Test

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff are comfortable with the proposed Civics Test and have confirmed that it meets the updated requirements in statute. Staff agree with the Department that implementation support will be key to ensuring districts and schools are prepared for the change.

Board staff recommends approval.

BOARD ACTION

I move to approve the updated Civics Test, as developed by the State Department of Education, in compliance with Idaho Code 33-1602, for implementation in Idaho high schools for the 2026-2027 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho Department of Education

Part #1, Short Answer: 12 Questions

1. Define the concept of "democracy."
2. Explain how democracy applies to the United States.
3. Define the concept of a “republic.”
4. Explain how the term “republic” applies to the United States.
5. Define the concept of “liberty.”
6. Define the concept of “separation of powers.”
7. Identify and explain three grievances against British rule from the Declaration of Independence.
8. Choose an amendment from the Bill of Rights. Explain how the amendment protects individual freedoms and limits government power.
9. How do the three branches of government check and balance each other’s powers?
10. Explain the benefits of a bicameral legislature.
11. What are two responsibilities of U.S. citizens at the national level?
12. What are two responsibilities of U.S. citizens at the local or state level?

Part #2, Multiple Choice: 38 Questions

Historical and Theoretical Foundations of the American Republic

13. Which ancient civilization is most closely associated with the concept of direct democracy?
    a. Egypt
    b. Greece
    c. Rome
    d. Babylon

14. Which concept from Roman republicanism most directly influenced the structure of the United States’ government?
    a. Rule by divine right
    b. Direct representation
    c. Separation of powers
    d. Separation of church and state

15. How did Magna Carta influence the eventual American government?
    a. It created a model for direct democracy.
    b. It justified taxation without consent.
    c. It introduced concepts that would lead to a Bill of Rights.
    d. It strengthened the power of the king.

16. Which English political philosopher advocated the idea of natural rights and influenced the Declaration of Independence?
    a. Rousseau
    b. Hobbes
    c. Machiavelli
    d. Locke

17. Which political idea most directly influenced the Founders to design a system of government with separate branches?
    a. Roman mixed constitution
    b. English mercantilism
    c. Montesquieu's theory of separation of powers
    d. Greek confederacies

18. According to the Declaration of Independence, where does government derive its power?
    a. The Constitution
    b. The military
    c. The consent of the governed
    d. Divine authority

19. Which statement best describes the relationship between a democracy and a republic?
    a. They are opposing systems of government.
    b. A democracy is ruled by the people, a republic is ruled by the aristocracy.
    c. A republic is a representative form of democracy.
    d. A democracy has no constitution, while a republic does.

20. The contradiction of democracy can best be described as:
    a. How to solve the issue of federalism
    b. Deciding what powers belong to the legislative branch or the executive branch
    c. Taxation without representation
    d. The balance between majority rule and minority rights

21. Which statement best explains the difference between the political philosophy of natural rights and classical republicanism?
    a. Natural rights emphasizes protecting individual rights, while classical republicanism stresses the responsibility of citizens to promote the common good.
    b. Natural rights supports rule by kings, while classical republicanism supports rule by elected representatives.
    c. Natural rights rejects democracy entirely, while classical republicanism supports unlimited majority rule.
    d. Natural rights focuses only on economic freedom, while classical republicanism focuses only on military power.

Framing and Ratifying the U.S. Constitution

22. Popular sovereignty is best defined as:
    a. Government based on tradition
    b. Rule by the monarchy
    c. Power is inherent within the people
    d. Military rule

23. How did the weaknesses of the Articles of Confederation contribute to the call for a Constitutional Convention?
    a. It had no provision for trade regulation.
    b. It overtaxed the states.
    c. It lacked a system for federal education.
    d. It could not raise a federal army or levy taxes effectively.

24. The Great Compromise settled which major issue at the Constitutional Convention?
    a. Slavery
    b. Bill of Rights
    c. Presidential power
    d. Representation in Congress

25. In *Federalist 10*, James Madison warns that the primary threat to America's system of republican government is:
    a. Tyranny of the majority
    b. Overbearing federal government
    c. Establishment of a monarchy
    d. States will secede from the Union

26. Which of the following was the primary concern of the Anti-Federalists during the debates over the Constitution?
    a. It gave individual states too much power over the federal government.
    b. It lacked a Bill of Rights.
    c. There was no separation of powers.
    d. It was too democratic.

Article I: Legislative Authority

27. Which power is specifically granted to Congress by the Constitution?
    a. Declare war
    b. Appoint judges
    c. Enforce laws
    d. Interpret the Constitution

28. According to the Constitution, in what branch of government must revenue bills originate?
    a. Senate
    b. President
    c. House of Representatives
    d. Administrative State

29. Which of the following is a constitutional step for a bill to become a law?
    a. Ratification by state legislatures
    b. Presidential signature after passage in both chambers
    c. Approval by the judicial branch
    d. Majority vote in one chamber only

30. Why is the Necessary and Proper Clause vital to congressional authority?
    a. It limits Congress to only the powers explicitly listed in the Constitution.
    b. It grants Congress implied powers to carry out its responsibilities.
    c. It shifts power to the executive branch.
    d. It restricts judicial interpretation.

31. Which power allows Congress to conduct investigations into executive agencies?
    a. Impeachment
    b. Oversight
    c. Advice and consent
    d. Appropriations

32. How does the First Amendment limit government authority?
    a. It allows Congress to pass religious laws
    b. It prohibits Congress from making laws that restrict speech, religion, press, assembly, or petition.
    c. It limits free speech during peacetime only
    d. It grants unlimited authority to law enforcement

Article II: Presidency

33. Which of the following is part of the president's job as head of the executive branch?
    a. Deciding when to declare war
    b. Enforce and carry out laws written by Congress
    c. Using the power to lay and collect taxes
    d. Using legislative powers to provide for the general welfare of the United States

34. Which of the following is a formal power of the president under Article II?
    a. Declaring laws unconstitutional
    b. Commander in Chief of the armed forces
    c. Setting the legislative agenda of Congress
    d. Writing Supreme Court decisions

35. Which of the following is another formal power of the president under Article II? (*9-12.GOV.35*)
    a. Impeaching federal judges
    b. Negotiating treaties
    c. Repealing legislation
    d. Establishing new executive departments

36. How does the 22nd Amendment relate to presidential power?
    a. It establishes term limits for the president.
    b. It outlines the process for declaring war.
    c. It establishes presidential succession and handling of disability.
    d. It authorizes impeachment.

Article III: Judiciary

37. What is the primary role of the judicial branch?
    a. To carry out the law
    b. To interpret the law
    c. To make the law

38. How many Supreme Court Justices are there?
    a. 9
    b. 7
    c. 13
    d. 5

39. What determines the length of service for a Supreme Court Justice?
    a. A 6-year term
    b. Until age 70
    c. Life tenure unless impeached
    d. Reappointment every 10 years

40. Which power allows the Supreme Court to check Congress?
    a. They can declare a law unconstitutional.
    b. They can declare a Presidential action unconstitutional.
    c. They choose Senators to fill any empty seats.
    d. They can veto any law with a 2/3 vote.

41. What is the primary function of appellate courts in the federal judiciary?
    a. To conduct trials
    b. To review decisions from lower courts for legal errors
    c. To create legislation
    d. To enforce criminal sentences

Elections Process

42. Which of the following best explains how the Electoral College functions in presidential elections?
    a. Electors are chosen randomly from each state.
    b. Voters directly elect the president in all cases.
    c. Voters choose electors who vote for the president, usually based on the popular vote.
    d. Congress chooses electors.

43. What distinguishes a primary election from a general election?
    a. Primaries are held after the general election.
    b. Primaries determine the party's nominee.
    c. General elections are only for local offices.
    d. General elections are optional.

Federalism

44. Which principle divides power between national and state governments?
    a. Checks and balances
    b. Judicial review
    c. Federalism
    d. Separation of powers

45. How does the 10th Amendment affect state authority?
    a. It centralizes power in the federal government.
    b. It prohibits states from making laws.
    c. It reserves powers not delegated to the federal government to the states.
    d. It limits local government power.

46. The Idaho Legislature is made up of:
    a. One chamber
    b. Two chambers
    c. Three branches
    d. County commissioners

47. The executive branch of Idaho is headed by the:
    a. Secretary of State
    b. Speaker of the House
    c. Governor
    d. Attorney General

48. What is the highest court in the Idaho judicial system?
    a. Court of Appeals
    b. Circuit Court
    c. Supreme Court of Idaho
    d. District Court

49. Which of the following local bodies typically oversees city-level decision-making?
    a. Supreme Court
    b. Congressional caucus
    c. City council
    d. Governor's cabinet

50. Tribal governments have sovereignty in:
    a. National defense
    b. Internal affairs on tribal lands
    c. State elections
    d. Federal budgets

TAB	DESCRIPTION	ACTION
1	BOARD POLICY II.R. RETIREMENT PLAN COMMITTEE – FIRST READING	Action Item
2	BOARD POLICY V.N. GRANTS AND CONTRACTS – FIRST READING	Action Item
3	BOISE STATE UNIVERSITY – CAMPUS MASTER PLAN UPDATE (2025-2034)	Action Item
4	IDAHO STATE UNIVERSITY – OPERATING AGREEMENT BETWEEN IDAHO STATE UNIVERSITY (ISU) AND THE IDAHO STATE UNIVERSITY FOUNDATION, INC	Action Item
5	IDAHO STATE UNIVERSITY – SOFTBALL/GOLF TRAINING FACILITY - PROJECT AUTHORIZATION	Action Item
6	IDAHO STATE UNIVERSITY – INDOOR TRACK PROCUREMENT AND INSTALLATION - PROJECT AUTHORIZATION	Action Item
7	UNIVERSITY OF IDAHO – PROPOSED IDAHO WATER CENTER MEDICAL EDUCATION CLASSROOM AND SUPPORT SUITE IMPROVEMENTS - PLANNING AND DESIGN AUTHORIZATION	Action Item

SUBJECT

Board Policy II.R. Retirement Plan Committee – First Reading

REFERENCE

June 2011	Idaho State Board of Education (Board) approved Supplemental Retirement 403(b) Plan document
August 2013	Board approved technical amendments to plan document
February 2014	Board approved amendments to the Supplemental Retirement Benefit Plan
April 2020	Board approved allowance of plan-optional COVID-19 distribution and loan relief related to the CARES Act.
December 2020	Board approved amendments to Policy II.R. to allow the Executive Director to authorize the hiring of consultants for legal and fiduciary plan reviews.
February 2021	Board approved the First Reading of proposed amendments to committee membership at institutions
April 2021	Board approved the Second Reading of proposed amendments

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections II.K.2. and II.R.
Sections 33-107A and 107C, Idaho Code

BACKGROUND/DISCUSSION

The Idaho State Board of Education sponsors several retirement plans for eligible employees at Idaho's public postsecondary institutions, including the Optional Retirement Plan (401(a)), Supplemental 403(b) Plan, and the 457(b) Deferred Compensation Plan.

Section II.R. of the Board's Governing Policies and Procedures establishes the Retirement Plans Committee and delegates certain responsibilities to the Committee related to oversight and administration of the Board-sponsored retirement plans. The proposed amendments streamline Policy II.R. by removing the detailed enumeration of fiduciary duties, trustee responsibilities, and consultant provisions currently set forth in Sections 3.a. through 5, and replacing them with a single reference to the Retirement Plan Governance Charter. The Charter, which is incorporated by reference into the Policy, contains the full governance framework, including fiduciary responsibilities, delegation of authority, reporting requirements, and administrative procedures of the Committee.

The Retirement Plan Governance Charter establishes a structured governance framework that defines fiduciary responsibilities associated with the Board-sponsored retirement plans; clarifies the roles and responsibilities of the Board, the Retirement Plans Committee, and participating institutions; establishes

procedures for committee membership, meetings, and reporting to the Board; delegates certain administrative and investment oversight responsibilities to the Retirement Plans Committee; and provides guidance for the monitoring of service providers, investment options, and plan administration.

The Retirement Plan Governance Charter is approved by the Board and may be amended by the Board from time to time. In the event of any conflict between Policy II.R. and the Charter, the Policy shall control.

This governance framework aligns with best practices for retirement plan oversight and is intended to improve transparency, accountability, and fiduciary compliance for the Board-sponsored retirement plans.

IMPACT

The proposed amendments to Policy II.R. streamline the Board's governing policy by removing the detailed operational provisions currently embedded in Sections 3.a. through 5 and directing readers to the Retirement Plan Governance Charter for those details. This approach keeps the Board's governing policy concise while allowing the Charter to be updated administratively as needed, subject to Board approval. The amendments do not create new fiscal obligations or alter the substantive governance structure of the retirement plans.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendments – Clean
Attachment 2 – Proposed Policy Amendments – Redline
Attachment 3 – Proposed Retirement Governance Plan Charter

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the first reading of amendments to Policy II.R. as presented in Attachment 1.

The proposed amendments remove Sections 3.a. through 5 from the Policy and add a new Section 4 incorporating the Retirement Plan Governance Charter by reference, providing a cleaner and more flexible governance structure for the Board-sponsored retirement plans.

BOARD ACTION

I move to approve the first reading of Board Policy II.R., the Retirement Plan Committee as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: II. HUMAN RESOURCES

SUBSECTION: R. Retirement Plan Committee **June 2026**

1. The Retirement Plan Committee is a special committee of the Board. The Committee provides stewardship of the retirement plans sponsored by the Board for the exclusive benefit of participants and their beneficiaries. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures.

2. The Committee shall consist of five or more members appointed by, and serving at the pleasure of, the Board. The chair of the Committee shall be appointed by the Board President and shall be a Board member. Other members of the Committee shall include at least two participants in the sponsored plans: at least one representative from a public four-year institution and at least one representative from a community or technical college. At least two members shall be private sector members who are knowledgeable about financial markets. All committee members should have investment, legal or benefits management expertise sufficient to evaluate the risks associated with the Committee's purpose. A quorum of any meeting of the Committee shall consist of a majority of the members. Committee members shall not be compensated for their service on the Committee. The Committee will meet as needed, but not less than semi-annually. The Committee is supported by the Board's Chief Fiscal Officer and by the Board's outside tax counsel.

3. Board-sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) and 457(b) voluntary deferred compensation plans (collectively referred to hereinafter as "Plan" or "Plans"). The Board has authority to manage and control the Plans' operation and administration. The Board retains exclusive authority to amend the Plans and select trustees/custodians.

4. The governance, fiduciary responsibilities, delegation of authority, reporting requirements, and administrative procedures of the Committee are further detailed in the Retirement Plan Governance Charter, which is incorporated by reference into this Policy. The Retirement Plan Governance Charter shall be approved by the Board and may be amended by the Board. In the event of any conflict between this Policy and the Charter, this policy shall control.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES
SUBSECTION: R. Retirement Plan Committee June 2026~~April 2021~~

1. The Retirement Plan Committee is a special committee of the Board. The Committee provides stewardship of the retirement plans sponsored by the Board for the exclusive benefit of participants and their beneficiaries. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures.

2. The Committee shall consist of five or more members appointed by, and serving at the pleasure of, the Board. The chair of the Committee shall be appointed by the Board President and shall be a Board member. Other members of the Committee shall include at least two participants in the sponsored plans: at least one representative from a public four-year institution and at least one representative from a community or technical college. At least two members shall be private sector members who are knowledgeable about financial markets. All committee members should have investment, legal or benefits management expertise sufficient to evaluate the risks associated with the Committee's purpose. A quorum of any meeting of the Committee shall consist of a majority of the members. Committee members shall not be compensated for their service on the Committee. The Committee will meet as needed, but not less than semi-annually. The Committee is supported by the Board's Chief Fiscal Officer and by the Board's outside tax counsel.

3. Board-sponsored plans include the 401(a) Optional Retirement Plan (ORP), and the 403(b) and 457(b) voluntary deferred compensation plans (collectively referred to hereinafter as "Plan" or "Plans"). The Board has authority to manage and control the Plans' operation and administration. The Board retains exclusive authority to amend the Plans and select trustees/custodians.

~~a. The Committee shall report at least annually to the Board.~~
~~b. The Committee members shall sign a conflict of interest disclosure questionnaire.~~
~~c. The Board delegates execution of the following fiduciary responsibilities with respect to the Plans to the Committee:~~
~~i. Establishing, periodically reviewing, and maintaining a written investment policy, including investment allocation strategies.~~
~~ii. Overseeing administration of the Plans in accordance with the investment policy, including:~~
~~a) Selecting an appropriate number and type of investment asset classes and management styles for Plan participants, including default investment elections.~~
~~b) Establishing performance criteria and benchmarks for selected asset classes.~~
~~c) Researching, selecting, and withdrawing Plan investments as appropriate for specified asset classes or styles.~~
~~d) Reviewing communication methods and materials to ensure that Plan participants receive adequate investment education and performance information.~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: II. HUMAN RESOURCES
SUBSECTION: R. Retirement Plan Committee June 2026~~April 2021~~

~~e) Ensuring the Committee and the Plans comply with applicable laws, regulations, and the terms of the Plan pertaining to investments.~~

~~iii. Reviewing and monitoring investment performance, including the reasonableness of investment fees, against appropriate benchmarks and in accordance with the investment policy.~~

~~iv. Managing the Plans to ensure regulatory compliance pertaining to Plan investments, including required Plan amendments and document retention;~~

~~v. Monitoring the Plans' vendors and implementation of contractual service arrangements;~~

~~vi. Advising the Board on selection or termination of the Plans' trustee(s)/custodian(s);~~

~~vii. Monitoring for reasonableness and consistency with the Plans' terms any investment product fees and charges passed through to Plan participants; and~~

~~viii. Retaining consultants, subject to approval by the Board's executive director, as noted in Section 5.~~

~~4. The trustee(s) and/or custodian(s) of the sponsored plans will be responsible for holding and investing the Plans' assets in accordance with the terms of the Trust/Custodial Agreement.~~

~~5. The Committee may recommend to the Board's executive director the engagement of outside consultants and/or other professionals. The services of consultants and other professionals may include, but are not limited to:~~

~~a. Providing formal reviews of the performance of the investment options. Such reviews shall be based on established criteria and shall include recommendations for changes where appropriate;~~

~~b. Advising the Committee of any recommended modifications to the investment structure of the Plans; and~~

~~c. Advising the Committee as to the appropriate performance benchmarks for the investment options.~~

~~d. Advising the Committee as to the effectiveness of vendors and assisting in periodic review and/or vendor searches.~~

~~e. Providing legal counsel to the Board regarding plan administration.~~

~~f. As determined by the Plans, payment for fees may be made from record keeping fees established within the Plans.~~

4. The governance, fiduciary responsibilities, delegation of authority, reporting requirements, and administrative procedures of the Committee are further detailed in the Retirement Plan Governance Charter, which is incorporated by reference into this Policy. The Retirement Plan Governance Charter shall be approved by the Board and may be amended by the Board. In the event of any conflict between this Policy and the Charter, this policy shall control.

Original Adoption Date: Month Day, Year

Last Amendment Date: Month Day, Year

Idaho State Board of Education
Retirement Plan Governance Charter

I. Purpose and Objectives

The purpose of this Governance Charter ("Charter") is to create a structured framework that identifies and clarifies the appropriate plan fiduciaries and the delegation of administrative and fiduciary functions for the retirement plans (the "Plans") sponsored by the **Idaho State Board of Education** ("Plan Sponsor" or "Board") as listed below.

Plan Name	Type
Optional Retirement Plan	401(a)
Tax Deferred 403(b) Plan	403(b)
457(b) Deferred Compensation Plan	457(b)
Supplemental Retirement 403(b) Plan	403(b)

This Charter defines the fiduciary responsibility of the Plan Sponsor and the delegation of certain rights, powers and duties for the Plans to the Retirement Plan Committee ("Committee"), who shall serve as fiduciaries of the Plans for those fiduciary duties delegated by the Plan Sponsor under and pursuant to this Charter. The Board shall retain the authority and decision rights except as expressly provided herein.

II. Fiduciary Authority and Responsibilities Under the Plan

Fiduciaries of retirement plans have special responsibilities under the Internal Revenue Code ("Code") and State law. Fiduciaries include those individuals who:

a) exercise discretionary authority or control over the management of retirement plans or exercise any authority or control over the management or disposition of plan assets;

b) render investment advice for a fee or other compensation (direct or indirect) as to plan assets; or

c) have discretionary authority or discretionary responsibility in the administration of employee benefit plans.

Therefore, the Plan Sponsor may act as a fiduciary when making fiduciary decisions. However, the Plan Sponsor is not a fiduciary when acting as a "settlor." The Plan Sponsor shall bear the responsibility for all fiduciary duties except to the extent prudently delegated to a third party. Therefore, to the extent the Plan Sponsor delegates fiduciary duties to the Committee, the Committee will likewise be a fiduciary. The objectives as they relate to fiduciary responsibility and maintenance and operation of the Plans are to:

a) Maintain the Plans for the exclusive benefit of participants while avoiding any prohibited transactions and/or conflicts of interest;

b) Act for the exclusive purpose of providing Plan benefits and defraying reasonable expenses of Plan administration;

c) Exercise prudence in all respects while executing fiduciary responsibilities;

d) Diversify designated investment alternatives available to participants under the Plans; and,

e) Ensure conformity of each Plan's operations to the Plan document provisions and applicable law.

Original Adoption Date: Month Day, Year

Last Amendment Date: Month Day, Year

Fiduciaries who fail to meet the responsibilities delineated herein may be personally liable for breach of fiduciary duty. **However, the Plan Sponsor indemnifies and holds harmless each member of the Committee for an alleged breach of fiduciary duty, except in the case of the delegate's gross negligence or willful misconduct.**

III. Committee Membership

Pursuant to the Idaho State Board of Education Governing Policies and Procedures, Section II, Subsection R, and as stated below, the Board delegates certain responsibilities for the Plans to the Committee, which shall be organized as described below.

a) The Committee's membership shall consist of five or more members as follows:

i. *Committee Chair*. The Chair of the Committee shall be appointed by the Board President and shall be a Board member. The Board may at any time remove the Chair and appoint another Chair. If the Chair is no longer a Board member, the Chair will automatically be removed from the Committee without additional action required by the Board. If the Chair resigns or is removed from the Committee, the Board shall appoint a new Chair at its next meeting.

ii. *Campus Participants.* Each campus that participates in the Optional Retirement Plan shall have a seat on the Committee with the Director of Human Resources (or such equivalent position) as the Committee member. However, at the discretion of the Director of Human Resources, the Director may delegate another member of the Human Resources Department (or such equivalent department) to serve on the Committee and if desired, an alternate who may participate if the delegate is unavailable. It is the Director's responsibility to ensure that the delegates have sufficient skills and understanding of the campus' needs as it relates to the Plans. The Director of Human Resources may at any time remove the delegate and delegate another individual or join the Committee themselves. If any individual who is a campus member of the Committee ceases to be an employee, they shall automatically be removed from the Committee without any requirement for action by the Board or Committee or any notice to the individual.

iii. *Community Members.* At the Board's discretion, the Board may add at least two members shall be private sector members from the community who are knowledgeable about financial markets. The Board may at any time remove a designated community member. The Board may, at its discretion, replace the member with another member of the community or elect to leave the seat open.

iv. All Committee members should have investment, legal, or benefits experience sufficient to assist in the discharge of the Committee's duties and further the Committee's purpose.

b) Consistent with the Board's Governing Policies and Procedures, the Committee may establish necessary procedures to carry out its responsibilities.

c) Upon selection to serve on the Committee, members will complete the Fiduciary Committee Member Acknowledgement of Responsibilities. No individual shall serve on the Committee if they have a conflict of interest, except that no person shall be disqualified from service by reason of the fact that the person is or becomes a participant in the Plans.

IV. Committee Procedures

The Committee shall ensure the execution of its responsibilities with respect to the Plans. Such execution of responsibilities shall include, but is not limited to:

Original Adoption Date: Month Day, Year

Last Amendment Date: Month Day, Year

a) *Committee Chair*. The Chair shall be responsible for the preparation of the meeting agenda, meeting materials, and conducting the meeting.

b) *Quorum*. A quorum for the transaction of business at any Committee meeting shall consist of the majority of the members of the Committee. Once a quorum has been established, the quorum shall continue to exist until the meeting has been adjourned.

c) *Majority Decisions*. Any action of the Committee may be taken by a simple majority of those members present at a meeting, with or without the concurrence of the minority. In the event of a deadlock, the matter shall be decided by the Committee Chair.

d) *Delegation to Act on Behalf of Committee*. The Committee may delegate in writing one or more of its members to act on its behalf or to give notice in writing of any action taken by the Committee. The Committee may appoint such officers and/or subcommittees (the members of which need not be members of the Committee) with such powers as it shall determine and may authorize them to execute or deliver on behalf of the Plans.

e) *Committee Rules*. Subject to the limitations of the Plans, the Committee shall from time to time establish rules for the administration of the Committee and the transaction of its business, including the times and places for holding meetings and the notices to be given with respect to such meetings.

f) *Frequency of Meetings*. Except to the extent that the Committee shall otherwise determine, meetings of the Committee shall be held at least once each semi-annual period.

g) *Reports to the Board*. Periodically, but not less than annually, the Committee shall present a report to the Board. The report shall contain a summary of the Committee's activities, including an overview of the administrative and investment actions taken related to the Plans, as well as any additional information deemed appropriate by either the Committee or the Board. The Committee Chair will provide such reports in writing or present updates to the Board verbally. The Chair may request the attendance of other Committee members or service providers as the Chair deems helpful to the Board.

V. Plan Administrative Responsibilities

The Board retains the authority to manage and control the Plans' operations and administration. To the extent allowable under applicable law and except as limited in Section VII below, the Board hereby delegates the following administrative responsibilities to the Committee related to the Plans:

a) *Plan Administration.* Discretionary authority for controlling and managing the operation and administration of the Plans, including resolving all questions arising in the administration, interpretation, and application of the Plans. However, the Board's Executive Director and Chief Financial Officer will have final decision-making authority for any benefit appeals.

b) *Rules for Plan Administration.* Making and enforcing rules and prescribing procedures for efficient administration of the Plans to the extent consistent with the Plans, including procedures to be followed by participants in filing applications for benefits, handling claims for benefits and appeals, and the furnishing of evidence necessary to establish rights to such benefits.

Original Adoption Date: Month Day, Year

Last Amendment Date: Month Day, Year

c) *Records.* Maintaining all records necessary for the administration of the Plans, other than those maintained by the recordkeeper, including maintaining written records of all recommendations and decisions as well as the decision-making processes for which the Committee has authority and responsibility.

d) *Plan Interpretation.* Applying, construing, and interpreting the Plans in a discretionary manner, making factual determinations thereunder, and determining the amount, manner, and time of payment of any benefits, provided that any benefit appeals will go to the Board's Executive Director and Chief Financial Officer for a final decision.

e) *Delegation.* Delegating and/or allocating general or specific authority to the Chair, or any other individual or entity, to act on behalf of the Committee with respect to the Plans.

f) *Plan Amendments.* Reviewing and recommending for adoption to the Board amendments to the Plan documents and/or policies.

g) *Reporting.* Review consolidated financial reporting for the Plans, including governmental reporting.

h) *Audit Reports.* Review any financial audit reports.

i) *Oversight.* Provide general oversight of the Plans' compliance with applicable laws and/or regulations and recommend to the Board such other actions as are necessary or desirable in connection with the administration of the Plans.

j) *Third-Party Providers.* Recommend to the Executive Director of the Board consultants, auditors and other advisers to the Plans as appropriate to assist with the aforementioned responsibilities. Any recommendations for trustees, custodians, or recordkeepers will be made to the Board for approval.

k) *Monitoring of Service Providers.* Monitoring and evaluating the recordkeeper/administrator and other parties hired to perform delegated responsibilities to ensure reasonableness of fees and appropriate execution of delegated responsibilities. Recommend to the Board's Executive Director the termination of any such service providers, except for the trustees, custodians, and recordkeepers, which shall go to the Board.

l) *Expenses.* Establishing policies and procedures to allocate reasonable expenses incurred by the Plan.

m) *Tax-Qualification*. Obtaining approval of the tax-qualified status of the Plans, as appropriate and available, and monitoring any corrective actions for qualification failures that have been implemented and that the correction process has been appropriately documented.

The Committee may take such other and further actions with respect to the administration of the Plans as are consistent with this Charter or as are set forth in the documents of the Plans or their related trusts or contracts, or which the Committee determines in its discretion are in the best interests of the Plans and participants.

VI. Plan Investment Responsibilities

To the extent allowable under applicable law and except as limited in Section VII below, the Board hereby delegates the investment responsibilities provided below to the Committee related to the Plans. The Committee's investment-related responsibilities shall include, but shall not be limited to, the following:

a) *Investment Professionals*. As determined necessary by the Committee, the Committee may select and enter into agreements with investment managers.

Original Adoption Date: Month Day, Year

Last Amendment Date: Month Day, Year

The Committee may also terminate, replace, amend or restate agreements with any investment manager as the Committee deems necessary and prudent.

The Committee shall recommend for hire to the Board's Executive Director an Investment Consultant to assist the Committee with selecting and monitoring investments.

b) *Investment Policy*. In consultation with the Investment Consultant, develop investment objectives, guidelines and performance measurement standards consistent with the needs of the investments of the Plans as documented in an Investment Policy Statement, which shall be established by, reviewed by and maintained by the Committee.

c) *Selection of Investments.* In consultation with the Investment Consultant, select investment funds for the Plans, ensuring their proper diversification, and monitoring their performance against appropriate benchmarks.

d) *Communications.* Communicate the Plans' provisions to participants as required by applicable law and oversee information provided to participants on the nature and characteristics of the investment alternatives available in the Plans to assist participants with making prudent asset allocation decisions.

e) *Selection of Default Investment Alternative*. Determine the default investment to be used if a participant does not make an investment election.

f) *Monitoring Investments*. In consultation with the Investment Consultant, provide on-going monitoring with respect to the investments of the Plans in the context of established standards of performance and taking whatever corrective action is deemed prudent and appropriate if objectives are not being met or if policies and guidelines are not being followed.

g) *Monitoring Fees and Expenses*. Monitor the performance and reasonableness of investment costs and investment professional fees and take any such actions deemed prudent and appropriate related to investment costs and investment professional fees.

h) *Investment Reports.* Receive, review and maintain on file reports of the Plans' financial conditions.

The Committee may take such other and further actions with respect to the investments of the Plans as are consistent with this Charter or as are set forth in the documents of the Plans or their related trusts or contracts, or which the Committee determines in its discretion are in the best interests of the Plans and participants.

VII. Employer Contribution Policy for Optional Retirement Plan (ORP)

The Idaho State Board of Education establishes the following policy regarding employer contributions for participants in the Optional Retirement Plan (ORP) (Idaho Code § 33-107A).

a) *Redirection of Expired PERSI Amortization Contribution***.** Effective July 1, 2025, the employer contribution amount previously allocated to the 1.49% Public Employee Retirement System of Idaho (PERSI) amortization requirement must be redirected and applied to the employer contribution for all ORP 401(a) participants.

b) *Application***.** This redirection will remain in effect unless amended by the Board or superseded by statute.

c) *Parity Objective.* It is the policy objective of the Board to maintain equitable employer retirement contribution rates for ORP participants at Idaho's four-year public institutions by aligning ORP employer

Original Adoption Date: Month Day, Year

Last Amendment Date: Month Day, Year

contribution rates with the PERSI employer contribution rate, less any amounts required for total disability insurance, but not less than five percent (5%) of each participant's salary, as permitted by law.

d) *Implementation***.** Institutions must implement this policy through their budgeting, payroll, and administrative processes and to ensure timely and accurate employer contributions consistent with this Charter and applicable law.

e) *Compliance and Oversight.* Institutions are required to comply with this policy and shall make such records available as necessary to demonstrate compliance. The Retirement Plan Committee shall provide oversight and may report compliance issues or recommended corrective actions to the Board.

VIII. Board Authority Reserved

Notwithstanding the above delegations, the Board reserves the authority:

a) To revoke any and all delegation to the Committee at any time and for any reason;

b) To review, revise and amend the roles and responsibilities of the Committee and to revise this Charter accordingly;

c) To periodically review the Committee to ensure that it is performing the duties delegated to it under this Charter;

d) To review, revise, and approve the adoption, termination, merger or spin-off of a Plan;

e) To review and approve any amendment to the Plans; and

f) To review and approve any contract with the trustee, custodian, or recordkeeper.

IX. Duties Delegated to Campuses

As the Plans include employees from multiple campuses, certain duties are delegated to the individual campuses as follows:

a) Determine employee eligibility to participate in the Plans in accordance with applicable Plan document provisions.

b) Enroll participants in the Plans in accordance with applicable Plan document provisions.

c) Ensure the timely deposit of participant salary deferrals and employer contributions to the participants' accounts under the Plans.

d) Approve and administer participant loans and distributions in accordance with applicable Plan document provisions.

X. Construction

This Charter shall not be interpreted to limit the discretion of the Plan Sponsor. The Plan Sponsor, by its Board, reserves the discretion to make exceptions to this Charter as may be appropriate.

As used herein, the term "participants" shall be deemed to include participants and their beneficiaries, as appropriate.

ATTACHMENT 3

Original Adoption Date: Month Day, Year

Last Amendment Date: Month Day, Year

XI. Charter Review and Amendment

This Charter shall be reviewed periodically by the Board and amended, restated, replaced or terminated as determined by the Board.

XII. Plan Document Coordination

In the event of any conflict between the provisions of this Charter, or any delegation of authority made pursuant to this Charter, and the provisions of any of the Plan documents, the terms of the Plan document shall govern.

XIII. Fiduciary Responsibility

The Committee shall discharge its duties with respect to the Plans solely in the interest of the participants and beneficiaries. The fiduciaries are to perform their duties with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with such matters would use in the conduct of an enterprise of a like character and with like aims.

AS AUTHORIZED PURSUANT TO THE IDAHO STATE BOARD OF EDUCATION POLICIES AND PROCEDURES AND EXECUTED FOR THE COMMITTEE:

BY:

_____ _____
Signature Date

_____
Printed Name

_____
Title

SUBJECT

Board Policy V.N. – Grants and Contract – First Reading

REFERENCE

December 2011	Board approved the first reading to amend Board policy Section V.N.
February 2012	Board approved the second reading to amend Board policy Section V.N.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.N.
Idaho Code §33-107A and 107C

BACKGROUND/DISCUSSION

Board Policy V.N. governs the approval and acceptance of grants and contracts and establishes indirect cost recovery rates applicable to institutions and agencies under the governance of the Board. The proposed amendments make several substantive updates to Policy V.N.

First, a new Section 1 is added to define key terms used throughout the policy, including “Agency,” “Agency under the governance of the Board,” “Long-term programs or projects” (programs or projects that demonstrate prior operations in two or more fiscal years), and “Short-term programs or projects” (programs and projects with operations in less than two fiscal years). These definitions provide clarity and consistency in how the policy is applied across institutions and agencies.

Second, the cost sharing and matching contribution language in the approval of grant and contract applications section is updated. The prior statement that “Cost sharing or other types of in-kind matching requirements are not considered as dedicated commitments” is replaced with a more precise provision clarifying that cost sharing, in-kind matching contributions, and other non-cash commitments required as a condition of federal award or as a mandatory matching requirement under a state administered federal program do not constitute dedicated commitments for purposes of the approval threshold and do not independently trigger the executive director approval requirement.

Third, the indirect cost recovery provisions for state grants and contracts are updated. The prior flat prohibition on indirect cost recovery for state-funded contracts with the Office of the State Board of Education (OSBE) or an agency under the governance of the Board is replaced with a tiered rate structure: long-term programs or projects (those that demonstrate prior operations in two or more fiscal years) will be subject to an eight percent (8%) indirect cost recovery rate, while short-term programs or projects (those with operations in less than two fiscal years) will be subject to a four percent (4%) rate.

Fourth, the amendment removes the prior provision allowing chief executive officers to reduce or waive indirect cost recovery rates at their discretion, along with the associated annual reporting requirement.

Fifth, the section regarding Restrictions on Contract Services has been removed.

IMPACT

The proposed amendments clarify and modernize the Board's grants and contracts policy. The new definitions section reduces ambiguity in policy application. The revised cost sharing and matching contribution language provides greater precision regarding which commitments trigger the executive director approval threshold. The revised indirect cost recovery rates for state-funded contracts establish a structured approach that replaces the prior prohibition and discretionary waiver process.

ATTACHMENTS

Attachment 1 – Proposed Policy Amendments – Clean
Attachment 2 – Proposed Policy Amendments – Redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the first reading of amendments to Policy V.N. as presented in Attachment 1.

The proposed amendments add defined terms, update the cost sharing and matching contribution language for grant approvals, updates the indirect cost recovery rates for state-funded contracts, and removes discretionary waiver authority as well as previous language that posed restrictions on contract services.

BOARD ACTION

I move to approve the first reading of Board Policy V.N., Grants and Contracts as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: N. Grants and Contracts **June 2026**

1. Definitions

   a. Agency: The Office of the State Board of Education and the agencies under the governance of the Board.

   b. Agency under the governance of the Board: The State Department of Education, the Division of Career Technical Education, the Public Charter School Commission, the Division of Vocational Rehabilitation, and Idaho Public Television.

   c. Long-term programs or projects: To qualify as a long-term program or project for the purposes of indirect cost recovery rate, a program or project at an Idaho public institution of higher education shall demonstrate prior operations in two or more fiscal years.

   d. Short-term programs or projects: Programs and projects with operations in less than two fiscal years.

2. Approval of Grant and Contract Applications

   All applications for grants and contracts in excess of one million dollars ($1,000,000) that require the institution or agency to dedicate current funds or facilities or will obligate the institution or agency or state to dedicate future funding or facilities require approval by the executive director. . Cost sharing, in-kind matching contributions, and other non-cash commitment required as a condition of federal award or as a mandatory matching requirement under a state administered federal program do not constitute dedicated commitments for purposes of this section and do not independently trigger the executive director approval requirement. If there is no dedicated funding or facilities obligation, the application may be approved by the chief executive officer of the institution or agency or his or her designee. When requests for approval of such applications are presented to the executive director the following information shall be included:

   a. Agency to which application is made.

   b. Amount of the proposal.

   c. Period of the grant or contract.

   d. Purpose of the grant or contract.

   e. Nature of obligations including amount of funds involved or facilities to be committed.

3. Acceptance of Grants and Contracts

Grants and contracts accepted by an institution or agency shall be reported to the Board in August of each year, when the amount of the grant or contract award exceeds one million dollars ($1,000,000). The following information must be provided:

a. Name of grantor or contract.

b. Amount of the grant or contract.

c. Grant or contract period.

d. Purpose of the grant or contract.

e. Indicate nature of institution or agency's obligations in the form of dedicated funding or dedication of significant facilities.

3. Facilities and Administrative Indirect Cost Recovery

a. The following indirect cost recovery rates will be used by institutions, the Office of the State Board of Education, and agencies under the governance of the Board for grant and contract services:

i. For grants and contracts with the federal government:
   1) The indirect cost recovery rates are those negotiated between the institution or agency and the federal government.
   2) The indirect cost recovery rate may vary from one classification (e.g. research, instruction, public service/outreach, etc.) to another, but institutions and agencies are encouraged to maximize indirect cost recovery rates.
   3) Institutions or agencies may accept indirect cost recovery rates below the institution's/agency's negotiated rate when federal laws, federal programs or policies of the federal agencies limit the rate.

ii. For state grants and contracts between an institution and the Office of the State Board of Education or an agency under the governance of the Board, and using state funds, the following will apply:
   1) Long-term programs or projects: The indirect cost recovery rate will be eight (8) percent.
   2) Short-term programs or projects: The indirect cost recovery rate will be four (4) percent.

iii. Except as provided above, for grants and contracts with a State of Idaho office, department, agency, authority, commission, board, institution, hospital, college,

university or other instrumentality thereof, the indirect cost recovery rate is twenty percent (20%) of the total direct cost; provided however, if the funding is federal pass-through, then paragraph one (1) applies.

iv. For grants and contracts with any political subdivision of the State of Idaho as defined in Idaho Code §6-902(2):
   1) The indirect cost recovery rate is no less than twenty percent (20%) of the total direct cost unless the funding is federal pass through;
   2) If the funding is federal pass-through, then paragraph (1) applies.

v. For grants and contracts with private entities, whether for-profit or non-profit, indirect cost recovery shall be charged at the full indirect cost recovery rate proposed to the federal government at the last rate negotiation which represents the institution's full cost of doing business.

.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: N. Grants and Contracts

~~February 2012~~June 2026

1. Definitions

   a. Agency: The Office of the State Board of Education and the agencies under the governance of the Board.

   b. Agency under the governance of the Board: The State Department of Education, the Division of Career Technical Education, the Public Charter School Commission, the Division of Vocational Rehabilitation, and Idaho Public Television.

   c. Long-term programs or projects: To qualify as a long-term program or project for the purposes of indirect cost recovery rate, a program or project at an Idaho public institution of higher education shall demonstrate prior operations in two or more fiscal years.

   d. Short-term programs or projects: Programs and projects with operations in less than two fiscal years.

~~1.~~ 2. Approval of Grant and Contract Applications

All applications for grants and contracts in excess of one million dollars ($1,000,000) that require the institution or agency to dedicate current funds or facilities or will obligate the institution or agency or state to dedicate future funding or facilities require approval by the executive director. ~~Cost sharing or other types of in-kind matching requirements are not considered as dedicated commitments~~. Cost sharing, in-kind matching contributions, and other non-cash commitment required as a condition of federal award or as a mandatory matching requirement under a state administered federal program do not constitute dedicated commitments for purposes of this section and do not independently trigger the executive director approval requirement. If there is no dedicated funding or facilities obligation, the application may be approved by the chief executive officer of the institution or agency or his or her designee. When requests for approval of such applications are presented to the executive director the following information shall be included:

a. Agency to which application is made.

b. Amount of the proposal.

c. Period of the grant or contract.

d. Purpose of the grant or contract.

e. Nature of obligations including amount of funds involved or facilities to be committed.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
SUBSECTION: N. Grants and Contracts ~~February 2012~~June 2026

~~2.~~ 3. Acceptance of Grants and Contracts

Grants and contracts accepted by an institution or agency shall be reported to the Board in August of each year, when the amount of the grant or contract award exceeds one million dollars ($1,000,000). The following information must be provided:

a. Name of grantor or contract.

b. Amount of the grant or contract.

c. Grant or contract period.

d. Purpose of the grant or contract.

e. Indicate nature of institution or agency's obligations in the form of dedicated funding or dedication of significant facilities.

3. Facilities and Administrative Indirect Cost Recovery

a. The following indirect cost recovery rates will be used by institutions, the Office of the State Board of Education, and agencies under the governance of the Board for grant and contract services:

i. For grants and contracts with the federal government:
1) The indirect cost recovery rates are those negotiated between the institution or agency and the federal government.
2) The indirect cost recovery rate may vary from one classification (e.g. research, instruction, public service/outreach, etc.) to another, but institutions and agencies are encouraged to maximize indirect cost recovery rates.
3) Institutions or agencies may accept indirect cost recovery rates below the institution's/agency's negotiated rate when federal laws, federal programs or policies of the federal agencies limit the rate.

ii. For state grants and contracts between an institution and~~with or administered by~~ the Office of the State Board of Education or an agency under the governance of the Board, ~~the Division of Career Technical Education, or the Division of Vocational Rehabilitation~~and using state funds, the following will apply: ~~no indirect cost recovery is allowed.~~
1) Long-term programs or projects: The indirect cost recovery rate will be eight (8) percent.
2) Short-term programs or projects: The indirect cost recovery rate will be four (4) percent.

~~ii.~~

iii. Except as provided above, for grants and contracts with a State of Idaho office, department, agency, authority, commission, board, institution, hospital, college, university or other instrumentality thereof, the indirect cost recovery rate is twenty percent (20%) of the total direct cost; provided however, if the funding is federal pass-through, then paragraph one (1) applies.

iv. For grants and contracts with any political subdivision of the State of Idaho as defined in Idaho Code §6-902(2):
1) The indirect cost recovery rate is no less than twenty percent (20%) of the total direct cost unless the funding is federal pass through;
2) If the funding is federal pass-through, then paragraph (1) applies.

v. For grants and contracts with private entities, whether for-profit or non-profit, indirect cost recovery shall be charged at the full indirect cost recovery rate proposed to the federal government at the last rate negotiation which represents the institution's full cost of doing business.

~~b. Reduction or Waiver of Cost Recoveries~~

~~i. Notwithstanding the indirect cost recovery rates established above, for good cause, the chief executive officer or his or her designee of the institution or agency is authorized to reduce or waive indirect cost recoveries.~~

~~ii. Discretionary reductions or waivers of indirect costs must be reported to the Board office in August of each year.~~

~~4. Restrictions on Contract Services~~

~~a. Research or consultant entities of agencies and institutions under the governance of the Board may not bid on contract services when it appears that the contract services are reasonably available from the private sector.If the product of contract work is to be privileged or its dissemination restricted, the agency or institution may not undertake the contract work without the written approval of the chief executive officer of the agency or institution.~~

SUBJECT

Boise State University – Campus Master Plan Update (2025-2034)

REFERENCE

March 1997	1997 Campus Master Plan was presented to the Idaho State Board of Education (Board)
October 2005	2005 Campus Master Plan was presented to the Board
February 2008	Expansion of boundaries and Master Plan update was presented to the Board
April 2015	2015 Master Plan update presented to the Board
June 2015	2015 Master Plan update approved by the Board
December 2025	2025 Master Plan Executive Summary Information Item

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Policy V.K.2

BACKGROUND/DISCUSSION

Roughly every ten years, Boise State University evaluates and recommends long-term facility and infrastructure projects through a comprehensive Campus Master Plan. This document serves as a strategic guide for the university's leadership to help make informed decisions that shape the future of our physical environment.

The Boise State Master Plan was originally created in 1997, and was updated in 2005, 2008 and 2015. In June of 2021, Boise State adopted a new strategic plan, "Blueprint for Success" and in late 2023, BSU determined an update to the Master Plan was needed to complement the new Strategic Plan. Ayers Saint Gross (ASG) from Tempe, Arizona was selected through a qualification-based selection process and retained to guide the university through this update process.

A diverse array of stakeholders including students, staff, faculty, community members, and local partners - such as the City of Boise and ACHD - were engaged throughout the planning process to ensure that the plan reflects the collective aspirations and needs of our community. By understanding enrollment trends and anticipating evolving demographics and programmatic growth, a plan has been created that is both practical and forward-thinking.

Unlike the previous plans, the 2025 Master Plan is a focused 10-year roadmap, grounded in realistic projections and achievable goals. This plan not only addresses immediate priorities but also sets the stage for future exploration and growth, ensuring Boise State remains a dynamic and resilient institution.

Following Board approval, Boise State staff will make a formal request to the Boise City Council to integrate this campus master plan update into the City's Comprehensive Plan, *Blueprint Boise*.

IMPACT

The updated Master Plan will serve as the framework and guidance for the development of the Boise State campus for the next 10 years. This plan will guide future facility and infrastructure projects with a detailed capital improvement plan and also support strategic concepts that remain in planning or feasibility stages.

ATTACHMENTS

Attachment 1 - Boise State University Campus Master Plan Update (2025 - 2034)

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed the Boise State University (BSU) Campus Master Plan Update (2025–2034) which provides a strategic framework to guide BSU's campus development over the next decade. The plan aligns with BSU's mission and strategic priorities by supporting student success, expanding research capacity, improving campus infrastructure, and strengthening partnerships with the surrounding community.

BSU's Master Plan provides a ten-year roadmap for facility and infrastructure improvements informed by stakeholder engagement and additionally provides feasible projections for enrollment and campus growth. This serves as a planning document for BSU in which individual capital projects distinguished in the plan will eventually be brought forward to the Board for approval as they progress.

Board staff recommends approval.

BOARD ACTION

I move to approve the Boise State University Campus Master Plan Update (2025-2034) as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

10-YEAR
CAMPUS MASTER PLAN

2025-2034

BOISE STATE UNIVERSITY

2025-2035



TABLE OF CONTENTS

5 EXECUTIVE SUMMARY
- **5** — Vision and purpose of the master plan
- **6** — Institutional mission alignment
- **7** — Strategic plan goals
- **8** — Strategic priorities and guiding principles
- **9** — Vision and goals for the plan

10 PLANNING PROCESS
- **11** — Timeline and phases
- **12** — Stakeholder engagement strategy
- **13** — Process steps
- **13** — Community and neighborhood involvement

14 CAMPUS ASSESSMENT
- **15** — Existing conditions overview
- **15** — Land use and surrounding context
- **15** — Financial capacity
- **15** — Projected enrollment growth
- **15** — Space utilization and modernization needs
- **16** — Enrollment projections
- **17** — 10-year growth projections
- **18** — 10-Year Capital Improvements Projects and Plan lists and map
- **20** — Concepts for consideration and map

22 UNDERCURRENTS
- **24** — Sustainability and resilience
- **26** — Community integration
- **27** — Land use plan and maps

30 ACADEMIC AND RESEARCH FACILITIES
- **31** — Overall recommendations for academic and research
- **32** — Research space needs
- **34** — New Science Research Building
- **34** — Original Science Building
- **36** — Nampa property — potential advanced manufacturing hub

38 ATHLETICS, RECREATION AND EVENTS
- **39** — Recommendations
- **40** — Active projects in construction and planning
- **42** — Albertsons Stadium North End Zone
- **42** — Auxillary gym renovation and expansion
- **44** — Concepts for consideration
  - Varsity Center
  - Practice field
  - Tennis Center
- **46** — Extra Mile Arena
- **48** — Morrison Center

50 HOUSING
- **51** — Recommendations
- **53** — Current housing inventory
- **54** — Capacity and current student distribution
- **55** — Growth projections and future needs
- **56** — Existing and new building considerations
  - **56** — Barnes Towers and Chaffee
  - **57** — Chaffee replacement
  - **58** — Sawtooth Hall
  - **59** — Manor replacement



60 **CAMPUS LIFE AND STUDENT SERVICES**
- **61** — Recommendations
- **62** — Campus life needs
- **63** — Future concepts for consideration
  - Campus Recreation
    - Intramural field
    - Recreation Center
  - Dining

64 **ACTIVE TRANSPORTATION**
- **65** — 10-Year CIP projects, plan and concepts for consideration
- **66** — Recommendations
- **67** — Active projects in construction and planning
- **68** — Greenbelt pathway completion
- **69** — Morrison Center pedestrian safety improvements
- **70** — University Drive
- **71** — Capitol Blvd and south campus street improvements
- **72** — Hemingway Center Micromobility Hub
- **73** — Friendship Bridge and Quad connection improvements

74 **ADMINISTRATION OPERATIONS**
- **75** — Recommendations
- **76** — Active projects in construction and planning
- **76** — Concepts for consideration
- **77** — Parking study results summary
- **80** — Administrative Operations building
- **81** — University Plaza adminstrative backfill

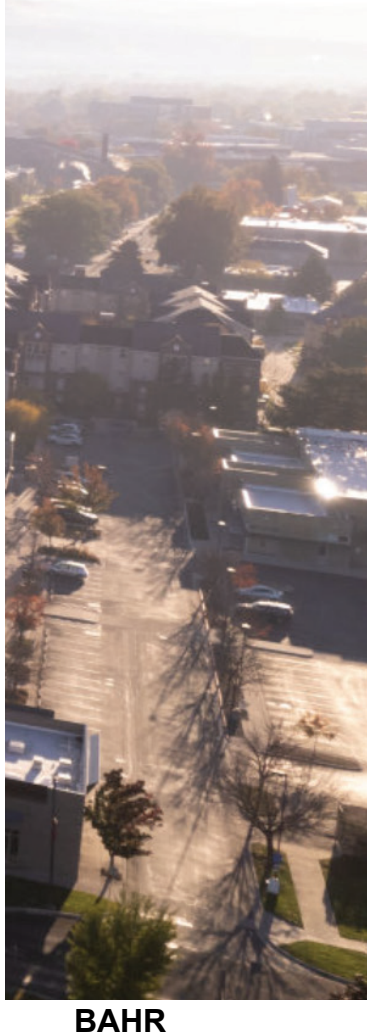
82 **EXTERIOR IMPROVEMENT PLAN**
- **83** — Recommendations
- **84** — Active projects in construction and planning
  - Riverfront Plaza
- **85** — Concepts for consideration
  - Amphitheatre
  - Campus spine

88 **OFF-CAMPUS INTERFACE**
- **89** — Recommendations
- **90** — Employee Housing Assistance Program
- **90** — 2500 Boise Avenue redevelopment
- **90** — Lusk District redevelopment
- **92** — Broadway Avenue corridor
- **93** — Neighborhood involvement
- **93** — Collegiate neighborhood

94 **PLANNING COMMITTEES AND CONSULTING TEAMS**



EXECUTIVE SUMMARY



VISION AND PURPOSE OF THE MASTER PLAN

Every decade, Boise State University embarks on a transformative journey to assess and reimagine its campus through a comprehensive Campus Master Plan. This visionary plan serves as a strategic guide for the university's leadership to help make informed decisions that shape the future of our physical environment.

Engaging a diverse array of stakeholders — including students, staff, faculty, community members, and local partners such as the City of Boise and ACHD — we gather in-depth data to ensure the plan reflects the collective aspirations and needs of our community. By understanding enrollment trends, and anticipating the evolving demographics and programmatic growth, we craft a plan that is both practical and forward-thinking.

Unlike previous plans, the 2025 Master Plan is a focused 10-year roadmap, grounded in realistic projections and achievable goals. While we cannot predict every change the next decade will bring, we are committed to outlining projects that are poised for success and exploring innovative possibilities that align with our long-term vision. This plan not only addresses immediate priorities but also sets the stage for future exploration and growth, ensuring Boise State remains a dynamic and resilient institution.

INSTITUTIONAL MISSION ALIGNMENT

It is important to anchor to the mission and vision of Boise State when considering the future of the physical campus environment.

OUR MISSION

Boise State provides an innovative, transformative, and equitable educational environment that prepares students for success and advances Idaho and the world.

OUR VISION

To be a premier student-success driven research university innovating for statewide and global impact.

THEMES

- Foster Student Success
- Advance Idaho
- Strengthen a Culture of Innovation and Global Impact



STRATEGIC PLAN GOALS

Likewise, it is crucial that the Strategic Plan Goals form the supporting pillars of the Master Plan.

1 **Improve Educational Access and Student Success**

2 **Innovation for Institutional Impact**

3 **Advance Research and Creative Activity**

4 **Foster Thriving Community**

5 **Trailblaze Programs and Partnerships**

The primary reason for the Master Plan and the 10-Year Capital Improvement Plan and Projects are to support the Strategic Plan goals.

STRATEGIC PRIORITIES AND GUIDING PRINCIPLES

DIFFERENT APPROACH TO MASTER PLAN

TEN YEAR TIME FRAME

- The last iteration of the Campus Master Plan spanned 30 years. While aspirational, the plan was not necessarily a reflection of what was realistic. Switching to the 10-year format, that includes robust stakeholder involvement, sets the university up for success.

LAND USE PLAN

- To support greater flexibility and innovation, this 10-year plan introduces a Land Use Plan approach, replacing the fixed building footprints of the previous 30-year plan. This shift allows future development to adapt more easily to evolving needs and encourages cross-disciplinary collaboration. By planning for dynamic research zones, for example, rather than single-purpose buildings, we position ourselves to better accommodate future programs and foster a more integrated and responsive campus environment.

INTENTIONAL GROWTH

- The university's remarkable growth over the past decade has opened exciting new opportunities. While space constraints present a challenge, a flexible, multi-outcome planning approach will empower the university to respond effectively to changes in enrollment and continue thriving in a dynamic environment.

FACILITIES AND SPACE AS SHARED RESOURCES — FLEXIBLE AND ADAPTABLE

- As higher education continues to embrace a multi-disciplinary approach, our facilities must evolve to support this transformation. By prioritizing fiscal responsibility and thoughtful resource management, we can ensure that both new and existing buildings serve a wide range of users and purposes — maximizing impact and adaptability across campus.

ALIGNMENT WITH CAPITAL PLAN AND STRATEGIC PLAN

- The primary purpose of the Master Plan and the 10-Year Capital Improvement Plan is to actively support and advance the goals outlined in the university's Strategic Plan.

1. Improve Educational Access and Student Success
2. Innovate for Institutional Impact
3. Advance Research and Creative Activity
4. Foster Thriving Community
5. Trailblaze Programs and Partnerships

PRINCIPLES AND STRATEGIC GOALS GUIDE DECISIONS

VISION

- Space is shared, collaborative, flexible and tech-supported for work, meeting and instruction
- Campus is a hub of innovation and collaborative interaction with local community and industry
- Campus features inspiring and top-quality facilities to attract and retain students and talented faculty
- The natural environment and the Boise River are centerpieces to a thriving and welcoming year-round campus
- Student experience is central with more labs as well as active and experiential learning
- Growth in non-traditional students is encouraged with a greater variety of affordable housing options
- Plans integrate with the city, Greenbelt, riverfront and neighborhoods
- Improved transportation includes regional express options

GOALS FOR THE PLAN

- Support university strategic goals, initiatives and actions
- Accommodate a 10-year vision for growth
- Create a student-centered campus that immerses itself in nature and embraces the riverfront
- Create space that is flexible, adaptive, shared and student-centered
- Emphasize the revitalization of existing facilities, in addition to new construction
- Expand affordable housing for all (undergraduate, graduate, post-graduate, faculty and staff)
- Integrate with city, neighborhood and local business plans
- Support opportunities for community partnerships, including research
- Improve multi-modal transportation options
- Implement a realistic roadmap aligned with strategic goals and funding resources

PLANNING PROCESS





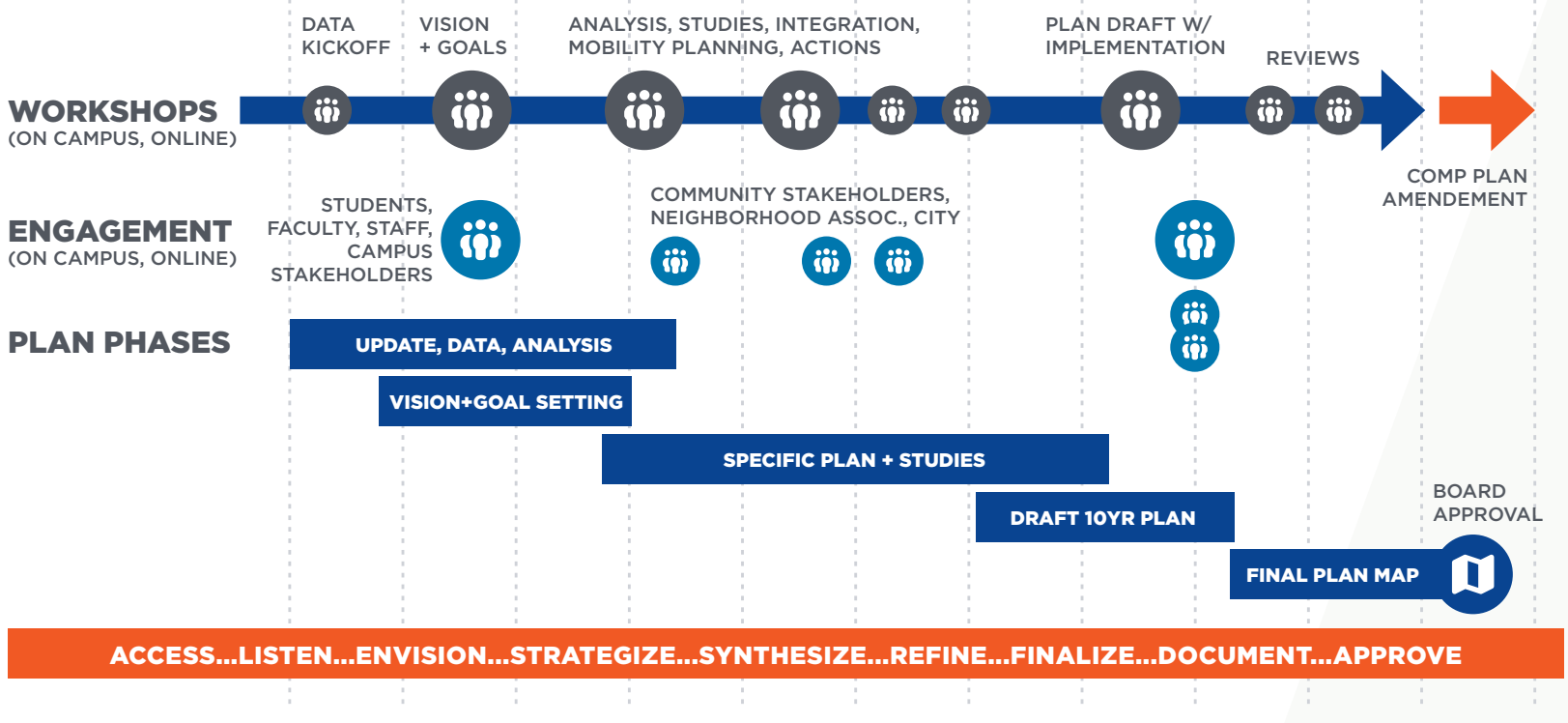
TIMELINE AND PHASES

The initial discovery phase of the Master Plan process kicked off in early 2024.

The goals for the planning process were outlined early on to be:

- Inclusive but focused
- An innovative engagement of the student voice
- Engaged with the community
- Data informed
- A structured process and plan with mapped milestones
- Transparent with routine updates along the way

PROCESS PHASES



STAKEHOLDER ENGAGEMENT STRATEGY

With inclusivity in mind, the stakeholder engagement process was robust.

300+ participants involved in providing input and feedback

18 stakeholder interviews

14 steering committee meetings

3 executive team meetings

8 MURAL input sessions

17 SENA meetings: 8 Master Plan specific subcommittee meetings

STUDENTS



LEADERSHIP

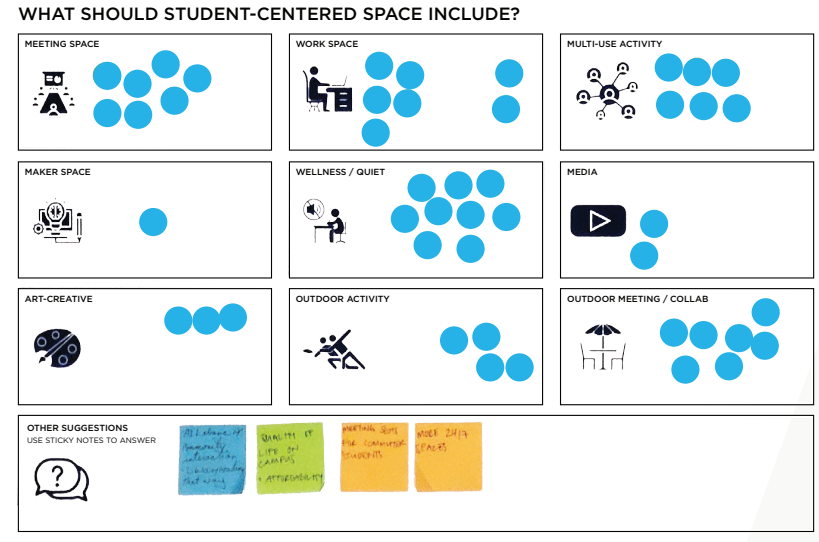


CITY AND AGENCIES



PROCESS STEPS

- Engaged university Leadership in goal setting and visioning
- Facilitated Steering Committee work sessions by planners
- Shared data analysis for common understanding
- Listened with intention to understand concerns and opportunities
- Identified specific study areas that include:
  - Expansion area and neighborhood
  - Athletic Village plan integration
  - Mobility, circulation, transportation and parking
  - Sites for near-term capital projects and a 10-year Capital Improvement Plan
  - Sustainability integration
- Tracked goals and strategies in a matrix with actions and projects
- Reached consensus-based planning direction
- Conducted university leadership check-in



COMMUNITY AND NEIGHBORHOOD INVOLVEMENT



- Historically, previous iterations of the Campus Master Plan were developed with minimal engagement from the surrounding community and immediate neighbors. This lack of involvement contributed to a sense of mistrust, as residents felt their voices were excluded from decisions that directly affected their neighborhoods.
- The 2025 Campus Master Plan update marks a transformative shift in approach – placing community engagement at the forefront of the planning process. From the outset, university planners prioritized transparency and collaboration, initiating early and consistent dialogue with local stakeholders.
- Planners began attending monthly Southeast Neighborhood Association (SENA) meetings at the beginning of the planning process to ask the group how they would prefer to be engaged. A sub-committee of SENA board members volunteered their time to meet monthly throughout the process to provide valuable feedback on the direction of the plan.
- Beyond SENA, planners proactively connected with other neighborhood associations to ensure broad representation and to foster a shared vision for the campus and its surrounding areas. The City of Boise was also engaged early to align the university's goals with municipal priorities and the evolving zoning code.
- To ensure a holistic and integrated planning effort, the university collaborated with key regional agencies, including:
  - Ada County Highway District (ACHD)
  - Valley Regional Transit (VRT)
  - Capital City Development Corporation (CCDC)
- This inclusive and visionary approach reflects the university's commitment to building lasting partnerships, enhancing community trust, and creating a campus plan that is responsive, sustainable and aligned with the broader aspirations of the region.





CAMPUS ASSESSMENT

EXISTING CONDITIONS OVERVIEW

A recent Facilities Condition Assessment was completed for the primary buildings on campus. This was an in-depth study that examined the physical condition of the buildings to determine deferred and future maintenance and renewal needs for ongoing building use. This helps to inform whether or not a building is worth investing in for future use, or if it would be more fiscally responsible to tear it down and build something new.

LAND USE AND SURROUNDING CONTEXT

As a land-locked urban campus, Boise State needs to plan for the future, with sensitivity and consideration to its neighboring community and environment. This applies to the physical environment, such as the Boise River, the Greenbelt and the surrounding infrastructure. But it also means being a good partner and neighbor to the City of Boise and the residential areas that surround campus. With this in mind, careful consideration and early involvement was given to those stakeholders.

FINANCIAL CAPACITY

In the spirit of creating a realistic plan for the next 10 years, the university had to consider its financial capacity. Since the 2015 plan, building costs in the nation, but especially in Boise, have sky-rocketed. Buildings that once cost $40 million to build, now cost north of $120 million. Events such as the COVID-19 pandemic have taught us to be prepared for worst case scenarios. Thus this 10-year plan is more conservative in its projections.

PROJECTED ENROLLMENT GROWTH

Boise State has seen phenomenal growth over the last decade, but in the spirit of remaining fiscally responsible and conservative in our enrollment projections, we have anticipated an average 1% per year increase in enrollment.

SPACE UTILIZATION AND MODERNIZATION NEEDS

Rather than focus only on large new buildings, the 10-year plan seeks to examine existing infrastructure on campus, and how it can be modernized and improved to better suit the needs of current and future campus users.



ENROLLMENT PROJECTIONS

Data includes students who participate on campus

UNDERGRADUATE DEGREE SEEKING	ACTUAL			PROJECTED									10-YEAR GROWTH 2025-34
	Fall 2023	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030	Fall 2031	Fall 2032	Fall 2033	Fall 2034	
Campus Based	14,983	15,265	16,012	16,479	16,822	17,031	17,159	17,238	17,285	17,315	17,333	17,344	
Online	2,102	2,418	2,717	2,908	2,969	3,005	3,028	3,042	3,050	3,056	3,059	3,061	
Total Undergrad Degree Seeking	**17,085**	**17,683**	**18,729**	**19,387**	**19,790**	**20,037**	**20,187**	**20,279**	**20,336**	**20,370**	**20,391**	**20,404**	**8.94%**
Yearly Growth Undergrad Degree Seeking				*3.5%*	*2.1%*	*1.2%*	*0.8%*	*0.5%*	*0.3%*	*0.2%*	*0.1%*	*0.1%*	

GRADUATE DEGREE SEEKING	ACTUAL			PROJECTED									10-YEAR GROWTH 2025-34
Campus Based *(excludes online)*	**1,429**	**1,391**	**1,345**	**1,361**	**1,377**	**1,394**	**1,411**	**1,428**	**1,445**	**1,462**	**1,480**	**1,497**	**11.3%**

10-YEAR GROWTH PROJECTIONS

Projected campus-based student population 2025-2034

9%
increase of
campus-based students

21,901
total projected campus-based student
population in 2034

CAMPUS GROWTH NEEDS

270+
additional staff

415+
1st-year beds

750+
total student beds

370+
new parking spaces









10 YR CIP PROJECTS AND PLAN

MAP REF #	LOCATION	DESCRIPTION	STATUS	STRATEGIC GOAL*	PROJECT TIMELINE: PLANNING/DESIGN / CONSTRUCTION									
					2025	2026	2027	2028	2029	2030	2031	2032	2033	2034
ACADEMIC AND RESEARCH														
N/A	Classroom/Lab Renewals	Modernize aging classrooms and labs	Ongoing program	1.4, 4.1, 4.4	C	C	C	C	C	C	C	C	C	C
15	ESI Construction Management Building	New building under construction	In construction, complete 2026	1.2, 1.4, 5.1	C	C								
14	MCMR - 3rd Floor Completion	Build out remaining research lab space	Final phase in design, completion 2026	2.2, 2.3, 3.1, 3.2	P	C								
9	Kinesiology Human Movement Lab	Convert decommissioned Kinesiology Annex pool space into human movement lab	In design, completion anticipated 2027	1.2, 1.4, 2.3		C	C							
16	New Science Research Building	Build new research facility for biomedical, chemistry and biology	In design, completion anticipated 2029	1.2, 1.4, 2.2, 3.1, 3.2	P	C	C	C	C					
4	Science Building Renewal	Migration plan, renovation following new science bldg. construction	Pending new science research building outcomes	1.2, 1.4, 2.3	P	P				C	C			
5	Riverfront Hall Renewal	Renovate and refresh Riverfront Hall	In construction, completion 2026	1.2, 1.4	C	C								
6	Albertsons Library Interior and Exterior Upgrades	Renew and renovate interior, and improve exterior river front access	Design underway, construction anticipated 2026	1.2, 1.4	P	C	C							
7	Hemingway Renewal/ADA Accessibility	Evaluate building function and programming	Study underway, construction timeline unknown	1.1, 1.2, 1.3		P								
ATHLETICS AND EVENT VENUES														
10	Albertsons Stadium: North End Zone Expansion	Create premium seating, expand concourse, improve nutrition center, visitor locker rooms and entry	In construction, completion 2026	1.4, 4.2, 5.1	C	C								
12	Albertsons Stadium: East Concourse Expansion Study**	Improve concourse amenities and accessibility	Feasibility study pending, construction unknown	1.4, 4.2, 5.1		P								
11	Albertsons Stadium: Lower Bowl Overbuild and Capacity Expansion**	Study to determine the feasibility of expanding seating capacity in the east and west lower bowls	Feasibility study pending, construction unknown	1.4, 4.2, 5.1		P								
13	Albertsons Stadium: East Stadium Lot Mixed-Use Development Study	Assess public private partnership development with parking garage, housing, hotel, and event venue	Feasibility study pending, construction unknown	1.4, 4.2, 5.1		P								
8	Auxiliary Gym Renovation and Expansion	Build additional practice space and/or locker rooms	Study underway, construction timeline unknown	1.2, 4.1, 4.4		P								
3	Morrison Center - Lobby Restroom Improvements	Increase restroom capacities, improve accessibility and provide single user restrooms at lobbies on levels 1-3	In design	1.2, 1.4, 4.1, 5.1, 5.3	P	C								
CAMPUS IMPROVEMENTS AND EXTERIOR MASTER PLAN														
5	University Drive Improvements	Construct safety improvements for pedestrians, cyclists and transit	Project is contingent upon grant submission to Safe Streets and Roads for All (SS4A) program	4.1, 5.1			C	C						
6	Greenbelt Pathway Completion	Construct pathway improvements: Theatre Lane to Broadway Avenue	In design, construction spring/summer of 2026	4.1, 4.4	P	C								
7	South Campus Street Improvements	Construct sidewalks, curb and gutters to improve pedestrian safety	Submitted as Major Capital Project to PBFAC, contingent upon funding	4.1, 4.4			P	C						
4	Riverfront Plaza	Construct plaza north of Albertsons Library for events and food service, future improved access to river	In design, construction summer 2026	1.4, 4.1	P	C								
1	Capitol Blvd/Boise Avenue/Yale Lane Intersection Redesign	Create new intersection to improve safety and traffic flow	Study identified in ACHD's Five Year Plan. Project is contingent upon outcomes and ACHD prioritization.	4.1, 5.1							C			
3	Campus Spine Improvements	Aesthetic and functional upgrades to main pathway through campus	In design, construction anticipated 2026 and 2027	4.1, 4.4	P	C	C							
FACILITIES MAINTENANCE AND OPERATIONS, TRANSPORTATION, AND INFRASTRUCTURE														
N/A	Capital Renewal Program	Complete deferred maintenance projects: State of ID $90M allotment	Ongoing through 2027	1.1, 1.4, 3.1, 4.1, 4.4	C	C	C							
N/A	Fiber Optic Cabling Expansion	Improve connectivity and provide redundancy at east side of campus	Ongoing	4.3, 4.4	C	C	C	C	C	C	C	C	C	C
2	Emergency Operations Center Buildout	Renovate Capital Village 4 to improve operations and increase capacity	In construction, completion 2026	4.1	P	C								
2	Morrison Center Pedestrian Path Safety Improvements	Improve access path from Brady Garage to Morrison Center entry	Study complete. Potential phases under development	1.2, 1.4, 4.1, 5.1, 5.3	P	C					C			
17	New Parking Structure	Build parking structure in east end of campus	Need driven by campus growth and parking removal. Project will likely require planning and design by 2029.	4.1, 4.4, 5.1					P	C	C			
8	Beacon Street Widening and Streetscaping	Install detached sidewalk and landscaping per ACHD agreement	Final phase in design, completion 2026	4.1, 5.1	P	C								
COMMUNITY PARTNERSHIP PROJECTS														
1	Lusk District Redevelopment	Mixed use development including housing, retail, office, parking (partnership with City of Boise)	Project contingent upon P3 outcome. No activity planned at this time.	5.1, 5.3	P	P								

*View Boise State University's Strategic Plan goals and strategies at **boisestate.edu/strategicplan/goals-strategies**.*
***Athletics Master Village Plan projects*

10-YEAR CAPITAL IMPROVEMENT PROJECTS AND PLAN



Campus Infrastructure

1 | Capitol – Boise Avenue – Yale Intersection Redesign
2 | Morrison Center Pedestrian Path Safety Improvements
3 | Campus Spine Improvements
4 | Riverfront Plaza
5 | University Drive Reconstruction
6 | Greenbelt Pathway Completion
7 | South Campus Street Improvements
8 | Beacon Street Widening and Streetscaping

Campus Facilities

1 | Lusk District Complex
2 | Emergency Operations Center Buildout
3 | Morrison Center – Lobby Restroom Improvements
4 | Science Building Renewal
5 | Riverfront Hall Renewal
6 | Albertsons Library Interior and Exterior Upgrades
7 | Hemingway Renewal / ADA Accessibility
8 | Auxiliary Gym Renovation and Expansion
9 | Kinesiology Human Movement Lab
10 | Albertsons Stadium – North End Expansion
11 | Albertsons Stadium – East Lower Bowl Overbuild
12 | Albertsons Stadium – East Concourse Expansion
13 | Albertsons Stadium – East Stadium Lot Mixed-Use Development
14 | MCMR – Third Floor Completion
15 | ESI Construction Management Building
16 | New Science Research Building
17 | New Parking Structure

CONCEPTS FOR CONSIDERATION

MAP REF. #	LOCATION	DESCRIPTION	STRATEGIC GOAL*
ACADEMIC AND RESEARCH			
17	Harry Morrison Lab: Addition and Renovation	Increase lab, studio and student collaboration spaces through an addition and renovation	1.4
TBD	Additional Science Research Building	Build a new science building with research labs, classrooms, faculty offices and student collaboration spaces	1.1, 1.4, 2.1, 2.3, 3.1, 4.1, 4.4, 5.3
15	Nursing Program Expansion and Relocate Campus Health Center	Relocate Health Center and renovate second floor for Nursing	1.2, 1.4
TBD	School of Computer and Cybersecurity	Expand off-campus, or add on-campus location	1.2, 1.4
14	Additional Health Sciences Building	Build a new building or create an addition to Norco to relocate programs from the Health Sciences Riverside Building	1.2, 1.4, 2.3, 5.1
CAMPUS LIFE AND STUDENT SERVICES			
11	Intramural Field Improvements	Perform upgrades to increase intramural and club sport use	1.2, 4.1, 4.4
16	Recreation Center - Renovation and Utilization	Evaluate building programming and utilization	1.2, 4.1, 4.4
	NEW STUDENT HOUSING FACILITIES		
10	Sawtooth Hall Phase II	Create additional first-year housing and student services space	1.1, 1.2, 1.3, 1.4, 4.1, 4.4
6	Chaffee Site Redevelopment	Create additional first-year housing and dining services	1.4, 4.1, 4.4
13	Manor Site Redevelopment	Consider graduate student housing, health services or retail	1.4, 4.1, 4.2, 4.4
2	2500 Boise Ave Redevelopment	Townhome and multi-family housing for a mixture of faculty, staff, and graduate students	2.2, 4.2, 5.1
	STUDENT HOUSING RENEWALS OR REPLACEMENTS		
1	Towers Demo and Site Redevelopment	Demolish building and repurpose site	1.4, 4.1, 4.4
4	Chaffee Phased Renewals	Modernize and improve infrastructure	1.4, 4.1, 4.4
5	New Dining Hall	Add dining capacity with a new facility or an addition	1.4, 4.1
	Ongoing Facility Renewals	Modernize and improve infrastructure	1.4, 4.1, 4.4
ATHLETICS AND EVENT VENUES			
12	Varsity Center with Central South Entry**	Create a new athletics "front door" to include additional sports program and administrative offices, new weight room and academic center	1.4, 4.2, 5.1
7	Turf Practice Field**	New outdoor artificial turf Football practice field	1.4, 5.1
TBD	New Tennis Center**	Create new competition venue with indoor and outdoor courts	1.4, 4.1, 5.1
1	Morrison Center Expansion	Add to the facility and make patron entry improvements	1.2, 1.4, 4.1, 5.1, 5.3
	EXTRAMILE ARENA IMPROVEMENTS		
3	Exterior Improvement for Event Mall	Expand mall on north side of building for events and food trucks	1.4, 4.1
8	Concourse Renovations and Deferred Maintenance Upgrades	Improve accessibility, add or expand restrooms and concessions, address deferred maintenance items	1.2, 1.4, 4.1, 5.1
9	ExtraMile Arena Capacity Expansion	Expand and enhance the concourse and circulation, to include additional restrooms and concessions	1.2, 1.4, 4.1, 5.1
CAMPUS IMPROVEMENTS AND EXTERIOR MASTER PLAN			
2	Friendship Bridge Plaza Improvements and Quad Connectivity	Build a new pedestrian connection from bridge to the center of campus	1.4, 4.1, 4.4
3	Amphitheater Pavillion Improvements	Add stage cover, support space and restrooms	1.4, 4.1
FACILITIES MAINTENANCE AND OPERATIONS, TRANSPORTATION, AND INFRASTRUCTURE			
4	Third Idaho Power electrical feed and infrastructure	Add capacity and redundancy to electrical service on east end of campus	4.3, 4.4
18	Administrative Operations Building	Consolidate Campus Operations, Housing Maintenence and certain Public Safety activities	4.3, 4.4
19	University Plaza	Administrative Backfill	

*View Boise State University's Strategic Plan goals and strategies at **boisestate.edu/strategicplan/goals-strategies**.*
***Athletics Master Village Plan projects*

CONCEPTS FOR CONSIDERATION



Campus Infrastructure

1 | Towers Demolition and Site Redevelopment
2 | Friendship Bridge Plaza Improvements and Quad Connectivity
3 | Extra Mile Arena – Exterior Improvement for Event Mall
4 | Third Idaho Power electrical feed and infrastructure.

Campus Facilities

1 | Morrison Center Expansion
2 | 2500 Boise Ave Redevelopment
3 | Amphitheater Pavilion Improvements
4 | Chaffee Phased Renewals
5 | New Dining Hall
6 | Chaffee Site Redevelopment
7 | Turf Practice Field
8 | ExtraMile Concourse Renovations and Deferred Maintenance Upgrades
9 | ExtraMile Arena Capacity Expansion
10 | Sawtooth Hall Phase II
11 | SUB Recreation Field Improvements
12 | Albertsons Stadium – Varsity Center with Central South Entry
13 | Manor Site Redevelopment
14 | Additional Health Sciences Building
15 | Nursing Program Expansion / Relocate Campus Health Center
16 | Recreation Center – Renovation and Utilization
17 | Harry Morrison Lab - Addition and Renovation
18 | Administrative Operations Building
19 | University Plaza





UNDERCURRENTS

Beneath the visible layers

of buildings, pathways, and open spaces, there are foundational principles that shape the Boise State University campus experience. These undercurrents flow through every decision, influencing how the campus grows, connects, and sustains itself. They represent core beliefs that bind the university's physical environment to its mission and values. Three key undercurrents — Sustainability and Resilience, Community Integration, and Land Use Planning — guide the evolution of the campus and ensure its ability to serve generations to come.



SUSTAINABILITY AND RESILIENCE

Boise State's strategic plan states that the university will "Foster a sustainable campus that is both environmentally and socially responsible as well as economically feasible." The master planning process created an opportunity for the campus community to chart a deliberate, informed course toward an environment that prioritizes responsible energy use and long-term resiliency. In this context, resiliency means proactive measures that safeguard state assets from both natural hazards and energy volatility.

Feedback was collected from faculty, staff, and students about the meaning and importance of the aforementioned strategic plan statement. This revealed unanimous support among respondents for prioritizing activities within the master plan; 100% said integrating sustainability should be a priority in master plan actions and initiatives, and over 70% of those indicated it should be a 'higher' or the 'highest' priority.

Stakeholders were also asked an open-ended question about what sustainability and resiliency features they would like to see prioritized on campus. The top responses were:

- Geothermal for all new academic/research buildings
- Water-wise planning and design
- Composting area for landscape waste
- Campus recycle-upcycle centerr
- Support for alternatives to vehicular driving (biking, transit options) to reduce the need for parking lots

GOALS

A sustainable and resilient campus makes intentional decisions about day-to-day resource use and long-term continuity. These undercurrents will guide facility and infrastructure needs through cost-conscious, resourceful practices that respond to environmental and operational challenges. As the master plan is implemented, multiple stakeholders will collaborate to ensure university projects reflect strong stewardship and efficient use of resources.

ENERGY

Energy Efficiency: Enhance campus energy efficiency to reduce demand, avoid future utility costs, improve system performance, and support long-term operational reliability through strategic planning, building optimization, and data-informed decision-making.

Energy Resiliency: Strengthen campus energy resilience by improving the reliability, flexibility, and redundancy of energy systems to support critical operations during disruptions and changing environmental conditions.

BUILDINGS

Building Design and Construction: Ensure new construction and major renovations support long-lasting buildings that promote occupant health, energy and water efficiency, and adaptability to future needs. A total cost of ownership mindset should prevail in design and construction decision-making.

Operations and Maintenance: Optimize building operations and maintenance practices to sustain performance, extend asset life, support healthy indoor environments, and reduce vulnerability to system failures. Buildings should emphasize low operating costs while employing maintenance practices that ensure long-term use.

WATER AND STORMWATER

Water Conservation: Promote efficient and responsible water use across campus facilities, landscapes, and operations to enhance resilience to water scarcity and support long-term resource availability.

Stormwater Management: Stormwater management should reduce flooding risk, protect water quality, and enhance campus resilience to extreme weather events through integrated design and infrastructure solutions.

WASTE

Responsible Materials Management: Advance responsible materials management by maximizing recycling, reuse, and recovery systems that reduce environmental and operational risk.

TRANSPORTATION

Commuting: Foster a campus culture that, through strategic partnerships, provides a spectrum of transportation options—optimizing mobility and connectivity while reducing single-occupancy vehicle dependence and enhancing community health, resilience, and campus livability.

Parking: Provide a parking system that supports operational continuity, the student experience, and workforce needs, while maintaining a mindful approach to land use and promoting alternative modes of transportation.

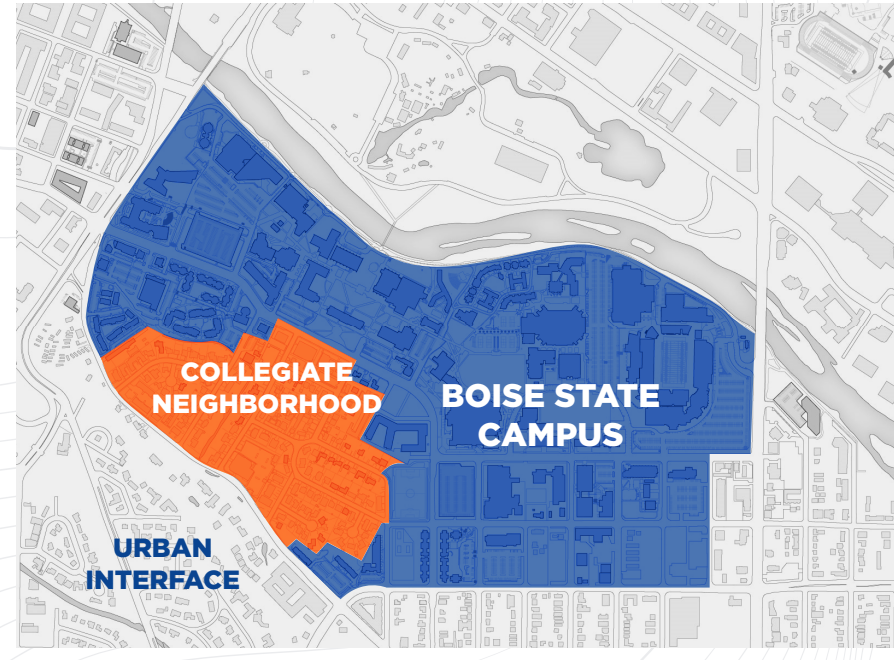
Fleet Vehicles: Modernize the university fleet with efficient, reliable, and low-impact vehicles to reduce fuel usage, support operational resilience, and ensure the delivery of essential services.

LANDSCAPE

Landscape Design: Design campus landscapes that reflect the ecology and character of the Boise region and are aesthetically compelling, cohesive throughout campus, seasonally dynamic, and climate-appropriate. We strive to create an outdoor environment that nurtures a meaningful connection to the surrounding landscape and encourages outdoor learning and engagement.

Landscape Stewardship: Grounds stewardship practices prioritize soil health, environmental resilience, responsible resource use, and reduced operational impacts.

COMMUNITY INTEGRATION



A university campus does not exist in isolation. Boise State's riverfront location, downtown adjacency, and proximity to a wide range of surrounding land uses create a strong relationship between campus and community. What happens on campus affects the surrounding area, and community changes, in turn, shape the campus.

During the prior master plan update (2015), Boise State attempted to plan for 30+ years of campus growth. This bold timeline required looking beyond our existing campus to accommodate growth, but in doing so, we caused unintentional community concern. A valuable lesson was learned: Our planning efforts should include realistic outcomes and timelines that benefit not only campus decision-making, but provide community predictability and certainty.

During and beyond the next 10 years, Boise State will deliberately focus on the following Community Alignment goals:

COMMITMENT TO THE CITY AND UNIVERSITY STRATEGIC PARTNERSHIP (CUSP) GOAL

- Work will continue with the City of Boise to identify projects with mutual impact and importance within the university's area of influence. Projects will be prioritized and allocated the attention necessary to ensure progress.
- Work will continue with the City of Boise to create long-term strategies for further geothermal expansion and integration.
- Boise State will implement a project along its riverfront - the Riverfront Plaza - to serve as a pilot for additional, unified river corridor improvements that benefit campus and the broader community.

TRANSPARENCY AND CONSISTENCY WITH ADJACENT NEIGHBORHOODS

- Boise State will engage proactively with adjacent neighborhoods. This includes providing insights on campus growth, prospective projects, and exploring mutually beneficial programs and activities.
- Boise State will work collaboratively with neighborhoods on plans that have immediate adjacency. For example, any additional planning for workforce housing development in the Collegiate Subdivision will occur with neighborhood involvement.

RESPONSIVE LAND USE

- Boise State will prioritize land within its existing campus for future growth and development. This requires an "infill" mindset, similar to the decision that was made for Syringa Hall. When growth does occur at the university boundaries, intentional and deliberate engagement will be the top priority.
- Boise State will utilize a highest-and-best-use approach for land development, or re-development. Existing facilities should first explore renewal prior to removal.



LAND USE PLANNING

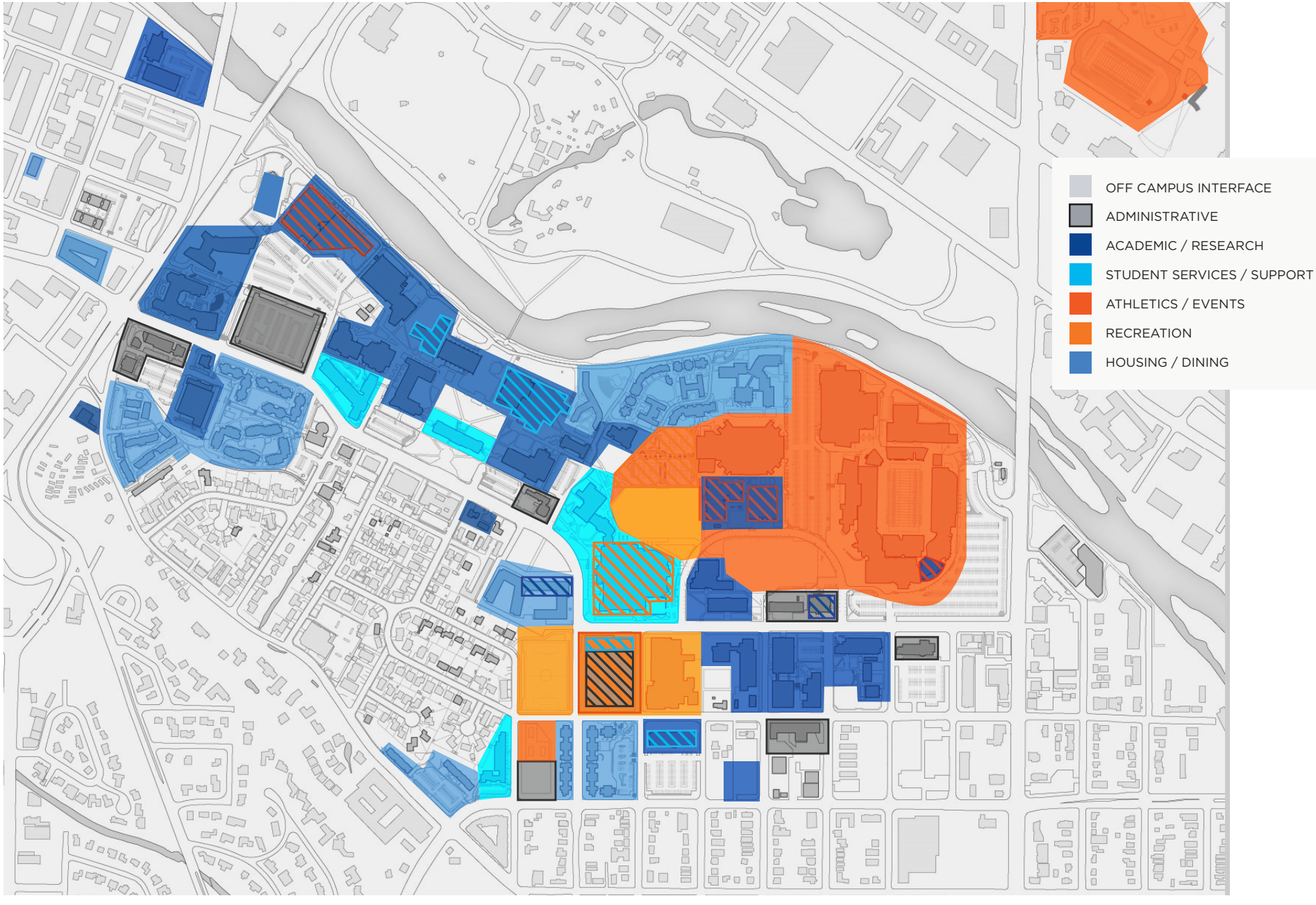
A campus master plan must navigate a balance between detail and flexibility. Too much of either creates planning implications for both campus and community. The greatest amount of detail can be afforded for known efforts that are in planning, design or construction phases. The location of the upcoming Science Research Building, or the prioritization of improvements to existing campus pathways for pedestrians and cyclists are good examples of efforts already underway. Latitude is important for general programmatic needs, where facility and infrastructure requirements are still being refined.

For this Campus Master Plan, Boise State is embracing a land use approach, not dissimilar from the way cities and counties provide planning direction with zoning. This model affords predictability for land use, and thematic guidance for large or contiguous areas of campus.

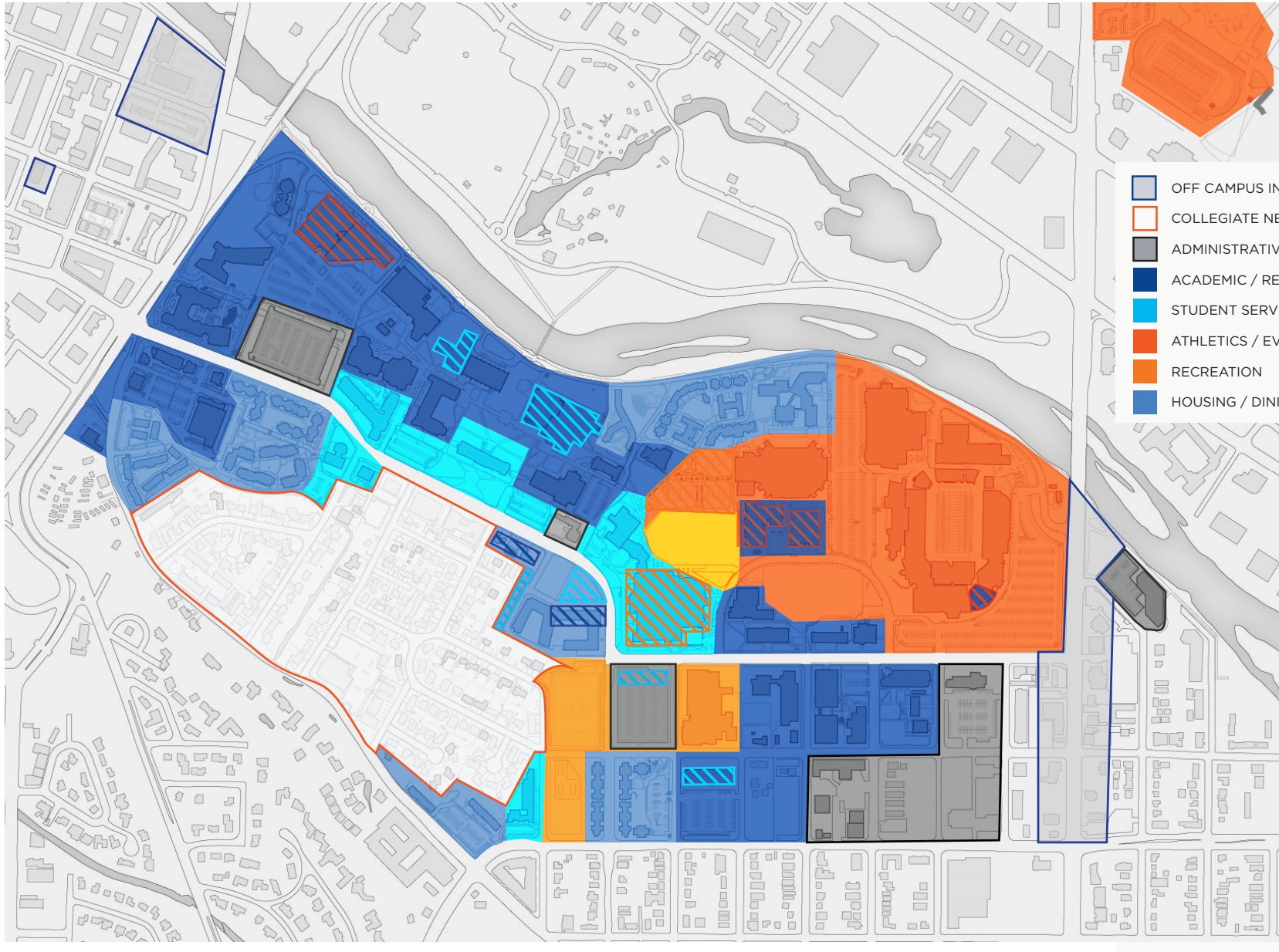
During and beyond the next 10 years, Boise State will deliberately focus on the following Land Use Planning goals:

- Campus land uses will be limited in scope, but robust enough to convey all relevant categories.
- Campus land uses will highlight the primary priority use within the designated zone. Uses that depart from those priorities will have a clear rationale, or be supportive of the larger theme.
- Boise State will refrain from providing prospective building footprints, or other site planning details, for projects that have yet to occur. The 10-year CIP and Concepts for Consideration maps afford general locations for projects and concepts.
- Land-use suggestions will be provided for off-campus areas. These are notional, and meant to encourage greater collaboration with community and agency partners. For example, mixed-use development along the Broadway corridor is largely out of the university's control, but remains an important element for campus.

2024 LAND USE



2034 LAND USE



ACADEMIC AND RESEARCH FACILITIES



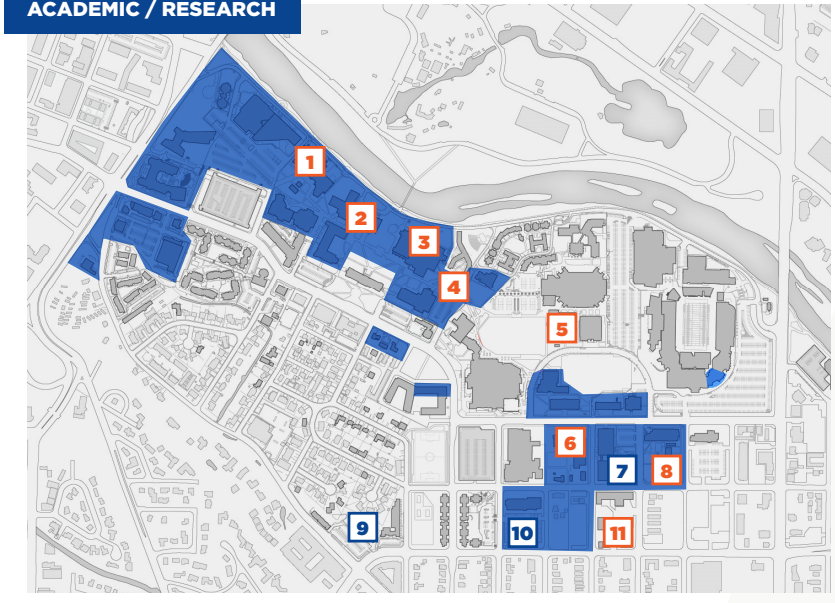
Boise State strives to be a premier student-success-driven research institution, advancing knowledge and innovation for statewide and global impact. Through excellence in teaching, interdisciplinary collaboration, and cutting-edge research, we will empower students and faculty to drive discovery and create solutions that shape the future.

OVERALL RECOMMENDATIONS FOR ACADEMIC AND RESEARCH SPACE AND FACILITIES

To strengthen Boise State's academic and research environment, the following actions are recommended:

- Implement centralized scheduling for instructional spaces to maximize utilization, replacing "departmental hold" with "departmental priority" spaces.
- Optimize research space allocation and establish clear metrics for productivity.
- Conduct a comprehensive audit of research space to project future needs and incorporate collaborative workspace concepts.
- Continue funding classroom renewal and reconfiguration programs and construct new spaces that support active learning.
- Invest in teaching lab renewal and reconfiguration, prioritizing older facilities such as Science, Engineering, and Civil Engineering buildings.
- Repurpose surplus office space to create collaborative work environments.
- Develop a renewal plan for the original Science Building and Riverfront Hall as part of the migration strategy for the new Science Research Building.
- Create a consolidation and growth plan for health sciences programs, including Nursing, Allied Health, Public and Population Health, and Health Sciences Riverside, leveraging opportunities in the Lusk District.

ACADEMIC / RESEARCH



10 YR CIP PROJECTS AND PLAN

N/A	Classroom/Lab Renewals
1	Science Building Renewal
2	Riverfront Hall Renewal
3	Albertsons Library Interior and Exterior Upgrades
4	Hemingway Renewal/ADA Accessibility
5	Kinesiology Human Movement Lab
8	New Science Research Building
9	MCMR - 3rd Floor Completion
11	ESI Construction Management Building

CONCEPTS FOR CONSIDERATION

TBD	Additional Science Research Building
TBD	School of Computer and Cybersecurity
6	Additional Health Sciences Building
7	Harry Morrison Lab: Addition and Renovation
10	Nursing Program Expansion and Relocate Campus Health Center

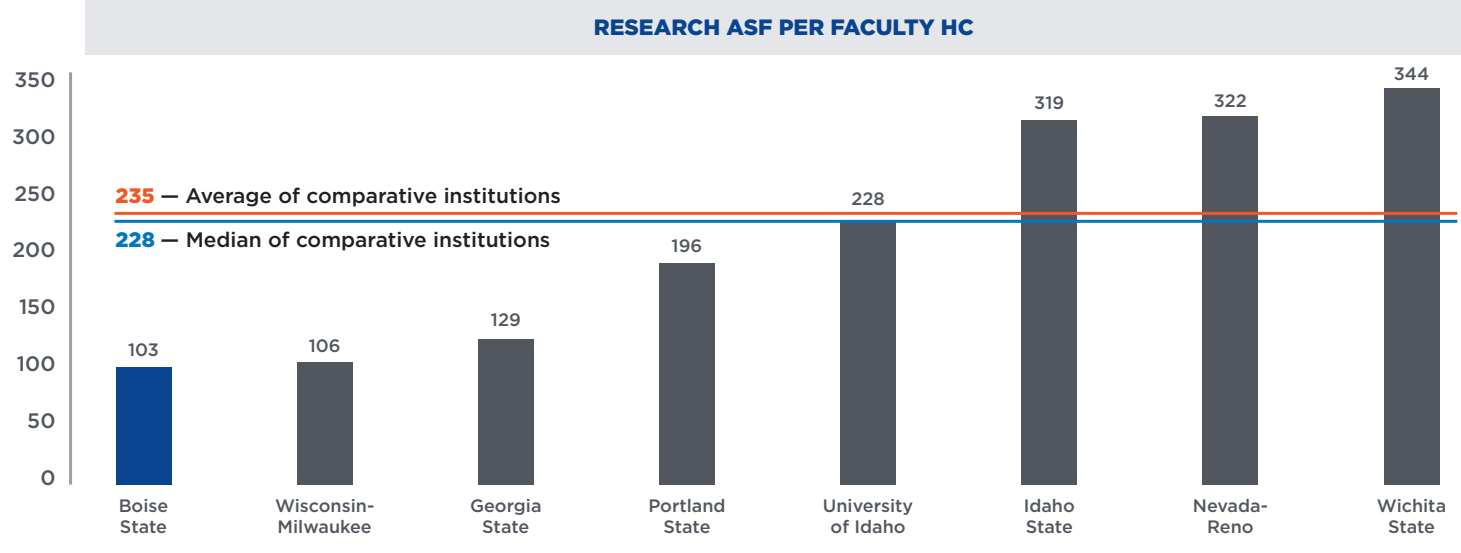
RESEARCH SPACE NEEDS

SPACE AND FACILITIES NEEDS: RESEARCH

In 2022, Boise State partnered with The Smith Group to conduct an analysis of research laboratory space across peer institutions. The study compared assignable square feet (ASF) of research lab space per faculty member and revealed a significant space deficit at Boise State. While the average among seven peer institutions was 235 ASF per faculty headcount, Boise State offered only 103 ASF; less than half the comparative benchmark.

SPACE ASSESSMENT STUDY, MARCH 2022 (THE SMITH GROUP)

Space coding for research only Includes lab and direct lab support, not related collaboration or office spaces.



SUMMARY NOTE:

Boise State averages 103 ASF of research lab space per faculty head count. This is the lowest in the study group and below the comparative group average of 235 ASF/HC.

ACADEMIC AND RESEARCH FACILITIES

SPACE AND FACILITIES NEEDS:
ACADEMIC AND RESEARCH

FINDINGS

Boise State's long-range analysis of academic and research facilities reveals significant space deficits that will directly impact the university's ability to support growth in teaching, collaboration, and discovery. Over the next ten years, demand is projected to exceed existing capacity by approximately 260,000 assignable square feet (ASF). Current space distribution further illustrates these imbalances: academic offices account for 37% of available space, while classrooms, class labs, open resource labs, and research labs collectively make up a smaller share, with research labs representing just 15%. Together, these findings underscore the need for strategic investment in modern, flexible academic and research environments.

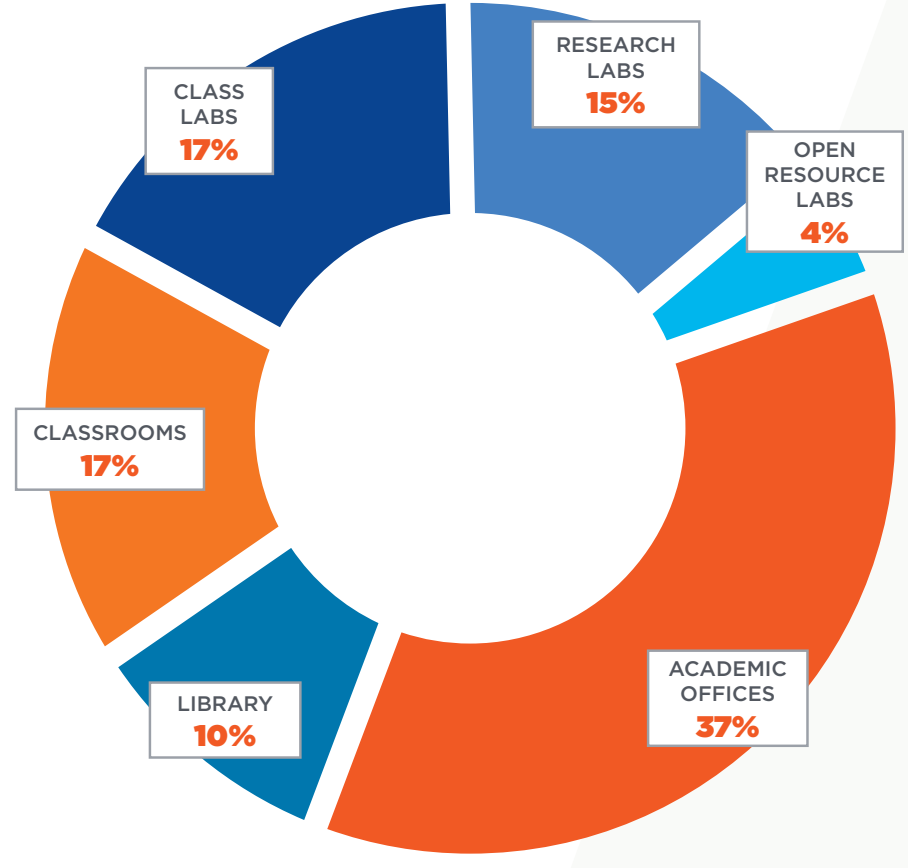
10 year projected space needs—2033

Classrooms	46,000 ASF
Open Labs	30,000 ASF
Research Space	140,000 ASF
Library	16,000 ASF
Collaboration	28,000 ASF

260,000 ASF total projected need

* The New Science Research Building will reduce the research space deficit by 30,000-40,000 ASF.

ACADEMIC SPACE DISTRIBUTION



NEW SCIENCE RESEARCH BUILDING

The new science research building will play a pivotal role in advancing the academic and research vision for Boise State. Designed to expand capacity and reduce the university's current deficit of research space, the facility will serve as a catalyst for interdisciplinary discovery, collaboration and innovation.

Focused on the interdisciplinary biomedical sciences, the building's research and collaboration spaces will not be dedicated to any single department or individual researcher. Instead, they will function as shared, flexible resources that strengthen the broader scientific community at Boise State.

To support cutting-edge research and future growth, the design team will deliver state-of-the-art laboratories capable of meeting the needs of both current and emerging research programs. The building's infrastructure will be developed with adaptability in mind, enabling laboratory modifications with minimal cost and operational disruption. This approach reduces schedule and budget impacts while supporting the master plan's guiding principles of maximizing usable square footage and optimizing research space.

Beyond its physical form, the new science building is an investment designed to advance Boise State's strategic goals. The building site is located south of the Environmental Research Building, bounded by S. Euclid Avenue, S. Grant Avenue, and Belmont Drive.

Estimated construction start date: **Winter 2027**
Estimated completion date: **Fall 2029**



FRONT PORCH ENTRY



NEW CAMPUS DESTINATION

ORIGINAL SCIENCE BUILDING

A central component of the effort to increase research capacity is the redevelopment of the original Science Building and Riverfront Hall as part of the migration to the new Science Research Building. These legacy facilities will undergo comprehensive renewal planning to transform them into contemporary instructional and research spaces that better support evolving academic needs.

The transition of programs and activities into the new Science Research Building will free significant square footage in existing facilities. This creates an important opportunity for targeted renovations of vacated spaces, enabling the university to enhance the quality of academic instructional areas and laboratories across campus.

Additionally, the relocation of select functions to the new Science Research Building allows for more intentional departmental organization. Units currently dispersed across multiple buildings will be consolidated into more cohesive and collaborative zones. This improved spatial alignment will foster stronger connections among faculty, streamline student access to programs, and elevate the overall academic experience.


ARRIVAL COURT AND
PEDESTRIAN EXPERIENCE
RENDERINGS COURTESY
OF SMITH GROUP
BOISE STATE UNIVERSITY 10-YEAR MASTER PLAN | 35

NAMPA PROPERTY

POTENTIAL ADVANCED MANUFACTURING HUB

5465 East Terra Linda Way

The Boise State-owned 50-acre Nampa property represents a significant opportunity for the university to expand its role in regional research, innovation, and economic development. Envisioned as the future **Boise State Advanced Manufacturing Hub**, the site offers the scale and location needed to grow the university's business development ecosystem, including expanded accelerator space, dedicated incubator facilities, and new pathways for industry-aligned research partnerships. Institutions such as Wichita State University's Innovation Campus have served as useful benchmarking precedents as Boise State evaluates the potential of this property.

Given its size and strategic positioning, the Nampa parcel would benefit from a comprehensive planning study that explores the full development potential of the site—considering access, land use, building types, infrastructure needs, and overall capacity. Rather than a prescriptive development plan, this study would serve as an illustrative vision for what the manufacturing hub could become. It would highlight the kinds of facilities and partnerships that could strengthen and expand the existing Small Business Development Center program, attract new research collaborations, and support the university's broader economic development mission.

The Nampa property is a rare opportunity to shape an enduring space that broadens Boise State's research footprint, strengthens regional partnerships, and supports the economic vitality of the Treasure Valley.

BOISE STATE UNIVERSITY RESEARCH AND ECONOMIC DEVELOPMENT NEEDS

The Division of Research and Economic Development (DRED) has identified three major thematic opportunities for research growth and industry partnerships:

1) TECH PARK

A Tech Park could support microelectronics research, attract private-sector partners beyond existing partners, and host Boise State–related spin-offs. The site would benefit from proximity to the College of Western Idaho (CWI) for workforce training and interstate access for regional industry engagement. Potential development types include:

- Wet and computational research labs
- Technical training facilities
- Light industrial / clean-room space
- High-tech manufacturing (e.g., semiconductors)

2) FOOD SCIENCES CENTER

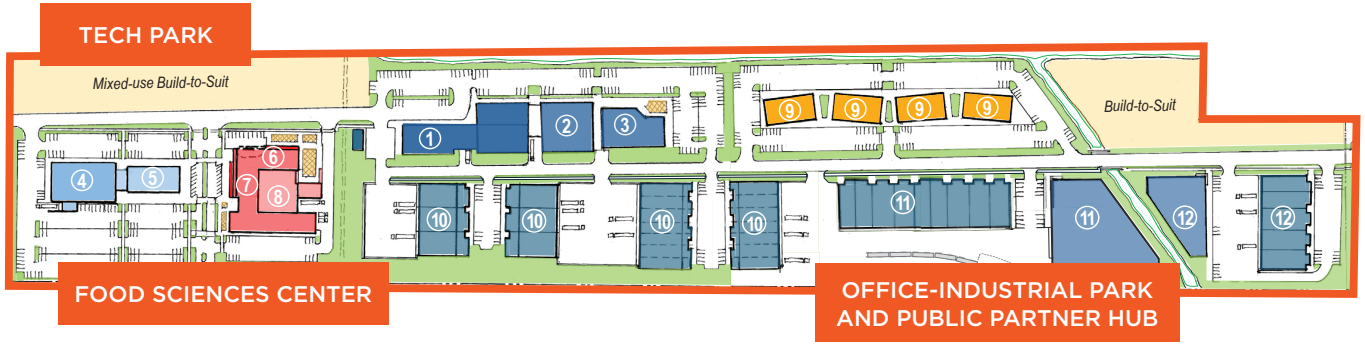
A Food Sciences Center could strengthen collaboration with studio/Blu, Owens Group and additional private-sector partners. The location's access to CWI and the interstate also supports training and regional business activity. Potential development types include:

- Research offices and labs
- Light industrial processing space (supporting a range of equipment)
- Testing facilities
- Food and beverage outlets, including incubator kitchens
- Retail spaces in multiple formats
- Shared amenities with an adjacent event center (e.g., restaurant, hotel), where feasible

3) OFFICE–INDUSTRIAL PARK AND PUBLIC PARTNER HUB

This area could provide a home for major public-sector partners such as Idaho National Laboratory (INL) and the U.S. Department of Energy (DOE), supported by workforce pathways through CWI and regional accessibility. Potential development types include:

- Office, laboratory, and industrial facilities
- Advanced manufacturing space
- Applied research facilities supporting nuclear energy sector growth
- Offices and training facilities for government agencies
- Individual agency-specific buildings alongside shared amenities (food services, conference/event space, hotel)



BOISE STATE PROGRAMS

1. Business Accelerator Program Space - Existing
2. Business Accelerator Expansion
3. Maker Space, Printers, Shared Services
4. Research Labs
5. Offices (coworking, accelerator, incubator)

MIXED-USE, AMENITIES

6. Retail Food, Hospitality (1st fl)
7. Hotel (100-150 rms, 2 or 3 upper fls)
8. Conference – Event Space (1st fl)

PARTNERS, ECONOMIC DEVELOPMENT

9. Office Park (4 bldgs. 3-4 st)
10. Light Industrial with Lab –Office (1-2 fls)
11. Industrial–Manufacturing with rail spur
12. Light Industrial-Manufacturing



PROPERTY CONTEXT

ATHLETICS AND EVENTS



Boise State envisions athletic and event spaces that inspire excellence, foster community and elevate the Bronco experience. By investing in innovative facilities and dynamic venues, we will create opportunities for student success, community engagement and national recognition, positioning Boise State as a destination for world-class competitions and events.



RECOMMENDATIONS

SUPPORT ATHLETIC EXCELLENCE AND STUDENT-ATHLETE SUCCESS by providing modern, flexible and well-located athletic facilities that support high-performance training, academic focus, health, and well-being for student-athletes.

- Investments should reinforce the role of athletics in attracting students, developing employable graduates, and strengthening institutional visibility while ensuring the university remains competitive at the conference and national levels.

REINFORCE THE CAMPUS AS A REGIONAL DESTINATION by planning athletics and event venues to function as year-round destinations that draw visitors to campus and contribute to the local economy.

- Facility planning should acknowledge the documented annual economic impact of athletics and events on the Treasure Valley and State of Idaho.

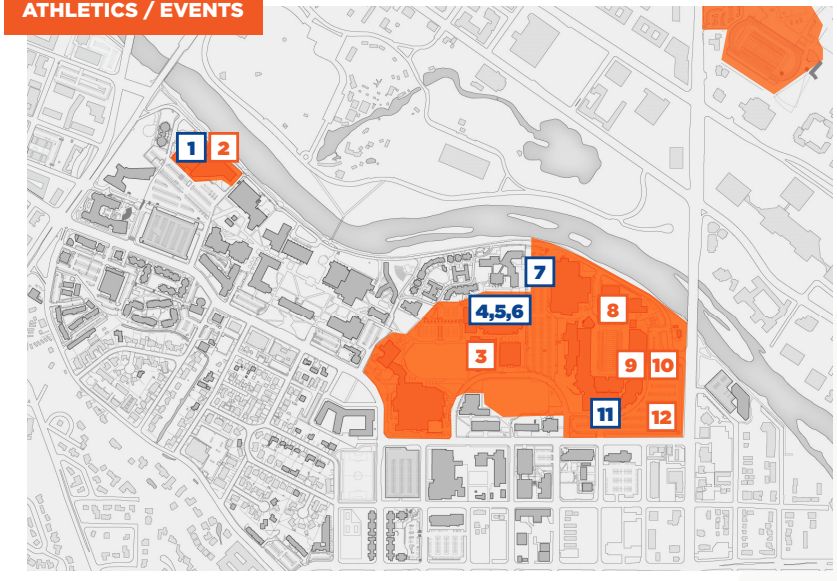
ENSURE ATHLETICS AND EVENT FACILITIES ARE PHYSICALLY AND PROGRAMMATICALLY CONNECTED TO THE ACADEMIC CAMPUS, reinforcing their role as integral components of the university rather than isolated destinations.

- Site planning should prioritize walkability, shared spaces, and opportunities for interdisciplinary use and engagement.

PROMOTE FISCAL RESPONSIBILITY AND LONG-TERM STRATEGIES by balancing ambition with feasibility and aligning facility planning with realistic funding strategies, lifecycle costs, and return on investment.

ADVANCE EFFICIENCY AND RESILIENCE by incorporating sustainable design strategies into athletics and event facilities, including energy efficiency, water conservation, and resilient infrastructure capable of supporting large crowds.

ATHLETICS / EVENTS



10 YR CIP PROJECTS AND PLAN

2	Morrison Center - Lobby Restroom Improvements
3	Auxiliary Gym Renovation and Expansion
8	North End Zone Expansion
9	East Lower Bowl Overbuild Study**
10	East Concourse Expansion Study**
12	East Stadium Lot Mixed-Use Development Study

CONCEPTS FOR CONSIDERATION

1	Morrison Center Expansion
7	Turf Practice Field**
11	Varsity Center with Central South Entry**
TBD	New Tennis Center**
	EXTRAMILE ARENA IMPROVEMENTS
4	Exterior Improvement for Event Mall
5	Concourse Renovations and Deferred Maintenance Upgrades
6	ExtraMile Arena Capacity Expansion



ACTIVE PROJECTS IN CONSTRUCTION AND PLANNING

These active projects range from targeted renovations to transformative expansions designed to enhance the student, visitor and community experience while ensuring operational resilience and financial responsibility.

MORRISON CENTER IMPROVEMENTS

The Morrison Center continues to evolve as Idaho's premier performing arts venue and a cultural gateway to the university. Current and planned improvements focus on enhancing guest experience, accessibility and overall connectivity to the campus and community.

- Lobby restroom improvements and renovations will increase capacity, improve accessibility and modernize finishes, addressing long-standing patron needs during high-volume events.





EXTRAMILE ARENA ENHANCEMENTS

As one of the university's most significant public venues, ExtraMile Arena requires strategic reinvestment to maintain its role as an important destination for athletics, concerts and major community events.

- The arena faces an identified backlog of deferred maintenance building system improvements, including mechanical, electrical, roofing, and life-safety upgrades. Addressing these needs is essential to preserving event reliability, achieving operational efficiency and maintaining competitiveness for touring productions.
- Planned ADA upgrades will improve accessible seating, entry conditions, vertical circulation, and queuing areas.
- A reimagined entry zone will enhance guest comfort, reduce congestion, and better accommodate large crowds.
- A comprehensive expansion of the east side of the arena will strengthen revenue generation and enhance patron amenities.

Key components include:

- Additional restrooms and concessions to address capacity shortfalls and improve event-day experience.
- Expanded lobby space with new elevators and escalators, improve circulation and accessibility.
- New revenue-generating VIP space, offering premium amenities that attract event partners and donors.
- Retractable seating on the east end, increasing flexibility for both athletic competition and event staging.
- Back-of-house expansion, including upgraded storage, coaching, and support spaces to streamline operations and athlete preparation.

ALBERTSONS STADIUM UPGRADES AND REDEVELOPMENT

Long-term modernization of Albertsons Stadium focuses on competitive positioning, fan experience and revenue-generating ventures to include:

- The North End Zone Expansion will provide enhanced seating opportunities, improved fan amenities, and potential revenue-generating spaces. Designs incorporate views, premium experiences, and integration with future mixed-use development.
- Determining the feasibility of expanding seating capacity on the east and west sides of the stadium, which will increase game-day attendance, support ticket demand, increase revenue for optimal seating, and align capacity with conference and national attendance expectations.
- The feasibility of redeveloping the East Stadium parking area is being studied, with a potential mix of uses including structured parking, housing, hotel, conference and event space. The feasibility study will determine the viability of subsequent public-private partnership development phases.



CLUB DINING



PLAYERS TUNNEL

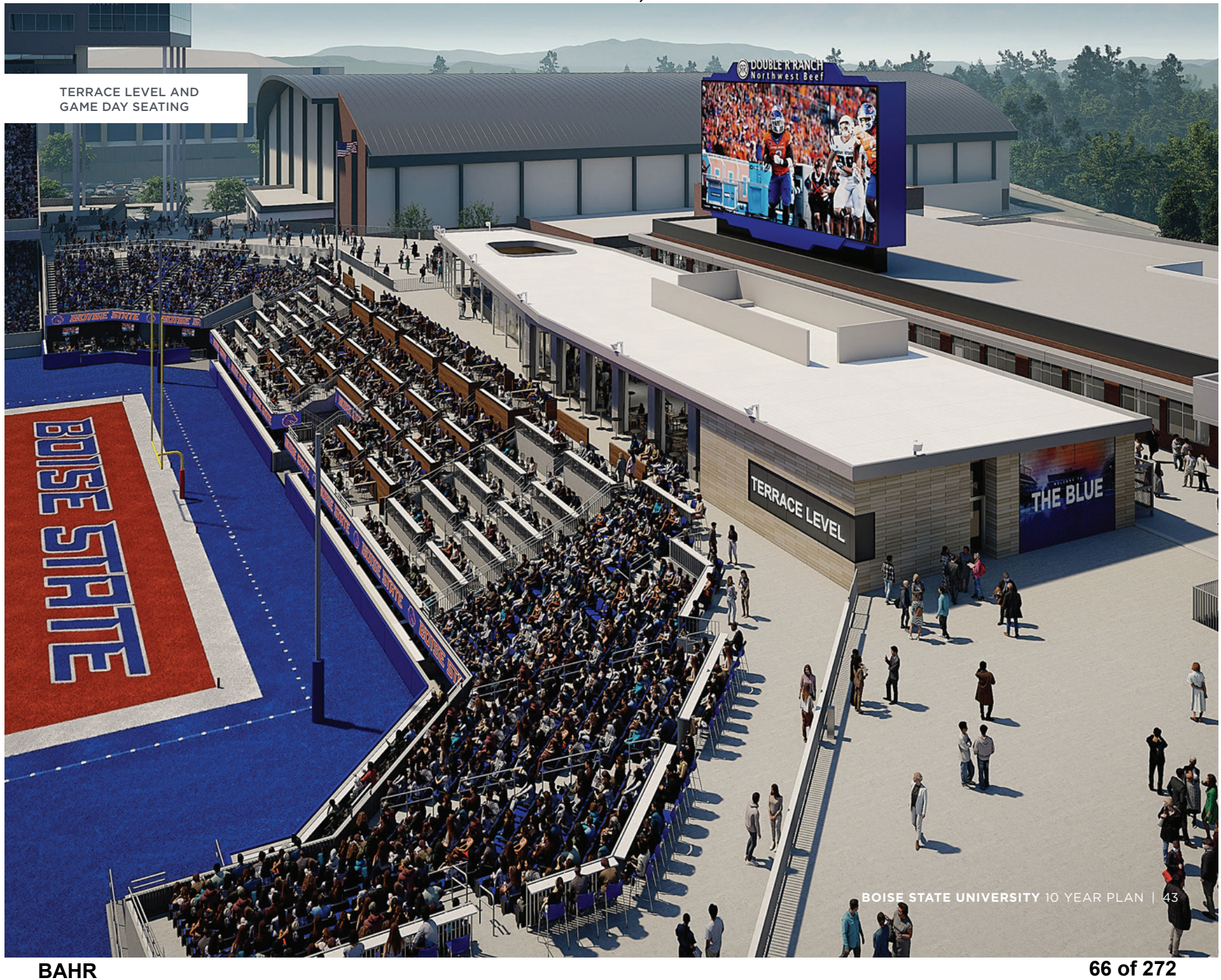


LOGE BOXES AND LEDGE SEATING

AUXILIARY GYM RENOVATION AND EXPANSION

To meet growing programmatic demands and support student-athlete development, the university is planning enhancements to its auxiliary training facilities.

- Additional practice space, locker room renovations, and a physical expansion will address space shortages for team practices, training and preparation.
- New or improved locker rooms, training spaces, and support areas will promote athlete well-being, improve scheduling flexibility, and improve recruitment competitiveness.


TERRACE LEVEL AND
GAME DAY SEATING
DOUBLE R RANCH
Northwest Beef
BOISE STATE
TERRACE LEVEL
THE BLUE
BOISE STATE UNIVERSITY 10 YEAR PLAN | 43



CONCEPTS FOR CONSIDERATION

Looking ahead, Boise State University is exploring several long-range opportunities that could further strengthen its athletics and events ecosystem. These concepts are not yet planned, funded, or approved, but they represent strategic possibilities that may support future growth, enhance competitiveness, and expand the university's regional impact. Each concept aligns with the core principles of student success, connectivity, operational sustainability, and the creation of vibrant, community-oriented destinations.

ALL-SPORTS VARSITY CENTER

A Varsity Center could consolidate student-athlete support services into a single, high-performance environment designed to elevate academic, athletic and personal development. Potential elements include:

- Holistic student-athlete support may provide academic advising, nutrition services, sports medicine and leadership development programming in a centralized location.
- Expanded coaching and staff offices may provide modern workspaces that support recruitment, collaboration and daily operations across multiple sports.
- Additional administrative and meeting spaces could improve operational efficiency and offer flexible rooms for team meetings, film review and interdisciplinary use.
- This concept would enhance team cohesion, streamline resources, and strengthen Boise State's national competitive profile.

OUTDOOR TURF PRACTICE FIELD

A new artificial turf practice field could expand year-round training capacity for football and potentially other field sports. Key considerations include:

- Consistent and reliable training surface, regardless of weather conditions, maximizing practice flexibility during the academic year.
- Reduced wear on existing fields.
- Opportunity for shared use, supporting intramural or club programming during non-team periods if feasible.
- This concept would help meet increased scheduling demands tied to growing participation and changing practice models within collegiate athletics.

OFF-CAMPUS TENNIS CENTER

To accommodate rising demand for indoor and outdoor tennis facilities, Boise State may explore the creation of a new off-campus competition and training venue. Potential features include:

- Year-round indoor courts for competition, practice, and community programming.
- Outdoor courts for championship play and training during favorable weather conditions.
- Amenities for athletes and spectators, including locker rooms, seating, and support spaces.
- A future study could evaluate co-development opportunities with private partners, shared financing models, community tennis programming or club partnerships supporting long-term operational viability.

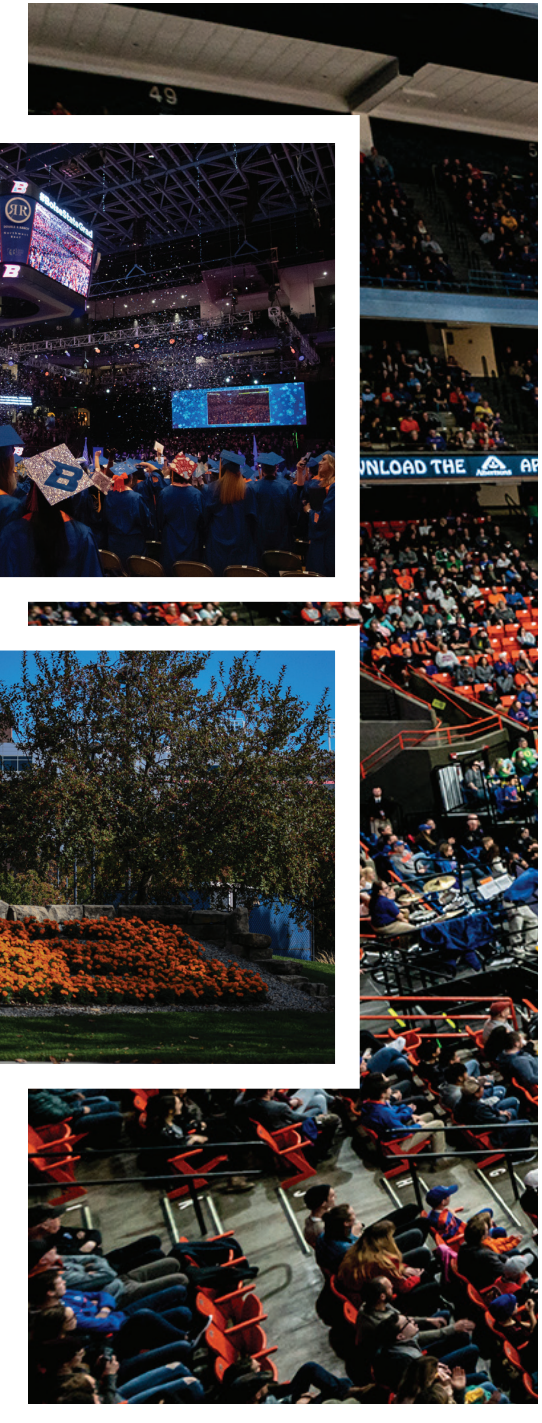
EXTRAMILE ARENA

To ensure ExtraMile Arena remains competitively positioned for athletics, concerts, and large events, several conceptual improvements are under consideration. These improvements would maximize operational efficiency while contributing to a more vibrant event-day atmosphere.

- Exterior improvements and event mall enhancements could include:
  - Adding outdoor gathering and pre-event spaces
  - Providing shading, seating, and landscaping, as well as improved pedestrian flow
  - Support for flexible programming such as festivals, fan zones, and community events
- Concourse renovations and the deferred maintenance strategy will focus on:
  - Updating concourse finishes, signage and lighting
  - Improving wayfinding clarity
  - Addressing long-term building system upgrades as part of a resilience and maintenance roadmap
- Capacity and circulation expansion enhancements could include:
  - Additional restrooms and concessions to reduce wait times and improve comfort
  - Expanded circulation paths to alleviate congestion
  - Adjustments to seating or layout to better support accessibility and premium experience offerings








proud to be the Official Bank of the
APP AND START SAVING TODAY!
DOWNLOAD THE APP AND START SAVING TODAY!
DUTCH BROS.
ZIONS BANK
LITHIAFORDBOISE.COM

MORRISON CENTER EXPANSION CONCEPTS

As the Morrison Center approaches its 50th anniversary in 2034, conceptual ideas are emerging that could enhance its role as a cultural anchor for the university and the state.

- A reimagined west entry expansion could:
  - Create a more visible and welcoming arrival space for patrons arriving via the Greenbelt and river corridor
  - Incorporate a café or small food venue, providing year-round services and expand the cultural district
  - Strengthen the Morrison Center's identity as a gateway between campus and the community
- A future lobby expansion could:
  - Improve crowd circulation and queuing during major events
  - Enhance accessibility and wayfinding
  - Reinforce interior-exterior connectivity through daylight views and integrated gathering spaces
- A potential theater expansion may include
  - Backstage expansion, improving artist support spaces
  - New rehearsal rooms, which could also serve as academic or community arts classrooms
  - Improved production infrastructure to attract larger touring performances
- Partnership opportunities and future collaborations may support:
  - Growing K–12 arts programming, enabling expanded outreach and educational experiences
  - City and regional cultural events, leveraging the venue as a key civic arts asset
  - Community arts organizations, providing shared use of high-quality performance and rehearsal environments





VIEW FROM THE GREENBELT





ENTRY



VIEW FROM THE Greenbelt



FIRST LEVEL LOBBY

HOUSING



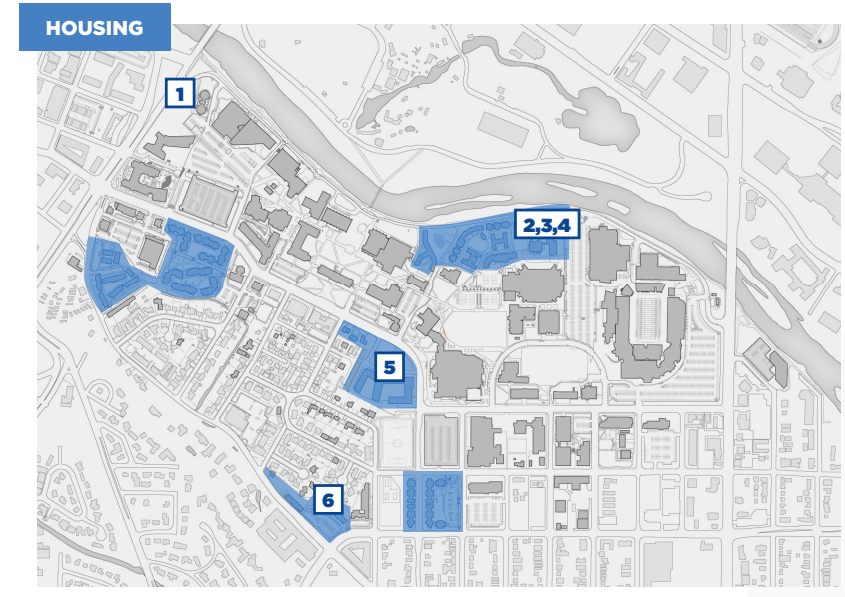
The university's purpose in providing on-campus housing is to enhance student engagement—an outcome consistently linked to improved retention, persistence, and overall student success. This master plan strengthens that mission by envisioning a spectrum of living experiences that meet students where they are and support who they are becoming.



Boise State University's housing strategy is grounded in the commitment to provide safe, accessible and community-oriented living environments that strengthen student success. As the university addresses current capacity challenges and plans for future growth, it remains essential to offer the right types of housing that align with each phase of a student's academic journey.

RECOMMENDATIONS

- Provide on-campus housing with an ideal mix of accommodations for the stages of a student's academic career.
- Prioritize housing for first-year and transfer students.
- Evaluate the renewal of existing buildings versus adding new ones, yet recognize when new buildings are necessary to maintain quality living standards.



CONCEPTS FOR CONSIDERATION

	STUDENT HOUSING RENEWALS OR REPLACEMENTS
1	Towers Demo and Site Redevelopment
2	Chaffee Phased Renewals
3	New Dining Hall
	Ongoing Facility Renewals
	NEW STUDENT HOUSING FACILITIES
4	Chaffee Site Redevelopment
5	Sawtooth Hall Phase II
6	Manor Site Redevelopment


YOU HAVE ARRIVED
BOISE STATE UNIVERSITY
BOISE STATE
THE HOPE WE SEEK
Merriam-Webster's



FIRST YEAR

CHAFFEE HALL

DRISCOLL HALL

HONORS COLLEGE AND

SAWTOOTH HALL

KEISER HALL

MORRISON HALL

TAYLOR HALL

TOWERS HALL

SYRINGA HALL

UNIVERSITY SQUARE

SOPHOMORE AND ABOVE

HONORS COLLEGE HALL

LINCOLN TOWNHOMES

UNIVERSITY SUITES

THE OSPREY

GRADUATE AND FAMILY

UNIVERSITY HEIGHTS

UNIVERSITY VILLAGE

CAPACITY AND CURRENT STUDENT DISTRIBUTION

Students experience college differently at each stage, and their housing needs reflect that progression.

1st Year

benefit most from environments that foster connection and a strong sense of belonging

2nd Year

and continuing undergraduates thrive in communities that support deeper engagement and personal development

Graduate

students, balancing academic rigor with increased independence, require housing that offers privacy, autonomy and convenience

CAPACITY AND CURRENT STUDENT DISTRIBUTION

In Fall 2024, the university's total housing capacity was not sufficient to meet the total volume of students requesting on-campus accommodations.

- Syringa Hall opened in Fall 2025 in the heart of campus, which has temporarily addressed the need for first-year and transfer students.
- The university has worked with off-site locations to help accommodate undergraduate and graduate housing needs, yet complicated agreements and maintenance costs make it challenging to meet current demand, not to mention future needs.

PROGRAMS FOR CONNECTING AND BELONGING → ENGAGEMENT COMMUNITIES → INCREASING PRIVACY AND INDEPENDENCE

1ST YEAR



Traditional Res Hall
200 net square feet/unit
100 net square feet/bed
single, double
triple bedrooms
shared 1:8 bath ratio

2ND YEAR



Semi-Suite
500 net square feet/unit
125 net square feet/bed
mostly double bedrooms
with bath
1:4 bath ratio

CONTINUING UNDERGRADS



Full Suite (Apt Lite)
960 net square feet/unit
240 net square feet/bed
typically single bedrooms
1:2 bath ratio

GRADUATE



Full Suite (Apt Lite)
1,200 gross square feet/unit
300 net square feet/bed
2, 3 or 4 bedroom units
all singles
1:2 bath ratio with
washer/dryer

GROWTH PROJECTIONS AND FUTURE NEEDS

Using modest growth projections and defined goals, it appears the current housing stock may be sufficient to house first-year students on campus for a few years, but the university will likely need to continue to place those students in suites or apartment-style housing to meet this need. If all first-year students were to be housed in more suitable traditional or semi-suite housing there would be a need for approximately

417 additional first-year beds by 2033.

		2024	2025	2033
FIRST YEAR STUDENTS				
Type	Traditional dormitory and semi-suites (number of beds)	1764	2,202	2,202
	Number of beds by goal (60%)	2,410	2,435	2,619
	DIFFERENCE	-646	-233	-417

While housing first-year students is the priority, meeting the stated goals for upper-class and graduate students, in addition to first-year students, would result in a total shortfall of just over

750 beds by 2033.

		FALL 2024	FALL 2025	FALL 2033
TOTAL ON-CAMPUS STUDENTS		**16,264**	**16,434**	**17,683**
STUDENT RESIDENT BREAKOUTS				
Total First-Year Freshman and Transfer Students		4,017	4,058	4,365
Housing Goal	60%	2,410	2,435	2,619
Total Second-Year Sophomores		3,273	3,307	3,557
Housing Goal	22%	720	728	783
Total Continuing Undergraduate		7,587	7,665	8,245
Housing Goal	11%	835	843	907
Total Graduate		1,387	1,404	1,516
Housing Goal	7%	97	98	106
Total Projected Student Demand		4,062	4,104	4,415
Total Capacity		3,266	3,662	3,662
DIFFERENCE between bed capacity and housing goal		796	442	753

The current Capital Improvement Plan does not include new housing projects; however the Concepts for Consideration includes multiple options that should be studied further. Several housing sites for student housing were identified and evaluated based on the following criteria:

- Zoning constraints
- Suitability for student profile (year, unit type)
- Bed capacity based on allowable height and affordable construction type
- Potential for phasing
- Phased replacement of existing buildings
- Potential to include other uses such as academic spaces, student services and dining



EXISTING AND NEW BUILDING CONSIDERATIONS

BARNES TOWERS

The Barnes Towers property is an asset facing future uncertainty. A recent facility condition assessment provides clarity around deferred maintenance needs, and the decision to maintain or replace will likely be discussed over the next 10 years. If demolished, the site could accommodate a number of viable uses, but the use should be treated carefully due to the iconic nature of the Capitol Boulevard corridor and proximity to the Boise River and Greenbelt. Also if removed, it would lower the university's housing capacity by an additional 301 beds, and serious consideration should be given to bed replacement, or expansion, prior to facility removal.

CHAFFEE RENEWAL

While the full Chaffee replacement is being studied and contemplated, the university has begun planning options for phased renewals of the existing facility. In addition, a plan to add dining to the existing Chaffee facility is being considered.

CHAFFEE REPLACEMENT

This option would remove the entire Chaffee dormitory and replace it with a first-year traditional hall with approximately 650 beds and a second building that would house upper-level undergraduates (second-year and up) as well as a large dining hall on the first floor of the building. This concept could be constructed in two phases.



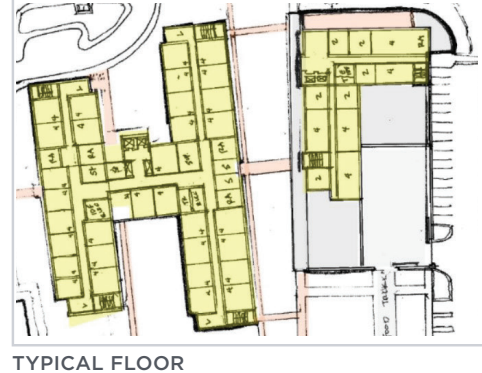
CHAFFEE — C2 MODEL VIEW LOOKING EAST

Dining Hall and Housing for 2nd Year and Continuing Undergraduate = 310 beds

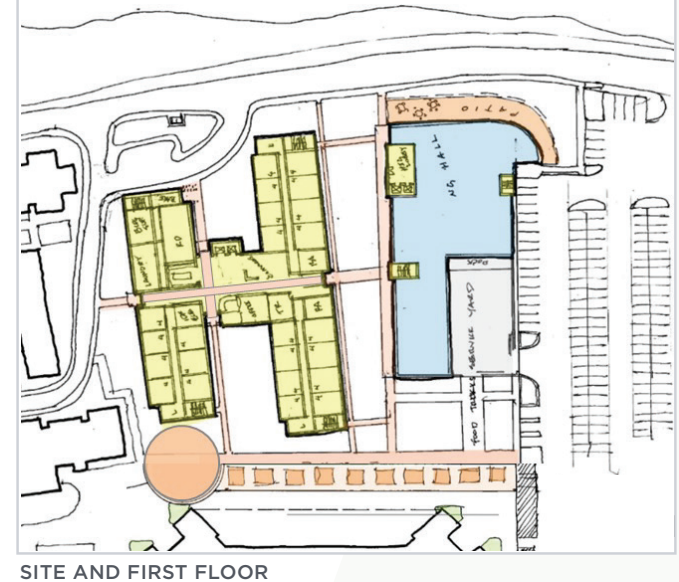
- Riverfront café and dining hall, 18,000 gsf in 1st floor podium, mall with food trucks
- Housing Commons with terrace on 2nd floor of podium
- 6 housing floors, semi-suites, 2-4:1 (bed:bath)

Dining Hall and Housing for 2nd Year and Continuing Undergraduate = 650 beds

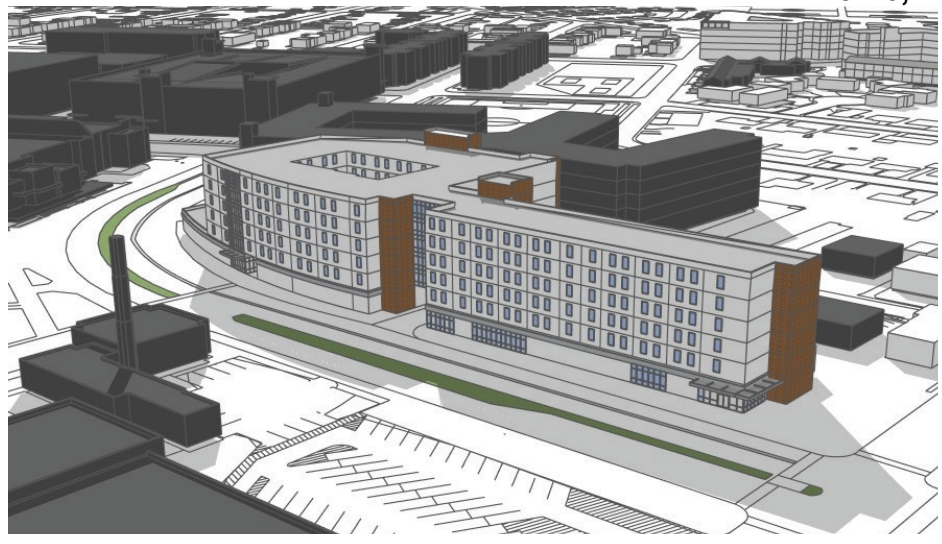
- Semi-suites, doubles, 4-6:1 (bed:bath), 5 floors, no podium
- Breezeways on 1st floor with greenway access



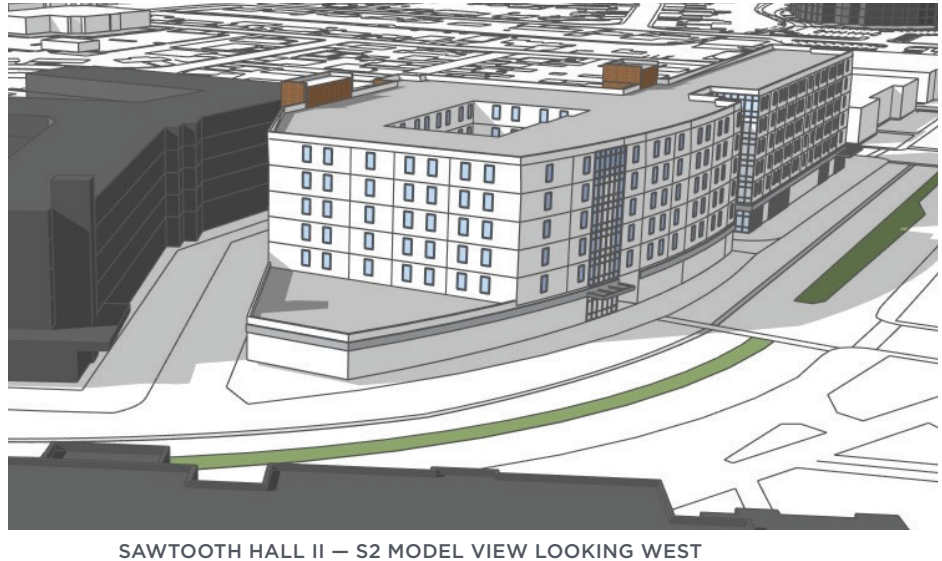
TYPICAL FLOOR



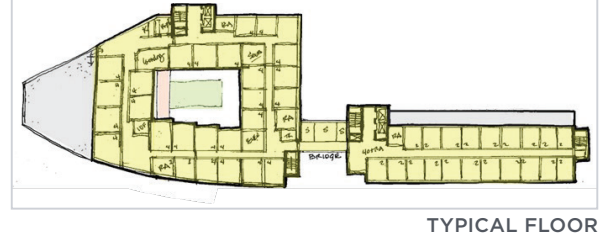
SITE AND FIRST FLOOR



SAWTOOTH HALL II — S2 MODEL VIEW LOOKING EAST



SAWTOOTH HALL II — S2 MODEL VIEW LOOKING WEST



TYPICAL FLOOR

SAWTOOTH HALL PHASE II

The area north of Sawtooth Hall could potentially house a large future residence hall. In addition to housing approximately 600-700 students, a portion of the first floor of this building could house a combination of student services (classrooms, advising spaces, student support). The following outline shows how the current concept could be constructed in two phases.

East building = 500 beds

1st Year community

- Traditional or suites, doubles, 4-6:1 (bed:bath)
- 4-5 housing floors, 400-500 beds total
- 1st floor podium =20,000 gsf
- Academic student services and success programs

West building = 200 beds

1st or 2nd Year community

- Semi-suites, mostly doubles, 4:1 (bed:bath), 5 housing floors
- 1st floor podium =10,000 gsf or 2-story podium =24,000 gsf



SITE AND FIRST FLOOR

MANOR REDEVELOPMENT

The existing Manor Apartments were taken off-line and are slated to be demolished in the future. This site could be used to provide housing for upper-level and graduate students, and potentially even faculty or staff through a combination of townhomes and a multistory building with loft-style units. The first floor of the building could house university functions such as campus health services or other similar types of student support services. In addition, the location of this property at the edge of campus might support some retail services.

Townhomes = 30 units

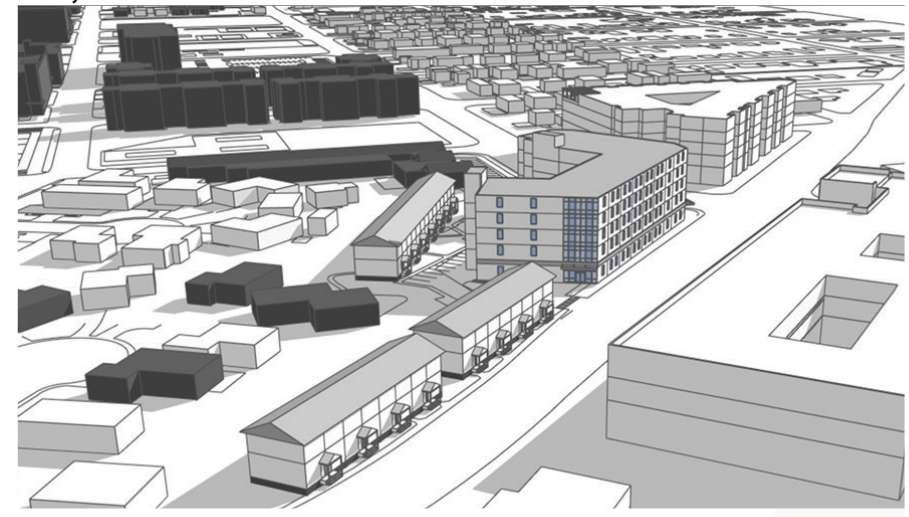
- 12 — 2-bedroom units, 14 — 3-bedroom units, 2-story with tuck-under garage

Lofts for Graduate or Senior Undergraduate = 120 beds

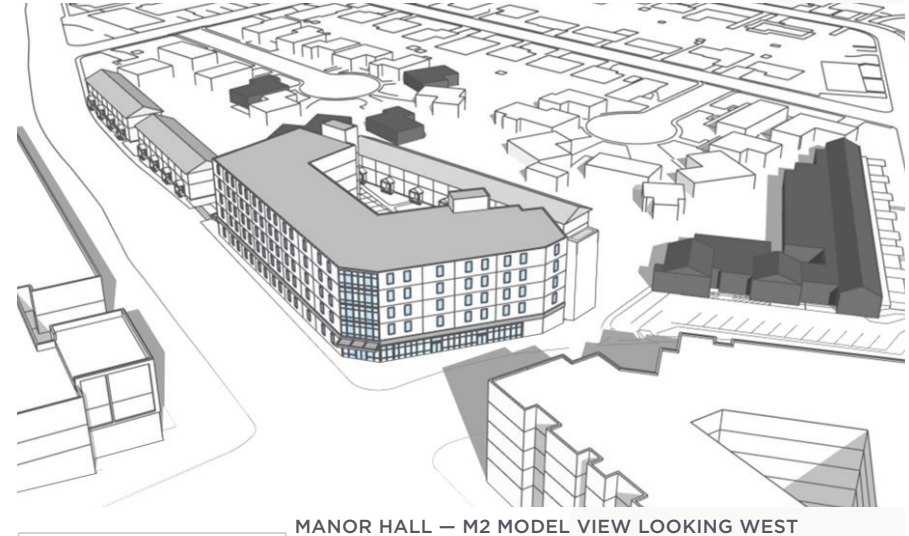
- 4-5 stories for affordability, 120 beds total
- 1- and 2-bedroom units, all single bedrooms, 2:1 (bed:bath)

1st floor Campus Health Center

- Clinic, dedicated parking, storefront wellness and activity spaces



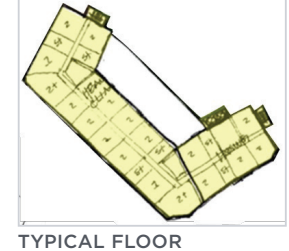
MANOR HALL — M2 MODEL VIEW LOOKING EAST



MANOR HALL — M2 MODEL VIEW LOOKING WEST



SITE AND FIRST FLOOR



TYPICAL FLOOR

CAMPUS LIFE AND STUDENT SERVICES

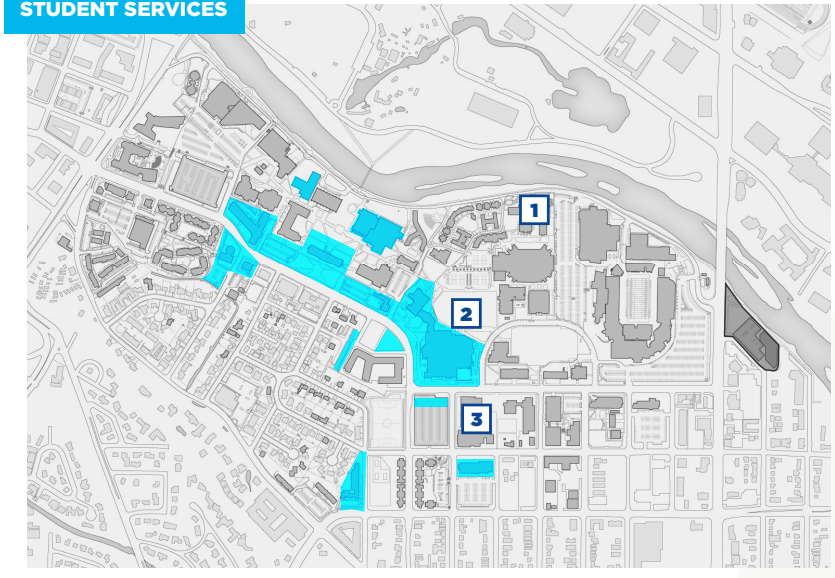


Boise State University is committed to creating vibrant, student-centered spaces that foster connection, well-being and success. From modern study areas and collaborative learning environments to diverse dining options, dynamic event venues, and state-of-the-art wellness and recreation centers, our campus will offer experiences that enrich student life and strengthen community engagement.

RECOMMENDATIONS

- Expand and adapt recreation facilities to support access to fitness, wellness, informal recreation, and intramural activities for all students, faculty, staff, and affiliated users.
    - These spaces should promote physical and mental health, accommodate evolving recreational trends, and remain accessible during both academic and non-academic event periods.
- Activate outdoor spaces and enhance connections to the river to support student needs and activities (recreation, studying, entertainment, connection).
- Enhance interior student study spaces by providing additional seating in existing study locations and more study spaces in existing and new buildings, especially near classrooms and labs.
- Expand and diversify on-campus dining facilities to support projected enrollment growth and to reinforce the university's 'Live Where You Learn' campus ethos.

STUDENT SERVICES



CONCEPTS FOR CONSIDERATION

1	New Dining Hall
2	Intramural Field Improvements
3	Recreation Center - Renovation and Utilization







CAMPUS LIFE NEEDS

Recreation spaces are critical to support students living on-campus and to also provide connection opportunities for students living off-campus. Continued investments in existing facilities like the Recreation Center and the two intramural play fields are vital to supporting student life.

During the initial planning phase, students told us what was important to them. Some priorities included:

- Adding more seating in existing study locations
- Adding study/project spaces in existing buildings, especially near classrooms and labs
- Adding more outdoor seating, study and project space, especially along the river and near the Student Union
- Adding more student-centered spaces (tutoring, help desk, printing, etc) in existing buildings, with a focus on the following buildings:
    - Riverfront Hall
    - Science Building
    - Education Building
    - Library
    - Campus School
    - Mathematics
    - Micron Center for Materials Research
    - Civil Engineering
    - Environmental Research Building
- In addition, students indicated a desire to increase the use of outdoor spaces near the Center for Visual Arts and within the Quad as well as increasing the programming and use of the Centennial Amphitheatre

FUTURE CONCEPTS FOR CONSIDERATION

CAMPUS RECREATION

- **INTRAMURAL FIELD IMPROVEMENTS**
  - One of the key areas identified for improvement for the Recreation Center is the grass field on the north side of the Student Union Building.
  - Its usability could be expanded with the installation of turf and lighting. The addition of lighting would not impact local neighborhoods due to its central location.
  - The natural topography lends itself to seating that could be utilized by spectators as well as Student Union users.

- **RECREATION CENTER**
  - The climbing gym was recently updated and evaluation efforts are underway to consider converting some play courts to expand fitness and studio space. In addition, the aquatics center requires significant maintenance and upgrades and long-range planning includes utilization options of that space.
  - As the student population continues to grow and if additional on-campus facilities are not built, it may be important to explore partnerships with the City of Boise, nearby schools, Boise State Athletics, and others, to increase access to fields and other sports facilities.

DINING

- Additional dining facilities and options are needed to accommodate the projected enrollment growth. These facilities would ideally be located within a quarter mile of all first-year residence halls and should be easily accessible to delivery trucks.
- One option would be to add a new dining facility near Chaffee Hall either as an addition, within the existing facility, or as a new facility.







PROPOSED NEW CHAFFEE WITH DINING HALL (BLUE SECTION)

ACTIVE TRANSPORTATION



As with most long-range planning, active transportation is informed by data and its real-world impacts. By analyzing ridership trends for shuttles and micromobility, Campus Operations, the Department of Public Safety, and university leadership can make informed, practical decisions that support safe, effective mobility investments.

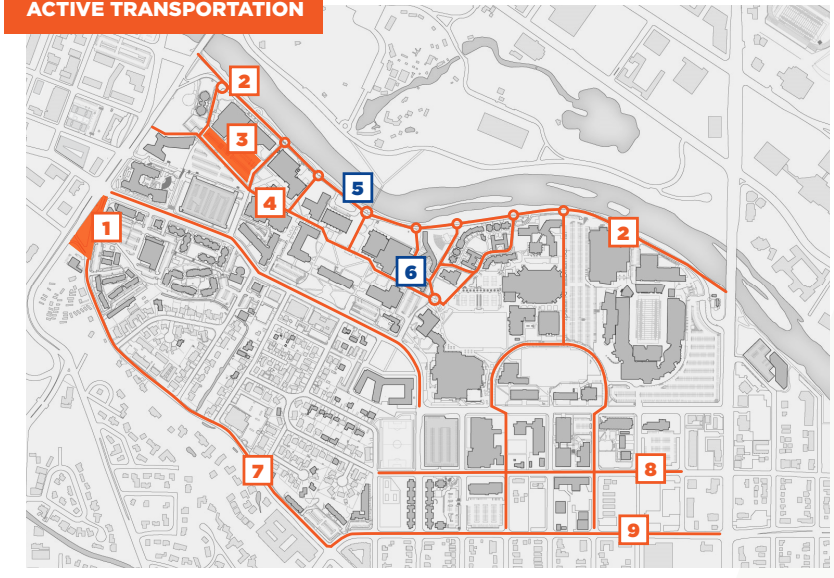
ACTIVE TRANSPORTATION

At first glance, active transportation may seem to refer only to human-powered modes. In reality, it is part of a broader system that includes all modes of travel and the ways they interact. Transportation planning considers everything from skateboards, bicycles, and micromobility devices to Bronco shuttles, Valley Regional Transit buses, delivery vehicles and personal cars.

The university is committed to creating a safe, connected campus that supports active mobility within this larger system. By improving Greenbelt access, enhancing parking and campus aesthetics, and designing clear, secure, and efficient routes for pedestrians, cyclists, scooters, and other modes, the campus will be easier to navigate and more supportive of wellness, accessibility and a modern experience.

Each mode of transportation has unique needs. For example, people are more likely to walk when routes feel safe and comfortable, vehicle conflicts and signal delays are minimized, lighting is adequate, and personal safety is addressed. Similar considerations apply to other modes, where design, visibility, continuity and comfort influence overall use. Within this context, approaches such as planning, community programs, educational materials, design and supportive policies can be used together to meet the needs of all transportation modes and reinforce the goals outlined in this master plan.

This idea establishes a framework for integrating active transportation into campus planning and development. It will guide the design of transportation infrastructure and support coordination with campus partners and external agencies, helping to ensure a safe, connected and adaptable transportation system aligned with long-term campus goals.



10 YR CAPITAL IMPROVEMENT PROJECTS AND PLAN

1	Capitol Blvd/Boise Avenue/Yale Lane Intersection Redesign
2	Greenbelt Pathway Completion
3	Morrison Center Pedestrian Path Safety Improvements
4	Campus Spine Improvements
7	University Drive Improvements
8	South Campus Street Improvements
9	Beacon Street Widening and Streetscaping

CONCEPTS FOR CONSIDERATION

5	Friendship Bridge Plaza Improvements and Quad Connectivity
6	Hemingway Micromobility Hub





RECOMMENDATIONS

The following recommendations identify specific actions to guide design, coordination and implementation in support of a safe, connected and adaptable campus transportation system.

- Collaborate with community partners to create robust educational opportunities that inform students, staff, and visitors about available transportation options, safety practices and shared responsibilities on campus.
- Improve connectivity to destinations of interest for campus users and Boise residents.
- Continue upgrading and looking for opportunities to enhance pedestrian visibility.
- Strengthen the association with multimodal travel and sustainability through integrated planning and consistent design.

MICROMOBILITY RIDERSHIP

159k rides

In 2025 out of 970k rides in the City of Boise, over 159k were started on campus.

SHUTTLES

Average ridership per month by semester in 2024 and 2025

21,207 Fall
19,006 Spring
8,111 Summer

CYCLE LEARNING CENTER

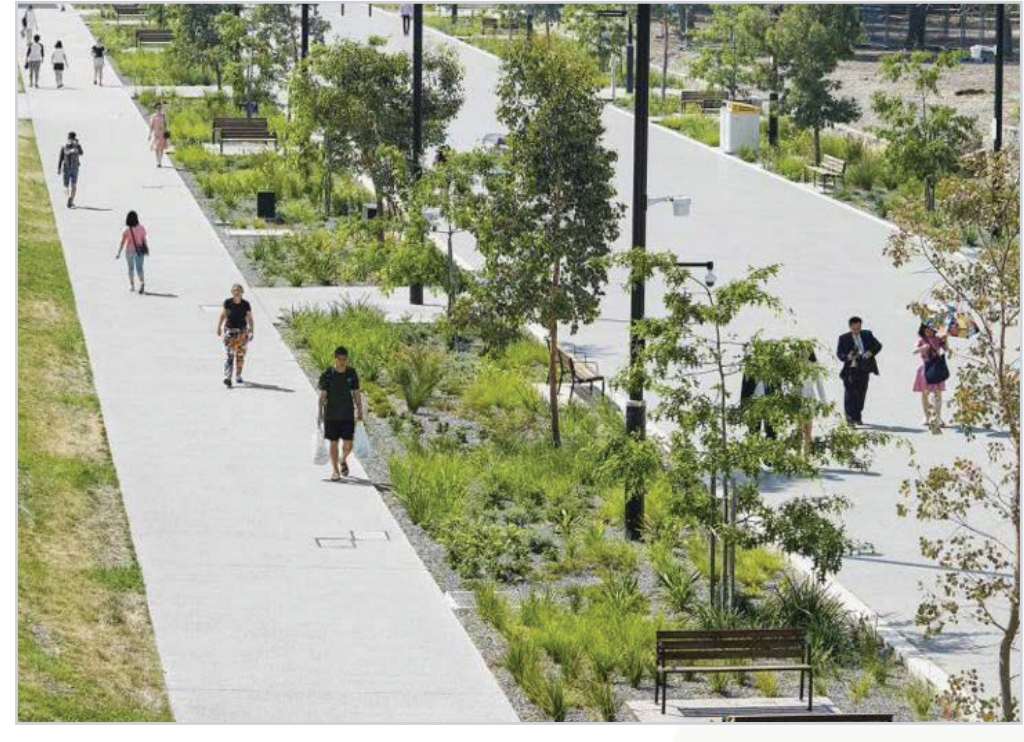
900 flat-tire repairs
2,000 bicycles tuned and repaired
1,000+ bike-related purchases

ACTIVE PROJECTS IN CONSTRUCTION AND PLANNING

ESTABLISHING STANDARDS: CONNECTIVITY AND SAFETY IMPROVEMENTS

When conducting studies or implementing capital projects, the university aims to ensure that there is continuity, predictability and comfort built into one's choice of commuting. Prioritizing both connection and safety reduces barriers to active travel, encourages everyday use and supports a campus environment that is healthy, accessible and livable. This is an ongoing effort that will be reinforced through planning, design standards and phased into projects as opportunities arise.







GREENBELT PATHWAY COMPLETION

A connectivity and safety project is completing the pathway along the Greenbelt that runs along campus.. The Boise river pathway spans more than 29 miles, connecting three cities across the Treasure Valley serving both commuters and recreational users. On campus, roughly two miles of the Greenbelt link students living in the Lusk District with Albertsons Stadium, University Plaza, and Ron and Linda Yanke Family Research Park.

Boise State has incrementally improved Greenbelt infrastructure where it intersects the campus to address safety concerns, respond to adjacent neighborhood interests and strengthen the campus–river connection. Human-scale design elements—such as improved lighting, widened pathways, and pocket seating—enhance comfort, visibility and safety while reinforcing appropriate travel speeds for cyclists and e-mobility users. Conservation-focused strategies, including stormwater management and native landscaping, balance human use with the surrounding natural environment. Supported in part by grant funding, these improvements have been implemented in phases. Starting early summer of 2026, the next phase will extend established improvements westward from the eastern campus edge to create a continuous, high-quality corridor from Capitol Boulevard to Broadway Avenue.

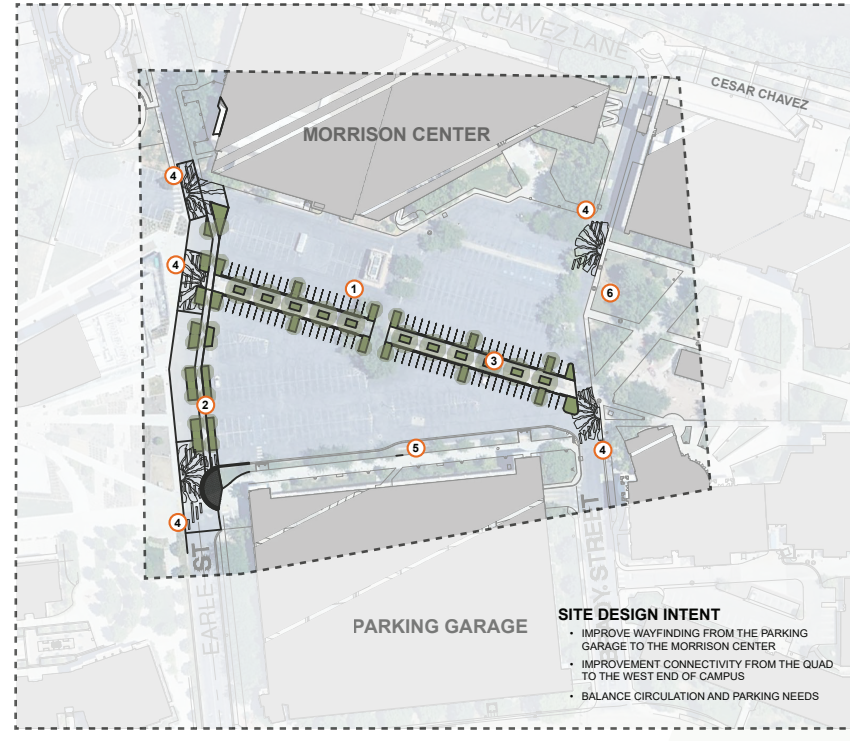


MORRISON CENTER PEDESTRIAN PATH SAFETY IMPROVEMENTS

Making the perimeter of the Morrison Center for the Performing Arts a more welcoming and accessible environment is a project that will help reach the long-term vision of a campus that is connected and easy to navigate.

The Center's location highlights the importance of integrating cultural destinations into campus planning, and these enhancements have been identified for future integration:

- Building a safe, accessible pathway from garage parking to the Morrison Center entry on Cesar Chavez Lane is a priority.
- Improve safety and ease of crossing between Grady Garage and the Micron Business and Economics Building.
- Create areas for placemaking and public art installations.
- Increase lighting, waterwise landscaping, and restriping the parking lot and pedestrian areas.
- Install more bike and micromobility parking.



MORRISON CENTER CONNECTOR

1. DRIVE AISLE REDUCED CODE MINIMUM
2. PEDESTRIAN CONNECTION WITH LIGHTING
3. EXPANDED PARKING LOT CIRCULATION CORRIDOR
4. DECORATIVE INTERSECTION
5. POTENTIAL DECORATIVE FENCING & SIGNAGE
6. BIKE CORRAL STRUCTURE



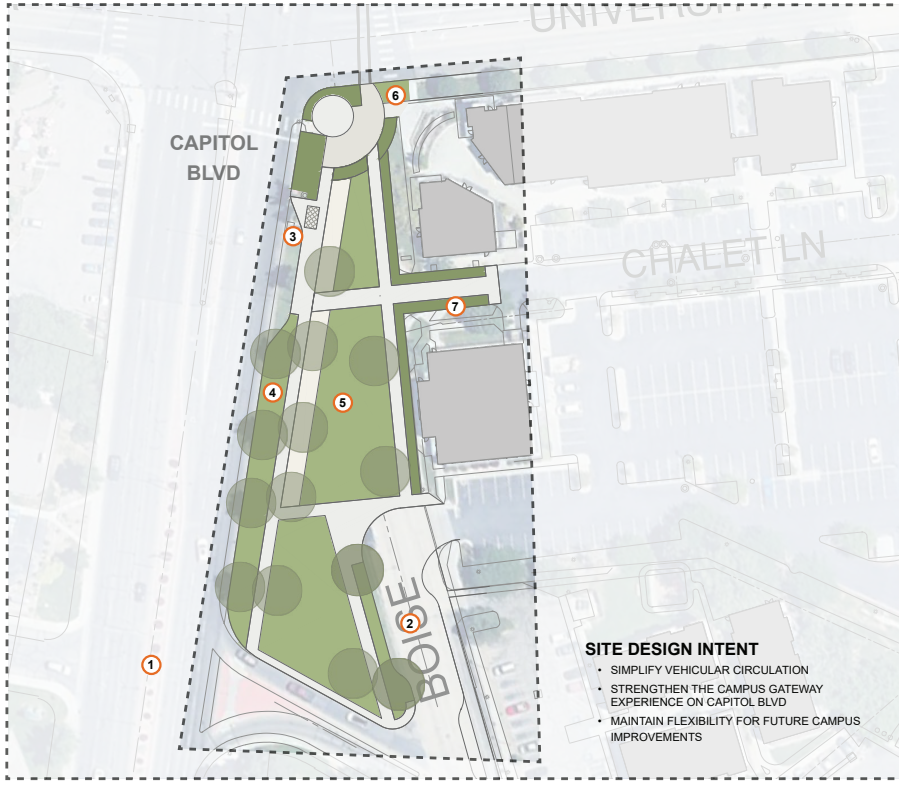


UNIVERSITY DRIVE

The cities in Ada County have a unique roadway governance structure. In 1971, Ada County residents created the Ada County Highway District (ACHD) to consolidate multiple highway districts into a single agency responsible for roadway conditions and funding across the county. This consolidation streamlined project delivery and improved coordination.

While ACHD manages most roads, some right-of-ways fall under Boise State University, the City of Boise, or—in the case of designated highways such as Broadway Avenue—the Idaho Transportation Department. Despite its name, University Drive is not owned by Boise State; it is operated by ACHD. Boise State and ACHD maintain a strong working relationship to improve safety and traffic operations in and around campus.

Achieving the vision for this heavily used corridor requires several coordinated improvements. On the east end of the drive, delineators — reflective guidance devices - have been installed along the road to create curb extensions and improve pedestrian visibility when crossing. Moving west down University Drive, the segment of Theatre Lane to Lincoln Avenue will be the focus for the next projects. This location can support an enhanced pedestrian crossing, likely a “Z Crossing,” to improve student safety and visibility. As the corridor continues, concepts include protected bike lanes, floating transit stops, landscaped medians and improved crossing visibility. These improvements will likely need to be implemented incrementally over the next 10 years, through a mix of agency funds and, ideally, through awarded grant support.



BOISE AVE GATEWAY

1. BOISE AVE INTERSECTION
2. PARKING LOT ACCESS
3. VRT BUS STOP PULL OUT
4. CAPITOL BLVD STREETSCAPE STANDARDS
5. INTERIM LANDSCAPE
6. INTERSECTION GATEWAY IMPRESSION
7. CLOSED DRIVE AISLE

CAPITOL BLVD IMPROVEMENTS

The intersection of Capitol Boulevard and University Drive is currently complex and unsafe for pedestrians, and concerns have grown with increased student housing and foot traffic in the Lusk District. To improve safety and simplify movements, the proposed solution would eliminate the existing Boise Avenue "spur" and enhance the intersection where Boise Avenue and Yale meet Capitol Boulevard.

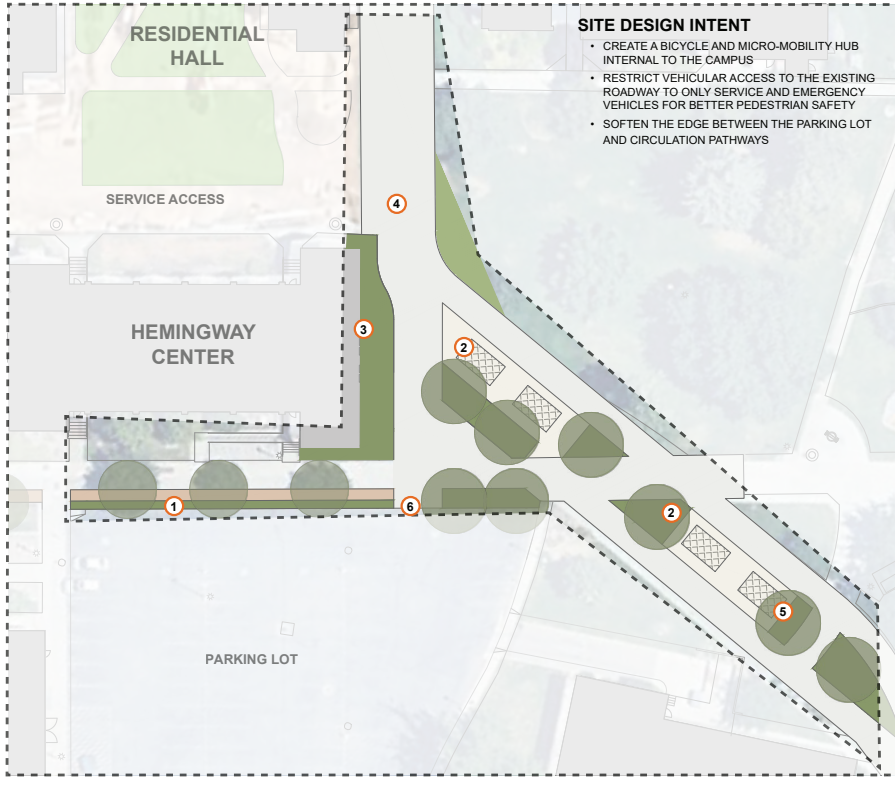
This concept was closely studied both during ACHD multi-use pathway project, and more recently during the university site planning efforts for the new Science Research Building. While it remains a concept, it is reflected as a university priority on ACHD's Five-Year Plan, and a concept study is anticipated in the future. This change to the corridor will also allow a more prominent siting of a future gateway academic building, taking full advantage of a location on Boise's most iconic corridor.

SOUTH CAMPUS STREET IMPROVEMENTS

Over the past two decades, the campus has expanded southward, replacing former university owned structures with new academic and research facilities such as the Micron Center for Materials Research, Leatherman Peak, and the Environmental Research Building, with additional projects underway. However, much of the surrounding roadway infrastructure has not kept pace with this growth; many streets remain unimproved, lacking curbs, gutters, and sidewalks. These conditions create safety and aesthetic challenges, highlighting the need for streetscape enhancements aligned with the Campus Master Plan.



CONCEPTS FOR CONSIDERATION



HEMINGWAY CENTER MICROMOBILITY HUB

1. LANDSCAPE PLANTER TO BUFFER PARKING LOT
2. MICROMOBILITY HUB
3. FOUNDATION PLANTING
4. 20' WIDE PEDESTRIAN CIRCULATION & SERVICE/FIRE ACCESS
5. EXISTING SHELTER REUSE
6. SECURED ACCESS

HEMINGWAY CENTER MICROMOBILITY HUB

Using micromobility as an option for transportation involves devices powered by electric motors. Whether personally owned devices or through rideshare applications, e-scooters and e-bikes have become very popular on campus. This project stemmed from just that. The hub, when complete, will incorporate elements from the design standards for active transportation travel and landscaping guidelines. While this is not an active project, certain elements are being executed to help users understand where micromobility amenities belong and to reinforce predictable, orderly use. As a first step, the university will install a charging shelter for e-devices. Positioned within a primary active transportation corridor and adjacent to important destinations, the facility offers convenient, visible access to charging outside of residence halls.



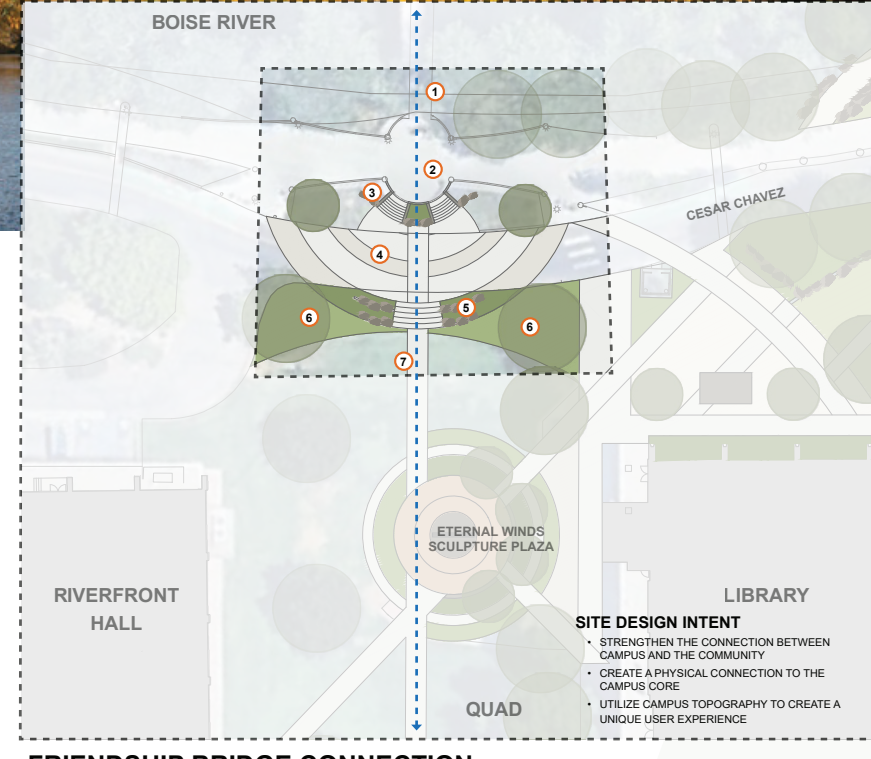






FRIENDSHIP BRIDGE AND QUAD CONNECTION IMPROVEMENTS

Built in 1977, Friendship Bridge is symbolic – not only in name, but in the way people use it every day. It was intended to serve as a gateway between the City of Boise and campus. Overtime the bridge has evolved into an active corridor connecting Greenbelt users to concerts, river activities and nature, public art installations and transit. However, there is opportunity to create a clearer connection to what campus has to offer, for both students and the greater Boise population. By strengthening friendly and accessible connections to campus, residents and visitors may feel more invited to experience the public spaces the university offers.



FRIENDSHIP BRIDGE CONNECTION

1. EXISTING FRIENDSHIP BRIDGE
2. EXISTING LANDING
3. CONCRETE STAIRS
4. ENHANCED DRIVE CROSSING
5. SLOPE STAIRS
6. SLOPE REVEGETATION
7. AXIAL CONNECTION TO QUAD

ADMINISTRATIVE OPERATIONS



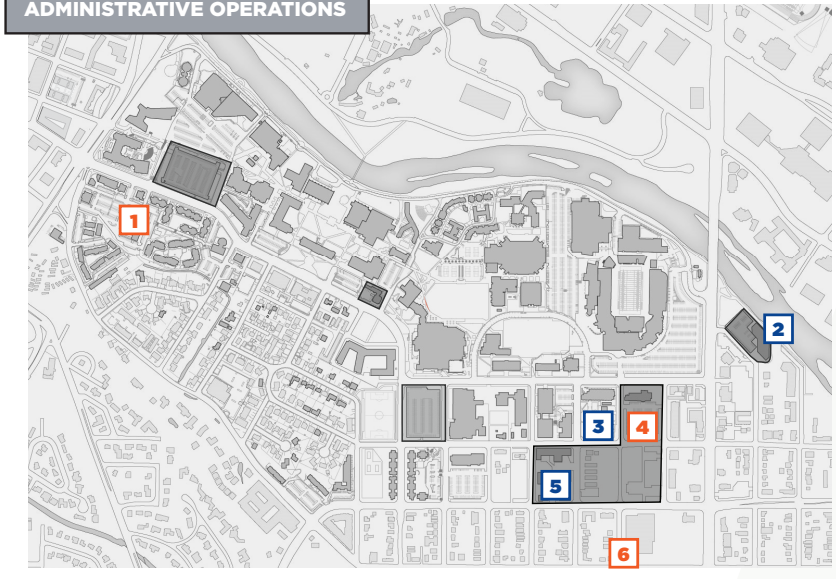
Administrative Operations include the mix of facilities that primarily provide administrative and permanent operational support for the university. This includes office buildings, warehouses, structured parking, and staging areas for construction project equipment and materials. While structured parking may easily fit within the Active Transportation section, it is viewed as an integral component of daily operational responsibilities and strategies.

As enrollment continues to grow, so do the demands on these areas. While that relationship isn't always parallel, the institution must think strategically about provisioning facilities and infrastructure for administrative operations. Doing so will maintain expected service levels, foster customer satisfaction, and enable future mission-critical buildings to capture ideal site locations and opportunities.

RECOMMENDATIONS

- Emphasize responsible and efficient use of space for administrative purposes. This includes land, and the physical spaces within buildings. Space guidelines should adapt and directly inform decisions related to remodels, new buildings and consolidations.
- As land constraints impact site opportunities for future academic buildings, consideration should be given to consolidation efforts, especially for units with similar functions and space requirements. These units continue to operate from disparate locations across campus, and often in ideal development sites.
- Proactively plan for administrative and operational infrastructure needs that will impact overall continuity. This includes, but is not limited to utility capacity, transportation infrastructure, and facilities that can accommodate growth in administrative areas such as Public Safety, Fleet and Campus Operations.

ADMINISTRATIVE OPERATIONS

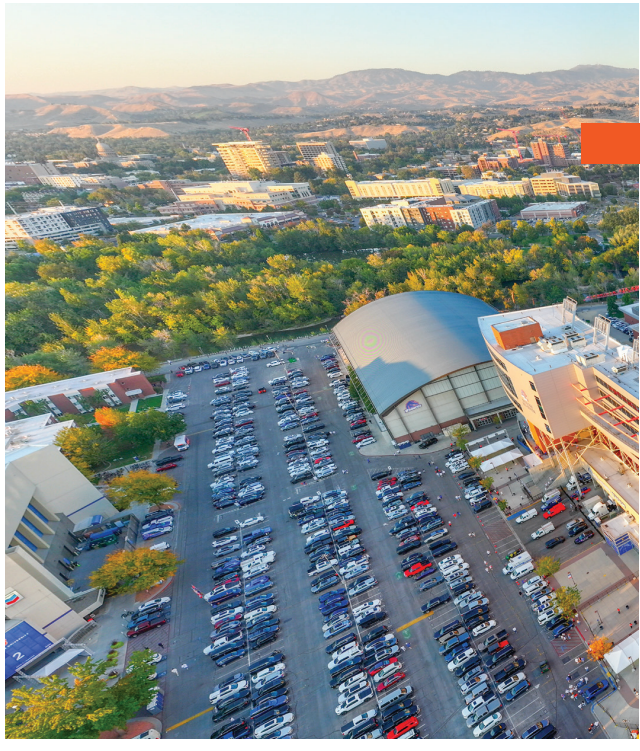


10 YR CIP PROJECTS AND PLAN

1	Emergency Operations Center Buildout
4	New Parking Structure
6	Beacon Street Widening and Streetscaping

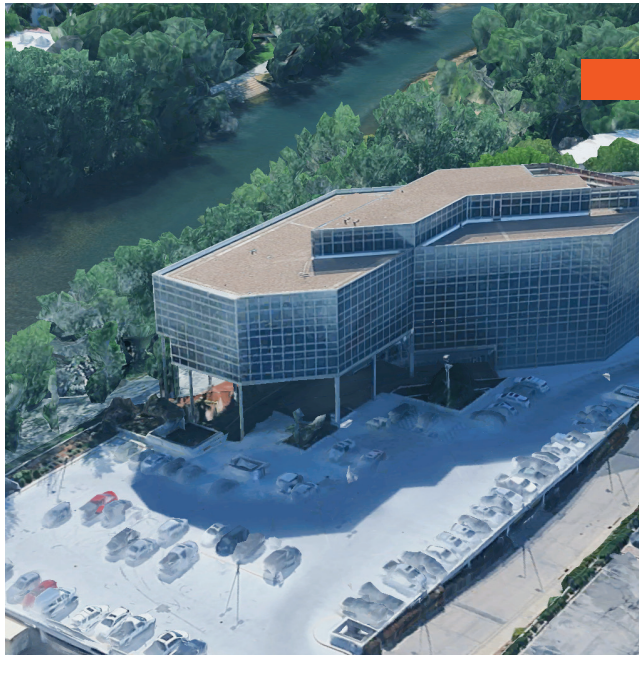
CONCEPTS FOR CONSIDERATION

2	University Plaza Administrative Backfill
3	High/Medium Voltage Loop and Additional Substation
5	Administrative Operations Building



ACTIVE PROJECTS IN CONSTRUCTION AND PLANNING

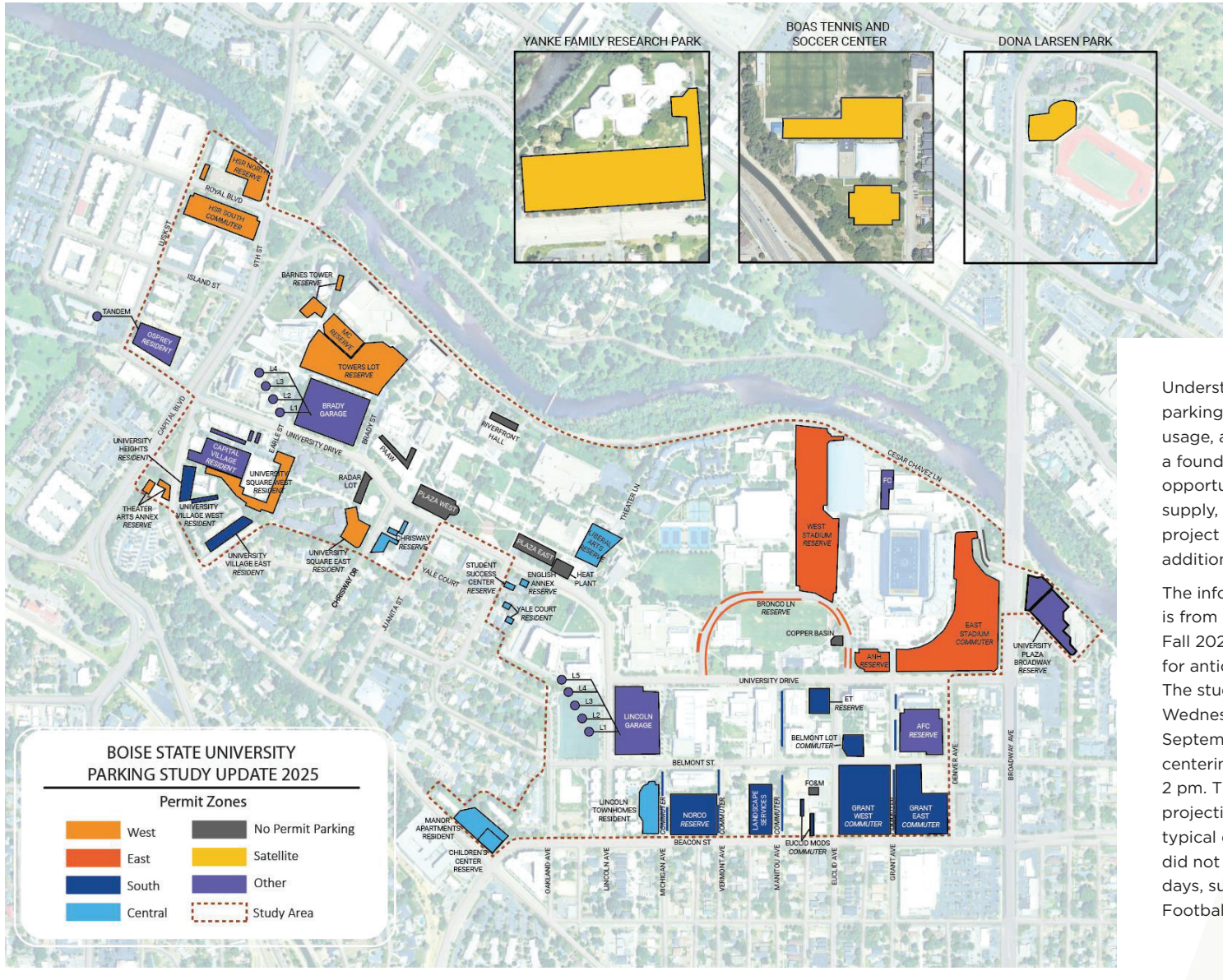
- **EMERGENCY OPERATIONS CENTER BUILDOUT:** This project will expand and enhance the university's Emergency Operations Center (EOC), with a new location that is more capable of accommodating these unique functions. The new location is adjacent to other Department of Public Safety functions, and will be complete during the latter half of 2026.
- **NEW PARKING STRUCTURE:** A third parking structure has been anticipated through master planning updates. The 2015 plan anticipated numerous structures over its 30-year time horizon, but this plan envisions a single garage in the southeast portion of campus. To date, the only planning work that has occurred is the study conducted by Walker. That study identifies the need for 430 additional parking stalls by 2034, but if built, a new garage would likely provide additional capacity to accommodate needs beyond 2034.
- **BEACON STREET WIDENING:** Boise State is nearly finished implementing improvements outlined in its Right-of-Way and Property Exchange Agreement held with the Ada County Highway District (ACHD). This project represents the last infrastructure requirement, which includes the widening and placement of a detached sidewalk from Euclid Avenue to Denver Street. Once complete, ACHD will be able to plan for bike lanes along the Beacon corridor adjacent to campus.



CONCEPTS FOR CONSIDERATION

- **ADMINISTRATIVE OPERATIONS BUILDING:** This concept would provide space to consolidate several operations-focused departments into one location. Potential occupants include Campus Operations, Department of Public Safety, and Housing and Residence Life.
- **THIRD IDAHO POWER ELECTRICAL FEED AND ASSOCIATED INFRASTRUCTURE:** This initiative involves partnering with Idaho Power to address the electrical needs of Boise State's growing campus, while improving operational resilience. Much of campus currently relies on two Idaho Power electrical feeds originating from a single substation in downtown Boise. Campus growth in recent years has already reduced redundancy on this system, and continued expansion will eventually exceed the capacity of these circuits. Bringing an additional medium voltage electrical feed to campus from a different Idaho Power substation would provide increased capacity to support the university's long-term growth, while enhancing resilience.
- **UNIVERSITY PLAZA ADMINISTRATIVE BACKFILL:** The University Plaza Building, often referred to as the "Mirror Building," provides a strong opportunity to consolidate administrative functions over the next 10 years. Various units, such as University Financial Services and Human Resources are already located in the building, and further consolidation will improve efficiencies and collaboration.

PARKING STUDY RESULTS SUMMARY



Understanding the existing parking infrastructure's capacity, usage, and challenges provides a foundation for identifying opportunities to improve parking supply, manage demand, and project the future need for additional parking infrastructure.

The information in this section is from data collected from the Fall 2025 semester to prepare for anticipated campus growth. The study took place on Tuesday, Wednesday, and Thursday September 16 - 18, with counts centering on 10 am, noon, and 2 pm. The study and demand projections account only for a typical day of a typical week and did not account for large event days, such as Boise State Broncos Football home games.

PARKING STUDY RESULTS SUMMARY

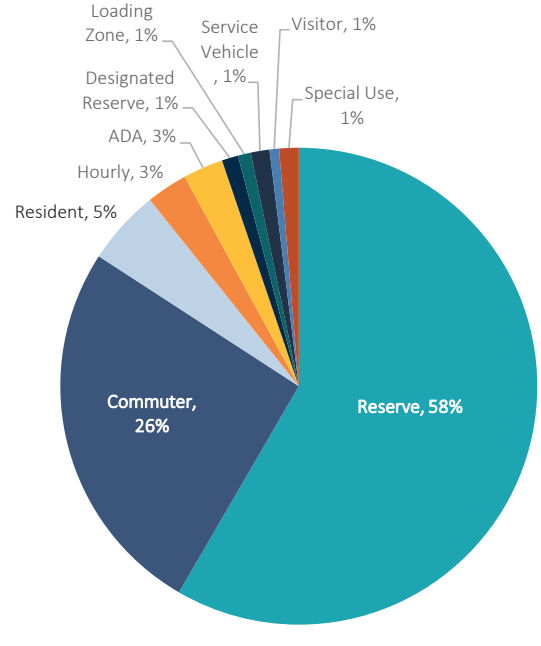
The total inventory of parking spaces was recorded at 7,638 which includes satellite zones, University Plaza Broadway, and Yanke parking locations. Reserved spaces hold 55% of the total inventory. **The peak-hour demand for parking was on Wednesday at 12 pm with an overall occupancy of 81%.** During this hour, the occupancy for permitted spaces alone was 84%.

WHAT IS THE 85% THRESHOLD?

This threshold is significant because it is the point at which users perceive a parking system or facility to be full. During data collection, there was no time period reflected in the systemwide occupancy that exceeds the threshold. Projecting 10-years into the future, parking demand is expected to reach 90%. In this timeframe, there will be 66 parking spaces permanently lost to development projects on campus which should prompt a discussion with stakeholders on looking at new ways to manage parking. Boise State is always thinking of innovative ways to build more residential development, if an opportunity were to come to fruition, additional parking analysis will need to be considered.

To remain below the 85% occupancy threshold, Boise State should consider adding 370 parking spaces by 2035.

PARKING INVENTORY BY SPACE TYPE



SPACE TYPE	INVENTORY	PERCENT OF INVENTORY
Reserve	4,441	58%
Commuter	1,951	26%
Resident	386	5%
Hourly	219	3%
ADA	208	3%
Designated Reserve	84	1%
Loading Zone	67	1%
Service Vehicle	96	1%
Visitor	49	1%
Special Use	100	1%
EV	20	0%
Carpool	17	0%
Total	7,638	

PERMITS

Types of permit parking space:

- **RESERVE:** Available to commuter students and employees, designed to create reliability and are mostly found in the two parking garages on campus.
- **COMMUTER:** Commuter students and employees can purchase these permits at a lower cost than reserved permits, but the commuter spaces are located in less convenient areas.
- **RESIDENT:** Only resident students are eligible to purchase these types of permits. Residents can park in designated resident spaces and also have access to garages.

ELECTRIC VEHICLE (EV)

- Current capacity: 14 EV charging stations, 14 average charging sessions daily
- Adequate for current use, additional stations recommended with dally sessions reach 35
- Recommend setting policies to cover charging costs and increase turnover

PEER REVIEW

- Boise State's parking fees were compared to the City of Boise and the University of Reno Nevada (UNR)
- Rates were determined to be competitive with UNR and significantly lower than the local market, justifying higher hourly rates

COMMUNITY PROGRAMMING

When considering all aspects of commuting, it is important to take a holistic approach to support solutions and programs that serve both the university and the greater Boise community.

For example, Boise State has partnered with Valley Regional Transit to offer free bus transportation to all students—on and off campus—along with faculty and staff. Six routes connect academic and residential buildings and link the campus to the broader regional transit system.

Building on this innovation, professors in Urban Studies and Community Development in the School of Public Service created "Bus Day Ever," an annual field trip where students ride a different route each year with Valley Regional Transit staff. The trip combines the campus shuttle with regular bus lines while teaching students how to use transit apps, pay fares, track buses, and navigate the system. This hands-on experience not only raises awareness of transportation options but also builds confidence, encouraging greater use of public transit.

These programs are just the beginning of opportunities to encourage behavior change, ease parking pressures, and expand commuting options for students, faculty, and staff.

RECOMMENDATIONS

- Loading zones have the lowest occupancy, at 31%. Lower occupancy is desirable to ensure delivery trucks can navigate campus easily; however, this level may indicate an opportunity to reallocate some of these spaces.
- Resident permit spaces also show relatively low occupancy (69%). Because residents live and attend school on campus, they are less likely to move their vehicles throughout the day. However, since resident permits allow parking in garages as well as designated resident spaces, many residents may be using both. This presents an opportunity to further monitor and analyze resident parking patterns to better understand behavior and inform future management strategies.
- Boise State uses a zone-based parking system that assigns permits to specific areas of campus. While some zones operate below the 85% occupancy threshold, others exceed it. For example, East Commuter parking reaches 98% occupancy during peak hours, while Central Reserve is at 64%, which may contribute to user frustration. This suggests an opportunity to evaluate zone balance and consider adjustments to better distribute parking demand.
- Expand community programming options to help support staff, faculty and students choose alternative modes of transportation.

ADMINISTRATIVE OPERATIONS BUILDING

Boise State's operations-focused units exist in scattered sites, and in facilities that are either inadequate or challenging due to proximity. In large part, Boise State has relied on a strategy of using facilities that are temporary in nature (modular buildings) or adaptive re-use (retail suites) for operational needs. Additionally, these facilities are often in locations that have a higher and better use for academic or research purposes. For example, the Carpenters Shop and Fleet Maintenance buildings are in premier real estate along University Drive.

To equip leadership with a long-term vision for these operational units, a consolidation study was performed during 2024. This study examines numerous units and departments, testing the feasibility of a centralized and consolidation location.

Those groups include:

- **CAMPUS OPERATIONS**
  - Architectural and Engineering Services
  - Campus Planning and Space Management
  - Facilities Operations and Maintenance
  - Office of Sustainability
- **DEPARTMENT OF PUBLIC SAFETY**
  - Public Safety
  - Emergency Management
  - Security, Police and Event Operations
  - Threat Assessment and Public Safety Systems
  - Transportation and Parking Services
  - Fleet Management
- **HOUSING AND RESIDENCE LIFE MAINTENANCE**



The study considers the site of the Leatherman Peak building and the property on the surrounding block. This location already leans toward a long-term operations focus, and its proximity to Beacon Street and the adjacent neighborhoods provide an appropriate match for necessary facility massing and scale.

The total space needed for the consolidation is approximately 55,000 square feet. Leatherman Peak, a 9,000 square foot building, would contribute to those needs, so the amount of new space needed is approximately 46,000 square feet. Leatherman Peak would continue to support the Central Receiving function, and could host the Transit Center if Facilities Operations and Maintenance relocated to a portion of a new building. Key considerations for this study include:

- The consolidation would clear over a dozen buildings and sites around campus for alternate use, many of which are in prime academic or research locations.
- The southeast corner of University and Capitol is a gateway entrance and continues to be held for a signature academic or research building. This consolidation would accommodate a complete relocation of the Department of Public Safety who primarily occupies the existing facilities in that area.
- The consolidation could occur in phases, either as funding allows or when new academic and research facilities demand it. The Leatherman Peak building was constructed due to the Micron Center for Materials Research being built.
- Housing and Residence Life could vacate the problematic Island Avenue facility in the Lusk District, and have a facility more centrally located to their facilities and campus itself. The Island Avenue facility could then be monetized.
- Improved proximity of these units will enhance collaboration and introduce operational efficiencies.

UNIVERSITY PLAZA ADMINISTRATIVE BACKFILL

This building is located on Broadway Avenue, directly across from Albertsons Stadium and is approximately 108,000 gross square feet with an attached parking garage that includes 313 spaces. Due to the proximity of this building to campus, the university began leasing spaces in the building in 2013 and a few groups were moved into the building. The footprint of the university-occupied spaces continued to grow over the next few years, and in April 2020, the university purchased the building. The goals of this purchase included:

- Initially retaining existing non-university tenants as a mechanism to pay the debt-service on the building, with a long term vision to eventually backfill those spaces as leases expire with university departments
- Establishing the building as an administrative building to house support groups that can be located on the periphery of campus
- Relocating or consolidating administrative groups in the building to free up space in the center of campus for academic and academic support groups

This strategy has worked well and at this time approximately 42% of the building's 73,000 leasable square feet is occupied by non-university tenants. This will decrease to 35% in the summer of 2026 due to additional leases that are set to expire. The remaining tenants are expected to remain in the building for the next few years and as those leases expire, the university will evaluate whether or not they should be renewed.

Groups currently housed in the building include

- University Financial Services
- Office of Information Technology (OIT)
- Human Resource Services
- Office of Compliance and Ethics

Several long-term tenants recently moved out of the building and with the additional lease expirations



summer 2026, a back-fill plan for those spaces has been proposed which includes the following:

- The consolidation of several OIT groups on the 4th and 5th floors of the building which will free up other spaces within the building and on the main campus
- The relocation of the Office of Communications and Marketing from the Alumni and Friends Center to accommodate growth needs and staff consolidation for the University Foundation
- The consolidation of the Division of Research and Economic Development which will bring those groups together from the main portion of campus and the Yanke Family Research Park (YFRP). This proposal would free up valuable space in the Administration Building, Riverfront Hall and YFRP while increasing the collaboration among several groups that are currently scattered throughout campus
- Retaining some of the space to use as swing-space to support groups that are displaced by renovation and capital renewal projects.

If the plan is executed fully it would free up approximately 20K square feet, with nearly 13,400 of that square footage in the main portion of campus.

The long-term vision is to continue to move additional administrative and support groups into the building with eventually 100% university occupancy.

EXTERIOR IMPROVEMENT PLAN



Boise State is committed to transforming its outdoor spaces into vibrant, cohesive environments that enhance campus life and build connections to the community it serves. This section focuses on revitalizing developed areas for design consistency, activating spaces for social and study opportunities, and leveraging the Greenbelt as a defining feature of campus connectivity. By prioritizing exterior projects, creating a flexible design framework, and expanding options for gathering and recreation, we will ensure that Boise State's outdoor spaces reflect our goals of innovation and long-term stewardship.

10-Year Capital Improvement Projects and Plan

1 | Capitol – Boise Avenue – Yale Intersection Redesign
2 | Morrison Center Pedestrian Path Safety Improvements
3 | Campus Spine Improvements
4 | Riverfront Plaza
5 | University Drive Reconstruction
6 | Greenbelt Pathway Completion
7 | South Campus Street Improvements
8 | Beacon Street Widening and Streetscaping

Concepts for Consideration

1 | Morrison Center Expansion
2 | Friendship Bridge Plaza Improvements and Quad Connectivity
3 | Amphitheater Pavilion Improvements



RECOMMENDATIONS

- Prioritize more effective use of exterior campus spaces to support daily campus life.
- Refresh and improve existing developed sites to strengthen design cohesion and consistency across campus.
- Expand opportunities to activate outdoor spaces by supporting social gatherings and informal study for a wide range of users.
- Leverage the Greenbelt as a unifying feature to better connect campus corridors and engage the broader community.
- Identify and maintain a prioritized list of exterior improvement projects that can advance as funding becomes available.
- Promote campus continuity by developing a Landscape Guideline to design a framework that can be implemented by future administrations and staff.

ACTIVE PROJECTS IN CONSTRUCTION AND PLANNING

RIVERFRONT PLAZA

Riverfront Plaza is envisioned as a vibrant outdoor destination that activates the area north of Albertson's Library while strengthening connections to Syringa Hall, the Boise River Greenbelt, and Cesar Chavez Lane. The project would create a welcoming setting for informal gatherings and everyday campus life while improving safety through increased activity and visibility along the corridor. Planned elements include a new accessible entrance to the north side of the Library, expanded hardscape to support programmed use, and infrastructure that allows the space to evolve over time. Potential tiered seating that works with the natural topography, bike parking, and flexible open areas will provide a park-like "third place" for students and community members to gather, relax, and connect to the river.





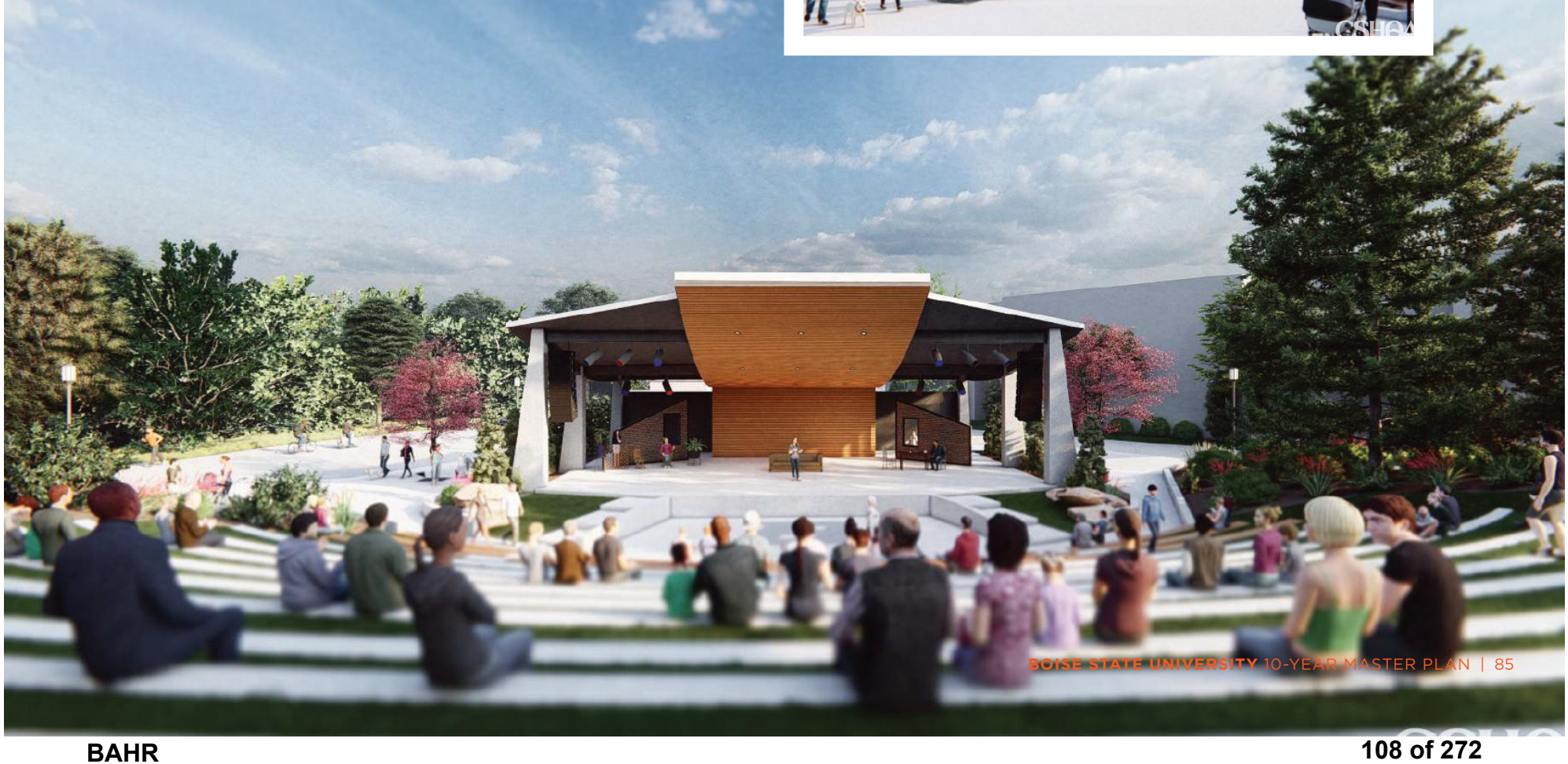


CONCEPTS FOR CONSIDERATION

AMPHITHEATRE

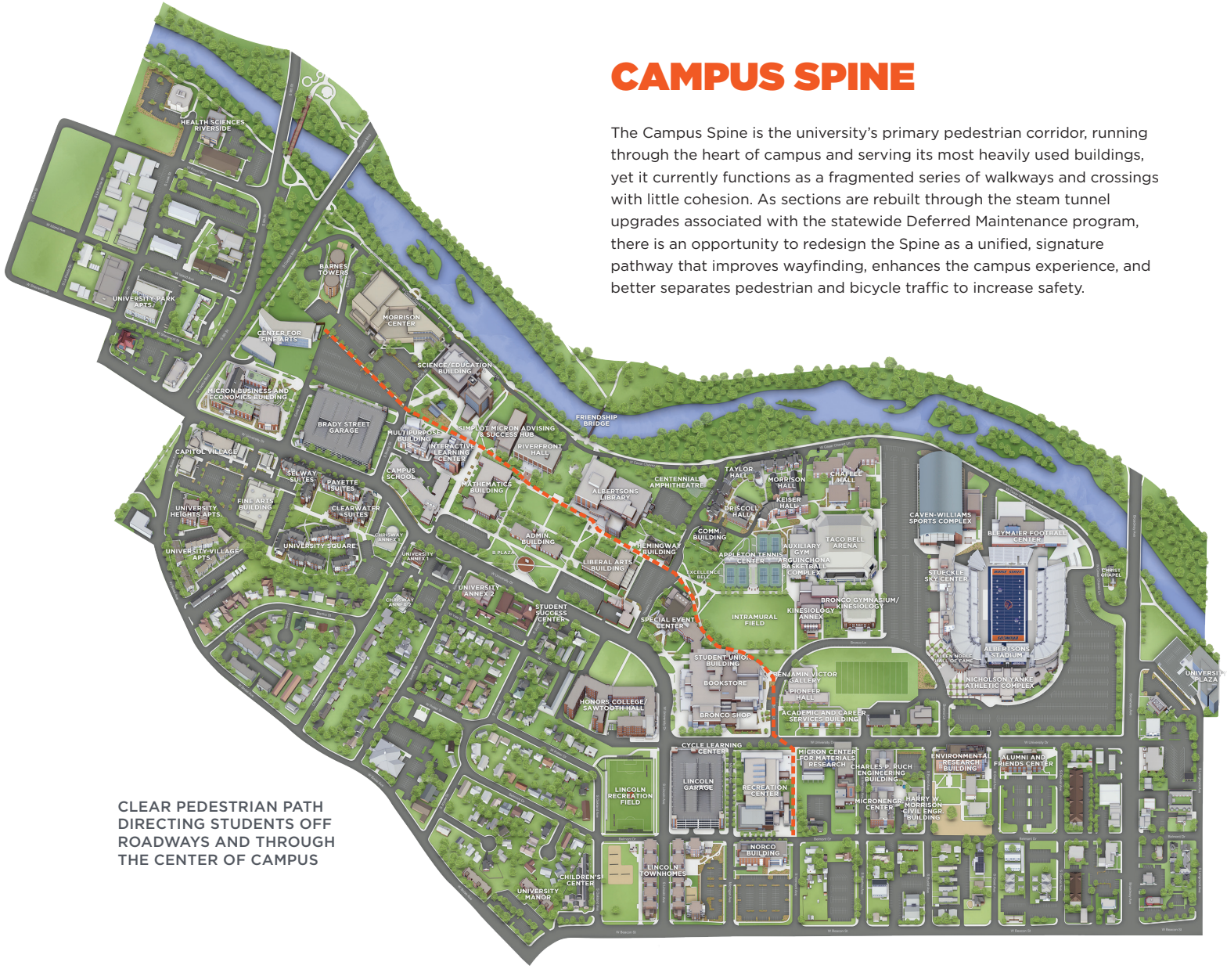
Centennial Amphitheatre currently occupies a prime yet underused location along the Boise River Greenbelt next to Syringa Hall. A recent feasibility study explored how targeted renovations could transform the venue into a flexible, accessible destination for academic, cultural, and community events. Improvements would modernize stage and audiovisual infrastructure, enhance seating comfort and capacity, provide ADA-compliant access, and strengthen connections to the river, Greenbelt, downtown, and campus. Sustainable design and upgraded acoustics are also central to the vision. While not currently funded, the study establishes a roadmap for future investment and partnerships.





CAMPUS SPINE

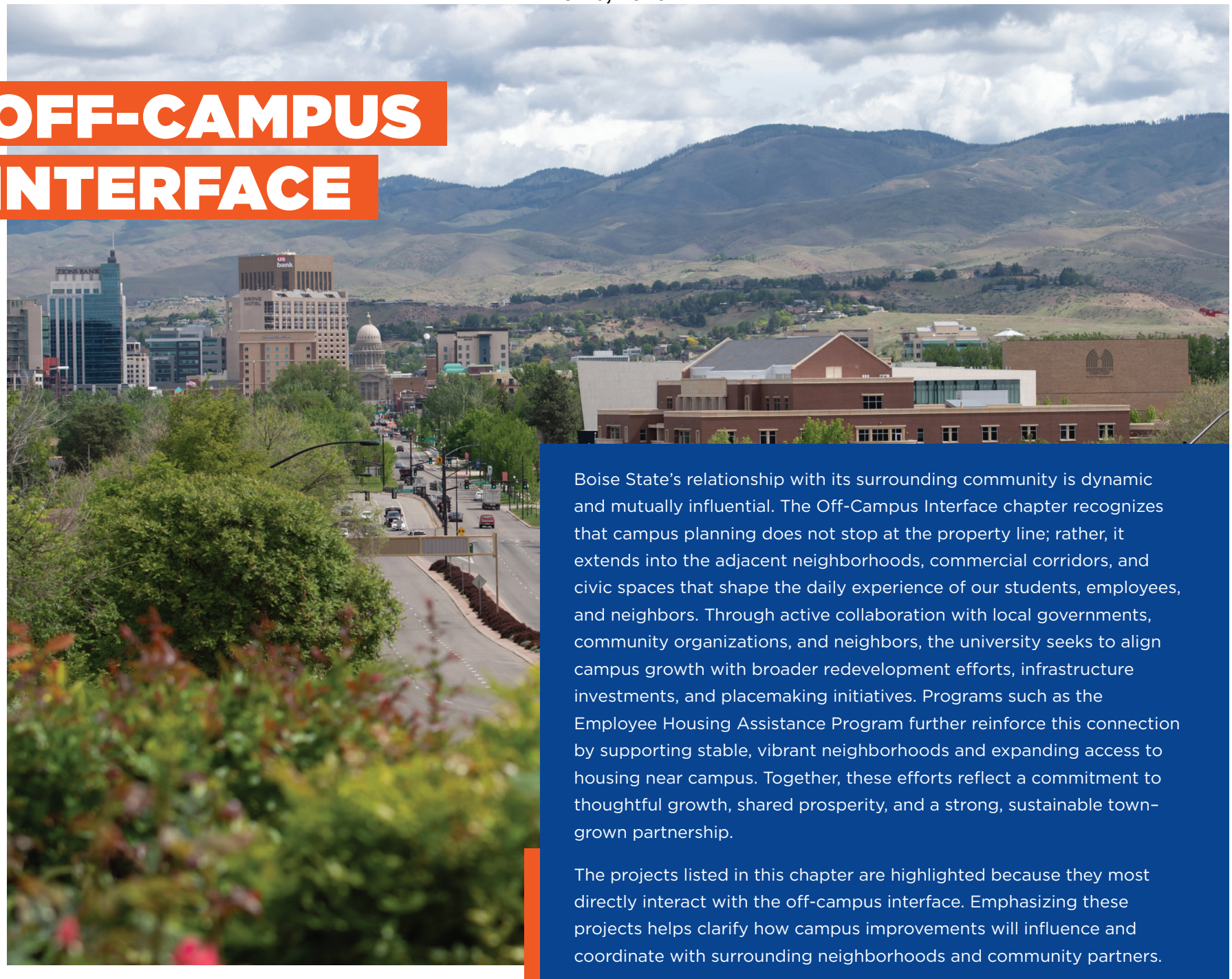
The Campus Spine is the university's primary pedestrian corridor, running through the heart of campus and serving its most heavily used buildings, yet it currently functions as a fragmented series of walkways and crossings with little cohesion. As sections are rebuilt through the steam tunnel upgrades associated with the statewide Deferred Maintenance program, there is an opportunity to redesign the Spine as a unified, signature pathway that improves wayfinding, enhances the campus experience, and better separates pedestrian and bicycle traffic to increase safety.



CLEAR PEDESTRIAN PATH DIRECTING STUDENTS OFF ROADWAYS AND THROUGH THE CENTER OF CAMPUS


BRONCOS
BOISE STATE UNIVERSITY 10 YEAR PLAN | 87

OFF-CAMPUS INTERFACE



Boise State's relationship with its surrounding community is dynamic and mutually influential. The Off-Campus Interface chapter recognizes that campus planning does not stop at the property line; rather, it extends into the adjacent neighborhoods, commercial corridors, and civic spaces that shape the daily experience of our students, employees, and neighbors. Through active collaboration with local governments, community organizations, and neighbors, the university seeks to align campus growth with broader redevelopment efforts, infrastructure investments, and placemaking initiatives. Programs such as the Employee Housing Assistance Program further reinforce this connection by supporting stable, vibrant neighborhoods and expanding access to housing near campus. Together, these efforts reflect a commitment to thoughtful growth, shared prosperity, and a strong, sustainable town–grown partnership.

The projects listed in this chapter are highlighted because they most directly interact with the off-campus interface. Emphasizing these projects helps clarify how campus improvements will influence and coordinate with surrounding neighborhoods and community partners.

RECOMMENDATIONS

- **Preserve and Expand Housing Options**

  Maintain existing housing and support new, well-designed housing that reinforces neighborhood identity and sense of place.

- **Strengthen Campus - Neighborhood Integration**

  Guide land and building forms to ensure smooth transitions and cohesive development between campus and the off-campus interface.

- **Formalize Ongoing Collaboration**

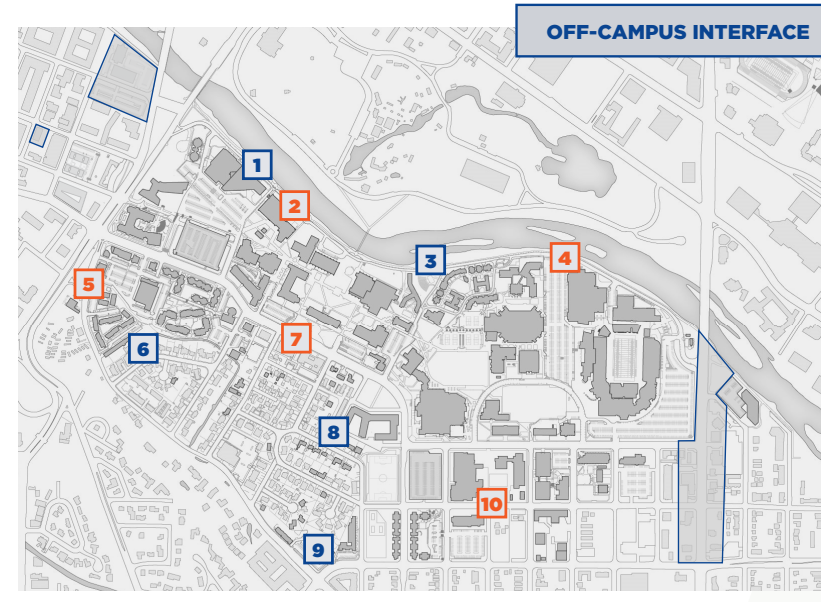
  Establish a clear, cooperative process for coordination among the university, neighborhood stakeholders, and local agencies.

- **Develop Neighborhood and Campus Activity Areas**

  Identify locations for small-scale gathering spaces or hubs that support both resident and campus users.

- **Promote Context-Sensitive Design**

  Ensure new developments are compatible in scale with the off-campus interface, while incorporating walkability and thoughtfully designed open space.



10 YR CIP PROJECTS AND PLAN

2	Riverfront Plaza
4	Greenbelt Pathway Completion
5	Capitol Blvd/Boise Avenue/Yale Lane Intersection Redesign
7	University Drive Improvements
10	Beacon Street Widening and Streetscaping

CONCEPTS FOR CONSIDERATION

1	Morrison Center Expansion
3	Amphitheater Pavillion Improvements
6	2500 Boise Ave Redevelopment
8	Sawtooth Hall Phase II
9	Manor Site Redevelopment







EMPLOYEE HOUSING ASSISTANCE PROGRAM

Boise State's Employee Housing Assistance Program (EHAP) supports housing needs of the university's workforce. The Employee Housing Assistance Program is an innovative way to provide an affordable option for staff to access housing near campus, those looking for a temporary option, or for those transitioning to the market.

At present, the program includes approximately 40 homes and apartments, many of which are located within walking distance of campus. Most units are unfurnished and support yearly leases, while a select few are furnished and support temporary needs, such as visiting faculty or new hire support while permanent housing is identified.

2500 BOISE AVENUE REDEVELOPMENT

The University owns an underutilized parcel of land on Boise Avenue that is adjacent to other university housing and is embedded in the Collegiate Neighborhood. In 2024, a design to provide new infill housing for faculty, staff or graduate students was developed and approved by the City of Boise. The current design includes a mix of one, two and three bedroom apartment and townhome units. The approved plan remains a concept for consideration in the university's broader housing goals and decision-making.

LUSK DISTRICT REDEVELOPMENT

The Lusk District (Lusk) is a campus-adjacent neighborhood with a very high concentration of off-campus students. More than 2,000 student-purposed, privately-developed apartments have been developed in the neighborhood over the past 15 years. This dynamic makes Lusk an obvious area to focus on the off-campus interface, and numerous opportunities exist.

Within Lusk, the university owns three separate parcels with various existing functions. Adjacent to the Boise River and Capitol Boulevard is the Health Sciences Riverside (HSR) property. This building supports various academic programs and functions. Immediately south of the HSR property is the West Commuter parking lot, providing nearly 200 stalls of parking for faculty, staff and students. Last, on the southwest corner of Island Avenue and La Pointe Street is the Housing and Residence Life maintenance facility. This simple warehouse structure includes a mix of offices and storage spaces, and acts as a hub for that unit's maintenance efforts.

Between 2023 and 2025, the university worked with the City of Boise and a joint development partner to redevelop the West Commuter lot and a city owned property adjacent to the lot. Challenging development conditions, including interest rates and increasing construction costs, ultimately led to Boise State exiting this partnership. The City, however, continues to move forward with a large-scale redevelopment of its property.

Over the next 10 years, Boise State will continue to assess this neighborhood as a location to improve off-campus services for students, and maximize the use of university-owned land. Current zoning for the neighborhood, MX-5, allows for a very flexible mix of uses and build-out opportunities. As such, none of the current uses reflect a highest and best use, and alternatives should be considered.



BROADWAY AVENUE CORRIDOR

Boise State University is interested in working collaboratively with agency partners and the broader community to improve conditions along the Broadway corridor, particularly between the Broadway Bridge and the intersection of Broadway and Boise Avenue. This segment of roadway plays a critical role in connecting campus to downtown and surrounding neighborhoods, yet it continues to function primarily as a state highway. In its current configuration, the corridor is not well suited to accommodate the high volume of pedestrians in the area, creating day-to-day safety concerns and limiting the types of uses that can thrive there.

The automobile-centric design of the corridor does not fully leverage its proximity to campus and downtown, nor does it support a more vibrant, walkable environment. Boise State anchors the northern end of the corridor with the Albertsons Stadium and the University Plaza buildings, positioning the university as a key stakeholder in its future. Over the next decade, Boise State will prioritize conversations with community and agency partners to explore alternative streetscape designs and mixed-use development in the area. While the university does not anticipate expanding its property ownership along the corridor, it does expect to play a stronger role in partnership, collaboration, and advocacy to help shape a safer and more dynamic future for Broadway Avenue.



NEIGHBORHOOD INVOLVEMENT

The Southeast Neighborhood Association (SENA) is a nonprofit organization dedicated to enhancing and preserving the quality of life in southeast Boise through active citizen involvement. Boise State University has been working closely with SENA to strengthen communication and foster greater cohesion between the university and the surrounding neighborhood. The university engaged with both the neighborhood association and the City of Boise to develop the following planning principles:

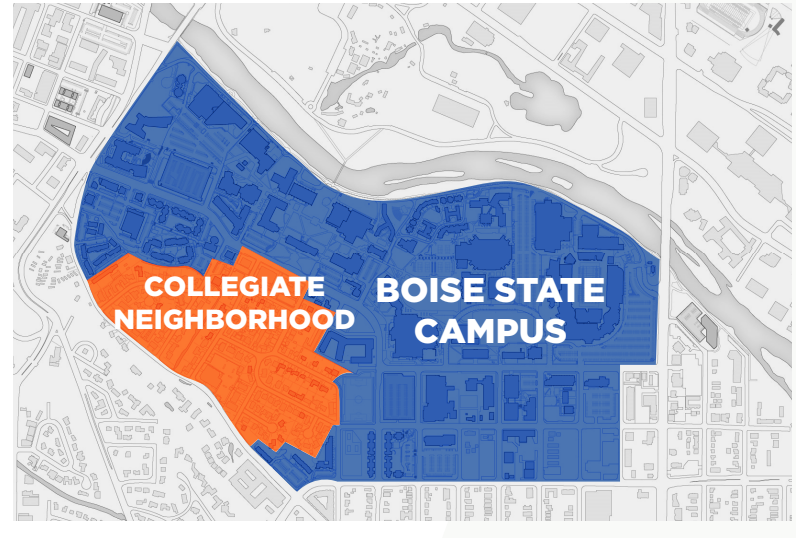
- Establish and maintain a clear, consistent campus boundary near the Collegiate Neighborhood to provide certainty for both Boise State University and the Off-Campus Interface.
- Ensure that any changes to the campus boundary or zoning align with the university's mission-driven growth strategy.
- Design development near the campus boundary – on both campus and neighborhood sides – at a scale that provides an appropriate and respectful transition to adjacent residential areas.
- Recognize that campus facilities, services, and activities have impacts beyond university property and should be considered in all campus planning decisions.
- Anticipate higher-density and "missing middle" housing along key urban corridors, including Broadway to the east and Lusk to the west, as well as along neighborhood transition edges.

COLLEGIATE NEIGHBORHOOD

Some of the university's closest neighborhood involvement occurs in the area referred to as the Collegiate Neighborhood (the original subdivision plats refer to it as the Collegiate Subdivision). This neighborhood includes a mix of university-owned and privately-owned residential homes, apartments and various faith-based institutions. The university itself owns approximately 25 single-family homes within the area that are part of its Employee Housing Assistance Program (EHAP).

Much of the aforementioned engagement with SENA focuses on the Collegiate Neighborhood, and how positive relationships can be maintained. Over the next 10 years, we anticipate ongoing conversation and collaboration, where the university emphasizes transparency and mutually agreeable outcomes. Concepts like the 2500 Boise Avenue Redevelopment may or may not advance during that time, but meaningful discussions with our neighbors will occur when any concepts or plans are discussed.





PLANNING COMMITTEES AND CONSULTING TEAMS

The Boise State University master plan committees provided input from February 2024 through May 2025. This list reflects the members titles at that time.

MASTER PLAN EXECUTIVE TEAM

- Marlene Tromp, President
- John Buckwalter, Provost and Vice President for Academic Affairs
- Alicia Estey, CFOO, Vice President for Finance and Operations
- Matthew Ewing, Vice President for Boise State University Foundation
- Nancy Glenn, Vice President for Research and Economic Development
- Jeremiah Shinn, Vice President for Student Affairs and Enrollment Management
- Jeramiah Dickey, Executive Director, Athletics
- Bill Brady, Chief Human Resources Officer
- Lauren Griswold, Chief Communications and Marketing Officer
- Andrew Finstuen, Associate Vice President for Strategic Planning and Special Initiatives, Dean, Honors College
- Shawn Benner, Dean, College of Innovation and Design
- Jenn White, Special Counsel for Government Relations, Assistant Vice President for Finance and Operations
- Peter Risse, Senior Advisor, Government Relations
- Brian Wampler, President's Professor of Public Scholarship and Engagement
- Alicia Garza, Professor and President's Fellow
- Drew Alexander, Associate Vice President Campus Operations

MASTER PLAN STEERING COMMITTEE

- Erika Anderson, Chief of Staff, President's Office*
- Andrew Finstuen, Associate Vice President for Strategic Planning and Special Initiatives, Dean, Honors College
- Jeff Banka, Deputy Chief Financial Officer, University Financial Services and Treasury*
- Zeynep Hansen, Vice Provost for Academic Planning and Institutional Effectiveness, Office of the Provost
- Renee Rehder, Director of Strategic Enrollment Initiatives, Enrollment Services*
- Argia Beristain, Chief Executive Officer, Boise State University Foundation*
- Jana LaRosa, Assistant Vice President for Research Advancement and Strategy, Center for Research and Creative Activities*
- Lynda Tieck, Senior Director, Housing and Residence Life
- Drew Alexander, Associate Vice President, Campus Operations
- Jillian Moroney, School of Public Services, Faculty Representative
- Krista Paulsen, School of Public Services, Faculty Representative
- Angel Dang, Associated Students of Boise State University (ASBSU), Student Representative
- Jack Vuturo, ASBSU, Student Representative (alt)
- Christy Jordan, Executive Director, Campus Planning and Space Management
- Kylene Collette, Campus Planner, Campus Planning and Space Management

** Members of the University Strategic Planning Council*

STAKEHOLDERS INTERVIEWED

- Student Affairs and Enrollment Management, Office of the Registrar, Campus Services, Dean of Students
- Graduate College
- Office of the Provost and Dean's Council
- Associated Students of Boise State University (ASBSU)
- Division of Research and Economic Development
- Housing and Residence Life and Boise State Dining
- Campus Recreation
- ExtraMile Arena and Morrison Center
- Athletics
- Department of Public Safety
- Sustainability Committee
- Campus Operation Leadership Team
- Planning, City of Boise
- Ada County Highway District (ACHD), Valley Regional Transit

MURALS — STRATEGIC GOAL SETTING AND VISIONING

- Executive Team
- Steering Committee
- Dean's Council and Academic Senate
- Research and Economic Development
- Sustainability Committee
- Housing Sites and Capacity Studies
- Housing and Residence Life and Boise State Dining
- Boise State-SENA Subcommittee (South East Neighborhood Association)

SURVEYS

- Student Survey on Sustainability
- Annual Transportation Survey




BOISE STATE UNIVERSITY 10-YEAR MASTER PLAN | 95

BOISE STATE

SUBJECT

Idaho State University – Operating Agreement Between Idaho State University (ISU) and the Idaho State University Foundation, Inc.

REFERENCE

June 2018	Board re-approval of ISU Operating Agreement with ISU Foundation
June 2021	Board re-approval of ISU Operating Agreement with ISU Foundation
August 21, 2024	Board re-approval of ISU Operating Agreement with ISU Foundation

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.E.

BACKGROUND/DISCUSSION

Idaho State University (the "University") and the Idaho State University Foundation, Inc. ("Foundation"), (collectively "the Parties") seek to update and replace their existing Operating Agreement and Service Agreement to integrate the University's advancement fundraising and engagement activities into the Foundation to create a more uniform approach to advancement operations and improve the donor and alumni experience. The proposed operating agreement and service agreement will expand the Foundation's role to add advancement operations as a service provided by the Foundation to the University.

The Idaho State University Foundation will remain fully independent as a separate organization and maintain its 501(c)(3) status, with fiduciary oversight residing with the Foundation Board. The Foundation CEO will report to and be directed by the Board, while all staff will remain university employees loaned to the Foundation and reporting through the CEO. College directors of development will continue strong partnerships with academic leadership, with clearly defined roles and responsibilities for all loaned employees. Operations will conform with all applicable laws, regulations, and Idaho State Board of Education policies, while protecting the privacy and security of donor data and maintaining strong fiduciary controls and fiscal separation.

This alignment between the Foundation and university advancement efforts will support best practices, resilience, and strong internal controls. Unifying Foundation and advancement functions will preserve joint investment in development and alumni engagement while considering operational efficiencies. The structure is intended to maximize philanthropic investment and alumni engagement through an enhanced donor experience and effective stewardship. Foundation executive leadership will continue to benefit from the vision and leadership of the Idaho State University president, who will serve as University Liaison. The CEO of the Foundation will serve as Foundation Liaison and will also serve as a strategic advisor to the president and institution while collaborating

with administrative council peers. Close alignment with the university mission will strengthen philanthropy. Administrative leadership support to the Board will be strengthened, and annual planning and priority setting will be conducted jointly between the university and the Foundation so that Foundation goals remain aligned with institutional priorities.

The ISU Foundation is ready for this new operating model. It has undergone a comprehensive transformation to position the organization for sustained philanthropic growth this past year. This work has included significant organizational investment, strategic budget and data optimization, cross-unit collaboration and reset, consolidation of technology platforms, and the adoption of fundraising performance and productivity best practices to strengthen efficiency, accountability, and results.

To support these expanded services, the University will loan employees to the Foundation and provide additional support services, as reflected in the Service Agreement. The Foundation will charge the University a "cost per raised dollar" for the provision of the advancement services. After reconciling the University charge and the Foundation charge, the arrangement is intended to be cost neutral to both Parties. The agreements provide that the University will never be obligated to make a payment to the Foundation, and any balance resulting after reconciling the charges will be made available by the Foundation for the University's use and benefit.

These agreements have been modeled after the previously approved agreements between Boise State University and its foundation approved by the Board at its June 2024 meeting and the University of Idaho and its foundation approved by the Board's December 2023 meeting, with changes necessary to reflect the operations of Idaho State University and its Foundation. The Foundation operations will continue to be in compliance with Board policy V.E.

IMPACT

Integration of advancement operations with the Foundation operations will result in a more unified philanthropic enterprise enhancing greater alignment, increasing philanthropic support, and stewarding meaningful alumni and donor engagement. This will be achieved while maintaining alignment with university priorities and leadership, strong fiduciary controls, financial operations, segregation of duties, and prudent management of donor investments. The financial model is net neutral for the University and the Foundation, such that neither the Foundation nor the University will incur net costs greater than those currently incurred.

ATTACHMENTS

Attachment 1 – Operating Agreement
Attachment 2 – Comparison of Operating Agreement to the Board's Foundation Agreement template incorporated in Board Policy V.E.
Attachment 3 – Service Agreement

Attachment 4 – Organizational Chart
Attachment 5 – Loaned Employee Agreement exemplar
Attachment 6 – ISU Investment Policy Statement

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed the proposed Operating Agreement and Service Agreement between Idaho State University (ISU) and the Idaho State University Foundation. The agreements align ISU advancement operations more closely with the Foundation to support a unified philanthropic enterprise while maintaining the Foundation's independent 501(c)(3) status and fiduciary oversight by the Foundation Board.

The proposed structure combines ISU fundraising and alumni engagement activities within the Foundation to improve operational efficiency, strengthen donor and alumni engagement, and align philanthropic priorities with institutional goals. This agreement language states that ISU employees will be loaned to the Foundation to support advancement services, and the financial model is designed to be net neutral for both parties.

The Operating and Service agreements are modeled after similar arrangements previously approved by the Board for Boise State University and University of Idaho and structured to remain compliant with Idaho State Board of Education Policy V.E., including maintaining appropriate fiduciary controls and separation of financial responsibilities.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to enter into an Operating Agreement with Idaho State University Foundation, Inc. and to authorize the President to execute the agreement in substantial conformance to the form submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Idaho State University to enter into a Service Agreement with the Idaho State University Foundation, Inc. and to authorize the President to execute the agreement in substantial conformance to the form submitted to the Board in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OPERATING AGREEMENT
BETWEEN
IDAHO STATE UNIVERSITY FOUNDATION, INC.
AND
IDAHO STATE UNIVERSITY

This Operating Agreement ("Operating Agreement") between Idaho State University Foundation, Inc. ("Foundation") and Idaho State University ("University") is entered into as of this _____ day of.

WHEREAS, the Foundation and the University recognize that ongoing collaboration is essential to supporting and advancing the mission, vision, and strategic priorities of Idaho State University and the students it serves, and desire to formalize this essential partnership to ensure continued alignment and mutual benefit.

WHEREAS, the Foundation was organized and incorporated in 1967 for the purpose of generating voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of the University.

WHEREAS, the Foundation exists to raise and manage private resources supporting the mission and priorities of the University, and provide opportunities for students and a degree of University excellence unavailable with state funding levels.

WHEREAS, the Foundation is dedicated to assisting the University in the building of the endowment to address, through financial support, the long-term academic and other priorities of the University.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the University, soliciting cash, securities, real and intellectual property, and other private resources for the support of the University, and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Operating Agreement, personnel experienced in planning for and managing private support.

WHEREAS, the mission of the Foundation is to secure, manage and distribute private contributions and support the growth and development of the University.

WHEREAS, the University and Foundation desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds.

WHEREAS, the Parties hereby acknowledge that they will at all times conform to and abide by the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations Policy V.E., and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the Foundation and the University intend for this Operating Agreement to be the written operating agreement required by State Board Policy V.E.2.b.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I
Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the University. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the University from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the University; and (3) support and assist the University in fundraising and donor relations.

In carrying out its purposes, the Foundation shall not engage in activities that: (1) conflict with federal or state laws, rules and regulations (including all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) cause the University to be in violation of applicable polices of the State Board; or (3) conflict with the role and mission of the University.

ARTICLE II
Foundation's Organizational Documents

The Foundation shall provide the University with access to its Articles of Incorporation and Bylaws, as amended, via the Foundation's public website. The Foundation, to the extent practicable, also shall provide the University with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. The University shall provide all such documents to the State Board.

University Resources and Services

1. Liaisons.

   a. University Liaison. The University's President ("University President") shall serve as the University's liaison to the Foundation ("University Liaison"). The duties and responsibilities of the University Liaison, which may be delegated by the University Liaison to a designee, include the following:

      i. The University Liaison shall be responsible for communicating with the Foundation, including the Foundation Chief Executive Officer ('Foundation CEO"), regarding the Foundation's fundraising efforts and for coordinating any administrative support provided by the University to the Foundation.

      ii. The University Liaison shall attend each Foundation Board of Directors ("Foundation Board") meeting as a non-voting advisor. The University Liaison will provide regular reports to the Foundation Board about the University's financial position and activities, including its use of gifts. The University Liaison may also report other information to the Foundation Board that is pertinent to the common goals of the University and the Foundation.

      iii. The University Liaison will work with the Foundation CEO to develop the Foundation's and University's joint fundraising and engagement goals in support of the University's priorities. All goals will be mutually agreed upon in writing between the Foundation CEO and University Liaison.

   b. Foundation Liaison. The Foundation CEO will serve as the Foundation's liaison to the University ("Foundation Liaison"). The duties and responsibilities of the Foundation Liaison, which may be delegated by the Foundation Liaison to a designee, include the following:

      i. The Foundation Liaison shall be responsible for communicating with the University regarding the Foundation's fundraising efforts and for coordinating any administrative support provided by the University to the Foundation.

      ii. The Foundation Liaison does not serve in a key policy-making capacity for the University but is a strategic advisor to the University President, is an active participant on the President's Cabinet, and may attend University leadership meetings, including Administrative Council, as an advisor. At the discretion of the University President, the Foundation CEO may additionally hold the title of Special Advisor to the President. The Foundation Liaison will provide regular reports

DRAFT

to the University about the Foundation's financial position and activities. The Foundation Liaison may also report other information to the University that is pertinent to the common goals of the University and the Foundation.

iii. The Foundation Liaison will regularly work with the University President to develop the Foundation's and University's joint fundraising and engagement goals in support of the University's priorities. All goals will be mutually agreed upon in writing between the Foundation CEO and University Liaison.

2. Loaned Employees.

a. Foundation CEO. The Foundation CEO is a University employee who is recommended by the Foundation Board, hired by the University (upon approval by the President), and loaned to the Foundation. The Foundation CEO's services shall be provided directly to the Foundation as follows and as set forth in the applicable Loaned Employee Agreement:

i. Duties. The Foundation CEO is responsible for the strategy and planning for and the supervision and control of the day-to-day operations of the Foundation, including all University employees serving as loaned employees to the Foundation.

ii. Reporting Structure. Once hired by the University, the Foundation CEO reports to and takes direction from the Foundation Board as a loaned employee. All other Loaned Employees (as defined below) report to the Foundation CEO or another Loaned Employee designated by the Foundation CEO.

iii. Vacancy. In the event the Foundation CEO resigns or is terminated by the University, the Foundation terminates the Foundation CEO's Loaned Employment Agreement, or the Foundation CEO otherwise ceases to provide services to the Foundation, the University, in consultation with and by recommendation of the Foundation, will appoint an interim CEO who will be a Loaned Employee to the Foundation. The University, following recommendation from the Foundation (upon approval by the President) and consistent with applicable University policy and the process herein, will appoint and hire the subsequent Foundation CEO to replace the interim CEO.

iv. The Foundation will actively consult with the University President on the Foundation CEO's annual performance evaluation, ongoing performance management, and any termination or rehiring decisions. In the absence of a violation of University policy or law, the University will not terminate the Foundation CEO without first consulting with and obtaining the consent of the Foundation's Executive Leadership.

DRAFT

If consent is not achieved after reasonable best efforts to seek and obtain consent, the ultimate authority for termination of all University employees rests with the University President. For clarity, Foundation Executive Leadership includes the Foundation Board Chair, Vice Chair, and Past Chair. The Foundation's legal counsel and the University's general counsel shall be informed of and invited to participate in the consultation process, which shall be conducted as follows:

1. Consultation Meeting: The University President will convene a meeting (in-person or electronically) with Foundation Executive Leadership. During this meeting, the President will discuss the rationale for the potential termination. As a condition of receiving any confidential documentation supporting a potential termination, the University may request that the Foundation Executive Leadership sign a non-disclosure agreement prepared by the University.
2. Foundation Input: Foundation Executive Leadership will be provided a meaningful opportunity during the meeting to present its perspective, provide information and documentation, and offer recommendations regarding the proposed action.
3. Good Faith Consideration: The University President will give good faith and thorough consideration to all information, documentation, and input provided by the Foundation Executive Leadership.
4. Preservation of Authority: Except when no violation of law or University policy has occurred and the University is seeking termination of the CEO, which is subject to the foregoing consultation and Foundation consent requirements, the Parties agree and acknowledge that the final decision regarding the employment, discipline, or termination of the Foundation CEO rests in the sole discretion of the University.
5. In light of the above, if the University determines that the Foundation CEO has violated University policy or law and is subject to termination on that basis, the University will consult with the Foundation Executive Leadership (consistent with the above outlined process) prior to effecting the termination; however, in such circumstances the University will not be required to obtain the consent of the Foundation Executive Leadership in order to proceed with termination.

b. Generally. The University and the Foundation have entered and will enter into additional agreements (each such agreement, a "Loaned Employee

DRAFT

Agreement") for the loaning of Loaned Employees (as defined below) to the Foundation by the University. The Loaned Employee Agreements shall set forth the relative rights and responsibilities of the Foundation and the University. The Loaned Employees have no function at the University other than to act in their capacity as employees loaned to the Foundation and are subject to the exclusive day-to-day direction, control, and supervision of the Foundation. The Foundation must provide the University with prior approval to: (a) post any position for hiring and (b) hire any employee that the Foundation and the University intend to be a Loaned Employee before the University employs such individual. Notwithstanding the provisions in this section, no University personnel other than a Loaned Employee shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Loaned Employees. For purposes of this Operating Agreement, "Loaned Employee" means all positions for which the Foundation and the University enter into Loaned Employee Agreements during a particular fiscal year regardless of whether or not each such Loaned Employee is loaned to the Foundation by the University for the entire 12 months of the fiscal year and the Foundation's budget for the fiscal year contains the expenses associated with all such positions for the entire fiscal year. No University employee who functions in a key administrative or policy making capacity for the University (including any Vice-President or equivalent position) shall be a Loaned Employee with responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees.

3. Support Services. The University shall provide administrative, financial, accounting, investment, and development services to the Foundation, as set forth in the Service Agreement. All University employees who provide support services to the Foundation shall remain University employees under the direction and control of the University, unless agreed that the direction and control of any such employee will be vested with the Foundation through a written Service Agreement. In consideration of the services provided to the Foundation by the University, the Foundation will pay directly to the University that portion of the overhead costs agreed to between the parties under the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.

4. University Facilities and Equipment. The University shall provide the use of the University's office space and equipment to the Foundation upon the terms agreed to by the University and the Foundation. The terms of use of the University's office space and equipment shall be as set forth in the Service Agreement.

5. No Foundation Payments to University Employees. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation shall not make any payments directly to an University employee in connection with any resources or services provided to the Foundation pursuant to this Operating Agreement.

DRAFT

ARTICLE III
Management and Operation of Foundation

The management and control of the Foundation shall rest with its Board of Directors.

1. Gift Solicitation.

a. *Form of Solicitation*. Any and all Foundation gift solicitations shall make clear to prospective donors that: (1) the Foundation is a separate legal and tax entity organized for the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the University; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.

b. *Foundation is Primary Donee*. Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the University.

2. Acceptance of Gifts.

a. *Approval Required Before Acceptance of Certain Gifts*. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the University, the Foundation shall obtain the prior written approval of the University. Similarly, the Foundation shall also obtain the prior written approval of the University of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the University.

b. *Acceptance of Gifts of Real Property*. The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the University shall be approved by the State Board before acceptance by the University and the Foundation. In cases where the real property is intended to be used by the University in connection with carrying out its proper functions, the real property may be conveyed directly to the University, in which case the University and not the Foundation shall be responsible for the due diligence obligations for such property.

c. *Processing of Accepted Gifts.* All gifts received by the University or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.

3. Fund Transfers. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the University on a regular basis as agreed to by the Parties. The Foundation CEO, or other individual to whom such authority has been delegated by the Foundation's Board of Directors, shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.

a. *Restricted Gift Transfers*. The Foundation shall inform the University officials into whose program or department funds are transferred of any restrictions on the use of

such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such University officials shall account for such restricted funds separate from other program and department funds in accordance with applicable University policies and shall notify the Foundation on a timely basis regarding the uses of such restricted funds.

b. *Unrestricted Gift Transfers*. The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to make grants to the University, such grants shall be made at such times and in such amounts as the Foundation's Board of Directors may determine in the Board's sole discretion.

4. Foundation Expenditures and Financial Transactions.

a. *Signature Authority*. The Foundation designates the Foundation CEO or Foundation CEO designee as the individuals with signature authority for the Foundation in all financial transactions. The Foundation may supplement or change this designation with written notice to the University; provided, however, in no event may the person with Foundation signature authority for financial transactions be a University employee who is not also a Loaned Employee.

b. *Expenditures*. All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.

5. University Report on Distributed Funds. On a regular basis, which shall not be less than annually, the University shall report to the Foundation on the use of restricted and unrestricted funds transferred to the University. This report shall specify the restrictions on any restricted funds and the uses of such funds.

6. Transfer of University Assets to the Foundation. No University funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:

a. A donor inadvertently directs a contribution to the University that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an University account, and State Board approval will be required prior to the University's transfer of such funds to the Foundation.

b. The University has gift funds that were originally transferred to the University from the Foundation and the University wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.

c. Transfers of a *de minimis* amount not to exceed $10,000 from the University to the Foundation provided such funds are for investment by the Foundation for scholarship or other general University support purposes. This exception shall not apply to payments by the University to the Foundation for obligations of the

University to the Foundation, operating expenses of the Foundation or other costs of the Foundation.

d. The transfer is of funds raised by the University for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.

7. Separation of Funds. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the University such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.

8. Insurance. The Foundation shall maintain insurance to cover the operations and activities of its directors and officers. The Foundation shall also maintain general liability coverage.

9. Investment Policies. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of University Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is posted on the Foundation's public website; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide the University with access to its investment policy, as amended, via the Foundation's public website.

10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Bylaws, as amended. The Foundation shall provide the University and State Board with access to its Articles of Incorporation and Bylaws, as amended, via the Foundation's public website.

ARTICLE IV
Foundation Relationships with the University

At all times and for all purposes of this Operating Agreement, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the University and the Foundation acknowledge that the Foundation carries out functions for the benefit of the University. As such, the Parties shall share certain information as provided below.

1. Access to Records. The University shall have reasonable access to the financial records of the Foundation upon permission granted by the Foundation from time to time, which shall not be unreasonably withheld. All access by the University of such records shall be made in accordance with applicable laws and Foundation policies and guidelines. In addition, upon request of the Foundation, the University shall execute a proprietary and confidentiality agreement and

instruct its employees and agents that all confidential information of the Foundation shall be protected from disclosure. Except as specifically authorized under this Operating Agreement or any applicable proprietary and confidentiality agreement between the University and the Foundation, the University's access to Foundation records shall not include the donor database and all other data, materials, and information of the Foundation pertaining to past, current or prospective donors ("Confidential Donor Information"), which may be accessed only by Loaned Employees.

2. Record Management.

a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the University shall be limited to the University's President and any designee of the University's President, subject to such designee first completing a confidentiality agreement.

b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.

c. Although the Foundation is a private entity and is not subject to the Idaho Public Records Law, the Foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or similar non-personal and non-confidential financial or policy information.

d. The University may, when deemed necessary to perform services on behalf of the University in accordance with this Operating Agreement, share records with the Foundation that are protected by the Family Educational Rights and Privacy Act (FERPA). The Foundation agrees to hold all such student records in strict confidence and use such information only for the purpose of fulfilling its obligations under this Operating Agreement. The Foundation further agrees it will implement and maintain reasonable security measures to protect student records from unauthorized access, use, or disclosure and will not redisclose any student records to any third party without prior written authorization from the University. The Foundation shall promptly notify the University of any unauthorized access, use, or disclosure of student records, including any suspected data breaches or security incidents

3. Name and Marks. Consistent with its mission to help to advance the plans and objectives of the University, the University grants the Foundation the limited, non-exclusive use of the name Idaho State University, for use in its support of the University. The Foundation shall operate under the University's logotype in support of its organizational business and activities. Any use by the Foundation of the University's logotypes or other trademarks must be with prior approval of the University through the Office of Marketing and Communications.

4. Identification of Source. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.

5. Establishing the Foundation's Annual Budget. The Foundation shall provide the University with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board will vote to accept such operating budget. Additional funding requests made by the University to the Foundation shall be communicated in writing to the Foundation CEO and the Foundation's Treasurer for consideration by the Foundation Board within an appropriate period of time for the Foundation Board to evaluate and respond to the request without causing undue burden for investment decisions relative to a funding approval.

6. Attendance of University's President at Foundation's Board of Director Meetings. The University's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.

7. Supplemental Compensation of University Employees. Any supplemental compensation of University employees by the Foundation must be preapproved by the State Board. Any such supplemental payment or benefits must be paid by the Foundation to the University, and the University shall then pay compensation to the employee in accordance with the University's normal practice. No University employee shall receive any payments or other benefits directly from the Foundation.

ARTICLE V
Audits and Reporting Requirements

1. Fiscal Year. The Foundation and the University shall have the same fiscal year.

2. Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the Foundation. The annual audit will be provided on a timely basis to the University's President and the State Board, in accordance with the State Board's schedule for receipt of said annual audit. The Foundation's annual statements will be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the University as defined by the Government Accounting Standards Board (GASB). Accordingly, the University is required to include the Foundation in its financial statements which follow a GASB format. Therefore, the Foundation will prepare schedules reconciling the FASB Statements to GASB standards in the detail required by GASB Standards. The annual audited financial statements, including the auditor's independent opinion regarding such financial statements, and schedules shall be submitted to the University Office of Finance and Business Affairs in sufficient time to incorporate the same into the University's statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.

3. Separate Audit Rights. The University agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the University's books and records pertinent to the expenditure of donated funds. The

Foundation agrees that the University and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.

4. Annual Reports to University President. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the University President setting forth the following items:

a. the annual financial audit report;

b. an annual report of Foundation transfers made to the University, summarized by University department;

c. an annual report of unrestricted funds received by the Foundation;

d. an annual report of unrestricted funds available for use during the current fiscal year;

e. a list of all of the Foundation's officers, directors, and employees;

f. a list of University employees for whom the Foundation made payments to the University for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;

g. a list of all state and federal contracts and grants managed by the Foundation;

h. an annual report of the Foundation's major activities;

i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the University; and

j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

ARTICLE VI
Conflict of Interest and Code of Ethics and Conduct

1. Conflicts of Interest Policy and Code of Ethics and Conduct. The Foundation's Conflict of Interest Policy is attached as Exhibit “F”, and its Code of Ethical Conduct is set forth as Exhibit “G”.

2. Dual Representation. Under no circumstances may a University employee represent both the University and the Foundation in any negotiation, sign for both entities in transactions, or direct any other University employee under their immediate supervision to sign for the related Party in a transaction between the University and the Foundation. This shall not prohibit University

employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.

3. Contractual Obligation of University. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the University without first obtaining the prior written approval of the University. University approval of any such contract shall comply with policies of the State Board with respect to State Board approval of University contracts.

4. Acquisition or Development or Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the University's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate by the Foundation for the University, the University shall notify the State Board at the earliest possible date. Any such proposed purchase for the University's use shall be a coordinated effort of the University and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to the open meeting law, set forth in Idaho Code, Title 74, Chapter 2.

ARTICLE VII
General Terms

1. Effective Date. This Operating Agreement shall be effective on the date set forth above.

2. Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Should the University choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the University to pay, within 180 days of written notice, all debt incurred by the Foundation on the University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the University that is not cured within the time frame set forth above, the University may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation Chair and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

DRAFT

3. Dispute Resolution. The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to the Chair of the Board of the Foundation and the University President. If the Foundation Board Chair and University President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board for resolution. If they are unable to resolve the dispute, the Parties shall submit the dispute to mediation by an impartial third Party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

4. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's Bylaws and Articles of Incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c)(3) organization, the Foundation shall transfer to the State Board (or University, as applicable) the balance of all property and assets of the Foundation from any source, after the payment of all debts and obligations of the Foundation, and such property shall be vested in the State Board in trust for the use and benefit of the University.

5. Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.

6. Modification. Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.

7. Providing Document to and Obtaining Approval from the University. Unless otherwise indicated herein, any time documents are to be provided to the University or any time the University's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the University's President or an individual to whom such authority has been properly delegated by the University's President.

8. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

9. Notices. Any notices required under this Operating Agreement may be mailed or delivered as follows:

DRAFT

To the University:

President
Idaho State University
921 S 8th Avenue, Stop 8310
Pocatello, ID 83209

With an additional copy to the General Counsel

To the Foundation:

Foundation CEO
Idaho State University Foundation, Inc.

Physical Address:
1601 E. Bonneville St
Pocatello, ID 83201

Mailing Address:
921 S. 8th Ave, Stop 8050
Pocatello, ID 83209

With an additional copy to:

Foundation Legal Counsel

Physical and Mailing Address:
109 N. Arthur Ave, 5th Floor
Pocatello, ID 83204

and

Foundation Board Chair
Idaho State University Foundation, Inc.

Physical Address:
1601 E. Bonneville St
Pocatello, ID 83201

Mailing Address:
921 S. 8th Ave, Stop 8050
Pocatello, ID 83209

10. No Joint Venture. At all times and for all purposes of this Memorandum of Understanding, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party.

DRAFT

11. Liability. The University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees. Each party agrees to be responsible and assume liability for its own wrongful or negligent acts or omissions, or those of its officers, agents or employees to the full extent required by law. Nothing in this Operating Agreement shall be construed to extend to the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

12. Assignment. This Operating Agreement is not assignable by either Party, in whole or in part.

13. Governing Law. This Operating Agreement shall be governed by the laws of the State of Idaho.

14. Severability. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

15. Entire Agreement. This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

IN WITNESS WHEREOF, the University and the Foundation have executed this Operating Agreement on the above specified date.

Idaho State University

By:_____
Its: President

Idaho State University Foundation, Inc.

By:_____
Its: Chair

DRAFT

EXHIBIT "A"

Loaned Employee Agreement

DRAFT

EXHIBIT "B"

Service Agreement

DRAFT

EXHIBIT "C"

Investment Policy is available on ISU Foundation website

DRAFT

EXHIBIT "D"

Articles of Incorporation is available on the ISU Foundation website

DRAFT

EXHIBIT "E"

Bylaws are available on the ISU Foundation website

DRAFT

EXHIBIT "F"

Conflict of Interest Policy is available on the ISU Foundation website

DRAFT

EXHIBIT "G"

Code of Ethical Conduct is available on ISU Foundation website

DRAFT

DRAFT DOCUMENT

OPERATING AGREEMENT
BETWEEN
IDAHO STATE UNIVERSITY FOUNDATION, INC.
AND
~~INSTITUTION/AGENCY~~

IDAHO STATE UNIVERSITY

This Operating Agreement ("Operating Agreement") between Idaho State University Foundation, Inc. ("Foundation") and ~~Institution/Agency ("Operating Agreement")~~ Idaho State University ("University") is entered into as of this _____ day of ~~_____, 20__, by and between Institution, herein known as "Institution/Agency" and the Foundation, Inc., herein known as "Foundation".~~.

WHEREAS, the Foundation and the University recognize that ongoing collaboration is essential to supporting and advancing the mission, vision, and strategic priorities of Idaho State University and the students it serves, and desire to formalize this essential partnership to ensure continued alignment and mutual benefit.

WHEREAS, the Foundation was organized and incorporated in ____1967 for the purpose of generating voluntary private support from _____, _____,alumni, parents, friends, corporations, foundations, and others for the benefit of the ~~Institution/Agency~~University.

WHEREAS, the Foundation exists to raise and manage private resources supporting the mission and priorities of the ~~Institution/Agency~~University, and provide opportunities for _____ ~~(e.g.~~ students~~)~~ and a degree of ~~institutional~~University excellence unavailable with state funding levels.

WHEREAS, the Foundation is dedicated to assisting the ~~Institution/Agency~~University in the building of the endowment to address, through financial support, the long-term academic and other priorities of the ~~Institution/Agency~~University.

WHEREAS, as stated in its articles of incorporation, the Foundation is a separately incorporated 501(c)(3) organization and is responsible for identifying and nurturing relationships with potential donors and other friends of the ~~Institution/Agency~~University, soliciting cash, securities, real and intellectual property, and other private resources for the support of the ~~Institution/Agency~~University, and acknowledging and stewarding such gifts in accordance with donor intent and its fiduciary responsibilities.

WHEREAS, in connection with its fund-raising and asset-management activities, the Foundation utilizes, in accordance with this Operating Agreement, personnel experienced in planning for and managing private support.

WHEREAS, the mission of the Foundation is to secure, manage and distribute private contributions and support the growth and development of the ~~Institution/Agency~~University.

WHEREAS, the ~~Institution/Agency~~University and Foundation desire to set forth in writing various aspects of their relationship with respect to matters such as the solicitation, receipt, management, transfer and expenditure of funds.

WHEREAS, the Parties hereby acknowledge that they will at all times conform to and abide by the Idaho State Board of Education's Governing Policies and Procedures, Gifts and Affiliated Foundations Policy V.E., and that they will submit this Operating Agreement for initial State Board of Education ("State Board") approval, and thereafter every three (3) years, or as otherwise requested by the State Board, for review and re-approval.

WHEREAS, the Foundation and the ~~Institution/Agency~~University intend for this Operating Agreement to be the written operating agreement required by State Board Policy V.E.2.b.

NOW THEREFORE, in consideration of the mutual commitments herein contained, and other good and valuable consideration, receipt of which is hereby acknowledged, the Parties agree as follows:

ARTICLE I
Foundation's Purposes

The Foundation is the primary affiliated foundation responsible for securing, managing and distributing private support for the ~~Institution/Agency.~~University. Accordingly, to the extent consistent with the Foundation's Articles of Incorporation and Bylaws, and the State Board's Policies and Procedures, the Foundation shall: (1) solicit, receive and accept gifts, devises, bequests and other direct or indirect contributions of money and other property made for the benefit of the ~~Institution/Agency~~University from the general public (including individuals, corporations, other entities and other sources); (2) manage and invest the money and property it receives for the benefit of the ~~Institution/Agency~~University; and (3) support and assist the ~~Institution/Agency~~University in fundraising and donor relations.

In carrying out its purposes, the Foundation shall not engage in activities that: ~~-~~(1) conflict with federal or state laws, rules and regulations (including all applicable provisions of the Internal Revenue Code and corresponding Federal Treasury Regulations); (2) cause the ~~Institution~~University to be in violation of applicable polices of the State Board; or (3) conflict with the role and mission of the ~~Institution/Agency~~University.

ARTICLE II
Foundation's Organizational Documents

The Foundation shall provide ~~copies of~~ the University with access to its ~~current~~ Articles of Incorporation and Bylaws ~~to the Institution/Agency.~~, as amended, via the Foundation's public website. The Foundation, to the extent practicable, also shall provide the

~~Institution/Agency~~University with an advance copy of any proposed amendments to the Foundation's Articles of Incorporation and Bylaws. The ~~Institution/Agency~~University shall provide all such documents to the State Board.

~~**ARTICLE III**~~
~~**Institution/Agency**~~

DRAFT

University Resources and Services

~~1. Institution/Agency Employees.~~

1. ~~*Institution/Agency/Foundation*~~Liaisons.

~~a.~~ University Liaison~~:~~. The ~~Institution/Agency's Vice~~ University's President ~~for Institution/Agency Advancement~~("University President") shall serve as the ~~Institution/Agency's Liaison~~University's liaison to the Foundation~~.~~

a. ("University Liaison"). The ~~Institution/Agency's Vice President for Institution/Agency Advancement~~duties and responsibilities of the University Liaison, which may be delegated by the University Liaison to a designee, include the following:

i. The University Liaison shall be responsible for communicating with the Foundation, including the Foundation Chief Executive Officer ("Foundation CEO"), regarding the Foundation's fundraising efforts and for coordinating ~~the Institution/Agency's and the Foundation's~~any administrative support provided by the University to the Foundation.

ii. The University Liaison shall attend each Foundation Board of Directors ("Foundation Board") meeting as a non-voting advisor. The University Liaison will provide regular reports to the Foundation Board about the University's financial position and activities, including its use of gifts. The University Liaison may also report other information to the Foundation Board that is pertinent to the common goals of the University and the Foundation.

iii. The University Liaison will work with the Foundation CEO to develop the Foundation's and University's joint fundraising and engagement goals in support of the University's priorities. All goals will be mutually agreed upon in writing between the Foundation CEO and University Liaison.

b. Foundation Liaison. The Foundation CEO will serve as the Foundation's liaison to the University ("Foundation Liaison"). The duties and responsibilities of the Foundation Liaison, which may be delegated by the Foundation Liaison to a designee, include the following:

i. The Foundation Liaison shall be responsible for communicating with the University regarding the Foundation's fundraising efforts and for ~~supervising and~~ coordinating ~~the~~any administrative support provided by the ~~Institution/Agency~~University to the Foundation.

~~ii. The Vice President for Institution/Agency Advancement or designee shall attend each meeting of the Foundation's Board of Directors and shall report on behalf of the Institution/Agency to the Foundation's Board of Directors regarding the Institution/Agency's coordination with the Foundation's fundraising efforts.~~

ii. ~~*Managing Director*: The *Managing Director* of the Foundation is an~~ The Foundation Liaison does not serve in a key policy-making capacity for the University but is a strategic advisor to the University President, is an active participant on the President's Cabinet, and may attend University leadership meetings, including Administrative Council, as an advisor. At the discretion of the University President, the Foundation CEO may additionally hold the title of Special Advisor to the President. The Foundation Liaison will provide regular reports to the University about the Foundation's financial position and activities. The Foundation Liaison may also report other information to the University that is pertinent to the common goals of the University and the Foundation.

iii. The Foundation Liaison will regularly work with the University President to develop the Foundation's and University's joint fundraising and engagement goals in support of the University's priorities. All goals will be mutually agreed upon in writing between the Foundation CEO and University Liaison.

2. Loaned Employees.

~~b.~~a. Foundation CEO. The Foundation CEO is a University employee ~~of the Institution/Agency~~ who is recommended by the Foundation Board, hired by the University (upon approval by the President), and loaned to the Foundation. ~~All of the Managing Director's~~The Foundation CEO's services shall be provided directly to the Foundation as follows and as set forth in the applicable Loaned Employee Agreement:

i. Duties. The ~~*Managing Director* shall be~~Foundation CEO is responsible for the strategy and planning for and the supervision and control of the day-to-day operations of the Foundation~~. More specific duties of the *Managing Director* may be set forth in a written job description~~, including all University employees serving as loaned employees to the Foundation.

ii. Reporting Structure. Once hired by the University, the Foundation CEO reports to and takes direction from the Foundation Board as a loaned employee. All other Loaned Employees (as defined below) report to the Foundation CEO or another Loaned Employee designated by the Foundation CEO.

DRAFT

iii. Vacancy. In the event the Foundation CEO resigns or is terminated by the University, the Foundation terminates the Foundation CEO's Loaned Employment Agreement, or the Foundation CEO otherwise ceases to provide services to the Foundation, the University, in consultation with and by recommendation of the Foundation, will appoint an interim CEO who will be a Loaned Employee to the Foundation. The University, following recommendation from the Foundation (upon approval by the President) and consistent with applicable University policy and the process herein, will appoint and hire the subsequent Foundation CEO to replace the interim CEO.

iv. The Foundation will actively consult with the University President on the Foundation CEO's annual performance evaluation, ongoing performance management, and any termination or rehiring decisions. In the absence of a violation of University policy or law, the University will not terminate the Foundation CEO without first consulting with and obtaining the consent of the Foundation's Executive Leadership. If consent is not achieved after reasonable best efforts to seek and obtain consent, the ultimate authority for termination of all University employees rests with the University President. For clarity, Foundation Executive Leadership includes the Foundation Board Chair, Vice Chair, and Past Chair. The Foundation's legal counsel and the University's general counsel shall be informed of and invited to participate in the consultation process, which shall be conducted as follows:

1. Consultation Meeting: The University President will convene a meeting (in-person or electronically) with Foundation Executive Leadership. During this meeting, the President will discuss the rationale for the potential termination. As a condition of receiving any confidential documentation supporting a potential termination, the University may request that the Foundation Executive Leadership sign a non-disclosure agreement prepared by the ~~Foundation and attached to the Loaned Employee Agreement described in paragraph (iii) below. The *Managing Director* shall be~~ University.

2. Foundation Input: Foundation Executive Leadership will be provided a meaningful opportunity during the meeting to present its perspective, provide information and documentation, and offer recommendations regarding the proposed action.

3. Good Faith Consideration: The University President will give good faith and thorough consideration to all information,

DRAFT

documentation, and input provided by the Foundation Executive Leadership.

~~i.~~4. Preservation of Authority: Except when no violation of law or University policy has occurred and the University is seeking termination of the CEO, which is subject to the ~~control and direction of the Foundation.~~foregoing consultation and Foundation consent requirements, the Parties agree and acknowledge that the final decision regarding the employment, discipline, or termination of the Foundation CEO rests in the sole discretion of the University.

~~ii. The *Managing Director* shall be entitled to Institution/Agency benefits to the same extent and on the same terms as other full-time Institution/Agency employees of the same classification as the *Managing Director*. The Foundation shall reimburse the Institution/Agency for all costs incurred by the Institution/Agency in connection with the Institution/Agency's employment of the *Managing Director* including such expenses as salary, payroll taxes, and benefits.~~

5. ~~The Foundation and the Institution/Agency shall~~ In light of the above, if the University determines that the Foundation CEO has violated University policy or law and is subject to termination on that basis, the University will consult with the Foundation Executive Leadership (consistent with the above outlined process) prior to effecting the termination; however, in such circumstances the University will not be required to obtain the consent of the Foundation Executive Leadership in order to proceed with termination.

~~iii.~~ Generally. The University and the Foundation have entered and will enter into ~~a written agreement, in the form of Exhibit "A" hereto, establishing that the Managing *Director* is an employee of the Institution/Agency but subject to the direction and control of the Foundation (generally a "Loaned Employee Agreement"). The~~ additional agreements (each such agreement, a "Loaned Employee Agreement~~ shall also~~") for the loaning of Loaned Employees (as defined below) to the Foundation by the University. The Loaned Employee Agreements shall set forth the relative rights and responsibilities of the Foundation and the ~~Institution/Agency with respect to the Managing *Director*, including the following:~~

~~1. The Foundation shall have the right to choose to terminate the Loaned Employee Agreement in accordance with Foundation Procedures and applicable law, such termination may include election by the Foundation for non-renewal of the Loaned Employee Agreement.~~

2. ~~Termination of the~~University. The Loaned Employees have no function at the University other than to act in their capacity as employees loaned to the Foundation and are subject to the exclusive day-to-day direction, control, and supervision of the Foundation. The Foundation must provide the University with prior approval to: (a) post any position for hiring and (b) hire any employee that the Foundation and the University intend to be a Loaned Employee ~~Agreement in accordance with the Foundation procedures and applicable law shall constitute grounds for a termination proceeding by the Institution/Agency or for non-renewal of any obligation of the Institution/Agency to employ the Loaned Employee, subject to applicable legal and procedural requirements of the State of Idaho and the Institution/Agency.~~

3. ~~The Loaned Employee shall be subject to the supervision, direction and control of the Foundation Board of Directors and shall report directly to the Foundation president or designee.~~

~~e. *Other Loaned Employees*. Other loaned employees providing services pursuant to this Operating Agreement shall also serve pursuant to a Loaned Employee Agreement which shall set forth their particular responsibilities and duties.~~

~~d. *Other Institution/Agency Employees Holding Key Foundation or Administrative or Policy Positions*: In the event the Institution/Agency and the Foundation determine it is appropriate for one or more additional Institution/Agency employees who function in a key administrative or policy making capacity for the Institution/Agency (including, but not limited to, any Institution/Agency Vice President or equivalent position) to serve both the Institution/Agency and the Foundation, then, pursuant to State Board Policy V.E., this Operating Agreement shall be amended to clearly set forth the authority and responsibilities of the position of any~~ before the University employs such ~~Institution/Agency employee.~~

b. ~~e. *Limited Authority of Institution/Agency Employees*.~~ individual. Notwithstanding the ~~foregoing provisions, no Institution/Agency employee who functions in a key administrative or policy making capacity for the Institution/Agency (including, but not limited to, any Institution/Agency Vice President or equivalent position)~~provisions in this section, no University personnel other than a Loaned Employee shall be permitted to have responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Loaned Employees. For purposes of this Operating Agreement, "Loaned Employee" means all positions for which the Foundation and the University enter into Loaned Employee Agreements during a particular fiscal year regardless of whether or not each such Loaned Employee is loaned to the Foundation by the University for the entire 12 months of the fiscal year and the Foundation's

budget for the fiscal year contains the expenses associated with all such positions for the entire fiscal year. No University employee who functions in a key administrative or policy making capacity for the University (including any Vice-President or equivalent position) shall be a Loaned Employee with responsibility or authority for Foundation policy making, financial oversight, spending authority, investment decisions, or the supervision of Foundation employees.

~~2.~~3. Support Services. The ~~Institution/Agency~~University shall provide administrative, financial, accounting, investment, and development services to the Foundation, as set forth in the Service Agreement~~ attached hereto as Exhibit "B" ("Service Agreement").~~. All ~~Institution/Agency~~University employees who provide support services to the Foundation shall remain ~~Institution/Agency~~University employees under the direction and control of the ~~Institution/Agency~~University, unless agreed that the direction and control of any such employee will be vested with the Foundation ~~in~~through a written ~~Loaned Employee~~Service Agreement. ~~The Foundation~~ In consideration of the services provided to the Foundation by the University, the Foundation will pay directly to the ~~Institution/Agency the~~University that portion of the overhead costs ~~associated with the services provided to the Foundation pursuant~~agreed to between the parties under the Service Agreement. The portion of such costs shall be determined by the agreement of the Parties.

~~3.~~4. ~~Institution/Agency~~University Facilities and Equipment. The ~~Institution/Agency~~University shall provide the use of the ~~Institution/Agency's~~University's office space and equipment to the Foundation upon the terms agreed to by the ~~Institution/Agency~~University and the Foundation. The terms of use ~~(including amount of rent)~~ of the ~~Institution/Agency's~~University's office space and equipment shall be as set forth in the Service Agreement.

~~4.~~5. No Foundation Payments to ~~Institution/Agency~~University Employees. Notwithstanding any provision of this Operating Agreement to the contrary, the Foundation shall not make any payments directly to an ~~Institution/Agency~~University employee in connection with any resources or services provided to the Foundation pursuant to this Operating Agreement.

~~ARTICLE IV~~ARTICLE III
Management and Operation of Foundation

The management and control of the Foundation shall rest with its Board of Directors.

1. Gift Solicitation.

~~*Authority of Vice President for Institution/Agency Advancement*. All Foundation gift solicitations shall be subject to the direction and control of the Vice President for Institution/Agency Advancement.~~

a. *Form of Solicitation*. Any and all Foundation gift solicitations shall make clear to prospective donors that: (1) the Foundation is a separate legal and tax entity organized for

the purpose of encouraging voluntary, private gifts, trusts, and bequests for the benefit of the ~~Institution/Agency~~University; and (2) responsibility for the governance of the Foundation, including the investment of gifts and endowments, resides in the Foundation's Board of Directors.

b. *Foundation is Primary Donee*. Absent unique circumstances, prospective donors shall be requested to make gifts directly to the Foundation rather than to the ~~Institution/Agency~~University.

2. Acceptance of Gifts.

a. *Approval Required Before Acceptance of Certain Gifts*. Before accepting contributions or grants for restricted or designated purposes that may require administration or direct expenditure by the ~~Institution/Agency~~University, the Foundation shall obtain the prior written approval of the ~~Institution/Agency.~~University. Similarly, the Foundation shall also obtain the prior written approval of the ~~Institution/Agency~~University of the acceptance of any gift or grant that would impose a binding financial or contractual obligation on the ~~Institution/Agency~~University.

b. *Acceptance of Gifts of Real Property*. The Foundation shall conduct adequate due diligence on all gifts of real property that it receives. All gifts of real property intended to be held and used by the ~~Institution/Agency~~University shall be approved by the State Board before acceptance by the ~~Institution/Agency~~University and the Foundation. In cases where the real property is intended to be used by the ~~Institution/Agency~~University in connection with carrying out its proper functions, the real property may be conveyed directly to the ~~Institution/Agency~~University, in which case the ~~Institution/Agency~~University and not the Foundation shall be responsible for the due diligence obligations for such property.

c. *Processing of Accepted Gifts*. All gifts received by the ~~Institution/Agency~~University or the Foundation shall be delivered (if cash) or reported (if any other type of property) to the Foundation's designated gift administration office (a unit of the Foundation) in accordance with the Service Agreement.

3. Fund Transfers. The Foundation agrees to transfer funds, both current gifts and income from endowments, to the ~~Institution/Agency~~University on a regular basis as agreed to by the Parties. The ~~Foundation's Treasurer~~Foundation CEO, or other individual to whom such authority has been delegated by the Foundation's Board of Directors, shall be responsible for transferring funds as authorized by the Foundation's Board of Directors.

a. *Restricted Gift Transfers*. The Foundation shall inform the ~~Institution/Agency~~University officials into whose program or department funds are transferred of any restrictions on the use of such funds and provide such officials with access to any relevant documentation concerning such restrictions. Such ~~Institution/Agency~~University officials shall account for such restricted funds separate from other program and department funds in accordance with applicable ~~Institution/Agency~~University policies and shall notify the Foundation on a timely basis regarding the uses of such restricted funds.

b. *Unrestricted Gift Transfers*. The Foundation may utilize any unrestricted gifts it receives for any use consistent with the Foundation's purposes as generally summarized in Article I of this Operating Agreement. If the Foundation elects to use unrestricted gifts to make grants to the ~~Institution/Agency~~University, such grants shall be made at such times and in such amounts as the Foundation's Board of Directors may determine in the Board's sole discretion.

4. Foundation Expenditures and Financial Transactions.

a. *Signature Authority*. The Foundation designates the Foundation ~~Treasurer~~CEO or Foundation CEO designee as the ~~individual~~individuals with signature authority for the Foundation in all financial transactions. The Foundation may supplement or change this designation with written notice to the ~~Institution/Agency~~University; provided, however, in no event may the person with Foundation signature authority for financial transactions be ~~an Institution/Agency~~a University employee who is not also a Loaned Employee.

b. *Expenditures*. All expenditures of the Foundation shall be (1) consistent with the charitable purposes of the Foundation, and (2) not violate restrictions imposed by the donor or the Foundation as to the use or purpose of the specific funds.

5. ~~Institution/Agency~~University Report on Distributed Funds. On a regular basis, which shall not be less than annually, the ~~Institution/Agency~~University shall report to the Foundation on the use of restricted and unrestricted funds transferred to the ~~Institution/Agency.~~University. This report shall specify the restrictions on any restricted funds and the uses of such funds.

6. Transfer of ~~Institution/Agency~~University Assets to the Foundation. No ~~Institution/Agency~~University funds, assets, or liabilities may be transferred directly or indirectly to the Foundation without the prior approval of the State Board except when:

a. A donor inadvertently directs a contribution to the ~~Institution/Agency~~University that is intended for the Foundation in which case such funds may be transferred to the Foundation so long as the documents associated with the gift indicate the Foundation was the intended recipient of the gift. In the absence of any such indication of donor intent, such funds shall be deposited in an ~~institutional~~University account, and State Board approval will be required prior to the ~~Institution/Agency's~~University's transfer of such funds to the Foundation.

b. The ~~Institution/Agency~~University has gift funds that were originally transferred to the ~~Institution/Agency~~University from the Foundation and the ~~Institution/Agency~~University wishes to return a portion of those funds to the Foundation for reinvestment consistent with the original intent of the gift.

c. Transfers of a *de minimis* amount not to exceed $10,000 from the ~~Institution~~University to the Foundation provided such funds are for investment by the Foundation for scholarship or other general ~~Institution/Agency~~University support purposes. This exception shall not apply to payments by the ~~Institution~~University to the Foundation for obligations of the ~~Institution~~University

to the Foundation, operating expenses of the Foundation or other costs of the Foundation.

d. The transfer is of funds raised by the ~~Institution~~University for scholarship or program support and the funds are deposited with the affiliated foundation for investment and distribution in accordance with the purpose for which the funds were raised.

7. Separation of Funds. All Foundation assets (including bank and investment accounts) shall be held in separate accounts in the name of the Foundation using Foundation's Federal Employer Identification Number. The financial records of the Foundation shall be kept using a separate chart of accounts. For convenience purposes, some Foundation expenses may be paid through the ~~Institution/Agency~~University such as payroll and campus charges. These expenses will be paid through accounts clearly titled as belonging to the Foundation and shall be reimbursed by the Foundation on a regular basis.

8. Insurance. The Foundation shall maintain insurance to cover the operations and activities of its directors~~,~~ and officers ~~and employees~~. The Foundation shall also maintain general liability coverage.

9. Investment Policies. All funds held by the Foundation, except those intended for short term expenditures, shall be invested in accordance with the Uniform Prudent Management of ~~Institutional~~University Funds Act, Idaho Code Sections 33-5001 to 33-5010, and the Foundation's investment policy which is ~~attached hereto as Exhibit "C";~~posted on the Foundation's public website; provided, however, the Foundation shall not invest any funds in a manner that would violate the applicable terms of any restricted gifts. The Foundation shall provide ~~to~~ the ~~Institution/Agency any updates to such~~University with access to its investment policy ~~which updates shall also be attached hereto,~~ as ~~Exhibit "C".~~amended, via the Foundation's public website.

10. Organization Structure of the Foundation. The organizational structure of the Foundation is set forth in the Foundation's Articles of Incorporation and the Bylaws, as amended. The Foundation ~~agrees to~~shall provide ~~copies of such~~the University and State Board with access to its Articles of Incorporation and Bylaws ~~as well,~~ as ~~any subsequent amendments to such documents to both the Institution/Agency and~~amended, via the ~~State Board. Any such amendments to the Articles and Bylaws shall be attached hereto as additions to Exhibit "D" and "E", respectively.~~Foundation's public website.

~~ARTICLE V~~ARTICLE IV
Foundation Relationships with the ~~Institution/Agency~~University

At all times and for all purposes of this Operating Agreement, the ~~Institution~~University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party, provided, however, the ~~Institution~~University and the Foundation acknowledge that the ~~Association~~Foundation carries out functions for the benefit of the ~~Institution~~University. As such, the Parties shall share certain information as provided below.

~~1. Access to Records. Subject to recognized legal privileges, each Party shall have the right to access the other Party's financial, audit, donor and related books and records as needed to properly conduct its operations.~~

1. Access to Records. The University shall have reasonable access to the financial records of the Foundation upon permission granted by the Foundation from time to time, which shall not be unreasonably withheld. All access by the University of such records shall be made in accordance with applicable laws and Foundation policies and guidelines. In addition, upon request of the Foundation, the University shall execute a proprietary and confidentiality agreement and instruct its employees and agents that all confidential information of the Foundation shall be protected from disclosure. Except as specifically authorized under this Operating Agreement or any applicable proprietary and confidentiality agreement between the University and the Foundation, the University's access to Foundation records shall not include the donor database and all other data, materials, and information of the Foundation pertaining to past, current or prospective donors ("Confidential Donor Information"), which may be accessed only by Loaned Employees.

2. Record Management.

a. The Parties recognize that the records of the Foundation relating to actual or potential donors contain confidential information. Such records shall be kept by the Foundation in such a manner as to protect donor confidentiality to the fullest extent allowed by law. Notwithstanding the access to records permitted above, access to such confidential information by the ~~Institution/Agency~~University shall be limited to the ~~Institution/Agency's~~University's President and any designee of the ~~Institution/Agency's~~University's President~~.~~, subject to such designee first completing a confidentiality agreement.

b. The Foundation shall be responsible for maintaining all permanent records of the Foundation including but not limited to the Foundation's Articles, Bylaws and other governing documents, all necessary documents for compliance with IRS regulations, all gift instruments, and all other Foundation records as required by applicable laws.

c. Although the Foundation is a private entity and is not subject to the Idaho Public Records Law, the Foundation, while protecting personal and private information related to private individuals, is encouraged, to the extent reasonable, to be open to public inquiries related to revenue, expenditure policies, investment performance and/or similar non-personal and non-confidential financial or policy information.

d. The University may, when deemed necessary to perform services on behalf of the University in accordance with this Operating Agreement, share records with the Foundation that are protected by the Family Educational Rights and Privacy Act (FERPA). The Foundation agrees to hold all such student records in strict confidence and use such information only for the purpose of fulfilling its obligations under this Operating Agreement. The Foundation further agrees it will implement and maintain reasonable security measures to protect student records from unauthorized access, use, or disclosure and will not redisclose any student records to any third party without prior written authorization from the University. The Foundation shall promptly notify the

DRAFT

University of any unauthorized access, use, or disclosure of student records, including any suspected data breaches or security incidents

3. Name and Marks. Consistent with its mission to help to advance the plans and objectives of the ~~Institution~~University, the ~~Institution~~University grants the ~~Association~~Foundation the limited, non-exclusive use of the name ~~Institution~~Idaho State University, for use in its support of the ~~Institution~~University. The ~~Association~~Foundation shall operate under the ~~Institution's~~University's logotype in support of its organizational business and activities. Any use by the ~~Association~~Foundation of the ~~Institution's~~University's logotypes or other trademarks must be with prior approval of the ~~Institution~~University through the Office of ~~Trademark Licensing~~Marketing and ~~Enforcement~~Communications.

4. Identification of Source. The Foundation shall be clearly identified as the source of any correspondence, activities and advertisements emanating from the Foundation.

5. Establishing the Foundation's Annual Budget. The Foundation shall provide the ~~Institution/Agency~~University with the Foundation's proposed annual operating budget and capital expenditure plan (if any) prior to the date the Foundation's Board of Directors meeting at which the Foundation's Board will vote to accept such operating budget. ~~Any of the Institution/Agency's~~Additional funding requests made by the University to the Foundation shall be communicated in writing to the Foundation CEO and the Foundation's Treasurer ~~and Assistant Treasurer by April 1 of each year~~for consideration by the Foundation Board within an appropriate period of time for the Foundation Board to evaluate and respond to the request without causing undue burden for investment decisions relative to a funding approval.

6. Attendance of ~~Institution/Agency's~~University's President at Foundation's Board of Director Meetings. The ~~Institution/Agency's~~University's President shall be invited to attend all meetings of the Foundation's Board of Directors and may act in an advisory capacity in such meetings.

7. Supplemental Compensation of ~~Institution/Agency~~University Employees. Any supplemental compensation of ~~Institution/Agency~~University employees by the Foundation must be preapproved by the State Board. Any such supplemental payment or benefits must be paid by the Foundation to the ~~Institution/Agency~~University, and the ~~Institution/Agency~~University shall then pay compensation to the employee in accordance with the ~~Institution/Agency's~~University's normal practice. No ~~Institution/Agency~~University employee shall receive any payments or other benefits directly from the Foundation.

~~ARTICLE VI~~ARTICLE V
Audits and Reporting Requirements

1. Fiscal Year. The Foundation and the ~~Institution/Agency~~University shall have the same fiscal year.

2. Annual Audit. On an annual basis, the Foundation shall have an audit conducted by a qualified, independent certified public accountant who is not a director or officer of the

Foundation. The annual audit will be provided on a timely basis to the ~~Institution/Agency's~~University's President and the State Board, in accordance with the State Board's schedule for receipt of said annual audit. The Foundation's annual statements will be presented in accordance with standards promulgated by the Financial Accounting Standards Board (FASB). The Foundation is a component unit of the ~~Institution/Agency~~University as defined by the Government Accounting Standards Board (GASB). Accordingly, the ~~Institution/Agency~~University is required to include the Foundation in its financial statements which follow a GASB format. Therefore, the Foundation will ~~include in its audited financial statement,~~prepare schedules reconciling the FASB Statements to GASB standards in the detail required by GASB Standards. The annual audited financial statements, including the auditor's independent opinion regarding such financial statements, and schedules shall be submitted to the ~~Institution/Agency~~University Office of Finance and ~~Administration~~Business Affairs in sufficient time to incorporate the same into the ~~Institution/Agency's~~University's statements. All such reports and any accompanying documentation shall protect donor privacy to the extent allowable by law.

3. Separate Audit Rights. The ~~Institution/Agency~~University agrees that the Foundation, at its own expense, may at any time during normal business hours conduct or request additional audits or reviews of the ~~Institution/Agency's~~University's books and records pertinent to the expenditure of donated funds. The Foundation agrees that the ~~Institution/Agency~~University and the State Board, at its own expense, may, at reasonable times, inspect and audit the Foundation's books and accounting records.

4. Annual Reports to ~~Institution/Agency~~University President. On a regular basis, which shall not be less than annually, the Foundation shall provide a written report to the ~~Institution/Agency~~University President setting forth the following items:

a. the annual financial audit report;

b. an annual report of Foundation transfers made to the ~~Institution/Agency~~University, summarized by ~~Institution/Agency~~University department;

c. an annual report of unrestricted funds received by the Foundation;

d. an annual report of unrestricted funds available for use during the current fiscal year;

e. a list of all of the Foundation's officers, directors, and employees;

f. a list of ~~Institution/Agency~~University employees for whom the Foundation made payments to the ~~Institution/Agency~~University for supplemental compensation or any other approved purpose during the fiscal year, and the amount and nature of that payment;

g. a list of all state and federal contracts and grants managed by the Foundation;

h. an annual report of the Foundation's major activities;

DRAFT

i. an annual report of each real estate purchase or material capital lease, investment, or financing arrangement entered into during the preceding Foundation fiscal year for the benefit of the ~~Institution/Agency~~University; and

j. an annual report of (1) any actual litigation involving the Foundation during its fiscal year; (2) identification of legal counsel used by the Foundation for any purpose during such year; and (3) identification of any potential or threatened litigation involving the Foundation.

~~ARTICLE VII~~ARTICLE VI
Conflict of Interest and Code of Ethics and Conduct

1. Conflicts of Interest Policy and Code of Ethics and Conduct. The Foundation's Conflict of Interest Policy is attached as Exhibit "F", and its Code of Ethical Conduct is set forth as Exhibit "G".

2. Dual Representation. Under no circumstances may ~~an Institution/Agency~~a University employee represent both the ~~Institution/Agency~~University and the Foundation in any negotiation, sign for both entities in transactions, or direct any other ~~institution~~University employee under their immediate supervision to sign for the related Party in a transaction between the ~~Institution/Agency~~University and the Foundation. This shall not prohibit ~~Institution/Agency~~University employees from drafting transactional documents that are subsequently provided to the Foundation for its independent review, approval and use.

3. Contractual Obligation of ~~Institution/Agency.~~University. The Foundation shall not enter into any contract that would impose a financial or contractual obligation on the ~~Institution/Agency~~University without first obtaining the prior written approval of the ~~Institution/Agency. Institution/Agency~~University. University approval of any such contract shall comply with policies of the State Board with respect to State Board approval of ~~Institution/Agency~~University contracts.

4. Acquisition or Development or Real Estate. The Foundation shall not acquire or develop real estate or otherwise build facilities for the ~~Institution/Agency's~~University's use without first obtaining approval of the State Board. In the event of a proposed purchase of real estate by the Foundation for the ~~Institution/Agency~~University, the ~~Institution/Agency~~University shall notify the State Board at the earliest possible date. Any such proposed purchase for the ~~Institution/Agency's~~University's use shall be a coordinated effort of the ~~Institution/Agency~~University and the Foundation. Any notification to the State Board required pursuant to this paragraph may be made through the State Board's chief executive officer in executive session pursuant to the open meeting law, set forth in Idaho Code, Title 74, Chapter 2.

~~ARTICLE VIII~~ARTICLE VII
General Terms

1. Effective Date. This Operating Agreement shall be effective on the date set forth above.

2. Right to Terminate. This Operating Agreement shall terminate upon the mutual written agreement of both Parties. In addition, either Party may, upon 90 days prior written notice to the other, terminate this Operating Agreement, and either Party may terminate this Operating Agreement in the event the other Party defaults in the performance of its obligations and fails to cure the default within 30 days after receiving written notice from the non-defaulting Party specifying the nature of the default. Should the ~~Institution/Agency~~University choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the Foundation that is not cured within the time frame set forth above, the Foundation may require the ~~Institution/Agency~~University to pay, within 180 days of written notice, all debt incurred by the Foundation on the ~~Institution/Agency's~~University's behalf including, but not limited to, lease payments, advanced funds, and funds borrowed for specific initiatives. Should the Foundation choose to terminate this Operating Agreement by providing 90 days written notice or in the event of a default by the ~~Institution/Agency~~University that is not cured within the time frame set forth above, the ~~Institution/Agency~~University may require the Foundation to pay any debt it holds on behalf of the Foundation in like manner. The Parties agree that in the event this Operating Agreement shall terminate, they shall cooperate with one another in good faith to negotiate a new agreement within six (6) months. In the event negotiations fail, the Parties will initiate the dispute resolution mechanism described below (through reference to the Foundation Chair and the State Board) to further attempt to negotiate a new agreement within the time period specified herein, they will refer the matter to the State Board for resolution. Termination of this Operating Agreement shall not constitute or cause dissolution of the Foundation.

3. Dispute Resolution. The Parties agree that in the event of any dispute arising from this Operating Agreement, they shall first attempt to resolve the dispute by working together with the appropriate staff members of each of the Parties. If the staff cannot resolve the dispute, then the dispute will be referred to the Chair of the Board of the Foundation and the ~~Institution/Agency~~University President. If the Foundation Board Chair and ~~Institution/Agency~~University President cannot resolve the dispute, then the dispute will be referred to the Foundation Chair and the State Board for resolution. If they are unable to resolve the dispute, the Parties shall submit the dispute to mediation by an impartial third Party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from this Operating Agreement. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees, and other professional expenses.

4. Dissolution of Foundation. Consistent with provisions appearing in the Foundation's Bylaws and Articles of Incorporation, should the Foundation cease to exist or cease to be an Internal Revenue Code §501(c)(3) organization, the Foundation shall transfer to the State Board (or ~~Institution~~University, as applicable) the balance of all property and assets of the Foundation from any source, after the payment of all debts and obligations of the Foundation, and

DRAFT

such property shall be vested in the State Board in trust for the use and benefit of the ~~Institution/Agency.~~University.

5. Board Approval of Operating Agreement. Prior to the Parties' execution of this Operating Agreement, an unexecuted copy of this Operating Agreement must be approved by the State Board. Furthermore, this Operating Agreement, including any subsequent modifications and restatements of this Operating Agreement, shall be submitted to the State Board for review and approval no less frequently than once every three (3) years or more frequently if otherwise requested by the State Board.

6. Modification. Any modification to the Operating Agreement or Exhibits hereto shall be in writing and signed by both Parties.

7. Providing Document to and Obtaining Approval from the ~~Institution/Agency.~~University. Unless otherwise indicated herein, any time documents are to be provided to the ~~Institution/Agency~~University or any time the ~~Institution/Agency's~~University's approval of any action is required, such documents shall be provided to, or such approval shall be obtained from, the ~~Institution/Agency's~~University's President or an individual to whom such authority has been properly delegated by the ~~Institution/Agency's~~University's President.

8. Providing Documents to and Obtaining Approval from the Foundation. Unless otherwise indicated herein, any time documents are to be provided to the Foundation or any time the Foundation's approval of any action is required, such document shall be provided to, or such approval shall be obtained from, the Foundation's Board of Directors or an individual to whom such authority has been properly delegated by the Foundation's Board of Directors.

9. Notices. Any notices required under this Operating Agreement may be mailed or delivered as follows:

To the ~~Institution/Agency~~University:

President
~~Institution/Agency~~
~~Street Address~~
~~City,~~ Idaho State ~~and Zip~~University
921 S 8th Avenue, Stop 8310
Pocatello, ID 83209

With an additional copy to the General Counsel

To the Foundation:

~~Managing Director~~
Foundation CEO
Idaho State University Foundation, Inc.
~~Street~~

Physical Address:
~~City, State~~ 1601 E. Bonneville St
Pocatello, ID 83201

Mailing Address:
921 S. 8th Ave, Stop 8050
Pocatello, ID 83209

With an additional copy to:

Foundation Legal Counsel

Physical and ~~Zip~~Mailing Address:
109 N. Arthur Ave, 5th Floor
Pocatello, ID 83204

and

Foundation Board Chair
Idaho State University Foundation, Inc.

Physical Address:
1601 E. Bonneville St
Pocatello, ID 83201

Mailing Address:
921 S. 8th Ave, Stop 8050
Pocatello, ID 83209

10. No Joint Venture. At all times and for all purposes of this Memorandum of Understanding, the ~~Institution/Agency~~University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party.

11. Liability. The ~~Institution/Agency~~University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers, members or employees. Each party agrees to be responsible and assume liability for its own wrongful or negligent acts or omissions, or those of its officers, agents or employees to the full extent required by law. Nothing in this Operating Agreement shall be construed to extend to the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

~~12. Indemnification. To the extent allowed by law, the Institution/Agency and the Foundation each agree to indemnify, defend and hold the other Party, their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the Party, its employees, contractors, or agents in performing its obligations under~~

~~this Operating Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of one Party who is working for the benefit of the other Party. Nothing in this Operating Agreement shall be construed to extend to the Institution/Agency's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.~~

~~13.~~12. Assignment. This Operating Agreement is not assignable by either Party, in whole or in part.

~~14.~~13. Governing Law. This Operating Agreement shall be governed by the laws of the State of Idaho.

~~15.~~14. Severability. If any provision of this Operating Agreement is held invalid or unenforceable to any extent, the remainder of this Operating Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

~~16.~~15. Entire Agreement. This Operating Agreement constitutes the entire agreement among the Parties pertaining to the subject matter hereof, and supersedes all prior agreements and understandings pertaining thereto.

DRAFT

IN WITNESS WHEREOF, the ~~Institution/Agency~~University and the Foundation have executed this Operating Agreement on the above specified date.

~~Institution/Agency~~Idaho State University

By:_____
Its: President

_____ ~~Institution/Agency~~
Idaho State University Foundation, Inc.

By:_____
Its: ~~Chairman~~Chair

DRAFT

EXHIBIT "A"

Loaned Employee Agreement

DRAFT

EXHIBIT "B"

Service Agreement

In progress

DRAFT

EXHIBIT "C"

Investment Policy

DRAFT

EXHIBIT "D"

Articles of Incorporation

DRAFT

EXHIBIT "E"

Bylaws

DRAFT

EXHIBIT "F"

Conflict of Interest Policy

DRAFT

EXHIBIT "G"

Code of Ethical Conduct

DRAFT

2026 SERVICE AGREEMENT

This 2026 Service Agreement ("**Agreement**") is entered into effective the x day of xx, 2026 ("**Effective Date**") by and between IDAHO STATE UNIVERSITY, a body politic and corporate organized and existing under the constitution and laws of the State of Idaho ("**University**"), and IDAHO STATE UNIVERSITY FOUNDATION, INC., an Idaho non-profit corporation ("**Foundation**"). The University and the Foundation are sometimes referred to herein separately as a "**Party**" and collectively as the "**Parties**."

ARTICLE I
BACKGROUND

1.1 **Background.** The Foundation is the primary affiliated foundation responsible for assisting the University in inspiring, soliciting, managing and distributing private support for the University. The University and the Foundation are parties to the Services Agreement, dated September 11, 2024 ("**Prior Service Agreement**"). The Parties desire to amend and restate the Prior Service Agreement to document the services provided by each Party to the other Party and the corresponding charges for such services.

1.2 **Loaned Employees**. The University and the Foundation have entered and will enter into additional agreements (each such agreement, a "**Loaned Employee Agreement**") for the loaning of Loaned Employees (as defined in Exhibit A) to the Foundation by the University. The Loaned Employee Agreements shall set forth the rights and responsibilities of the Foundation and the University with respect to the Loaned Employees. The Loaned Employees have no function at the University other than to act in their capacity as employees loaned to the Foundation and are subject to the exclusive day-to-day direction, control, and supervision of the Foundation.

ARTICLE II
SERVICES

2.1 **University Services**. The University shall provide the following services to the Foundation in accordance with the terms of this Agreement: administrative support in payroll processing (including payment), employee benefits (including administration and payment), travel support, event support, accounts payable (including employee expense reimbursement and use of the University's purchasing cards), human resource management relating to hiring, retention, and training, information technology for University-provided enterprise services (including cloud storage services, backup solutions, data and network security, managed security services and monitoring, information technology support services, software as a service, incident management, hardware installation and maintenance and software development), mail services and communication, publication and marketing professional services to the Foundation (collectively, "**University Services**").

2.2 **Foundation Services**. The Foundation shall provide the following services to the University in accordance with the terms of this Agreement: asset management, investment, fundraising, alumni engagement and certain information technology services related to Foundation-owned systems and Foundation operations (collectively, "**Foundation Services**" and,

together with the University Services, "**Services**"). Information technology services must comply with applicable University policies and may include administration and configuration of Foundation advancement platforms; creation and maintenance of Foundation-managed online giving and event registration pages (including those embedded within or linked from University websites in coordination with University web and branding standards); delivery of Foundation-maintained reporting, dashboards, and standardized extracts to support fundraising, stewardship, and financial reporting; and approved data integrations and operational support necessary to provide such reporting and services. Access to Foundation systems and Foundation data (as applicable) is limited to Foundation personnel and other specifically authorized individuals on a need-to-know, least-privilege basis, as approved by the Foundation's Chief Executive Officer ("**Foundation CEO**") or the Foundation's designated data steward.

2.3 **Asset Management, Investment.** The Foundation shall receive, hold, protect, manage, and invest donor contributions for the benefit of the University, in accordance with its Investment Policy, the Operating Agreement, and applicable laws, regulations, and policies. This includes maintaining and administering permanent endowment funds for the benefit of the University and making distributions for educational scholarships and other purposes consistent with the intent of the donor and applicable law.

2.4 **Fundraising, Donor and Alumni Engagement.** The Foundation shall provide fundraising, and donor and alumni engagement services, to the University (collectively, "**Advancement Services**"). Advancement Services shall be provided in accordance with joint fundraising and engagement goals mutually agreed upon in writing each fiscal year by the University Liaison and Foundation Liaison, as described in the Operating Agreement. Advancement Services shall be provided in a professional manner consistent with prevailing industry standards. The joint fundraising and engagement goals may be modified from time to time upon the Parties' mutual written agreement.

2.5 **Additional Services.** The Foundation may assist the University with capital projects; the acquisition, management, and development of real property, including land and building construction or improvement; and other special projects identified by the University and accepted by the Foundation, provided such projects are consistent with the Foundation's charitable purposes and the Operating Agreement and this Service Agreement. Additional Services may be agreed to in a supplemental agreement setting forth the scope of services and any corresponding charges, or in a writing signed by both Parties updating the Foundation Services and Exhibit A. Should a Party require additional services not included within the University Services or the Foundation Services, the Party providing the additional services will notify the receiving Party of the additional cost in advance of providing the additional services. Additional costs may be billed by the providing Party to the receiving Party at the providing Party's customary rates, with payment due in accordance with the providing Party's customary billing procedures.

ARTICLE III
SERVICE CHARGES

3.1 University Service Charge. At the close of each fiscal year, the University shall calculate the annual University Service Charge for University Services provided to the Foundation during

such fiscal year. The University shall prepare and deliver to the Foundation an itemized statement of the University Service Charge setting forth the basis for the calculation in reasonable detail. The University Service Charge shall be calculated as follows:

University Service Charge
=
Loaned Employee Payments + Operating Expenses + ITS Costs + Operations Support Costs + Events Costs + Rent

3.1.1 **Components of University Service Charge**. The components of the University Service Charge, and the defined terms applicable thereto, are set forth in Exhibit A, which is incorporated herein by reference.

3.1.2 **Changes to Components of University Service Charge**. Certain components of the University Service Charge may be adjusted in accordance with this Section 3.1.2 prior to the beginning of each fiscal year. Any such adjustment shall be reflected in an amendment to Exhibit A executed by the Foundation CEO and the University President.

3.1.2.1 **Generally**. For the fiscal year commencing July 1, 2026 ("FY2027") and each fiscal year thereafter, the ITS Costs, Operations Support Costs, Events Costs, and Rent (each, a "Component") may be adjusted as follows: (a) The Foundation CEO and the University President may increase or decrease a component by up to five percent (5%) of the prior fiscal year amount with approval of the Foundation Board; and (b) Any increase or decrease exceeding five percent (5%) of the prior fiscal year amount shall require approval of the Foundation Board. Notwithstanding the above, in this section 3.1.2.1, State Board of Education (**"State Board"**) approval shall be required to the extent required under applicable State Board policies.

3.1.2.2 **Discontinuation of Services**. The University may discontinue any of the University Services upon at least ninety (90) days' prior written notice to the Foundation. If any University Services are discontinued in their entirety and such discontinued University Services comprise all services described in a defined term set forth on Exhibit A, then the defined term associated with such discontinued University Services shall be removed from the formula for calculating the University Service Charge set forth in Section 3.1. Payments attributable to such defined term shall be prorated from July 1 of the fiscal year of discontinuation through the effective date of discontinuation. Upon discontinuation of any University Services, the corresponding adjustment to the University Services and components shall be reflected in an amendment to Exhibit A.

3.2 **Foundation Service Charge**. Prior to the end of each fiscal year, the Foundation shall calculate the annual Foundation Service Charge for fundraising and related services provided to the University during such fiscal year. The Foundation shall prepare and deliver to the University an itemized statement of the Foundation Service Charge setting forth the basis for the calculation in reasonable detail. The Foundation Service Charge shall be calculated as follows:

Foundation Service Charge
=

Cost to Raise a Dollar (CRD) x Fundraising Goal

3.2.1 **Components of Foundation Service Charge**. Each of the components of the Foundation Service Charge and the defined terms used in defining those components are defined on Exhibit A hereto.

3.2.2 **Changes to Components of Foundation Service Charge**. The following component of the Foundation Service Charge may be adjusted in accordance with this Section 3.2.2 prior to the beginning of each fiscal year. Any such adjustment shall be reflected in an amendment to Exhibit A executed by the Foundation CEO and the University President.

3.2.2.1 **CRD Amount**. For FY2028 and each fiscal year thereafter, the CRD Amount may be adjusted as follows: (a) The Foundation CEO and the University President may increase or decrease the CRD Amount by up to ten percent (10%) of the prior fiscal year's CRD Amount without approval of the State Board or the Foundation Board; and (b) Any increase or decrease exceeding ten percent (10%) of the prior fiscal year's CRD Amount shall require approval of both the State Board and the Foundation Board.

3.3 **Annual University Operating Budget and Annual Foundation Operating Budget.** The annual University operating budget for Advancement shall be developed in accordance with University budget development guidelines and criteria and approved by the University President and Foundation CEO. The annual University operating budget for Advancement will be administered according to University budget policy and procedure. The annual Foundation operating budget shall be developed in accordance with Foundation budget policies and approved by the Foundation Board. The annual Foundation budget will be administered according to Foundation budget policies and procedure.

3.4 **Reconciliation of Service Charges**.

3.4.1 **Payment**. On or prior to June 30th of each subsequent year, the Foundation shall make a single cash payment to the University that is in an amount equal to the "Net Service Charge" calculated as the University Service Charge less the Foundation Service Charge if the Net Service Charge is greater than zero. In no event will the University be required to make a payment to the Foundation for a Net Service Charge less than zero. Any balance resulting after reconciling the charges will be made available by the Foundation for the University's use and benefit in the subsequent fiscal year in accordance with the Foundation's budget policies.

The Parties shall review the projected and actual University Service Charge and Foundation Service Charge on an annual basis to promote reasonable alignment between the Services provided and the charges assessed.

3.5 **Meetings and Reports**.

3.5.1 **Reports**. The Foundation will provide regular reports to designated University leadership regarding fundraising progress. The Foundation CEO will provide quarterly reports to University leadership to assess progress towards meeting fundraising and alumni engagement goals. Prior to the start of each fiscal year, the Foundation shall provide the University President

with the Foundation's proposed annual operating budget as approved by the Foundation Board. Information disclosed in the quarterly reports will not include Confidential Donor Information (as defined in the Operating Agreement), which is owned, controlled and possessed by the Foundation.

ARTICLE IV
RECORDS; PROTECTION OF CONFIDENTIAL INFORMATION

4.1 **Retention and Access**. Each Party shall maintain accurate and complete records with respect to Services performed and Service Charges owed. Such records shall be kept at each respective Party's principal place of business, may be maintained in electronic form and shall be available for inspection and use by the other Party or its representatives during normal business hours. In addition, upon written request of either Party, the other Party shall execute a proprietary and confidentiality agreement.

4.2 **Definition**. "**Confidential Information**" means (a) any information disclosed by one Party to the other Party, either directly or indirectly, in writing, orally, electronically, digitally, via the internet or in any other form or manner or acquired by inspection, observation or otherwise, that is not generally known outside of the disclosing Party unless as a result of a breach of any of the receiving Party's obligations imposed by this Agreement, that the disclosing Party marks or identifies as confidential or with a similar legend, or that, given the nature of the information or the circumstances surrounding its disclosure, reasonably should be considered confidential, including Confidential Donor Information, and (b) any information otherwise obtained, directly or indirectly, by the receiving Party through inspection, observation, review or analysis of information described in clause (a) of this Section 4.2.

4.3 **Exclusions**. Notwithstanding Section 4.2, Confidential Information does not include information that: (a) was publicly known and made generally available in the public domain prior to the time of disclosure by the disclosing Party to the receiving Party; (b) becomes publicly known and made generally available after disclosure by the disclosing Party to the receiving Party through no breach of any confidentiality obligations of any Party or a third party; (c) is in the possession of the receiving Party without an obligation of confidentiality at the time of disclosure by the disclosing Party as shown by the receiving Party's files and records immediately prior to the time of disclosure; (d) is obtained by the receiving Party from a third party lawfully in possession of such information and without a breach of such third party's obligations of confidentiality; or (e) is independently developed by the receiving Party without use of or reference to the disclosing Party's Confidential Information, as shown by documents and other competent evidence in the receiving Party's possession.

4.4 **Restrictions on Disclosure and Use**. The receiving Party shall take all reasonable measures to protect the secrecy of and avoid disclosure and unauthorized use of the Confidential Information. The receiving Party shall use the same care and discretion to avoid disclosure of the disclosing Party's Confidential Information as it uses with its own similar confidential information, and in no event with less than reasonable care. Without limiting the foregoing, the receiving Party shall: (a) limit access to any Confidential Information to receiving Party's affiliates and the employees, contractors, agents and other representatives of the receiving Party and its affiliates (collectively, "**Representatives**") who have a need to know in connection with the performance

of the obligations under Parties' Agreements (as defined in Section 6.11); and (b) require all Representatives having access to Confidential Information (excluding Representatives who are bound by duties of confidentiality with respect to the Confidential Information under applicable rules of professional conduct) to enter into a written agreement with the receiving Party containing restrictions with respect to the Confidential Information at least as restrictive as the restrictions set forth in this Agreement. The receiving Party shall, and shall cause its Representatives to, not use the Confidential Information of the disclosing Party except and solely in connection with the performance of the receiving Party's obligations under the Parties' Agreements. The receiving Party shall be liable to the disclosing Party for any act or omission by any of its Representatives that would constitute a breach of this Agreement by the receiving Party if the receiving Party engaged in such act or omission. The receiving Party shall immediately notify the disclosing Party in the event of any unauthorized use or disclosure of the Confidential Information.

4.5 **Confidential Donor Information**. Section 3.5.1 of this Agreement and the Operating Agreement set forth additional restrictions on disclosure and use of the Confidential Donor Information, and such restrictions shall be strictly complied with by the University and its Representatives.

4.6 **Legally Compelled Disclosure**. If the receiving Party or any of its Representatives becomes legally compelled (or requested by a regulatory body) to disclose any Confidential Information, the receiving Party will provide the disclosing Party with prompt written notice prior to disclosure, unless providing such notice would violate applicable law or regulation, so that the disclosing Party may seek a protective order or other appropriate remedy (and if the disclosing Party seeks such an order, the receiving Party will, and will cause its Representatives to, provide such cooperation as the disclosing Party reasonably requests, at the expense of the disclosing Party) or waive compliance with the provisions of this Agreement. If such protective order or other remedy is not obtained or if the receiving Party's compliance with the provisions of this Agreement is waived by the disclosing Party, the receiving Party will furnish, and shall allow any Representative to furnish, only that portion of the Confidential Information that is legally required (in the opinion of its legal counsel).

4.7 **Return or Destruction**. All documents and other tangible objects containing or representing Confidential Information of the disclosing Party shall remain the property of the disclosing Party. Promptly upon the disclosing Party's request or termination of this Agreement, the receiving Party shall, and shall cause its Representatives to, either return or destroy and certify to the destruction of (at the disclosing Party's election) all documents, including electronic copies, and other tangible objects containing or representing the disclosing Party's Confidential Information; provided, however, Confidential Information of the disclosing Party that is retained in compliance with the Party's document retention policies or contained in an archived computer system backup in accordance with applicable security or disaster recovery procedures is not required to be erased provided that (a) access to such copies shall be limited to personnel who need access in compliance with applicable record retention policies or security or disaster recovery procedures and (b) such copies shall continue to be subject to the confidentiality and nonuse obligations in this Article IV.

4.8 **Survival**. The obligations of this Article IV shall survive the termination of this Agreement

for a period of five years, except with respect to any trade secrets of either Party, in which case the obligations of this Article IV shall survive as long as such Confidential Information remains a trade secret of the disclosing Party as provided by applicable law.

4.9 **Foundation Data in University-Provided Systems.** Foundation data stored or processed in University-provided systems remains under Foundation stewardship. Except as required for emergency security containment or legal compliance, the University shall not delete, archive, migrate, modify, or otherwise materially alter Foundation data within such systems without prior written approval from the Foundation's Chief Executive Officer or Designee. In the event emergency security containment or legal compliance requires such action, the University shall provide prompt notice to the Foundation (unless prohibited by law) and shall cooperate in restoration or remediation, as applicable. Access to Foundation data by University personnel shall be limited to the minimum necessary to operate and support the applicable University Services and shall be logged in accordance with applicable University security policies.

4.10 **Data Security Incidents.** In addition to the confidentiality and stewardship obligations in this Article IV, each Party is responsible for any actual or suspected unauthorized access to, acquisition of, disclosure of, or loss of control over data (including Confidential Information) that originates in systems it owns or administers and will promptly notify the other Party if the incident involves the other Party's data or systems. The Parties will cooperate in good faith on investigation, containment, and recovery. The Party whose systems the incident originates in will coordinate any required notices to affected individuals, regulators, or other third parties, and will consult with the other Party in advance when the other Party's data is materially implicated, to the extent permitted by law.

ARTICLE V
TERM, TERMINATION AND DISPUTE RESOLUTION

5.1 **Term**. The initial term of this Agreement shall commence on the Effective Date and end on June 30, 2029 ("**Initial Term**"), and thereafter, this Agreement shall automatically renew for successive three-year terms (each a "**Renewal Term**" and, together with the Initial Term, the "**Term**"), unless and until terminated in accordance with the terms and conditions contained in this Agreement.

5.2 **Termination**. This Agreement shall terminate upon the earlier of: (a) mutual written agreement of the Parties; (b) 90 days prior written notice by either Party to the other Party to terminate this Agreement for any reason or no reason; (c) a breach by a Party of any material provision of this Agreement and such breach is not cured within 30 days after notice from the non-breaching Party specifying the nature of the default (or if the breach is of a nature that it cannot be completely cured within the 30-day period, if the non-breaching Party does not commence such curing within such 30-day period or thereafter fails to proceed with reasonable diligence and in good faith to cure the breach); or (d) termination of the Operating Agreement. In the event this Agreement terminates pursuant to this Section 5.2, the Parties shall cooperate in good faith to negotiate a new agreement within six (6) months. If the Parties are unable to reach agreement within such period, they shall initiate the dispute resolution mechanism described in Section 5.3 to further attempt to negotiate a new agreement.

5.3 **Dispute Resolution**. The Parties agree that, in the event of any dispute arising under the Parties' Agreements (as defined below), they shall first attempt to resolve the dispute through good faith discussions between appropriate personnel of each Party. If the dispute is not resolved within thirty (30) days after it arises, the Foundation CEO and the University President shall have thirty (30) days to attempt resolution; if still unresolved, the Chair of the Foundation Board and the State Board shall have an additional thirty (30) days to attempt resolution. If the dispute remains unresolved after completion of these steps, the Parties shall submit the dispute to mediation before an impartial third-party mediator mutually acceptable to the Parties. Only after completion of the foregoing mandatory steps may either Party initiate litigation arising from the Parties' Agreements. In the event of litigation, the prevailing Party shall be entitled to reimbursement of its expenses, including court costs, attorneys' fees, and other professional fees, to the extent awarded by a court of competent jurisdiction.

5.4 **Effect of Termination**. Upon termination of this Agreement, each Party shall cooperate in order to effect an orderly transition of the applicable Services to the other Party, and all Service Charges shall be prorated to the extent appropriate based on the date of termination.

ARTICLE VI
GENERAL TERMS

6.1 **Parties' Liability.** The Parties agree that each is responsible for any wrongful acts committed by them or their employees or agents arising out of their respective performance of this Agreement and that each Party may be found individually liable to persons injured by any such individual wrongful act, including liability of one Party to the other for injuries or liability arising out of such wrongful act. The University's liability for wrongful acts is governed by the Idaho Tort Claims Act ("Act"), Idaho Code, §§ 6-901 – 6-929, including limitations of liability to no more than $500,000 for any one occurrence or accident, as set forth in the Act. The University's liability coverage is self-funded by the State of Idaho and administered by the State of Idaho Risk Management Program pursuant to the terms of the Act.

6.2 **Articles, Sections, Subsections and Subparagraphs**. This Agreement consists of text divided into Articles that are identified by roman numerals (for example, I, II and III), Sections that are identified by a number corresponding to the number of the Article of which the particular Section is a part followed by the number of the Section (for example, 1.1), subsections that are identified by numbers based on the order in which the subsections appear (for example, 1.1.1, 1.1.2 and 1.1.3) and subparagraphs that are identified by numbers based on the order in which the subparagraphs appear (for example, 1.1.1.1, 1.1.1.2 and 1.1.1.3). The organization is hierarchical, meaning that a reference to a division of this Agreement includes all of its Sections, subsections and subparagraphs (for example, a reference to a Section includes the Section and all of its subsections and subparagraphs).

6.3 **Interpretation**. In this Agreement: (a) the words "including", "include" and similar words are to be construed as being followed by the phrase "without limitation"; (b) the word "may" is permissive and not mandatory; (c) a reference to a statute includes a reference to the corresponding provisions of any successor legislation and to any related regulations; and (d) unless expressly stated otherwise, references to an agreement, statute, regulation or any other document are to be construed as followed by the phrase "as amended from time to time."

6.4 **Notices**. Any notices required under this Agreement must be in writing and may be delivered: (a) in person, with the date of notice being the date of personal delivery; (b) by United States Postal Service, postage prepaid for certified or registered mail, return receipt requested, with the date of notice being the date of delivery on the return receipt; or (c) by nationally recognized delivery service, such as Federal Express, with the date of notice being the date of delivery as shown on the confirmation provided by the delivery service. Notices must be addressed to the following addresses or any other address that a Party provides by notice:

To the University:

President
Idaho State University
921 S 8th Avenue, Stop 8310
Pocatello, ID 83209

With an additional copy to the General Counsel

To the Foundation:

Foundation CEO
Idaho State University Foundation, Inc.

Physical Address:
1601 E. Bonneville St
Pocatello, ID 83201

Mailing Address:
921 S. 8th Ave, Stop 8050
Pocatello, ID 83209

With an additional copy to:

Foundation Legal Counsel

Physical and Mailing Address:
109 N. Arthur Ave, 5th Floor
Pocatello, ID 83204

and

Foundation Board Chair
Idaho State University Foundation, Inc.

Physical Address:
1601 E. Bonneville St
Pocatello, ID 83201

Mailing Address:
921 S. 8th Ave, Stop 8050
Pocatello, ID 83209

6.5 **Legal Authority.** Foundation represents and warrants that it possesses the legal authority to enter into this Agreement and that it has taken all actions required by its procedures, bylaws, and/or applicable law to exercise that authority, and to lawfully authorize its undersigned signatory to execute this Agreement and to bind the Foundation to its terms. The person(s) executing this Agreement on behalf of the Foundation warrant(s) that such person(s) have full authorization to execute this Agreement.

6.6 **Separate Entity; No Joint Venture**. Notwithstanding anything to the contrary in this Agreement, the Foundation maintains its position that it is a separate charitable entity not subject to laws applicable to state public bodies, such as open records and meeting laws. At all times and for all purposes of this Agreement, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party. As independent entities, the University and the Foundation shall not be liable for any of the other Party's contracts, torts or other acts or omissions, or those of the other Party's trustees, directors, officers, employees or agents.

6.7 **Allocation of Risks and Liabilities**. The University and Foundation are independent entities and neither shall be liable for any of the other's contracts, torts, or other acts or omissions, or those of the other's trustees, directors, officers or employees. The Foundation agrees to indemnify, defend and hold the University, the State Board of Education, and each of their officers, directors, agents and employees harmless from and against any and all losses, liabilities, and claims, including reasonable attorney's fees arising out of or resulting from the willful act, fault, omission, or negligence of the Foundation, its employees, contractors, or agents in performing its obligations under this Service Agreement. This indemnification shall include, but not be limited to, any and all claims arising from an employee of the Foundation or a Loaned Employee who is working for the benefit of the Foundation. The University acknowledges and agrees it is responsible for negligent or wrongful acts committed by the University or by its employees or agents arising out of the University's performance under the terms of this Agreement to the extent authorized by law. The University shall not be responsible for the acts of the Foundation or any third party and the results thereof and shall at no time be liable for more than the pro rata share of the total damages awarded in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the University or its employees or agents. University's liability shall be governed by the Idaho Tort Claims Act, Idaho Code Title 6, Chapter 9, as may be amended from time to time, and other applicable laws, including Idaho Code Title 59, Chapter 10 and the Idaho State Constitution. Nothing in the Agreement shall be deemed to constitute a waiver by University of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, Idaho Tort Claims Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. Nothing in this Service Agreement shall be construed to extend to the University's liability beyond the limits of the Idaho Tort Claims Act, Idaho Code §6-901 et seq.

6.8 **Assignment**. This Agreement is not assignable by either Party, in whole or in part.

6.9 **Modification**. Any modification to this Agreement other than the Exhibits shall be in writing and signed by both Parties. Modifications to the Exhibits shall be pursuant to Sections 3.1.2 and 3.2.2.

6.10 **Governing Law**. This Agreement shall be governed by the laws of the State of Idaho.

6.11 **Waiver**. Waiver by either Party of any breach of any term, covenant or condition contained in this Agreement shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition contained in this Agreement.

6.12 **Severability**. If any provision of this Agreement is held invalid or unenforceable to any extent, the remainder of this Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

6.13 **Entire Agreement**. This Agreement, the Operating Agreement and the agreements contemplated to be entered into by the Parties under the Operating Agreement, which are (a) the Lease Agreement by and between the Foundation and the University ("**Lease Agreement**") and (b) the Loaned Employee Agreements (collectively with this Agreement and the Operating Agreement, "**Parties' Agreements**"), constitute the entire agreement among the Parties pertaining to the Parties' Agreements. In the event of any inconsistency between the provisions of the Parties' Agreements and the provisions of the Operating Agreement, the provisions of the Operating Agreement shall control. If the Operating Agreement is amended at any time during the Initial Term or a Renewal Term, to the extent such amendments cause inconsistencies between this Agreement and the Operating Agreement, this Agreement shall be amended to cure such inconsistencies. This Agreement amends, restates and replaces the Prior Service Agreement and supersedes any prior written or oral statements related to the terms of this Agreement or the terms of the Prior Service Agreement.

6.14 **Execution**. This Agreement may be signed by electronic means and in counterparts, each of which constitutes an original, and all of which together constitute a single agreement.

6.15 **Certifications.** University is prohibited by state law from entering into certain contractual agreements. Foundation hereby certifies that: (i) it is not currently engaged in, and will not for the duration of the Agreement engage in, a boycott of goods or services from Israel or territories under its control; or a boycott of any individual or company because the individual or company (a) engages in or supports the exploration, production, utilization, transportation, sale, or manufacture of fossil fuel-based energy, timber, minerals, hydroelectric power, nuclear energy, or agriculture; or (b) engages in or supports the manufacture, distribution, sale, or use of firearms, as defined in section18-3302(2)(d), Idaho Code; and (ii) it is not currently owned or operated by the People's Republic of China and will not for the duration of the Agreement be owned or operated by the People's Republic of China; and (iii) it is not an abortion provider or an affiliate of an abortion provider under the No Public Funds for Abortion Act. The terms in this paragraph defined in Idaho Code Section 67-2346, Section 67-2347A, Section 67-2359, and in Title 18, Chapter 87, Idaho Code, respectively, shall have the meanings defined therein. This certification is made solely to

comply with the Idaho statutes referenced herein and to the extent such section does not contravene applicable State or federal law.

(Signature page follows.)

IN WITNESS WHEREOF, the University and the Foundation have executed this Agreement on the date set forth below the Party's signature to be effective on the Effective Date.

IDAHO STATE UNIVERSITY

By: _____
Name:
Its: President

Date: _____

IDAHO STATE UNIVERSITY FOUNDATION, INC.

By: _____
Name:
Its: Board Chair

Date: _____

EXHIBIT A

COMPONENTS OF SERVICE CHARGES

"**Cost to Raise a Dollar**" means the cost associated with the Foundation's fundraising efforts to raise one dollar, which shall initially be the CRD Amount.

"**CRD Amount**" means $0.20, which is based on current industry standards.

"**Events Costs**" means the rental fees waived for three annual foundation events: The Gem Legacy Dinner, Foundation Annual Board Meeting, and the Alumni Homecoming Dinner plus weekly meetings. University Advancement and ISUF directly pay internal rental rates and all other event expenses for all other activities.

"**Fundraising Goal**" means a goal for the amount of money the Foundation aims to raise through the Foundation's fundraising efforts for the upcoming fiscal year.

"**ITS**" means the University's Information Technology Services Department.

"**ITS Costs**" means the ITS budget comprised of salary for ITS contracted personnel. This expense is multiplied by a fraction, the numerator of which is the Full Time Equivalency (FTE) of Loaned Employees and the denominator of which is the total FTE of contracted employees of the University, including the Loaned Employees, during the fiscal year. FTE is calculated as total hours worked or paid during the fiscal year divided by 2,080 for all staff positions.

"**Loaned Employees**" means all positions for which the Foundation and the University enter into Loaned Employee Agreements during a particular fiscal year regardless of whether each such Loaned Employee is loaned to Foundation by University for the entire 12 months of the fiscal year.

"**Loaned Employee Payments**" means an amount equal to the actual payments made by the University for the salaries and benefits of the Loaned Employees during the fiscal year.

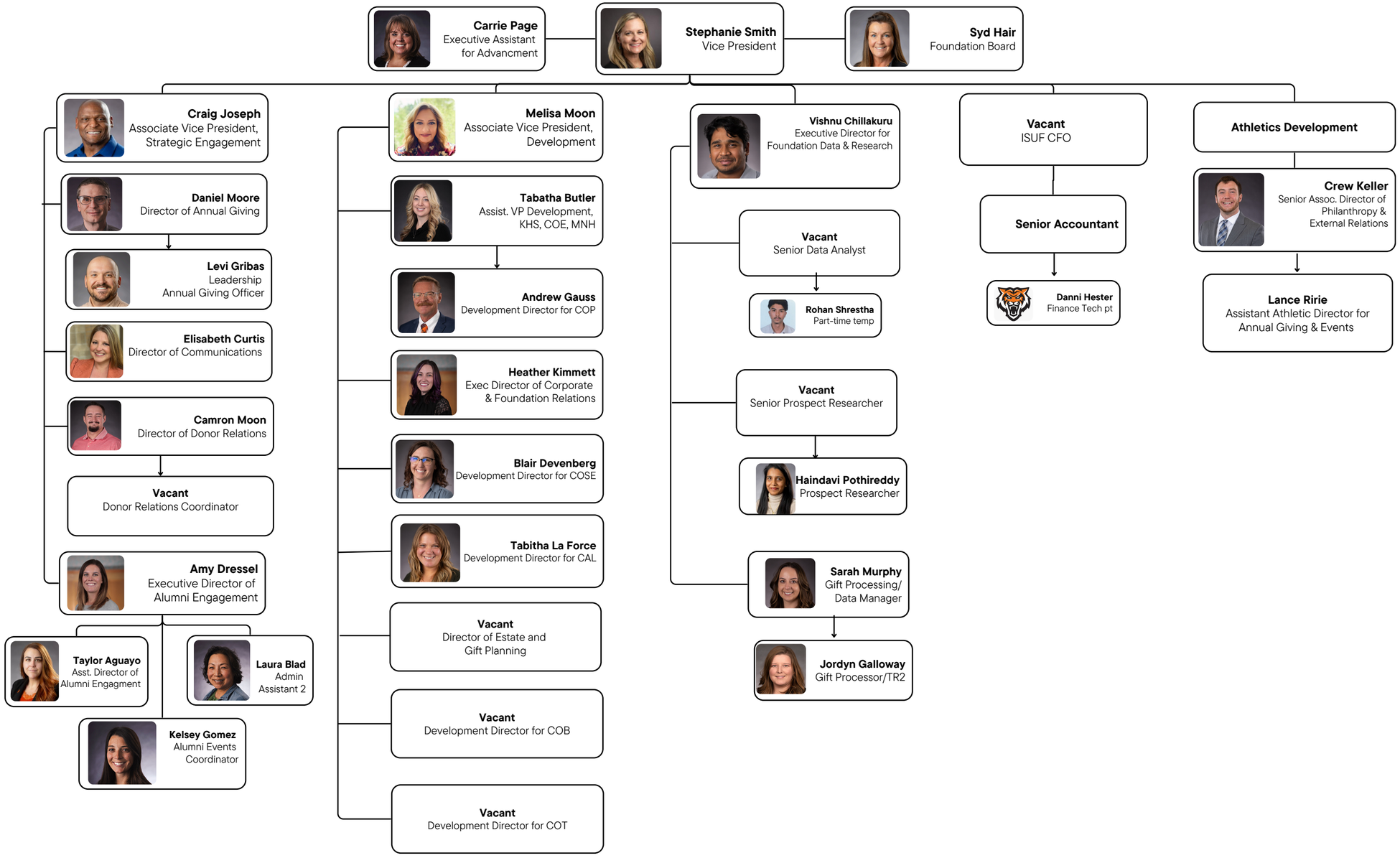
"**Operating Expenses**" means the portion of funds expended within the chart of accounts maintained by the University as part of the University's financial services to the Foundation for the fiscal year related to contracts, programmatic support, marketing, communications, events, travel and office operations other than expenses that are a part of other components of the University Service Charge set forth in Section 3.1.

"**Operations Support Costs**" means the Human Resources budget comprised of salary for Human Resources contracted personnel and the Finance budget comprised of salary for Finance contracted personnel. These expenses are multiplied by a fraction, the numerator of which is the FTE of Loaned Employees and the denominator of which is the total FTE of contracted employees of the University, including the Loaned Employees, during the fiscal year.

"**Rent**" means the square feet of University facilities occupied by the ISUF multiplied by $35.00 ("**Rental Rate**") for the fiscal year unless otherwise determined by previous agreements.

ISU Foundation

Updated March 2026



LOANED EMPLOYEE AGREEMENT
IDAHO STATE UNIVERSITY AND
IDAHO STATE UNIVERSITY FOUNDATION, INC.

This Loaned Employee Agreement ("**Agreement**") is entered into upon the date of full execution ("**Effective Date**") by and between Idaho State University ("**University**"), and the Idaho State University Foundation, Inc., an Idaho non-profit corporation ("**Foundation**"). The University and the Foundation are sometimes referred to herein separately as a "**Party**" and collectively as the "**Parties**."

BACKGROUND

A. The Foundation is a nonprofit corporation formed to solicit, manage, and distribute private support to enhance the growth and development of the University.

B. In order to carry out its mission and perform its ongoing administrative, operational, and programmatic functions, including its day-to-day activities, the Foundation requires qualified personnel. Accordingly, the Foundation has requested that the University make certain staff members available to provide services in support of the Foundation's operations.

C. Consistent with the foregoing, the University has agreed, subject to the terms and conditions of this Agreement, to make available to the Foundation its employee, **[full legal name]** (the "Loaned Employee"), to perform services in support of the Foundation's operations.

D. The Foundation and the University share a common interest in supporting the University's mission, and the parties desire to enter into this Agreement to define the terms under which the Loaned Employee will provide services to the Foundation in furtherance of that shared purpose.

AGREEMENT

The Parties agree as follows:

1. **Relationship Between Loaned Employee and University**.

1.1 **Employment with the University**. At all times during the term of this Agreement, the Loaned Employee shall remain an employee of the University. The Loaned Employee may be classified as a non-classified, classified, or hourly (part-time) employee of the University, as applicable, and shall remain subject to all policies and procedures of the Idaho State Board of Education and the University (collectively, **"University Policies"**) applicable to such employment. The Loaned Employee shall devote one hundred percent (100%) of the Loaned Employee's working time to performing services for the Foundation. Nothing in this Agreement shall alter the nature of the Loaned Employee's employment relationship with the University or modify the terms and conditions of the Loaned Employee's employment with the University, including the Loaned Employee's employment classification. For purposes of the workers' compensation laws of the State of Idaho, the Loaned Employee shall be considered a loaned Agreement for Loaned Employee ([last name of Loaned Employee])

employee.

1.2 **Compensation**. Loaned Employee will be paid compensation consistent with the terms applicable to Loaned Employee's employment with the University ("**Salary**"). This Agreement shall have no effect on Loaned Employee's eligibility for University benefits ("**Benefits**"). The University shall be responsible for the payment of all Salary and Benefits to Loaned Employee. The Foundation shall reimburse the University for the costs of the Loaned Employee's Salary and Benefits pursuant to the terms of the Service Agreement between the University and the Foundation (the **"Service Agreement"**).

1.3 **Travel Expenses**. The University shall reimburse directly to Loaned Employee costs incurred by Loaned Employee for travel that is approved in accordance with Foundation policies, University Policies, and applicable law ("**Travel Costs**"). The Foundation shall reimburse the University for the Travel Costs pursuant to the terms of the Service Agreement.

1.4 **Performance Evaluations**. In accordance with the Operating Agreement between the University and the Foundation **("Operating Agreement")**, Loaned Employee's performance will be reviewed at least annually and such review will be consistent with applicable University Policies. Foundation personnel, including members of the Foundation Board and employees loaned by the University to the Foundation who supervise other Foundation personnel, are responsible for evaluating employees loaned by the University to the Foundation in accordance with University Policies.

2. **Relationship Between Loaned Employee and Foundation**.

2.1 **Supervision**. Loaned Employee will work under the supervision and direction of the Foundation CEO in accordance with the Operating Agreement.

2.2 **Foundation Policies.** The Foundation may, from time to time, establish certain policies regarding the conduct of Foundation business that may apply to the services performed by Loaned Employee for the Foundation.

3. **Relationship Between Foundation and the University**.

3.1 **Lease of Loaned Employee**. During the term of this Agreement, the University shall make available to the Foundation 100% of Loaned Employee's working time. The furnishing of Loaned Employee shall not be considered a professional service of the University to the Foundation, nor shall the University be considered a contractor of the Foundation.

3.2 **University to Provide Salary and Benefits**. As set forth above in Section 1.2, the University shall provide Loaned Employee with Salary and Benefits. The University shall be responsible for all facets of payroll and benefits administration with respect to Loaned Employee, including withholding and payment of payroll taxes, unemployment compensation, reimbursable expenses, worker's compensation coverage, social security and providing any fringe and welfare benefit programs for Loaned Employee. The University is responsible for the payment of all items set forth in this Section 3.2 and any claims or losses resulting from the administration of compensation and employee benefits pursuant to any applicable law, including the Fair Labor

Standards Act, the Employee Retirement Income Security Act, the Idaho Wage Claim Act and the Internal Revenue Code.

3.3 **No Prohibition on Leasing Employee to Foundation**. The University represents and warrants to the Foundation that there is no agreement with Loaned Employee nor any University Policies that prohibit the University from leasing Loaned Employee to the Foundation pursuant to the terms of this Agreement. The University further represents and warrants that this Agreement does not affect Loaned Employee's eligibility for Benefits under the terms of all applicable University benefit plans.

3.4 **Foundation's Liability for Acts of Loaned Employee**. The University shall have no liability to the Foundation for loss or damage directly resulting from the fault, negligence, misconduct or other acts of Loaned Employee while Loaned Employee is performing activities on behalf of or at the direction of the Foundation. The Foundation agrees to be responsible for claims, demands, losses, damages, costs, expenses, and liabilities for bodily injury (including death) to persons or damage to property to the extent such claims arise directly from acts or omissions of a Loaned Employee that are proven to have occurred while the Loaned Employee was acting within the scope of his or her assigned duties for the Foundation and in furtherance of the Foundation's business, and under the Foundation's direction and control. Either Party may maintain liability insurance coverage in such amounts as each shall deem appropriate with respect to liabilities arising out of the acts or omissions of Loaned Employee.

3.5 **Compliance With Employment Discrimination Laws**.

3.5.1 **Compliance by Parties**. With respect to Loaned Employee, both Parties agree to comply with all laws regarding employment discrimination, including the Americans with Disabilities Act, Age Discrimination in Employment Act, Title VII of the Civil Rights Act, the Equal Pay Act and the Idaho Human Rights Act. Either Party shall notify the other Party within five (5) business days of any claim by Loaned Employee alleging a violation of any laws relating to employment discrimination. Each Party shall be responsible for any claims or losses resulting from that Party's failure to comply with any applicable employment discrimination laws.

3.5.2 **Compliance by Loaned Employee**. Loaned Employee remains subject to the rights and obligations established by applicable law and University Policies regarding employment discrimination. Nothing in this Agreement shall affect Loaned Employee's obligation to comply with applicable employment discrimination laws and University Policies.

3.5.3 **Compliance by Foundation Board**. The Foundation's Board of Directors ("**Foundation Board**") acknowledges the University's and Loaned Employee's respective obligations to comply with applicable employment discrimination laws and University Policies and will not take any action to interfere with the University's or Loaned Employee's compliance with the same.

4. **General Terms**.

4.1 **Term; Termination**. The term of this Agreement is congruent with the applicable term of employment between Loaned Employee and the University and will terminate on the same day that Loaned Employee's employment with the University is specified to end, unless terminated

earlier upon the occurrence of any of the following:

4.1.1 **Termination by Foundation**. Foundation may terminate this Agreement and the services of Loaned Employee at any time by providing fourteen (14) days' notice to the University. Termination of this Agreement will not result in an automatic termination of Loaned Employee's employment with the University, which decision may be made by the University in its sole discretion and consistent with University Policies.

4.1.2 **Termination in the Event of Default**. Either Party may terminate the lease of Loaned Employee by the University to the Foundation upon the material default of the other's performance provided that the non-defaulting Party first provides the other with at least ten (10) business days' notice of the default and an opportunity to cure such default within the notice period.

4.1.3 **Termination of Operating Agreement**. This Agreement shall terminate automatically upon termination of the Operating Agreement between the Parties, effective as of the date the Operating Agreement terminates.

4.1.4 **Discontinued Employment of Loaned Employee by University**. This Agreement, and the provision of services by the Loaned Employee, shall automatically terminate if the Loaned Employee ceases to be an employee of the University for any reason.

4.2 **Dispute Resolution**. The Parties agree that in the event of any dispute arising from the Parties' Agreements (as defined in Section 4.13), the Parties shall first attempt to resolve the dispute by working together with the appropriate personnel of each of the Parties. If the personnel cannot resolve the dispute within thirty (30) days after the dispute arises, then the Chair of the Foundation Board and the University President ("**University President**") have thirty (30) days to resolve the dispute. If the dispute is not resolved by the Chair of the Foundation Board and the University President within thirty (30) days, the Parties shall submit the dispute to mediation by an impartial third party or professional mediator mutually acceptable to the Parties. If and only if all the above mandatory steps are followed in sequence and the dispute remains unresolved, then, in such case, either Party shall have the right to initiate litigation arising from the Parties' Agreements. In the event of litigation, the prevailing Party shall be entitled, in addition to any other rights and remedies it may have, to reimbursement for its expenses, including court costs, attorney fees and other professional expenses, if awarded by a court of competent jurisdiction.

4.3 **No Third Party Beneficiaries**. The Parties acknowledge that there are no intended third party beneficiaries of this Agreement. Without limiting the foregoing, this Agreement shall not be construed as a promise of continuing employment to Loaned Employee, who remains subject to all applicable University Policies, including policies regarding nonrenewal of fixed term appointments and termination or discipline.

4.4 **Interpretation**. In this Agreement: (a) the words "including", "include" and similar words are to be construed as being followed by the phrase "without limitation"; (b) the word "may" is permissive and not mandatory; (c) a reference to a statute includes a reference to the corresponding provisions of any successor legislation and to any related regulations; and (d) unless expressly stated otherwise, references to an agreement, statute, regulation or any other document are to be construed as followed by the phrase "as amended from time to time."

Agreement for Loaned Employee ([last name of Loaned Employee])

45 **Notices**. Any notices required under this Agreement must be in writing and may be delivered: (a) in person, with the date of notice being the date of personal delivery; (b) by United States Postal Service, postage prepaid for certified or registered mail, return receipt requested, with the date of notice being the date of delivery on the return receipt; or (c) by electronic mail to the official email address for the official identified below, with the date of notice being the date of delivery. Notices must be addressed to the following addresses or any other address that a Party provides by notice:

To the University:

President
Idaho State University
921 S 8th Avenue, Stop 8310
Pocatello, ID 83209

With an additional copy to the General Counsel

To the Foundation:

CEO – Idaho State University Foundation, Inc.

Physical Address:
1601 E. Bonneville St
Pocatello, ID 83201

Mailing Address:
921 S. 8th Ave, Stop 8050
Pocatello, ID 83209

With an additional copy to:

Foundation Legal Counsel

Physical and Mailing Address:
109 N. Arthur Ave, 5th Floor
Pocatello, ID 83204

and

Foundation Board Chair
Idaho State University Foundation, Inc.

Physical Address:
1601 E. Bonneville St
Pocatello, ID 83201

Mailing Address:
921 S. 8th Ave, Stop 8050
Pocatello, ID 83209

4.6 **Separate Entity; No Joint Venture**. Notwithstanding anything to the contrary in this Agreement, the Foundation maintains its position that it is a separate charitable entity not subject to laws applicable to state public bodies, such as open records and meeting laws. At all times and for all purposes of this Agreement, the University and the Foundation shall act in an independent capacity and not as an agent or representative of the other Party. As independent entities, the University and the Foundation shall not be liable for any of the other Party's contracts, torts or other acts or omissions, or those of the other Party's trustees, directors, officers, employees or agents.

4.7 **Parties' Liability**. Except as expressly provided in Section 3.4 with respect to the acts or omissions of the Loaned Employee, the Parties agree that each Party is responsible for any wrongful acts committed by it or its respective employees or agents arising out of its own performance of this Agreement, and that each Party may be found individually liable to persons injured by any such wrongful act, including liability of one Party to the other to the extent arising from such wrongful act. The University's liability for wrongful acts is governed by the Idaho Tort Claims Act ("Act"), Idaho Code §§ 6-901–6-929, including the limitations of liability set forth in the Act.

4.8 **Assignment**. This Agreement is not assignable by either Party, in whole or in part.

4.9 **Modification**. Any modification to this Agreement shall be in writing, signed by both Parties and acknowledged by Loaned Employee.

4.10 **Governing Law**. This Agreement shall be governed by the laws of the State of Idaho.

4.11 **Waiver**. Waiver by either Party of any breach of any term, covenant or condition contained in this Agreement shall not be deemed to be a waiver of such term, covenant or condition, or any subsequent breach of the same or any other term, covenant or condition contained in this Agreement.

4.12 **Severability**. If any provision of this Agreement is held invalid or unenforceable to any extent, the remainder of this Agreement is not affected thereby and that provision shall be enforced to the greatest extent permitted by law.

4.13 **Entire Agreement**. This Agreement, the Operating Agreement and the agreements contemplated to be entered into by the Parties under the Operating Agreement, including the Service Agreement (collectively with this Agreement and the Operating Agreement, "**Parties' Agreements**"), constitute the entire agreement among the Parties pertaining to the Parties' Agreements. In the event of any inconsistency between the provisions of the Parties' Agreements and the provisions of the Operating Agreement, the provisions of the Operating Agreement shall control. If the Operating Agreement is amended at any time during the term of this Agreement, to the extent such amendments cause inconsistencies between this Agreement and the Operating

Agreement, this Agreement shall be amended to cure such inconsistencies. This Agreement supersedes any prior written or oral statements related to the terms of this Agreement.

4.14 **Execution**. This Agreement may be signed by electronic means and in counterparts, each of which constitutes an original, and all of which together constitute a single agreement.

4.15 **Acknowledgment by Employee**. This Agreement shall be effective as of the Effective Date upon execution of this Agreement by the University and the Foundation and acknowledged by Loaned Employee pursuant to the signature blocks below.

(Signature page follows)

The University and the Foundation have executed this Agreement on the date set forth below the Party's signature to be effective on the Effective Date.

IDAHO STATE UNIVERSITY

_____ _____
Name: _____ Date
Title: _____

IDAHO STATE UNIVERSITY FOUNDATION, INC.

_____ _____
Name: _____ Date
Title: _____

Acknowledgment by Loaned Employee:

Loaned Employee, by Loaned Employee's signature below, acknowledges the terms of this Agreement between the University and the Foundation and agrees that Loaned Employee is an employee of the University that is loaned to the Foundation pursuant to the terms of this Agreement. Loaned Employee further acknowledges that Loaned Employee is a loaned employee under the worker's compensation laws of the state of Idaho. Accordingly, Loaned Employee acknowledges and agrees that in the event of any work-related injury that is covered by worker's compensation insurance held for the benefit of Loaned Employee by the University, Loaned Employee will be precluded from recovering damages from the Foundation for such injury in accordance with the applicable state worker's compensation laws.

By: _____

Name: _____

Date: _____

Agreement for Loaned Employee ([last name of Loaned Employee])

Investment Policy Statement

Idaho State University Foundation, Inc.

921 South 8th Ave., Stop 8050

Pocatello, ID 83209-8050

Date: March 2023

Contents

PURPOSE 3
DUTIES AND RESPONSIBILITIES 3
INVESTMENT CATEGORIES 6
ENDOWMENT POOL 6
Objectives 6
Adherence to Policy Targets and Rebalancing 8
Investment Securities, Strategies and Diversification 8
ENHANCED LIQUIDITY CASH POOL 9
Objectives 11
Investment Allocation 11
HOLDING ACCOUNT CASH POOL 11
Objectives 11
Investment Allocation 11
OTHER INVESTMENTS 11
CONTROL PROCEDURES 11
Review of Assumptions 11
Review of Investment Manager and Investments 12

PURPOSE

This Investment Policy Statement (IPS) sets forth the standards and guidelines governing the investment and management of the Foundation's financial assets in compliance with donor restrictions, the Foundation's governing policies and procedures, and state and federal laws and regulations including, but not limited to, the Uniform Prudent Investors Act and the Uniform Management of Institutional Funds Act.

This document defines the responsibilities of the Foundation Board of Directors (Board), the Investment Committee (Committee), and any other parties involved in managing the Foundation's investments. It identifies or provides permissible investments, target asset allocations, and diversification requirements.

The Committee has arrived at this IPS through careful study of the returns and risks associated with various investment strategies, the current and projected financial obligations of the Foundation and growth goals after consulting with an outside OCIO (as defined below) as it deemed appropriate. This IPS has been chosen as the most appropriate policy for documenting the financial objectives of the Foundation, which are described in the "Statement of Objectives" section of this document; however, the Committee shall be free to deviate from this IPS when it concludes that it is prudent and in the interest of the Foundation to do so and may amend the IPS at any time. The Committee has full discretionary authority for and is entitled to deference in its interpretation of this IPS.

The Committee has adopted a long-term investment horizon such that the chances and duration of investment losses are carefully weighed against the long-term potential for appreciation of assets.

It is not expected that the IPS will change frequently.

Fiduciary Duty

The assets of the Foundation will be invested in accordance with all applicable laws. The Committee will perform its duties in a manner consistent with fiduciary standards. Specifically:

- Duty of care
- Duty of loyalty
- Duty of obedience
- Duty to diversify investments

Conflict of Interest

If any member of the Committee has, or appears to have, a conflict of interest that impairs or appears to impair the respective individual's ability to exercise independent and unbiased judgment in the good faith discharge of his or her duties, he or she shall disclose such conflicts and may be required to refrain from participating in specific decisions.

DUTIES AND RESPONSIBILITIES

The Committee is responsible for managing the investment process in a prudent manner. In carrying out these duties, the Committee has retained an OCIO, as further discussed below, to assist in managing the assets of the Foundation as set forth in an Investment Management Agreement (the "IMA"). The OCIO's role is set forth in the IMA and may include the provision of guidance to the Committee on matters pertaining to the investment of Foundation assets including the creation of the IPS, investment selection, monitoring of performance and compliance with the IPS. All decisions pertaining to the IPS and guidelines for its implementation will be made by the Committee. The OCIO has been engaged to have authority and responsibility to select appropriate investments in the specific asset classes mandated by this IPS, in accordance with (and subject to) the terms of the IMA.

Board of Directors

The Board has the ultimate fiduciary responsibility for the prudent and effective investment of the assets of the Foundation. The Board has delegated responsibility for the investment management process to the Committee as indicated in Policy Section 5.04 of the Foundation's Policy Manual (Investments), with the requirement the Committee update the Board annually on investment activities and performance. The Board sets the annual spending policy after receiving input from the Committee.

Investment Committee

The Committee shall perform the functions of an investment fiduciary responsible for the prudent management of the Foundation's investments. The Committee has the authority to establish all investment policy statements for the Foundation's investments, as delegated by the Board in Policy Section 5 – Investments and Policy Section 9.05 – Investment Committee.

A Committee member shall act in good faith with the care an ordinarily prudent person in a like position would exercise under similar circumstances and in a manner the member reasonably believes to be in the best interests of the Foundation. In discharging Committee duties, a Committee member shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, if prepared or presented by the Foundation officers or employees whom the member reasonably believes are reliable and competent in the matters presented, including from legal counsel, investment consultants, OCIOs, advisors, public accountants or other persons as to matters the member reasonably believes are within the person's professional or expert competence or a committee of the Board of which the committee member is not a member if the member reasonably believes the committee merits confidence.

A member who meets the foregoing standards shall be presumed to have discharged his or her duties as a Committee member.

Outsourced Chief Investment Officer (OCIO)

The Committee may retain an OCIO to assist the Committee in establishing the IPS, including guidelines contained therein.

In accordance with the terms of the IMA, the OCIO may be responsible for managing the asset allocation, determining investment strategy, implementing through permissible investment vehicles, including rebalancing where appropriate. The OCIO may also be responsible for monitoring asset allocation across and among asset classes and provide timely reporting to the Committee. The specific responsibilities of the OCIO are listed in Policy Section 9.05.03.

Custodian

The Custodian(s) has possession of securities for safekeeping, for settlement of trades, and for the collection of income. In addition, the Custodian(s) is responsible for processing all cash flows and providing comprehensive monthly statements.

Governance Matrix

	Set and approve investment and spending policy	Asset allocation guidelines	Investment strategy	Evaluate/ select investment managers	Portfolio rebalancing	Monitor ongoing activities and reports performance	Portfolio holdings	Committee education/ Asset allocation studies	Fiduciary responsibility
ISUF, Inc. Board of Directors	Decides	Delegates				Delegates			Yes (ultimate)
Investment Committee		Implements	Approves	Recommends	Sets ranges	Oversees			Yes
SEI as OCIO*		Advises	Implements	Researches/ Selects	Implements	Assists/ Provides	Decides/ Monitors	Provides	Yes*
SEI as Custodian							Safeguards		No

*Outsourced provider assumes fiduciary responsibility and performs all of the functions of the investment manager(s), investment consultants and custodian. Only a fiduciary with respect to the investment manager selection (where delegated the responsibility) and possibly co-fiduciary if given discretion over asset allocation.

STATEMENT OF OBJECTIVES

Spending Policy - The spending policy is set by the Board to:

- Support the Foundation's mission
- Safeguard the funds for future generations
- Enable the maximum amount of spending that can be maintained over the long term
- Ensure spending is financially sustainable
- Ensure the stated wishes of donors are honored
- Support annual operating expenses of the Foundation

It is the current policy of the Foundation to annually distribute up to 4.0% of the average market value of the Endowment Pool and other Investment Earnings, as defined in the Spending Policy, over a rolling 12 quarter (three year) period. It shall be the responsibility of the Board to periodically review the spending policy against actual returns, with relevant input from the Committee and OCIO, to make any necessary adjustments.

INVESTMENT CATEGORIES

This IPS governs the investment of distinct groups of funds: the endowment account, the enhanced liquidity account, the split-interest account, the holding account, and miscellaneous other investments. Because each group of investments has a different objective, this document addresses them separately.

The Foundation's primary investment objective is to support the mission and operations of Idaho State University and to preserve and protect Foundation assets by earning a total return for each category of assets which is appropriate for each category's time horizon, distribution requirements, and risk tolerance.

ENDOWMENT ACCOUNT

Objectives

The primary objective is to preserve and augment the long-term purchasing power of the investments after withdrawals are taken. A secondary objective is to provide a continuing and stable funding source to support Board-directed spending to support the current and future mission of the Foundation. The objectives for the endowment account have been established in conjunction with a comprehensive review of the current and projected requirements.

With its endowment management practices, the Foundation seeks to:

1. Support and augment Idaho State University's programs by responsible stewardship of the money donated to the endowment funds and for Board-directed spending.

2. Promote growth of the endowment to realize the greatest return on the endowment assets. Growth is expected to occur through positive net returns, building reserves and attracting new donors because of responsible management of the assets.

3. Achieve on average, over a full market cycle, the hurdle rate (net of investment management fees) or higher as it relates to annualized endowment performance. The hurdle rate is the aggregate of:

    - Spending rate (currently 4%)
    - Administrative fee (currently 1.5%)
    - Inflation rate (CPI; variable; approximately 2.5%)

4. Exceed, over a full market cycle, the average return (net of investment management fees) of appropriate indexes weighted by asset allocation target percentages. This total portfolio benchmark is viewable on the monthly performance statement for the endowment provided by the OCIO; this benchmark can change throughout time as the asset mix changes.

5. Exceed, over a full market cycle, appropriate index returns in each asset class.

Due to the nature of the financial markets, there can be no assurance these objectives will be met. The Committee also realizes and agrees that historical performance is no guarantee of future performance.

Asset Allocation Targets

The asset allocation will likely be the key determinant of the Foundation's returns over the long-term. Therefore, the Foundation will be diversified across multiple markets that are not similarly affected by economic, political, or social developments. A globally diversified portfolio with uncorrelated returns from various assets should reduce the variability of returns across time.

Because of the importance of asset allocation in meeting the Foundation's long-term return objectives, it will be reviewed at least annually by the Committee. The long-term target asset allocation for the Foundation is expressed in the IMA.

	Minimum %	Target %	Maximum %
Growth Strategies	75%	80%	90%
Risk Reduction Strategies	5%	10%	15%
Inflation Protection Strategies	5%	10%	15%

Within each asset class, assets will be invested in accordance with the guidelines set out below.

Strategy Descriptions

Growth Strategies: Investments that seek to provide equity-like, long-term capital appreciation while potentially recognizing substantial fluctuations in year-to-year performance. Examples include equities, higher yielding fixed income instruments, private equity, long biased hedge funds and opportunistic strategies. Certain Growth Strategies also feature Risk Reduction characteristics (High Yield, Emerging Markets Debt) or Inflation Protection characteristics (Private Assets, Real Estate)

Risk Reduction Strategies: Investments that seek to provide stability and reduce volatility. Examples include fixed income and non-directional hedge funds.

Inflation Protection Strategies: Investments that seek to provide a diversified inflation hedge and yield. Examples include public and private real asset and real estate strategies as well as Treasury Inflation-Protected Securities ("TIPS").

Cash Equivalent Reserves: The Foundation may temporarily hold cash in anticipation of upcoming transaction activity.

In accordance with the terms of the IMA, the OCIO may be delegated the discretion with respect to the investments utilized by the OCIO to implement the Portfolio's strategy.

Adherence to Policy Targets and Rebalancing

The asset allocation established by this Investment Policy Statement represents a long-term perspective. As such, rapid unanticipated market shifts or changes in economic conditions may cause the asset mix to fall outside of the policy range. These divergences should be of a short-term nature.

To ensure divergence from the target policy is within acceptable limits, rebalancing of assets may be necessary. Rebalancing procedures are authorized in accordance with the IMA and implemented by the Investment Manager.

Investment Securities, Strategies and Diversification

As described in the IMA, the OCIO implements the asset allocation through pooled investment vehicles, including mutual fund products, separately managed accounts, and/or other alternative fund products. Consistent with the desire for adequate diversification, this Investment Policy Statement assumes the volatility of the combined equity investment will be similar or less than that of the market opportunity available to institutional investors with similar return objectives or risk appetite. The volatility of fixed income portfolios may be greater than the market during periods when the portfolio duration exceeds that of the market.

SPLIT INTEREST ACCOUNT

Objectives

From time to time the Foundation enters into charitable remainder annuity trust agreements with its donors (Split Interest Agreements). It is the Foundation's practice to invest assets related to the individual trusts into investment accounts designed to generate sufficient income to pay related obligations until termination of the individual trusts. Consequently, this Account's investment timeline objectives align with expected time frames such trusts will exist.

Investment Allocation

The Split Interest Account's investment allocation guidelines are as follows:

	Minimum %	Target %	Maximum %
Growth Strategies	50%	55%	60%

Risk Reduction Strategies	30%	35%	40%
Inflation Protection Strategies	5%	10%	15%

Within each asset class, assets will be invested in accordance with the guidelines set out below.

Strategy Descriptions

Growth Strategies: Investments with daily liquidity that seek to provide equity-like, long-term capital appreciation while potentially recognizing substantial fluctuations in year-to-year performance. Examples include equities, higher yielding fixed income instruments and opportunistic strategies. Certain Growth Strategies also feature Risk Reduction characteristics (High Yield, Emerging Markets Debt).

Risk Reduction Strategies: Investments that seek to provide stability and reduce volatility. Examples include investment grade fixed income.

Inflation Protection Strategies: Investments that seek to provide a diversified inflation hedge and yield. Examples include commodities, inflation-sensitive equities, and Treasury Inflation- Protected Securities ("TIPS").

In accordance with the terms of the IMA, the OCIO may be delegated the discretion with respect to the investments utilized by the OCIO to implement the Portfolio's strategy.

ENHANCED LIQUIDITY ACCOUNT

Objectives

These funds are expected to be called by the University or used for Foundation operations within a three-year time frame (e.g., funding of certain University construction projects) but could be needed at any time. The primary objective of the portfolio is liquidity. The secondary objective is income with capital preservation. The portfolio will invest in US government and corporate securities. As such, the process is conservative in nature seeking to provide liquidity on demand without putting undo risk on the primary objective of the portfolio.

Investment Allocation

The key to strong portfolio management is effectively employing approved credits in the most optimal combination of product type and maturity tenor to build a portfolio that not only provides sound liquidity, but also returns an appropriate yield within the confines of very limited risk-taking. To maximize the investment revenues, these funds may be invested in securities or other investment vehicles assuming a level of risk and commensurate return are less than the endowment pool, but more than the short-term cash pool. The level of risk taken should minimize but not eliminate the risk that the value of the investments is less than the original value when the funds are called by the University or needed for Foundation operations.

Portfolio will include investments such as:

- US government securities will carry a maximum final stated maturity of 5 years.

- Corporate securities will carry a maximum final stated maturity of one year.
- Positions are limited to a maximum of 5% per issuer for investments that exceed seven days. Calculations are at the time of purchase and excluding U.S. Government Securities.
- Positions are limited to a maximum or 10% per issuer for investments that mature within seven days. Calculations are at the time of purchase and excluding U.S. Government Securities.

Approved Non-Government asset classes include:

Certificates of Deposit:

- Domestic, Yankee, Euro CDs
- Approved A-1+/P-1 and A-1/P-1 rated banks

Commercial Paper / Corporate Debt:

- Approved A-1+/P-1 and A-1/P-1 Commercial Paper Credits
- Minimum single A S&P rating for Corporate Debt
- No Asset Backed Commercial Paper will be purchased
- No Structured products

Floating Rate Notes:

- Interest rate risk is mitigated by the floating coupon.
- The frequency of reset serves as a useful tool in optimizing yield while defensively positioning against interest rate risk.

HOLDING ACCOUNT

Objectives

The Foundation holds funds that are intended for short-term investment separate from the endowment pool. These funds are expected to be called by the University or used for Foundation operations within a 0–6 month time frame. The primary objective of the portfolio is liquidity. The secondary objective is capital preservation. The portfolio will invest in US government, agency, and corporate securities. As such, the process is conservative in nature seeking to provide liquidity on demand without putting undo risk on the primary objective of the portfolio.

Investment Allocation

To maximize the investment revenues, these funds may be invested in securities or other investment vehicles assuming a level of risk and commensurate return less than the endowment or medium-term cash pools, but more than would be earned if carried as cash. The level of risk taken should eliminate or nearly eliminate the risk that the value of the investments is less than the original value when the funds are called by the University or needed by the Foundation. Portfolio will include investments such as:

- Positions are limited to a maximum of 5% per issuer for investments that exceed 7 days excluding Cash, Money Market Sweep Vehicles and U.S. Government and Agency Securities. Calculations are at the time of purchase.
- Positions are limited to a maximum or 10% per issuer for investments that mature within 7 days and excluding Cash, Money Market Sweep Vehicles and U.S. Government and Agency Securities. Calculations are at the time of purchase.

Approved Asset Classes include Cash and Money Market Sweep Vehicles, US Government and Agency Debt Obligations, Certificates of Deposit, Time Deposits, and Commercial Paper / Corporate Debt. Commercial Paper / Corporate debt must be rated A-1+/P-1 and A-1/P-1 with a minimum investment grade rating by 2 rating agencies.

OTHER INVESTMENTS

From time to time, the Foundation may hold other investments that are not appropriately included in any other category. These investments may include certificates of deposits, gifts of securities intended for immediate liquidation and interests in partnerships, joint ventures or limited liability companies that have been donated to or purchased by the Foundation.

CONTROL PROCEDURES

Review of Assumptions

All major assumptions regarding spending policy, budget projections, capital market returns, and liquidity needs are subject to an annual review by the Committee. This review will focus on the Foundation's ongoing ability to tolerate downturns in asset values, changes to liquidity, income or rate or return objectives, and any changes in the Foundation's priorities or spending policy.

It is not expected the IPS will change frequently. In particular, short-term changes in the financial markets should not require an adjustment to the IPS.

Review of OCIO and Investments

- The Committee will review investment performance at least annually and will seek reports from the OCIO on a periodic basis, focusing on adherence to the IPS and guidelines.
- Material changes in the investment organizations, such as in investment philosophy and personnel, etc.
- Appropriateness of asset allocation and progress toward goals.
- Comparison of long-term investment results to appropriate benchmarks, as well as market index returns.

ADOPTION OF INVESTMENT POLICY STATEMENT

The Idaho State University Foundation, Inc. Board of Directors has reviewed, approved, and adopted this Investment Policy Statement, dated March 2023, prepared with the assistance of SEI Investments Management Corporation.

Secretary's Certification

This is to certify that the foregoing Bylaws of the Idaho State University Foundation have been duly adopted by the Board of Directors and contain all amendments made through the October 11, 2019 Board of Director's meeting.



Brad Hall **Date**
Secretary, ISU Foundation Board of Directors

ATTACHMENT 6

The following is an unofficial text of the Idaho State University Foundation's Articles of Incorporation as amended. The Original Articles were filed with the Idaho Secretary of State on March 17th, 1967 with amendments filed May 13, 1983, June 19, 2006, and October 16, 2019. The official version is available on the Secretary of State's website.

ARTICLES OF INCORPORATION
OF
IDAHO STATE UNIVERSITY FOUNDATION, INC.

BE IT KNOWN That We, the undersigned, being natural persons of full age and citizens of the United States, in order to form a corporation for the purposes hereinafter stated, under and pursuant to the provisions of the general corporation laws of the State of Idaho, and in particular Chapter 11 of Title 30, and the Acts amendatory thereof and supplemental thereto, do hereby associate ourselves, together with such other persons as may associate themselves and their successors, for the purpose in incorporation and do hereby certify as follows:

ARTICLE I NAME

The name of this corporation is "Idaho State University Foundation, Inc."

ARTICLE II PERIOD OF DURATION

This corporation shall have perpetual existence.

ARTICLE III PURPOSE

1. Said organization is organized exclusively for charitable, religious, educational and scientific purposes, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

2. No part of the net earnings of the organization shall inure to the benefit of, or be distributed to, its members, trustees, officers or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in the purpose clause hereof.

3. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in. or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on (a) by an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

4. Upon the dissolution of the organization, assets and records shall be distributed to the Idaho State Board of Education or Idaho State University for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

ARTICLE IV POWERS

Subject to the express limitation that the corporation shall not have or possess any power at any time, the effect of which prevents the corporation from qualifying as an exempt organization under paragraph 501 of the Internal Revenue Code of 1954 as it now exists or as it may be amended hereafter or which prevents any gifts, grant, devise or bequest from qualifying as a charitable contribution for Federal Estate Tax purposes or for Federal Income Tax purposes, the corporation shall have and possess the following powers, any or all of which must be exercised exclusively in the furtherance of the purposes for which the corporation exists:

1. To have perpetual succession by its corporate name.
2. To sue and be sued, complain and defend, in its corporate name.
3. To have a corporate seal which may be altered at pleasure, and to use the same by causing it, or a facsimile thereof, to be impressed or affixed or in any other manner reproduced.

4. To purchase, take, receive, lease, take by gifts, devise, or bequest, or otherwise acquire, own, hold, improve, use and otherwise deal in and with real or personal property or any interest therein wherever situated.
5. To sell, convey, mortgage, pledge, lease, exchange, transfer and otherwise dispose of all or any part of its property and assets.
6. To purchase, take, receive, subscribe for or otherwise acquire, own, hold, vote, use, employ, sell, mortgage, lend, pledge or otherwise dispose of and otherwise use and deal in and with shares or other interests in or obligations of other domestic or foreign corporations, whether for profit or not for profit, associations, partnerships or individuals or direct or indirect obligations of the United States or of any other government, state, territory, governmental district or municipality, or of any instrumentality thereof.
7. To make contracts and incur liabilities, borrow money at such rates of interest as the corporation may determine, issue its notes, bonds, and other obligations, and secure any of its obligations by mortgage or pledge of all or any of its property, franchises and income.
8. To lend money for its corporate purposes, invest and reinvest its funds and take and hold real and personal property as security for the payment of funds so loaned or invested.
9. To conduct its affairs, carry on its operations and have offices and exercise the powers granted by the provisions of Chapter 11, Title 30, Idaho Corporation Code, as that act presently exists or as it may be amended in the future, in any state, territory, district or possession of the United States or in any foreign country.
10. To elect or appoint any committees and any officers or agents of the corporation as the Board of Directors may determine and to define their duties and fix the compensation to be paid to any officer or agent.
11. To make and alter By-Laws not inconsistent with these Articles of Incorporation or with the Laws of the State of Idaho for the administration and regulation of the affairs of the corporation.
12. To make donations for the general welfare of the Idaho State University and for charitable, scientific, literary, and educational purposes incident to the operation of the Idaho State University.

13. To indemnify any director or officer or former director or officer of the corporation or any person who may have served at its request as a director or officer of another corporation whether for profit or not for profit against expenses actually and necessarily incurred by him in connection with the defense of any action, suit or proceeding in which he is made a party by reason of being or having been such director or officer, except in relation to matters as to which he shall be adjudged in such action, suit or proceeding to be liable for negligence or misconduct in the performance of duty; but such indemnification shall not be deemed exclusive of any other rights to which such director or officer may be otherwise entitled.
14. To cease its corporate activities and surrender its corporate franchise, or to merge with similar non-profit corporations.
15. To have and exercise all powers necessary or convenient to affect any and all of the purposes for which the corporation is organized and exists.
16. To execute trust agreements and accept and administer trust funds relating to the purposes for which the corporation has been organized and exists and not in conflict with the exempt status of the corporation under the Internal Revenue Code,
17. To pay the reasonable and necessary expenses for the operation of the corporation out of the principal or income from gifts, grants, devises or bequests made expressly for that purpose or unrestricted as to their use by the donors or unless expressly provided to the contrary by the agreement controlling the use of such funds, from income received from other gifts, grants, devises or bequests during the period said funds are held by the foundation and are not required for the purposes specified by the donor, granter or testator.
18. Unless otherwise specifically restricted by the donor, grantor, or testator, the corporation shall have and possess the following powers with reference to its investments:
    i. To receive and accept in kind and to hold and administer as an investment as long as it shall seem to it best, any and all property which may came to it without liability for depreciation or loss through errors of judgment or otherwise.
    ii. To mingle funds of different gifts for the purpose of investment and reinvestment.

iii. To acquire, invest, reinvest, exchange, retain, sell or otherwise dispose of stocks, bonds, or other securities in the exercise of the judgment and care under the circumstances then prevailing which men of prudence, discretion and intelligence generally exercise in the management of their own affairs, not in regard to speculation but in making investments of their own funds with a view to probable increase of principal as well as safety of their capital and current income. Within the limitations of this standard, the corporation is authorized to acquire and retain every kind of property, real, personal or mixed, and every kind of investment including specifically, but without limiting the generality of the foregoing, bonds, debentures and other corporate obligations, stocks, preferred or common, and real estate mortgages and to retain any property properly acquired without limitation as to time and without regard to its suitability for original purchase. The corporation shall not be limited or restricted to authorized investments for trustees under the laws of Idaho or any other law as now existing or as hereafter enacted.

iv. To determine whether money or other property received is principal or income, or partly one and partly the other; and to charge and apportion expenses ant losses to principal and income as it may deem just and equitable; to make good any "wasting investment," losses of principal or premiums paid for securities, out of income over such periods of time as it may deem advisable.

v. To invest and reinvest expendable principal received by the Foundation for specific purposes but not presently required for the purposes specified by the donor, grantor or testator in such investments as the Board of Directors shall determine after taking into account the time when said principal funds will be required and the necessity to preserve said funds without loss of principal and to use or accumulate the net income received therefrom for reasonable expenses or operations of the Foundation, as the Board of Directors shall determine; provided, such expendable principal funds shall be available when required for use for the purposes specified by the donor, grantor or testator.

ATTACHMENT 6

ARTICLE V REGISTERED OFFICE AND AGENT

The official registered office of the corporation shall be in the Administration Building on the Idaho State University Campus, Pocatello, Idaho. The resident agent of the corporation until otherwise designated by the Board of Directors is Dennis A. Hoiter, address: Campus Box 8050, Idaho State University, Pocatello, Idaho. The Board of Directors from time to time by appropriate resolution shall have the power and authority to change the location of the registered office of the corporation and to change the designation of the resident agent of the corporation.

ARTICLE VI THE BOARD OF DIRECTORS

1. The affairs of the corporation shall be conducted by a Board of Directors of at least three members. The exact number of Directors shall be fixed from time to time by the By-Laws of the corporation. Until otherwise provided by the By-Laws, and until their successors are elected and qualified the Board of Directors shall consist of the following members: Dee Bogert, Member, State Board of Education; Dr. William E. Davis, President Idaho State University; Dr. Donald F. Kline; Frank D. Seelye; William J. Ryan, Jr., Executive Secretary of Alumni Association; Herman J. McDevitt, Attorney; and Charles H. Kegel. In addition, the President of the Foundation and the Treasurer are ex-officio members of the Board.
2. The qualifications of members of the Board, their manner of selection and the voting rights of ex- officio members shall be determined by the By-Laws.
3. The real estate and personal property of the corporation shall be under the complete control of the Board of Directors which is charged with the responsibility of administering and expending said property in accordance with the purposes for which the corporation has been organized and exists and in accordance with the terms and conditions of the gift, grant, devise or bequest under which the corporation has received the property in question, The Board of Directors may appoint an Investment Committee and may also appoint a fiscal agent or agents to handle its investments and financial affairs in such manner as may be determined advisable by the Board.

ARTICLE VII ORIGINAL INCORPORATORS

The names and Post Office addresses of the incorporators, who shall serve as Trustees until their successors are elected and qualified are: Charles H. Kegel; Frank D. Seelye; William J. Ryan; E. A. Bogert, Jr.; Dr. Donald F. Kline; Dr. William E. Davis; Herman J. McDevitt.

ARTICLE VIII BOARD OF TRUSTEES

The corporation may have a Board of Trustees which shall be unlimited in number. Members of the Board of Trustee shall serve without compensation and without requirements for duties or responsibilities. The qualifications and method of selection of Trustees shall be determined by the By-Laws.

ARTICLE IX AMENDMENTS

These Articles of Incorporation may be amended at any time in the manner and form provided by the Idaho Code as existing at the time of the adoption of these Articles of Incorporation or as provided by any other applicable law but no amendment may be adopted which changes or affects in any way the exempt status of the corporation as an organization existing exclusively for charitable, educational, literary or scientific purposes.

CERTIFICATE

IN WITNESS WHEREOF, the undersigned President and Secretary of the corporation hereby certify and state that these Articles of Incorporation were adopted by the incorporators of the Idaho State University Foundation, Inc. at a special meeting of said incorporators held at the Conference Room; Administration Building, on February 9, 1967, that a quorum was present at such meeting and that these Articles received unanimous approval of the incorporators, and members present at said meeting.

That due notice of said meeting and purposes thereof was given by publication in the Idaho State Journal, a legal newspaper as provided by law. That the Directors & Trustees herein named were elected at such meeting pursuant to such notice.

Signed: William E. Davis, President; Donald F. Kline, Secretary

Idaho State University Foundation

Section 1.03 – Amended and Restated Bylaws – as amended through October 11, 2019

Article 1 Purpose and Duration of the Foundation

The Idaho State University Foundation, Inc., an Idaho nonprofit corporation (the "Foundation") exists for the purpose of soliciting, securing and managing various sources of funding to promote the growth and operations of Idaho State University in the furtherance of the University's goals to provide a meaningful and valued educational experience for its students. The Foundation shall have no termination date and shall exist in perpetuity.

Article 2 Offices

Section 2.01 Principal Office

The principal office of the Foundation shall be located at the administrative building on the Idaho State University Campus. The Foundation may have such other offices as the Board of Directors (the "Board") may designate or as the business of the Foundation may require from time to time.

Section 2.02 Registered Office

The registered office of the Foundation to be maintained in the state of Idaho shall be located at the principal office of the Foundation, and may be changed from time to time by the Board.

Article 3 Board of Directors

Section 3.01 General Powers and Standard of Care

All corporate powers shall be exercised by or under authority of, and the business and affairs of the Foundation shall be managed under the direction of, the Board except as may be otherwise provided in the Idaho Nonprofit Corporation Act (the "Act") or the Articles of Incorporation (the "Articles"). If any such provision is made in the Articles, the powers and duties conferred or imposed upon the Board by the Act shall be exercised or performed to such extent and by such person or persons as shall be provided in the Articles.

A Director shall perform such Director's duties as a Director, including such Director's duties as a member of any committee of the Board upon which such Director may serve, in good faith, in a manner such Director reasonably believes to be in the best interests of the Foundation, and with such care as an ordinarily prudent person in a like position would use under similar circumstances. In performing such Director's duties, a Director shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, in each case prepared or presented by:

a. One (1) or more officers or employees of the Foundation whom the director reasonably believes to be reliable and competent in the matters presented;

b. Counsel, public accountants, or other persons as to matters which the director reasonably believes to be within such person's professional or expert competence; or

c. A committee of the Board upon which such director does not serve, duly designated in accordance with a provision of these Bylaws, as to matters within its designated authority, which committee the director reasonably believes to merit confidence, but such director shall not be considered to be acting in good faith if such director has knowledge concerning the matter in question that would cause such reliance to be unwarranted. A person who so performs such duties shall have no liability by reason of being or having been a director of the Foundation.

Section 3.02 Composition and Term

There shall be a Board of Directors of the Foundation consisting of no more than twenty-five (25) voting directors. Directors shall be elected by the Board for a term of three (3) years and shall not serve more than three (3) consecutive terms, unless elected Board Past Chair ("PCoB"), Chair ("COB") or Vice Chair ("VC") of the Foundation. The term of the director elected VC shall be extended an additional one year after the completion of service as PCoB and Chair, unless the maximum of three terms has not been reached, in which case he or she will serve the remainder of his or her three terms. After the maximum of three (3) terms on the Board, an outgoing director shall automatically move into Emeritus Director status and may be re-elected to the Board after a term of absence from the Board of at least one (1) year.

The Board of Directors, by a majority vote, shall be authorized to designate a limited number of its members as Lifetime Board members. The eligibility, method of designation, privileges, duties and responsibilities of Lifetime Board Members are described in Section 3.01.03 of the Board's policies.

Section 3.03 Method of Selection

Nomination to the Board may be made by any member of the Board, any ex officio members of the Board or any Emeritus Director. Nominations should be submitted in writing to a member of the Nominating Committee of the Board. The Nominating Committee will review the nominees and present a slate of potential nominees to the Board for election when vacancies occur on the Board.

Section 3.04 Qualifications

Any person of good moral character having a genuine interest in the objectives of the Foundation may be qualified as a member of the Board without regard to his or her place of residence, whether he or she has attended Idaho State University or any other similar factor.

Section 3.05 Ex Officio Membership

The following shall be ex officio members of the Board of this Foundation:

a. The President of Idaho State University;

b. The Vice President for University Advancement at Idaho State University ("Executive Vice President");

c. The Secretary of the Foundation;

d. The Treasurer of the Foundation;

e. The President of the Idaho State University Alumni Association;

f. Legal Counsel for the Foundation;

g. An ISU Faculty Member periodically appointed or elected by the ISU Faculty Senate to perform an active role in fund-raising for the University; and

h. The President of the Bengal Athletic Boosters, Inc.;

i. Unless they are also current voting directors, ex officio members of the Board shall not vote on matters being considered by the Board.

Section 3.06 Meetings of the Board of Directors

The Board shall meet semi-annually and at such other times as meetings may be called. The PCoB, Chair, VC, or the EVP shall have the right to call any meeting of the Board at any time and place by giving no less than five (5) days' notice to the Board of the time and place of such meeting.

a. Any Board action to remove a director shall require no less than seven (7) days written notice to each director that the matter will be voted on at a Board meeting. Such notice shall also include the time and place of such meeting.

b. A director may, at any time before, during or after a Board meeting, waive any notice required by law, the Articles, or these Bylaws. The waiver must be in writing, signed by the director entitled to the notice, and filed with the minutes or Foundation records.

A director's attendance at or participation in a meeting waives any required notice of the meeting unless the director, upon arriving at the meeting or prior to the vote on a matter not noticed in conformity with law, the Articles, or these Bylaws objects to lack of notice and does not thereafter vote for or assent to the objected action.

c. A majority of the voting membership of the Board shall constitute a quorum at any meeting and, unless otherwise provided by law or by the Articles, action of the Board shall be controlled by majority action of the voting directors present at any meeting at which a quorum is present.

d. The Board shall keep a record of its proceedings and shall make a detailed report available to the directors, the officers, including ex officio officers of the Foundation, and Emeritus Directors.

Section 3.07 Committees of the Board of Directors

The Foundation Board shall have the right to create any number of standing committees to assist in accomplishing the duties and responsibilities of the Foundation. Standing committees shall include the following: Executive, Governance, Audit, Finance, Investment, Development and Nominating. The responsibilities of standing committees, and other details concerning standing committees, are described in Section 9.00 of the Policy Manual.

The Board shall have the right to create ad hoc committees from time to time to assist in accomplishing the duties and the responsibilities of the Foundation. Other details concerning ad hoc committees are described in Section 9.08 of the Policy Manual.

Membership on any committee need not be limited to members of the Board or Board Emeritus Directors. All committee members shall be subject to Foundation policies and in particular, policies and practices concerning conflicts of interest and confidentiality.

Section 3.08 Vacancies

Any vacancy occurring on the Board and any directorship to be filled by reason of any increase in the number of directors shall be filled by the Board based on nominations received from the Nominating Committee. The term of any directorship arising due to vacancy or increase in the number of directors shall be three (3) years and shall be subject to the term limits described in Section 3.02 above.

Section 3.09 Removal of Directors

a. Removal for Cause. Any director may be removed from office for cause by a two-thirds (2/3) majority vote of the total directors then in office.

b. Removal for Unexcused Absences. A director may be removed from office after two (2) unexcused absences of any Board meeting within any twelve-month period, provided that a majority of the total directors then in office vote for such removal.

Section 3.10 Informal Action

Any action required to be taken at a meeting of the Board of directors may be taken without a meeting, if all the members of the Board consent in writing to that action. Such action by written consent shall have the same force and effect as a unanimous vote of the Board. Such written consent or consents shall be filed with the minutes of the proceedings of the Board.

Section 3.11 Open Meetings

The Board shall conduct its business meetings in open sessions whenever possible. However, the Board may meet in executive session in those circumstances where the Board is discussing or acting upon strategy with respect to litigation; discussing the purchase or sale of real property; interviewing prospective Foundation employees; or considering the evaluation, dismissal or disciplining of, or hearing complaints or charges brought against, a Foundation employee or staff member or on any matter which the Board feels must be dealt with in a confidential manner.

All board meetings shall be subject to Foundation Policy 2.05 with respect to confidentiality.

Section 3.12 Records

Although the Foundation is a private entity and is not subject to the Idaho Public Records Law, the Foundation, while protecting personal and private information related to private individuals, will, to the extent reasonable, be open to public inquires related to revenue,

Section 2
Ethics and Accountability

Section 2.04 - Conflict of Interest Policy

2.04.01 Purpose

The purpose of the conflict of interest policy is to protect the Foundation's interest when it is contemplating entering into a contract, transaction, or arrangement that might benefit the private interest of a Foundation officer, director, or advisor to the directors or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations, or the Idaho State Board of Education's policy.

2.04.02 Definitions

a. Interested Person. Any director, officer, advisor to the directors, member of a committee with Board delegated powers, or staff member, who has a direct or indirect financial interest, as defined below, is an interested person.
b. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business or investment, or a member of the person's family has:

    i. A position as an officer, director, trustee, partner, employee, or agent of any entity with which the Foundation has or is considering a contract, transaction, or arrangement;
    ii. An ownership or investment interest in any entity with which the Foundation has or is considering a contract, transaction, or arrangement;
    iii. A compensation arrangement with the Foundation or with any entity or individual with which the Foundation has or is considering a contract, transaction, or arrangement;
    iv. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Foundation is considering or negotiating a contract, transaction, or arrangement; or
    v. Any other direct or indirect dealings with any entity from which he or she knowingly benefitted (e.g., through receipt directly or indirectly of cash or other property exclusive of dividends or interest) and with which the Foundation has, is considering, or is negotiating a contract, transaction, or arrangement.

c. The term "a member of the person's family" means the person's spouse, parent, step-parent, guardian, brother, sister, step-brother, step-sister, mother-in-law, father-in-law, child, stepchild, grandmother, grandfather, aunt, uncle, niece, nephew, brother-in-law, sister-in-law, first cousin, or grandchild.

d. Compensation includes direct and indirect remuneration as well as gifts or favors.

Section 2
Ethics and Accountability

e. Determining that a conflict of interest exists is almost always an easy process and the interested person simply recuses himself or herself from consideration of the issue. However, in rare instances the potential conflict is not clear and certain financial interests may not necessarily be a conflict of interest. Under Section 2.04.03 Paragraph (b) below, a person who has such a financial interest may ask the appropriate Board or Committee to decide if a conflict of interest exists.

2.04.03 Procedures

a. Duty to Disclose. At the first knowledge of the possibility, creation, or existence of a financial interest as described above, the interested person must disclose to the Board the existence of the financial interest and any and all relevant and material facts known to the interested person about the proposed or existing contract, transaction, or arrangement that might reasonably be construed to be adverse to the Foundation's interest. It is usual, at this point, for the interested person to recuse themselves from any consideration of the issue. However, if the interested party is not certain that a conflict of interest exists, the interested person must be given the opportunity to disclose all other material facts to the directors and members of committees with Board delegated powers considering the proposed contract, transaction, or arrangement. When an interested person asks for a formal opinion of the Board or a Committee as to the existence of a conflict of interest, the Board or Committee should seek the guidance of the Foundation's legal counsel.

b. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board or Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Committee members shall decide if a conflict of interest exists. If, after consultation with the Foundation's legal counsel, the Board or Committee concludes that no conflict exists then the Foundation's legal counsel may want to discuss the issue with the University and/or the State Board of Education's legal counsel.

c. Procedures for Addressing the Conflict of Interest. In almost all instances the recusal by an interested person will resolve any conflict of interest issue. However, in unusual cases the following procedures may be necessary:

i. Rarely, an interested person may be the only person with knowledge of critical information concerning the item being considered as a potential conflict of interest. In that case, the interested person may make a presentation at the Board or Committee meeting, but after the presentation, he or she shall leave the meeting while the Board or Committee discusses and votes on the contract, transaction, or

arrangement involving the possible conflict of interest.

ii. In unusual circumstances, the recusal of the interested person may not resolve the conflict of interest. In those cases, the Chairperson of the Board or Committee, after consulting with the Foundation's legal counsel, shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed contract, transaction, or arrangement.

iii. After exercising due diligence, the Board or Committee shall determine whether the Foundation can obtain with reasonable efforts a more advantageous contract, transaction, or arrangement from a person or entity that would not give rise to a conflict of interest.

iv. If a more advantageous contract, transaction, or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Committee shall determine by a majority vote of the disinterested directors whether the contract, transaction, or arrangement is in the Foundation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the contract, transaction, or arrangement. The Foundation should notify the University of the conflict, and if appropriate, the State Board of Education.

v. Such contract, transaction, or arrangement shall only be authorized, approved, or ratified upon the affirmative vote of a majority of the directors of the Board then in office, or a majority of the Committee members, who are not interested persons as described above.

2.04.04 Violations of the Conflicts of Interest Policy

If the Board or a Committee has reasonable cause to believe that a Foundation officer, director, or advisor to the directors has failed to disclose actual or possible conflicts of interest, it shall inform them of the basis for such belief and afford them an opportunity to explain the alleged failure to disclose.

If, after hearing an officer, director, or advisor to the directors' explanation, and after making further investigation as warranted by the circumstances, the Board or Committee determines they have failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 2
Ethics and Accountability

Section 2.03 - Code of Ethical Conduct

2.03.01 Personal and Professional Integrity

All staff (when used in this code, employees or staff members include staff either employed directly by the Foundation or on behalf of the Foundation by the University), board members, and volunteers of the Idaho State University Foundation act with honesty, integrity, and openness in all their dealings as representatives of the organization. The organization promotes a working environment that values respect, fairness, and integrity.

2.03.02 Mission

The Idaho State University Foundation has a clearly stated mission and purpose, approved by the board, in pursuit of the public good. All of its programs support that mission and all who work for or on behalf of the organization understand and are loyal to that mission and purpose.

2.03.03 Governance

The Idaho State University Foundation has an active governing body, the Board, which is responsible for setting the mission and strategic direction of the organization and oversight of the finances, operations, and policies of the Idaho State University Foundation. The Board:

a. Ensures that its members have the requisite skills and experience to carry out their duties and that all members understand and fulfill their governance duties acting for the benefit of the Idaho State University Foundation and its public purpose,

b. Has a conflict-of-interest policy that ensures that any conflicts of interest or the appearance thereof are avoided or appropriately managed through disclosure, recusal, or other means,

c. Has a statement of personal commitment that provides attestation to the commitment to the Idaho State University Foundation's goals and values,

d. Ensures that the Executive Vice President of Advancement and appropriate staff provide the Board with timely and comprehensive information so that the Board can effectively carry out its duties,

e. Ensures that the Idaho State University Foundation conducts all transactions and dealings with integrity and honesty,

f. Ensures that the Idaho State University Foundation promotes working relationships with Board Members, staff, volunteers, and program beneficiaries that are based on mutual respect, fairness, and openness,

g. Ensures that the organization is fair and inclusive in its hiring and promotion policies and practices for all board, staff, and volunteer positions,

h. Ensures that policies of the Idaho State University Foundation are in writing, clearly articulated, and officially adopted,

i. Has an Audit Committee that is responsible for engaging independent auditors to perform an annual audit of the Idaho State University Foundation's financial statements. The audit committee also is responsible for overseeing the reliability of financial reporting, including the effectiveness of internal control over financial reporting, reviewing, and discussing the annual audited financial statements to determine whether they are complete and consistent with operational and other information known to the committee members, understanding significant risks and exposures and management's response to minimize the risks, and understanding the audit scope and approving audit and non–audit services,

j. Ensures that the resources of the Idaho State University Foundation are responsibly and prudently managed,

k. Ensures that the Idaho State University Foundation has the capacity to carry out its programs effectively.

2.03.04 Responsible Stewardship

The Idaho State University Foundation manages its funds responsibly and prudently. This should include the following considerations:

a. Spends an adequate amount on administrative expenses to ensure effective accounting systems, internal controls, competent staff, and other expenditures critical to professional management,

b. Intends that all who are entitled to receive compensation for the organization are, reasonably, fairly and appropriately compensated,

c. Knows that solicitation of funds has reasonable fundraising costs, recognizing the variety of factors that affect fundraising costs,

d. Does not accumulate operating funds excessively,

e. Draws prudently from endowment funds consistent with donor intent and to support the public purpose of the Idaho State University Foundation,

f. Ensures that all spending practices and policies are fair, reasonable, and appropriate to fulfill the mission of the Idaho State University Foundation,

g. Ensures that all financial reports are factually accurate and complete in all material respects,

h. Ensures compliance with laws and regulations.

Section 2
Ethics and Accountability

2.03.05 Openness and Disclosure

The Idaho State University Foundation provides comprehensive and timely information to all stakeholders and is responsive in a timely manner to reasonable requests for information. All information about the Idaho State University Foundation will fully and honestly reflect the policies and practices of the organization. Basic informational data about the Idaho State University Foundation, such as the Form 990, will be posted online or otherwise made available to the public. All solicitation materials accurately represent the Idaho State University Foundation's policies and practices and will reflect the dignity of program beneficiaries. All financial, organizational, and program reports will be complete and accurate in all material respects.

2.03.06 Legal Compliance

The Idaho State University Foundation will employ knowledgeable legal counsel that will help ensure that the organization is knowledgeable of, and complies with, laws and regulations**.**

2.03.07 Organizational Effectiveness

The Idaho State University Foundation is committed to improving its organizational effectiveness and develops mechanisms to promote learning from its activities. The Idaho State University Foundation is responsive to changes in its field of soliciting funds from private sources and managing endowments and is responsive to the needs of its constituencies.

2.03.08 Inclusiveness and Diversity

The Idaho State University Foundation has a policy of promoting inclusiveness. Its staff, board, and volunteers should reflect diversity in order to enrich its programmatic effectiveness. The Idaho State University Foundation takes meaningful steps to promote inclusiveness in its hiring, retention, promotion, board recruitment, and constituencies served.

2.03.09 Fundraising

When the Idaho State University Foundation solicits funds it uses material that is truthful about the organization. The Idaho State University Foundation respects the privacy concerns of individual donors and expends funds consistent with donor intent. The Idaho State University Foundation discloses important and relevant information to potential donors.

Section 2
Ethics and Accountability

In raising funds from public and private sources, the Idaho State University Foundation will respect the rights of donors, as follows:

a. Donors will be informed of the mission of the Idaho State University Foundation, the way the resources will be used, and the University's capacity to use donations effectively for their intended purpose. Further, they will:

b. Be informed of the identity of those serving on the Idaho State University Foundation's governing board and to expect the board to exercise prudent judgment in its stewardship responsibilities.

c. Have access to the Idaho State University Foundation's most recent financial reports.

d. Be assured their gifts will be used for purposes for which they are given to the extent that such gifts are in compliance with University and Foundation policies.

e. Receive appropriate acknowledgment and recognition.

f. Be assured that information about their donations is handled with respect and with confidentiality to the extent provided by law.

g. Be approached in a professional manner.

h. Be informed whether those seeking donations are volunteers, employees of Idaho State University or of the Foundation, or hired solicitors.

i. Have the opportunity for their names to be deleted from mailing lists that the Idaho State University Foundation may intend to share.

j. Be encouraged to ask questions when making a donation and to receive prompt, truthful, and forthright answers.

2.03.10 Reporting Responsibility

It is the responsibility of all directors, officers, and employees to comply with the code of ethical conduct and to report violations or suspected violations to the Chair of the Audit Committee or the general counsel of the organization. The person receiving the report will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days, unless the submission of the violation is anonymous. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

Person responsible for the periodic review of policy – Legal Counsel

SUBJECT

Idaho State University - Softball/Golf Training Facility - Project Authorization

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K

BACKGROUND/DISCUSSION

Idaho State University (ISU) seeks authorization to amend its six-year capital improvement plan and to proceed with a major construction project to create a state-of-the-art, flexible practice facility for the ISU Softball and Golf programs. This project has been conceptualized due to generous and strong interest from a lead donor who approached ISU for the facility.

This facility will be built adjacent to the existing home team dugout and outdoor bullpen area on the first base side of Miller Ranch Field, the home of ISU Softball. The venue is designed to accommodate year-round practice, offering both indoor, and outdoor usage for both programs as weather permits.

Golf Facility Design

The golf portion of the facility is specifically designed to allow the team to develop all facets of their game during colder months when outdoor practice is impossible. Key features include:

- A designated area for organized equipment storage upon entering the golf lab, situated on the north end of the facility.
- Two hitting bays equipped with launch monitor technology to track ball flight and provide real-time swing feedback.
- The ability to open large overhead doors during favorable weather, allowing golfers to hit off mats to an exterior netted area.
- A projector and screen system for continued indoor practice when overhead doors are closed due to inclement weather.
- A dedicated putting green for short game and putting practice.

Softball Facility Design

The softball portion will consist of a large open space covered in field turf to maximize flexibility for throwing, pitching, fielding, and batting drills. Additional features include:

- Three separate 15’ x 70’ hitting/pitching bays that can be lowered from the ceiling.
- An additive alternate exterior connection to a canopy covering the home team bullpen, providing protection from the elements year-round.

Building Construction

The facility will be constructed as a pre-engineered metal building, which efficiently achieves the necessary spans for open practice spaces. Both the softball and golf portions will feature high bay spaces with a minimum clear height of 20 feet. The

structure will incorporate clerestory windows for natural daylighting and utilize high-efficiency high-bay lighting to accommodate practice usage at all hours.

IMPACT

ISU estimates a total project budget of $4,241,245, which comprehensively covers all design fees, site development costs, construction, additive alternates, and contingency for this flexible, multi-sport practice facility.

Funding Structure

This initiative is a 100% donor-funded project. ISU Athletics and the ISU Development Office have already secured a lead gift. The Athletics Department plans to aggressively expand fundraising efforts to secure the complete cost of this project upon receipt of approval to proceed.

Crucially, no appropriated or central funds of Idaho State University will be used for this project**.** The construction project will not commence until all philanthropic funding has been committed.

Current Practice Protocol (Until Completion)

Until donor funding is fully committed and the facility is constructed, the softball and golf teams will continue to utilize outdoor practice time as frequently as weather and schedules permit. During inclement weather, teams will continue to rely on suitable indoor spaces within the community or on campus, when available.

ATTACHMENTS:

Attachment 1 - ISU Athletics Softball + Golf Practice Facilities Concept Design and cost estimate breakdown

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed Idaho State University's (ISU) request to amend its Six-Year Capital Improvement Plan and authorize construction of a Softball and Golf Training Facility adjacent to Miller Ranch Field. The proposed facility is intended to provide year-round practice space for both programs, including indoor training areas, hitting bays, a putting green, and flexible turf space for softball drills.

The total project cost is estimated to be $4,241,245 and will be funded entirely through private donor contributions, with no appropriated or central university funds used. ISU has indicated that construction will not begin until all philanthropic funding has been fully secured.

This new facility will enhance year-round training opportunities for ISU student-athletes and support the continued development of ISU's softball and golf programs.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to 1) amend its Six-Year Capital Improvement Plan to include the Softball and Golf Training Facility, 2) authorize the ISU to proceed with this construction project, and 3) approve a total project budget not to exceed $4,241,245 utilizing private donor funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ISU ATHLETICS
SOFTBALL + GOLF

PRACTICE FACILITIES | CONCEPT DESIGN

20 NOVEMBER 2025

method studio



Prepared by **Method Studio**

Joshua Greene, AIA, Sr. Principal, PIC
Matt Wallace, AIA, Associate Principal, Senior Project Manager
Kyle Borchert, AIA, Vice President + Project Manager
Jonah Ritter, Senior Associate + Project Architect
Liz Yonashiro, AIA, Vice President + Project Architect

Acknowledgments

IDAHO STATE UNIVERSITY
Pauline Thiros, Director of Athletics
Heather Cairns, Associate AD Internal Operations
Weylin Richards, Senior Project Manager - Facilities Services
Steve Hagler, Director of Design & Construction
Chris Wagner, Director of Facilities Operations
Andrew Rich, Head Softball Coach
Todd Loveland, Head Golf Coach

Table of Contents

0.0 INTRODUCTION

Acknowledgments ..... **i**
Table of Contents ..... **ii**

1.0 EXECUTIVE SUMMARY **01**

2.0 PLANS + SECTIONS

2.1 Proposed Master Plan **05**
2.2 Proposed Site Plan (Phase 1) **06**
2.3 Proposed Floor Plan **07**
2.4 Proposed Building Cross Section **08**

3.0 CONCEPT RENDERINGS

3.1 Interior Rendering / Softball Pracitice Facility **10**
3.2 Interior Rendering / Golf VR Simulator Practice Bays **12**
3.3 Exterior Rendering 1 ..... **14**

4.0 COST MODEL + ANALYSIS

4.1 Opinion of Probable Cost **17**
4.2 Cost Analysis **18**

APPENDICES

Appendix A - Other Options Studied (Options A)
Appendix B - Other Options Studied (Options B)

SECTION 1.0

EXECUTIVE SUMMARY



Executive Summary

1.1

INTRODUCTION

Miller Ranch Stadium has proudly served as the home field for Idaho State University Softball since 2011, a venue where championship aspirations take root and grow. ISU Athletics remains dedicated to the continuous enhancement of its facilities and programs, cultivating an environment where student athletes can thrive. A pivotal recent upgrade replaced the natural grass field with turf, a game changer for the team to retain home games during the early portions of the spring season. This strategic improvement ensures the team can host early-season home games and maintain a competitive edge despite challenging spring weather. The next iteration in the venue's evolution is the addition of an indoor training facility, a dedicated space designed to elevate both the college softball and golf programs. This facility will provide the essential space and resources needed for players to hone their individual and team skills year-round, empowering them to train and compete fiercely for Big Sky Conference titles in both softball and golf.

The new venue will be built adjacent to the existing home team dugout and outdoor bullpen on the first base side of Miller Ranch field. There will be a drop off area along the east side of the practice area that extends from the current paving leading to the main entrance to the facility. There will also be a secondary entrance directly off the west side of the bullpen for easy connection for the softball team from indoor to outdoor facilities. Additionally, there are a series of overhead doors which connect the indoor facility to the outdoors when weather permits for both the golf and softball portions.

The golf portion of the facility is designed to give the golf team a place to develop all facets of their game during the colder months of the year when the team is unable to get outside. This includes a designated area for organized equipment storage upon entering into the golf

Executive Summary, cont. 1.2

lab portion situated on the north end of the facility. The golfers then have 2 hitting bays fashioned with technology to track the flight of the golf ball and provide real time feedback to the results of their swing. This can be accomplished in one of two ways. When the weather is still warm enough to allow, large overhead doors are opened and the golfers hit off of mats to an exterior area enclosed by netting to the sides, rear and top. The tracking technology only needs to allow the golf ball to travel 50' in order to obtain the necessary information and that is the distance to the rear end of the enclosure. The ground of this exterior area will be turf, sloped to allow the golf balls to naturally migrate to a single location for easy collection. During inclement weather, the doors remain closed and screens are used with a projector system to allow for continued indoor practice. To the east of the two bays is a putting green that is open to the softball area to the south. This opening between the softball area and the putting green allows for golfers to work on chip shots onto the putting green.

The softball area consists of an open space approximately 60' wide by 78' long to allow for (3) separate 15' x 70' bays to be lowered from the ceiling. The entire floor will be covered in turf to allow for maximum flexibility in use by the softball team for throwing, pitching, fielding and batting. From the exterior, the facility will connect back to a canopy that will cover the home team's bullpen to allow for protection from the elements during all times of the year.

The facility will be constructed as a pre-engineered metal building to efficiently achieve the spans required for the open spaces below. Both the softball and golf portions will have high bay spaces with the bottom of structure a minimum of 20' above the floor. The use of clerestory windows will allow for natural daylight to filter into the practice facility during the day, and high efficient high bay lighting will allow for use at all hours of the day. Finally, the facility will be equipped with an area for storage as well as one individual-use restroom with access from the interior or exterior.

SECTION 2.0

PLANS + SECTIONS

PLANS + SECTIONS | MASTER PLAN DIAGRAM 2.1



ISU Athletic Softball + Golf Practice Facilities, Master Plan Concept

KEY | MASTER PLAN

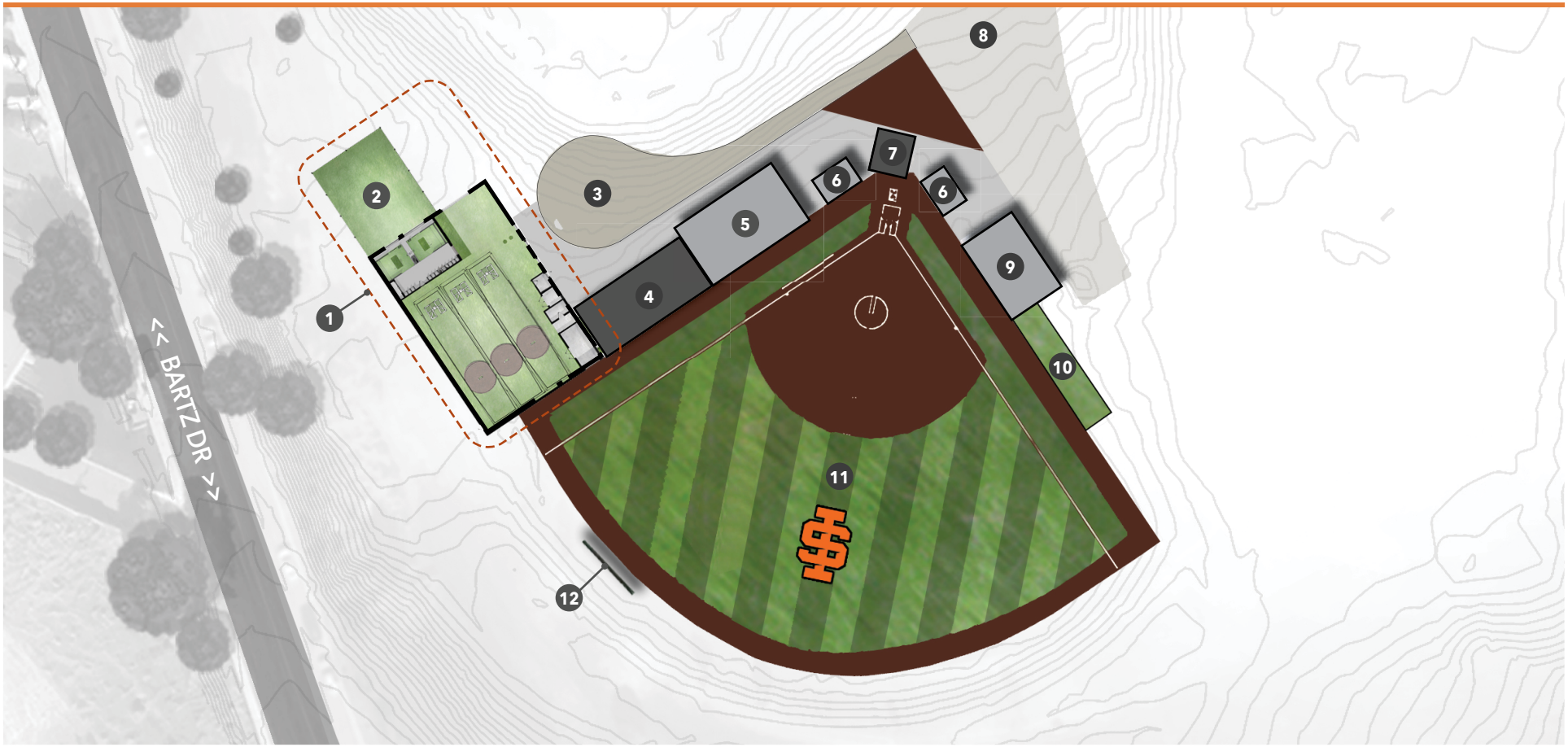
1 - MAIN ACCESS
2 - FUTURE EXPANDED PARKING
3 - FUTURE RESTROOM FACILITY
4 - MILLER RANCH STADIUM
5 - NEW ROOF OVER EXISTING HOME TEAM BULLPEN (PHASE 1)
6 - SOFTBALL + GOLF PRACTICE FACILITY (PHASE 1)
7 - OUTDOOR GOLF RANGE
8 - FUTURE ROAD
9 - FUTURE DROP-OFF LOOP
10 - STUDENT HOUSING - SCHUBERT HEIGHTS
11 - DAVIS FIELD HOUSE
12 - ISU RUGBY PITCH
13 - L.E. & THELMA E. STEPHENS PERFORMING ARTS CENTER
14 - INTERSTATE HIGHWAY (I-15)

ARCHITECTURAL GRAPHIC SCALE 0 MI 0.125 MI (660 FT)

north

BUS STOP

PEDESTRIAN ACCESS

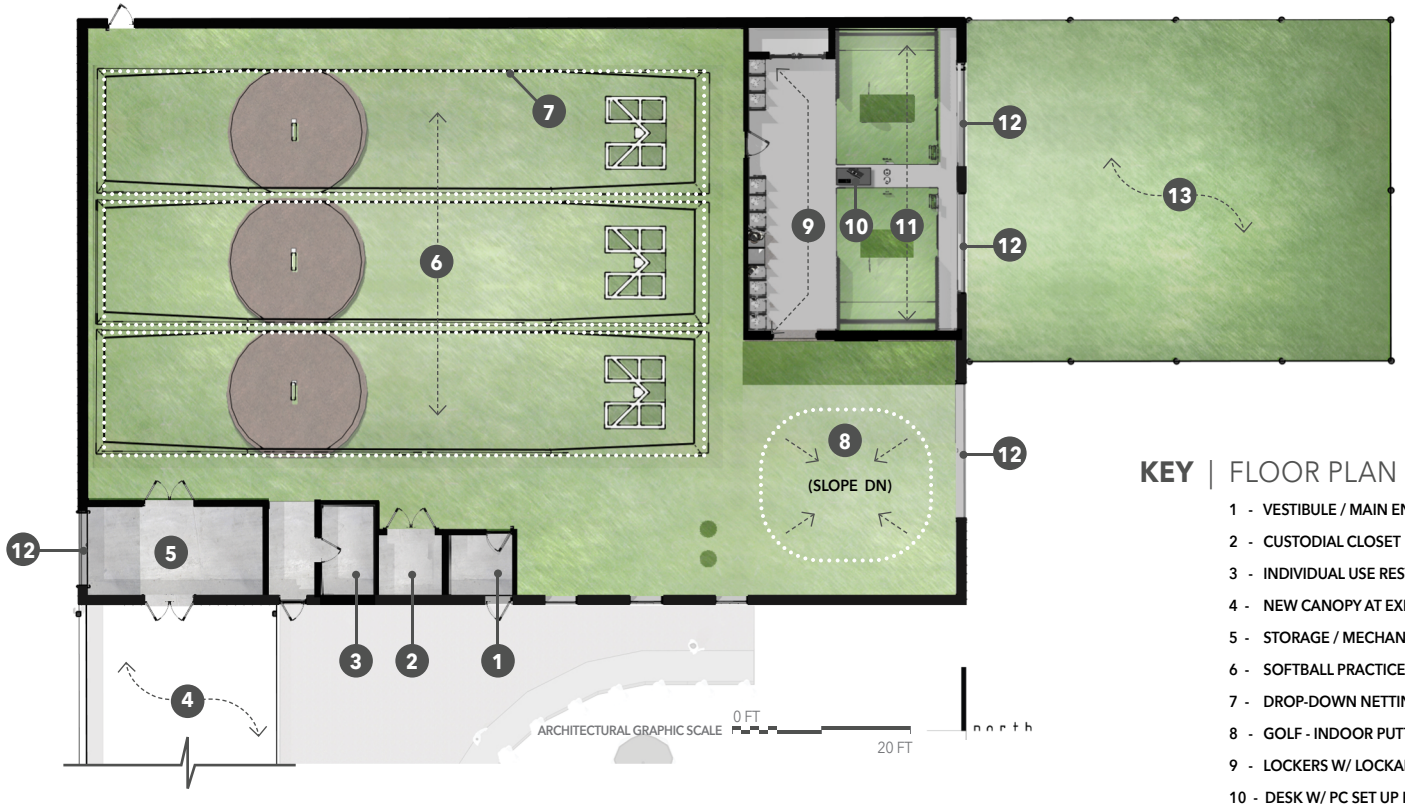


ISU Athletic Softball + Golf Practice Facilities, Phase 1 Site Plan

KEY | SITE PLAN (PHASE 1)

1 - NEW SOFTBALL + GOLF PRACTICE FACILITY
2 - OUTDOOR GOLF RANGE
3 - ROUNDABOUT / DELIVERY TURN-AROUND
4 - NEW ROOF AT EXISTING HOME TEAM BULLPEN
5 - EXISTING HOME DUGOUT AND LOCKER ROOM
6 - EXISTING GRANDSTAND
7 - EXISTING PRESSBOX
8 - EXISTING MAIN ACCESS ROAD
9 - EXISTING VISITOR DUGOUT
10 - VISITOR BULL PEN
11 - MILLER RANCH STADIUM
12 - SCOREBOARD

ARCHITECTURAL GRAPHIC SCALE 0 MI 25 FT 50 FT 100 FT north



ISU Athletic Softball + Golf Practice Facility, Floor Plan

KEY | FLOOR PLAN

1 - VESTIBULE / MAIN ENTRY
2 - CUSTODIAL CLOSET
3 - INDIVIDUAL USE RESTROOM
4 - NEW CANOPY AT EXISTING BULLPEN
5 - STORAGE / MECHANICAL / ELECTRICAL ROOM
6 - SOFTBALL PRACTICE FACILITY
7 - DROP-DOWN NETTING ABOVE, SEE SECTIONS + RENDERINGS
8 - GOLF - INDOOR PUTTING AREA
9 - LOCKERS W/ LOCKABLE STORAGE ABOVE
10 - DESK W/ PC SET UP FOR TRACKMAN 4 SYSTEM
11 - (2) VR GOLF SIMULATOR PRACTICE BAYS
12 - HIGH BAY / OVERHEAD COILING DOORS
13 - OUTDOOR GOLF RANGE



Perspective Building Cross Section - Softball Practice Facility, nets up



Perspective Building Cross Section - Softball Practice Facility, nets down

SECTION 3.0

CONCEPT RENDERINGS



Softball Practice Facility, nets up



Softball Practice Facility, nets down



Golf VR Simulator Practice Bay, with overhead doors to outdoor golf range (down)

CONCEPT RENDERINGS | INTERIOR PERSPECTIVES 3.4



Golf VR Simulator Practice Bay, with overhead doors to outdoor golf range (up)



Exterior Persepctive, view looking south

CONCEPT RENDERINGS | EXTERIOR PERSPECTIVES 3.6



Exterior Persepctive, view looking northwest

SECTION 4.0

COST MODEL + ANALYSIS

ATTACHMENT 1

COST MODEL / OPINION OF PROBABLE COST 4.1

ISU Softball + Golf Training Facility SnapShot SIZE & BUDGET: GSF (v3) 11/18/2025

TARGET VALUE DESIGN - PREFERRED OPTION

	room / space / description	adjacencies	notes	(in feet) W x L	NSF / room	quantity 24 future	2024 NSF	ROM Cost (Target) $ / SF	Net T.I. Cost
	Part 1: Assignable Spaces								
	SUBTOTAL, Part 1:						**5,925.7 NSF**		**$553,703**
	Part 2: Building Support Spaces								
	Part 2 Subtotal:						**1,226.0 NSF**		**$144,988**
	SUBTOTAL, Part 1 & 2:						**7,151.7 GSF**		**$698,692**
+	**PART 3: Core & Shell Construction Cost**								**$1,565,850**
+	**PART 4: Site Development Cost**								**$375,000**
	SUBTOTAL, Parts 1 thru 4:								**$2,639,542**
+	**PART 5: GC Mark-Ups**	@ 13.00%						**$48**	**$343,140**
+	**PART 6: Design Contingency**	@ 10.00%						**$37**	**$263,954**
	SUBTOTAL, Parts 1 thru 6 :						**Target Value (TVD):**	**$454**	**$3,246,636**
	Part 7: Alternates								
	Covered Bullpen								
	Part 7 Subtotal:						**1,836.0 NSF**		**$246,153**
+	**PART 8: Escalation (Inflation, etc.)**	@ 0.33%	/ month x 6.0 months					**$10**	**$69,786**
	Opinion of Probable Construction Cost:							**$498**	**$3,562,575**
	Part 8: Soft Costs	19.05%	Note - Does not include Owner Contingency; Recommend an additional 5%					$95	**$678,670**
	OPINION OF PROBABLE PROJECT COST:								**$4,241,245**

INTRODUCTION

The cost model employs a target value design (TVD) approach, assigning specific values to various project components. The base bid calculations begins by defining the interior program requirements and associated size specifications, which establish the Net Square Footage (NSF). This NSF is then multiplied by an associated cost based on the type of spaces. Subsequently, support spaces, including areas for circulation and wall thickness, are calculated, converting the NSF total into an overall Gross Square Footage (GSF) cost. Incorporating the costs for the core and shell construction, which in this case utilizes a pre-engineered building for the primary structure with a simple metal panel exterior, along with anticipated site development costs, yields the overall anticipated cost for all construction elements. This total is then adjusted by a percentage to cover general contractor markups and a design contingency, which is necessary due to the project currently being in the programming phase with a myriad of undefined elements and design decisions still pending resolution.

One portion of this project is designated as a bid alternate, which involves installing a canopy over the existing home team bullpen. The cost for this alternate will be itemized separately and can be incorporated into the total base bid amount. Both the base bid and the bid alternate prices are subject to an escalation fee to account for potential increases in construction costs over time. Structuring this element as a bid alternate provides Idaho State University with the necessary flexibility to decide whether or not to proceed with the bullpen canopy construction, contingent upon the submitted pricing. The corresponding figure in the cost model represents our current Opinion of Probable Construction Cost (OPCC) for a facility of this nature.

Finally, the project soft costs are applied to cover all costs associated with Owner's Contingency, Design, FF&E, AV, IT, Security, Testing & Inspections, Etc. This fee is typically between 26-29% of the construction costs for most larger projects. Note that in our current cost model we are not showing a fee associated with Owner's Contingency and would recommend ISU have a fee of approximately 5% set aside as contingency (the total soft costs we currently show are 19% of construction cost). The soft costs added to the Opinion of Probable Construction Cost leads to a final Opinion of Probable Project Cost or the overall cost to design and build the project. We had our 3rd party cost estimator review the value we have associated with each of the areas listed and they have confirmed what we are showing is a fair cost model for a facility of this type. It will be incumbent upon the design team to work within this target value design to create a final set of construction documents that has a likelihood of bidding for the anticipated amount.

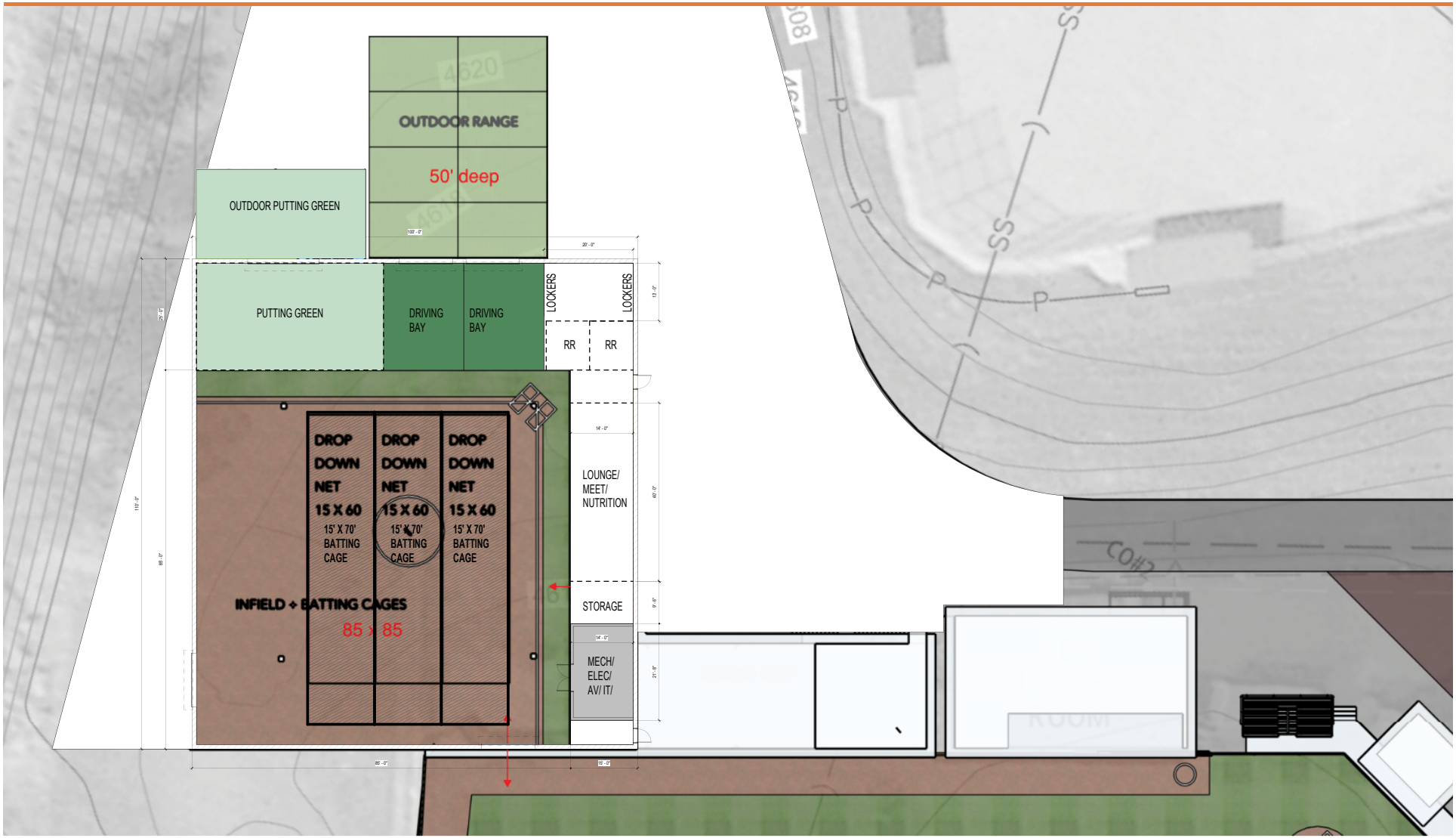
APPENDICES

OTHER OPTIONS STUDIED (A + B)

ATTACHMENT 1

APPENDIX A

OTHER OPTIONS STUDIED - OPTION A (11.04.2025)



APPENDIX B

OTHER OPTIONS STUDIED - OPTION B (11.04.2025)



SUBJECT

Idaho State University – Indoor Track Procurement and Installation - Project Authorization

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K and V.I

BACKGROUND/DISCUSSION

The Idaho State University (ISU) ICCU Dome is home to one of the most storied indoor track and field programs in the Western United States. Central to the history is the arena's wooden track, which has been in operation for approximately 50 years. While this surface has supported the University and the broader track and field community with distinction for half a century, it has reached the end of its functional and safe service life.

The current infrastructure no longer meets the technical requirements of modern Division I competition. Maintaining a 50-year-old wooden system has become increasingly costly, and the lack of a modern, industry standard synthetic surface limits the University's future ability to host championship caliber events and provide a safe training environment for student athletes. Safety on the banked wooden track has increasingly become a concern by coaches and athletes.

Project Scope and Specifications

ISU proposes the procurement and installation of a state-of-the-art indoor track and field system. To maximize the multipurpose utility of the ICCU Dome, the project will focus on a high-performance, modular solution. Key components include:

- Portable Banked Track: A modernized running surface featuring a convertible banked system that can be deployed seasonally. This allows the ICCU Dome to remain a flexible, multi-use facility for football, trade shows, and other University events.

- Specialized Surface: Installation of a durable, high-energy-return synthetic surface for both the banked track and designated infield areas.

- Permanent Floor Preparations: To ensure long-term stability and precision, the project anticipates permanent sub-floor modifications. These preparations include the installation of inlaid sprinting lanes and integrated jumping pits designed to meet NCAA and World Athletics standards.

IMPACT

The impact of this project extends beyond ISU Athletics. For decades, the University has partnered with the J.R. Simplot Company to host the Simplot

Games, the largest and most prestigious indoor track and field meet in North America.

A modern, premier running surface is essential to the long-term viability and growth of the Simplot Games. With donor investment in this state-of-the-art system, ISU, and our partners, reinforce our commitment to this partnership, ensuring that Pocatello remains a national destination for thousands of high school athletes, coaches, and families annually.

Policy Compliance and Funding
This project is categorized as a Major Project under Policy V.K. due to the upper-end anticipated cost of $5,530,000.

- **Six-Year Plan Amendment:** As the project has emerged through recent donor-led opportunities, ISU is requesting a formal amendment to the University's Six Year Capital Improvement Plan to include this project.

- **Donor Funding:** The University is pleased to report that the project will be funded entirely through private philanthropic advocacy and support and that these funding commitments have been secured. Approval is requested to initiate the procurement process in a timeline that ensures the track is operational in time for the next winter competition season. A breakdown of cost estimates for this project includes:

Component	Cost Estimate
Flat Track Installation and Portable Banked Oval	$4,230,000
Protective Decking	$900,000
Contingency	$400,000
Total	**$5,530,000**

Depending on the final layout and installation design, the donor-funded project cost may be reduced. The current project cost estimates are intentionally elevated, but the final cost could decrease based on the scope of yet-to-be-determined construction on the event floor. The final design and procurement will be made in partnership with industry partners and remain within budgetary limits.

Non-approval of this project will necessitate the continued expenditure of significant annual maintenance and operations funds for the repair and replacement of the current wooden boards and outdated infrastructure. Furthermore, non-approval will result in the loss of donor funding specifically committed to the procurement and installation of a modern indoor track and field system.

ATTACHMENTS:

Attachment 1 - Indoor Track and Field Setup Concept

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed Idaho State University's (ISU) request to amend its Six-Year Capital Improvement Plan and authorize the procurement and installation of a new indoor track and field system at ISU's ICCU Dome. The existing wooden track surface has been in service for approximately 50 years and no longer meets current Division I competition standards or safety expectations.

This proposed project includes the installation of a modern portable banked track system, synthetic running surfaces, and associated floor preparations to meet both NCAA and World Athletics standards. These upgrades also support the continued viability of major events hosted at the ISU ICCU Dome as well as improving safety and functionality for student-athletes and users of the facility.

The total project cost is estimated at $5,530,000 and will be funded entirely through private donor contributions, with no state funds being requested.

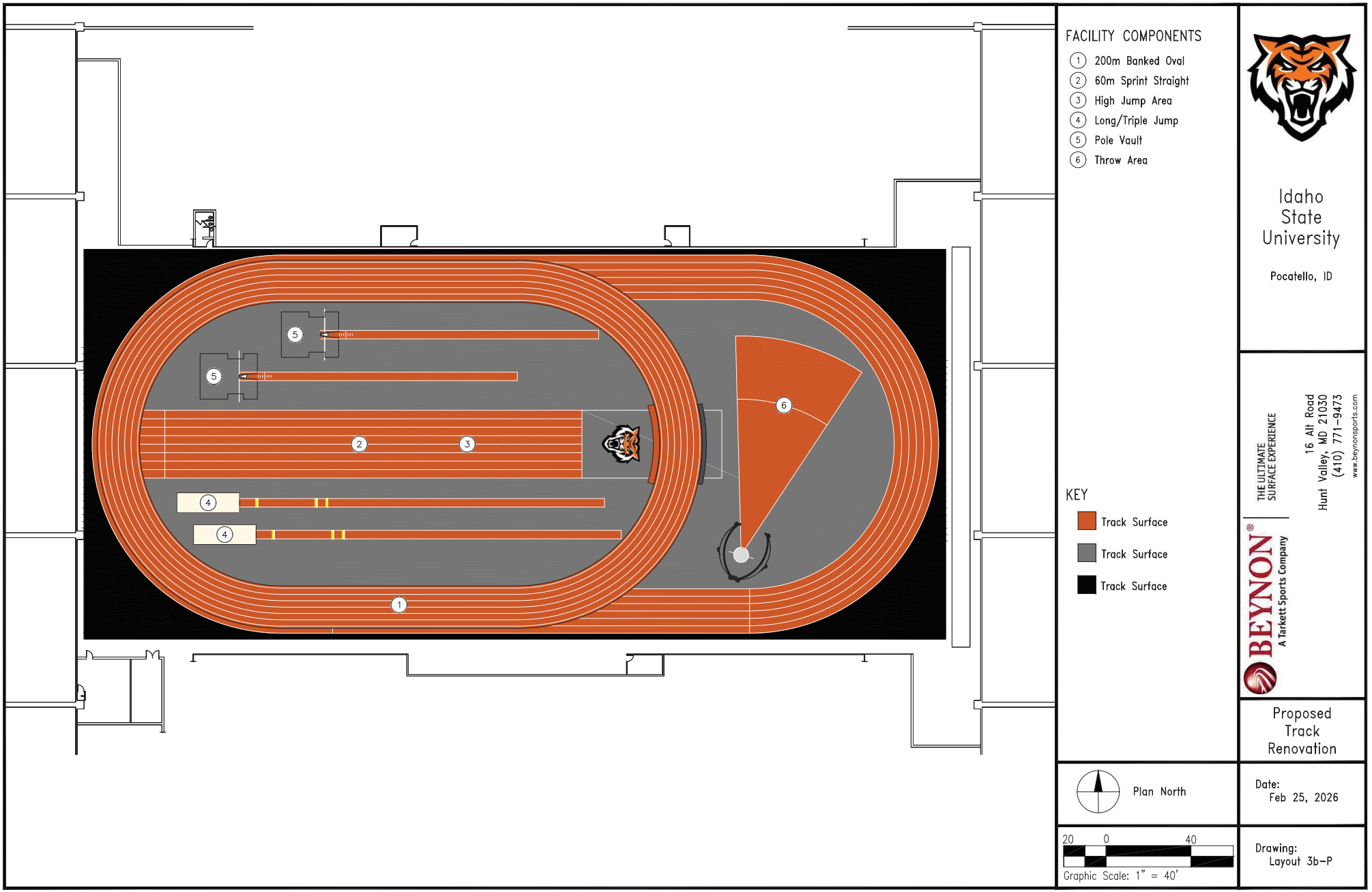
Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to 1) amend its six-year capital improvement plan to include the ICCU Dome Track Replacement Project, 2) authorize the University to proceed with the procurement and installation of the donor funded project described, and 3) approve a total project budget not to exceed $5,530,000 utilizing private donor funds.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1



SUBJECT

University of Idaho - Proposed Idaho Water Center Medical Education Classroom and Support Suite Improvements – Planning and Design Authorization

REFERENCE:

August 2025 Idaho State Board of Education (Board) approved FY2027 Major Capital Request and submitted the request to the Permanent Building Fund Advisory Council (PBFAC)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.K.1, and Section V.K.3.a

BACKGROUND/DISCUSSION

This agenda item is an Authorization Request to allow the University to proceed with planning, programming, and design phases of a Capital Project to provide for the planning, programming, and design of the proposed Medical Education and Classroom and Support Suite Improvements, located in the Idaho Water Center, University of Idaho, Boise, Idaho.

The University of Idaho submitted a request for funding for a project to design and construct a medical education suite within the Idaho Water Center as part of the university's submittal to the Major Capital Category of the FY2027 Permanent Building Fund (PBF) process. The scope of work of the requested project included classrooms, offices, support, and an anatomy lab. The FY2027 request was for the entirety of the estimated total project costs. It was approved by the Board of Regents at the August 2025 meeting of the board and forwarded to the Permanent Building Fund Advisory Council (PBFAC) for consideration. A copy of that request describing the full width and breadth of the project is attached to this cover letter.

Since submitting the request to the State and the PBFAC, changing circumstances have prompted the university to reevaluate the project scope. The revised approach is to divide the scope between two sites: 1) investing in improvements and expansion to the Idaho State University anatomy laboratory in Meridian to enhance medical and health education in partnership with our sister institution, and 2) constructing the classrooms and support spaces within the Idaho Water Center in Boise. Thus, the overall scope and intent of the project remain the same; however, the work will be implemented across two sites.

Although the FY27 PBFAC request was not recommended for the 2026 legislative session, the University of Idaho intends to include this request for the upcoming FY28 PBFAC cycle. Should this project be funded by FY28 Permanent Building Funds precedent indicates that the process to set up the project administratively, proceed with the selection process for an architectural design team, negotiate a contract with the selected team, make award, and initiate the design process will

consume four to five months. Thus, the design phase will not begin until December 2027, or later.

In parallel, the project is also being considered for federal rural health access funding, and the university intends to pursue philanthropic funding to fund a portion of the build-out.

If directed by the State Board of Education and the Legislature to expand medical education in the Treasure Valley time will be of the essence. To meet program delivery expectations, the university seeks to identify opportunities to shorten the project timeline. Advancing the design phase immediately has the potential to accelerate project delivery by as much as sixteen months. Therefore, the university requests authorization to proceed with the design phase for the proposed Medical Education and Classroom and Support Suite Improvements at the Idaho Water Center using university funds. This approach would enable design work to begin as soon as August 2026, thereby expediting both design and construction.

IMPACT

The anticipated full project cost for the portion of the overall effort which is to be located at the Idaho Water Center, the Medical Education Classroom and Support Suite Improvements, is $3,800,000. This is based on a split of the scope described in the FY2027 PBF funding request between the classroom and supports spaces located in the Idaho Water Center and the anatomy lab function co-located in the Merdian facility of Idaho State University.

The original intent was that the source of funding for this project effort was to be an allocation of PBF funds in the Major Capital Category. For the reasons noted above relating to increasing the pace of the delivery schedule, the university now seeks to support the design phase of the project with University of Idaho funds provided by the University of Idaho School of Health and Medical Professions. There is sufficient funding in place to support the planning, programming, and design phase effort. The intent is that the resulting construction documents developed by this action will be provided to the State of Idaho for use in the construction phase. The construction phase will be funded by the State funding allocation.

This request is for authorization to proceed with the design phase for the proposed University of Idaho Water Center Laboratory and Classroom Improvements, Idaho Water Center, Boise, Idaho. The University seeks authority to spend $467,045, based upon estimated costs for A/E fees, owner costs, permits, and design phase contingency allowances.

Overall Project, Idaho Water Center (IWC) Laboratory & Classroom Improvements

Funding		Estimated Budget	
State, PBF	3,332,955	A/E Fees	329,400
Federal (Grant)		Const Cost	2,700,000
Other (UI)		Const Contingency (10%)	270,000
Medical		Owner Cost, Permits, etc.	137,645
Ed/SHAMP		FFE	17,500
Funds	467,045	Project Contingency (10%)	345,455
Total	**$3,800,000**	**Total**	**$3,800,000**

ATTACHMENTS

Attachment 1 – FY2027 PBF Request, Idaho Water Center Laboratory and Classroom Improvements, Idaho Water Center, Boise, Idaho
Attachment 2 – Project Cost Estimate Summary
Attachment 3 – Capital Project Tracking Sheet

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has reviewed the request from University of Idaho (UI) to proceed with the planning, programming, and design phases of the Idaho Water Center Medical Education Classroom and Support Suite Improvements project in Boise, Idaho.

This project was previously approved by the Board as part of UI's FY2027 Major Capital Request and submitted to the Permanent Building Fund Advisory Council (PBFAC). Although the request was not recommended for the FY2027 legislative session, UI intends to resubmit this project for consideration in the FY2028 PBF cycle.

UI is proposing to fund the design phase of the project with UI funds provided by the School of Health and Medical Professions (SHAMP). Authorization of $467,045 will support architectural and engineering services, owner costs, permits, and contingencies associated with the project design phase. UI has shared that advancing the design phase now will accelerate project delivery once PBFAC funding is available and approved for the project.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the planning, programming, and design phases of a Capital Project for the Idaho Water Center Laboratory and Classroom Improvements, Idaho Water Center, Boise, Idaho, in the amount of $467,045. Authorization includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite consulting and vendor contracts to implement the project.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

OFFICE OF THE STATE BOARD OF EDUCATION

SET A

PROJECT SUMMARY

Project Title: 02, Idaho Water Center Laboratory and Classroom Build Out

Institution/Agency: University of Idaho

Brief Description:

Earlier this year, HB 368 was signed into law enabling the creation of Idaho's largest-ever expansion in undergraduate medical education: a new state-supported program with the goal of enrolling thirty (30) students per class. This is a historic step toward resolving the state's critical physician shortage.

Pending recommendations and direction from the legislative working group, the University of Idaho seeks to renovate classroom and laboratory space to support medical education programs housed at the Idaho Water Center (IWC) building located in Boise, Idaho. The intent is that the new space will house this new cohort of future physicians in partnership with the University of Utah Spencer Fox Eccles School of Medicine.

The project is a fiscally responsible choice that supports rapid program launch. The proposal includes construction of a state-of-the-art anatomy lab and program support spaces, faculty and staff offices, a classroom, reception area, small group study and simulation rooms, and student common spaces, providing a modern learning environment for the preclinical phase of medical education.

Key advantages of the Idaho Water Center location include:

1. Existing classrooms which accommodate up to thirty (30) students.
2. Proximity to the University of Utah and their expanded clinical and interprofessional training opportunities.
3. Efficient use of space avoids costly new construction and addresses Moscow campus capacity limits.
4. Integration with Idaho WWAMI clinical education offices and nearby healthcare systems.
5. Available wet lab facilities support the University's R1 research goals.
6. Co-location with the ECHO program enhances community outreach collaborations.

In summary, this renovation project represents a strategic investment in Idaho's healthcare and higher education systems.

Project Scope:	**NASF**	**GSF**
Building size: Renovations and improvements of existing space within the Idaho Water Center; Building systems infrastructure revisions and renovations as required; Required revisions to controls; Fixed medical equipment and tables; Requisite structural support for overhead operating Lights and other equipment; All project design costs, fees, and related expenses as necessary and required for a complete and functional facility *Movable Furnishings, Fixtures, and Equipment NIC*	7,400	8,200

Estimated Total Cost:

Source of Construction Funds (by fund source and amount):

Total Project Cost

Fund Source	Amount
Permanent Building Fund Permanent Building Fund, FY2027, $8,500,000	$ 8,500,000
Other Funding (UI – to include gifts and donated funds)	$ 0
Total	**$ 8,500,000**

Previous Appropriations

Fund Source	Amount
No Previous Appropriations	$ 0

Budget Year Request

Fund Source	Amount
Permanent Building Fund, FY2027	$ 8,500,000

Date Approved by State Board of Education:

Initial inclusion on the University of Idaho FY2027 Six Year Plan, to be submitted July 2025.

FY2027 represents the initial year of request for Permanent Building Fund allocation for this project effort, with the goal of completing work by the 2029 start date for the first class.
This requested facility is fully consistent with the university's Strategic Plan and its goals and objectives related to teaching and learning, research, and extension.

---

1. PROJECT DESCRIPTION AND JUSTIFICATION

Idaho faces a grave physician shortage, currently ranking 50th out of 50 states for physicians per capita. Since 1972, the University of Idaho has led the effort to address this challenge through its participation in the Washington, Wyoming, Alaska, Montana, and Idaho (WWAMI) Medical Education Program. Based in Moscow, the Idaho WWAMI program currently enrolls 40 Idaho students per year. While this is a solid foundation, it has not met the physician workforce needs of the state.

In April 2025, HB 368 was signed into law, representing a bold turning point in Idaho's battle against its critical physician shortfall. This legislation created the opportunity to develop a new state-supported undergraduate medical education program that will educate thirty (30) medical students per class -the largest expansion in Idaho's history. The University of Idaho School of Health and Medical Professions is committed to maximizing this opportunity by establishing a new medical education location within the Idaho Water Center in Boise—positioning the state to grow its physician workforce and strengthen healthcare access for Idaho communities.

The medical education facility will be established through the renovation of existing space within the Idaho Water Center—an approach that is both fiscally responsible and strategically sound. Rather than investing in new construction, the project will repurpose current infrastructure to meet the academic and operational needs of the new medical education program.

The project will involve construction of a state-of-the-art anatomy laboratory and associated program support spaces, including faculty and staff offices, a classroom, a reception area, small group study rooms which double as simulation spaces, and student collaboration areas. These facilities will provide the foundational environment required for a rigorous, modern medical curriculum and enable Idaho students to begin their training close to home.

The Idaho Water Center is an ideal location for several key reasons:

1. Existing Capacity: The facility currently houses four classrooms which have capacity to support the educational needs of up to 30 medical students per class during the preclinical "classroom phase" of training, which spans the first two years of medical school. At least two classrooms are required to deliver the curriculum effectively.
2. Strategic Location: Boise is uniquely positioned for partnership with the University of Utah—the University of Idaho's prospective new medical education partner—and offers expanded opportunities for clinical education and interprofessional collaboration with healthcare training programs across disciplines with our sister institutions.
3. Operational Efficiency: Renovating existing space allows for rapid deployment of the program while conserving state resources. It avoids the financial and logistical challenges of constructing a new building or expanding on the Moscow campus, which is already nearing capacity.

4. Collaborative Environment: The Water Center already houses the Idaho WWAMI clinical education offices and is located near major healthcare systems, supporting integrated learning experiences and collaboration with existing medical education programs.
5. Research Synergy: The facility already includes wet lab space that can be used by faculty researchers, further supporting the University of Idaho's Carnegie R1 research designation and fostering innovation in biomedical science.
6. Community Outreach Co-location: The presence of the ECHO program on the same floor will further enhance collaboration and community-based outreach efforts.

In summary, the Idaho Water Center offers a ready, efficient, and strategically located home for the new medical education location – aligning current and future educational, fiscal, and healthcare workforce development goals for the state.

2. PROJECT COMPONENTS

The project is based on the current space needed to offer the WWAMI medical education program. The Moscow facility currently supports the Idaho WWAMI program of 40 students per cohort, and experience proves that it is an efficient and successful facility. Thus, the existing Moscow campus model fits for this new facility proposed within the Idaho Water Center.

Component 1: Creation of a fully functional anatomy lab

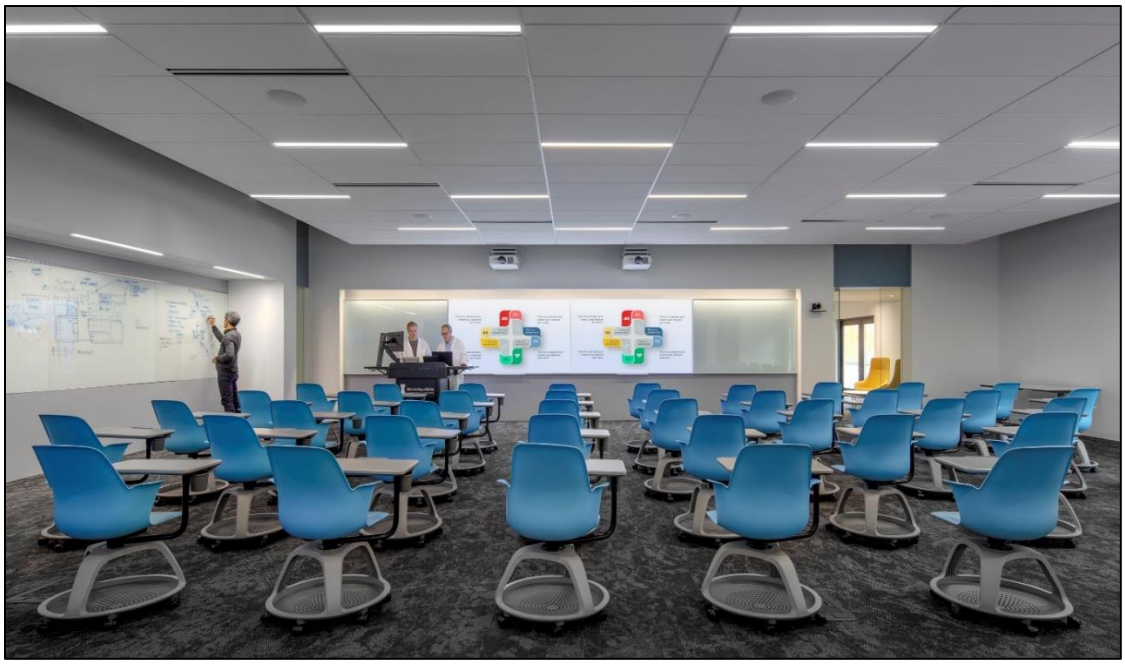
The anatomy lab component of the program includes a state-of the art fully functional lab with room for twelve (12) medical tables equipped with overhead operating lighting, and proper ventilation systems to allow students an opportunity to perform dissection of the human body and master human anatomy. Support facilities include, but are not limited to:

- Prosection / Morgue facility
- Locker Rooms to include restrooms and showers
- Separate work area for specialty and small-scale examinations
- Display monitors and glassboards
- Sinks, casework, and storage.



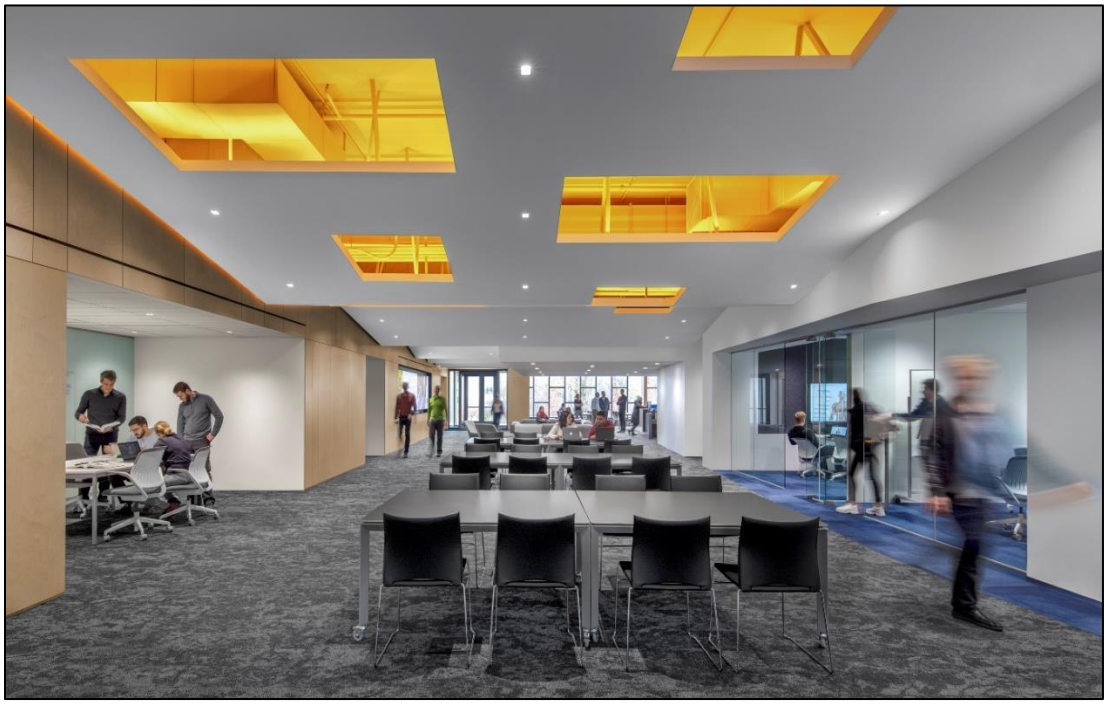
Moscow Campus Anatomy Lab

Component 2: Renovation of existing space to develop one classroom adjacent to anatomy lab



Moscow Campus Classroom

Component 3: Renovation of existing offices and spaces to create simulation/small group study rooms similar to those in the Huckabay Medical Education Building on the main campus of the University of Idaho in Moscow



Moscow Campus Collaboration Area/Study Spaces

Component 4: Renovation of existing offices and spaces to create function staff and faculty offices/facilities to house SHAMP employees

The exact mix of programmatic elements to be housed in the new facility is yet to be determined. It is anticipated that an early architectural programming activity will need to be prerequisite to the design phase to seek out and determine the proper mix of programs spaces, and required support spaces such as offices, administrative suites, chemical stores, and storage spaces.

3. ALTERNATIVES

Three alternatives have been studied to date.

Alternative 1: Construct a New Facility in an Idaho Location Yet to be Determined.

New Construction 29,000 GSF

This alternative involves the construction of a new facility at a site yet to be determined. This new facility is proposed to be approximately 29,000 GSF and would provide classrooms, collaboration spaces, offices, administrative spaces similar to the facilities the School of Health and Medical Professions currently occupies on the main campus of the university and the spaces in the current SHAMP suite within the Gritman Medical Building in Moscow, Idaho. It also provides a fully functional and operational anatomy

lab similar in size and scale to the current SHAMP anatomy lab located in Moscow. This alternative would provide the necessary space to support SHAMP programs at a second location within Idaho, however, project costs are expected to be significantly higher given the need to acquire a suitable site upon which to build in addition to all the design and construction costs associated in creating a new facility from the ground up.

The university rejected this alternative.

Alternative 2: Develop Tenant Improvements Necessary to Renovate Existing Space within the Idaho Water Center to Create an Anatomy Lab and Provide Program Space on par with the Huckabay Medical Education Building.

Tenant Improvements / Renovation 23,000 GSF

This alternative involves a Tenant Improvements (TI) package to renovate existing space within the University of Idaho's Idaho Water Center facility in Boise, Idaho. This set of tenant improvements is proposed to be approximately 23,000 GSF and would be split into suites located on multiple floors of the Idaho Water Center facility. The proposed scope provides classrooms, collaboration spaces, offices, administrative spaces at a similar scale to that which is found in the Huckabay Medical Education Building. It also provides a fully functional and operational anatomy lab similar in size and scale to the current SHAMP Anatomy Lab located in Moscow, but it precludes the classrooms and offices found in the remainder of the Gritman Medical Building Suite.

This is the larger of the two potential tenant improvements packages studied and is therefore the more expensive of the two tenant improvements packages. It also requires that the SHAMP facilities be spread over multiple floors within the Idaho Water Center facility.

The university has therefore rejected this alternative.

Alternative 3: Develop Tenant Improvements Necessary to Renovate Existing Space within the Idaho Water Center to Create an Anatomy Lab and Provide Program Space Similar to the Space SHAMP occupies within the Gritman Medical Building.

Tenant Improvements / Renovation 8,200 GSF

This alternative also involves a Tenant Improvements (TI) package to renovate existing space within the University of Idaho's Idaho Water Center facility in Boise, Idaho, albeit at a lesser scope. This set of tenant improvements is proposed to be approximately 8,200 GSF, and the resulting suite would be on a single floor of the Idaho Water Center facility. The proposed scope provides 1 classroom, collaboration space, 4 offices, 8 small group/simulation rooms, a small conference room, and administrative spaces. It also provides a fully functional and operational anatomy lab similar in size and scale to the current SHAMP anatomy lab located in Moscow.

This is the smaller of the two tenant potential improvements packages. While it provides a single, dedicated classroom for the program, it does require that SHAMP make use of other, existing classrooms in the Water Center facility.

As this is the most efficient initial buildout which serves the program, this is the university's preferred alternative.

4. VACATED SPACE

As this is a new programmatic need which does not currently exist elsewhere within the university's facility holdings, there are no vacated spaces created as a result of this effort.

ATTACHMENT 1

SET A

PROJECT APPROVAL FORM

CAPITAL PROJECT COST AND FUNDING SOURCE SUMMARY

Project Title: 02, Idaho Water Center Laboratory and Classroom Build Out

Building Statistics:

NASF:	7,400
GSF:	8,200
Net to Gross	90/10

		Estimated Total Cost	Prior to Budget Year	1st Year FY27	2nd Year FY28	3rd Year FY29	4th Year FY30	5th Year FY31	6th Year FY32
PROJECT SUMMARY:									
A.	Arch. & Engr.								
	Project Planning & Pre-Design (10%)	77,020	0	77,020	0	0	0	0	0
	Schematic Design (10%)	77,020	0	77,020	0	0	0	0	0
	Design Development (20%)	154,040	0	154,040	0	0	0	0	0
	Construction Documents* (35%)	269,570	0	269,570	0	0	0	0	0
	Bid & Award Phase (5%)*	38,510	0	38,510	0	0	0	0	0
	Construction Supervision (20%)**	154,040	0	0	77,020	77,020	0	0	0
B.	Asbestos Abatement Arch/Eng/Hygienist Fees	0	0	0	0	0	0	0	0
C.	Tests, Permits, Fees, Etc.	275,000	0	68,750	103,125	103,125	0	0	0
	SUBTOTAL ARCH. & ENGR.	1,045,200	0	684,910	180,145	180,145	0	0	0
D.	Moving, Administration	200,000	0	40,000	40,000	120,000	0	0	0
E.	Asbestos Abatement	0	0	0	0	0	0	0	0
F.	Construction*** (Inc. Const. Cont.)	6,418,000	0	0	2,567,200	3,850,800	0	0	0
G.	Owner Construction Costs	64,100	0	0	25,640	38,460	0	0	0
H.	Furnishings/Moveable Equipment	0	0	0	0	0	0	0	0
I.	Contingency (Project)	772,700	0	96,588	309,080	367,033	0	0	0
	TOTAL PROJECT REQUEST	8,500,000	0	821,498	3,122,065	4,556,438	0	0	0
SOURCE OF FUNDS:									
	Permanent Building Fund	8,500,000	0	8,500,000	0	0	0	0	0
	General Education	0	0	0	0	0	0	0	0
	Federal	0	0	0	0	0	0	0	0
	Bond Sale	0	0	0	0	0	0	0	0
	Bond Reserve	0	0	0	0	0	0	0	0
	Parking Funds	0	0	0	0	0	0	0	0
	Other Funds, including Gifts (UI Funds)	0	0	0	0	0	0	0	0
		0	0	0	0	0	0	0	0
	TOTAL	8,500,000	0	8,500,000	0	0	0	0	0
	Utilities	TBD							
	Custodial	TBD							
	Repairs & Maintenance	TBD							

PROPOSED SOURCE OF OPERATING FUNDS (If more than one source, please show relative percentages.)**:** State Appropriations, 100%.

* Includes Reimbursable Expenses

** Includes Fees for On-Site Observation

*** Inc. Const Contingency

PROJECT COST ESTIMATE SUMMARY
Medical Ed Classrooms Support Suite, IWC

UI Project Number: CPXXXXXX
UI Budget Index: TBD

Architecture Engineering Services
ATTACHMENT 2
University of Idaho
11/5/2025

PROJECT FUNDING		
• UI	$	-
• Central Admin	$	-
• Net Development Campaign	$	-
• Net Federal Sources	$	-
• SHAMP	$	3,800,000
• PBF	$	-
• Grant, for Equipment	$	-
• Other Development Campaign (Gifts)	$	-
TOTAL PROJECT FUNDING	**$**	**3,800,000**

PROJECT COSTS		
• Fees	$	357,045
• Construction - Contractor	$	2,970,000
• Construction - Owner	$	110,000
• Furnishings / Fixtures	$	17,500
• Additional Miscellaneous Costs	$	-
Subtotal	$	3,454,545
• Project Contingency (10%)	$	345,455
Subtotal	$	3,800,000
• UI IPM Mgmnt Fee (3%)	$	-
TOTAL PROJECT COST	$	3,800,000

FEES		
Consulting A/E Services - Prime A/E	$	326,700
Reimbursables Allowance	$	2,700
Consulting A/E Services - Additional/Other	$	-
Reimbursables - Additional/Other	$	-
Administrative Support, UI AES	$	-
Advertisement, Statesman	$	1,500
Advertisement, Spokesman	$	-
Advertisement, Daily News	$	-
Printing of RFQ	$	-
Prints	$	1,650
Spec Book Printing	$	1,495
IDEQ Permit Fees	$	-
IDOPL Plan Check Fees	$	8,000
Detail Site Survey	$	-
Geotechnical Services	$	-
Construction Materials Testing	$	7,500
ACM Lab Analysis Fee	$	7,500
Lead Paint Analysis Fee	$	-
Subtotal Fees	**$**	**357,045**

CONSTRUCTION - CONTRACTOR		
1	$	2,700,000
2	$	-
3	$	-
4	$	-
5	$	-
6	$	-
7	$	-
8	$	-
9	$	-
10	$	-
Subtotal Direct Construction	**$**	**2,700,000**
Contingency on Items 1 - 10 Above (10%)	$	270,000
Subtotal Contractor Construction	**$**	**2,970,000**

FURNISHINGS / FIXTURES		
Furnishings	$	-
Artwork	$	-
Architectural ID and Wayfinding Signage	$	10,000
Donor Recognition Signage	$	7,500
Non-Fixed Equipment	$	-
Subtotal Furnishings / Fixtures	**$**	**17,500**

CONSTRUCTION - OWNER		
Facilities (Support)	$	-
Building Exteriors Shop	$	-
Grounds Shop	$	-
Interiors Shop (Signs)	$	-
Plumbing Shop	$	-
Electric Shop (Support)	$	-
Paint Shop	$	-
Machine Shop	$	-
Steam Plant	$	-
Miscellaneous Materials	$	-
Fixed, Installed Equipment	$	60,000
UI ITS	$	50,000
Miscellaneous Svcs Storm -SPUPI	$	-
Asbestos Abatement (Existing Buildings)	$	-
Lead Paint Abatement (Existing Buildings)	$	-
Soils Testing/Compaction	$	-
Subtotal Owner Construction	**$**	**110,000**

ADDITIONAL MISCELLANEOUS COSTS		
Chiller Plant Capacity Contribution	$	-
Move / Swing, Etc.	$	-
Subtotal Miscellaneous Costs	**$**	**-**

Project Manager:
Name, Phone Number

ATTACHMENT 3

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of December, 2025

History Narrative

1 **Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, design phase, Medical Education Classroom and Support Suite Improvements, Idaho Water Center, University of Idaho (UI), Boise, Idaho.

2 **Project Description:** A Capital Project to provide for the design of project to design and construct the proposed Medical Education Classroom and Support Suite Improvements, located in the Idaho Water Center, University of Idaho, Boise, Idaho.

3 **Project Use:** The project is a proposed tenant improvement effort within the Idaho Water Centre Building in Boise, Idaho to create faculty offices, classrooms, and support spaces in support of the University's strategic planning regarding medical education opportunities to serve the State of Idaho.

4 **Project Size:** 5,300 gsf

5

6		Sources of Funds				Use of Funds*			
7	**Project Cost History:**						Use of Funds		
8		**PBF**	**ISBA**	**Other**	**Total Sources**	**Planning**	**Const****	**Other*****	**Total Uses**
9	Initial Cost of Project, Design Phase Authorization Request. December 2025	$ 3,332,955	$ -	$ 467,045	$ 3,800,000	$ 329,400	$ 2,970,000	$ 500,600	$ 3,800,000
10									
11	**History of Revisions:**								
12									
13									
14	**Total Project Costs**	$ 3,332,955	$ -	$ 467,045	$ 3,800,000	$ 329,400	$ 2,970,000	$ 500,600	$ 3,800,000

15 * Figures quoted are for the Total Project Cost. The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

16 ** Direct Construction Costs & Construction Contingency

17 *** Owner's Costs ($137,645). FFE ($17,500), & Project Contingency ($345,455).

18

19				Other Sources of Funds				
20	**History of Funding:**	**PBF**	**ISBA**	**Institutional Funds **** (Gifts/Grants)**	**Student Revenue**	**Other**	**Total Other**	**Total Funding**
21	Initial Cost of Project, Design Phase Authorization Request. December 2025	$ 3,332,955	$ -	$ 467,045	$ -	$ -	$ 467,045	$ 3,800,000
22								
23	**History of Revisions:**							
24							-	-
25	Total	$ 3,332,955	$ -	$ 467,045	$ -	$ -	$ 467,045	$ 3,800,000

26 **** UI Medical Education Program/SHAMP, Gifts and Donations

TAB	DESCRIPTION	ACTION
1	LEGISLATIVE UPDATE	Information Item
2	BOISE STATE PRESIDENT SEARCH UPDATE	Information Item
3	FY 26 ACCOUNTABILITY OVERSIGHT COMMITTEE RECOMMENDATIONS REPORT	Information Item
4	BOARD POLICY I.Q. ACCOUNTABILITY OVERSIGHT COMMITTEE – SECOND READING	Action Item
5	BOARD POLICY IV.D. EDUCATOR CERTIFICATION AND CAREER LADDER – FIRST READING	Action Item
6	DIVISION OF CAREER TECHNICAL EDUCATION – ISU AGRICULTURAL SCIENCE EPP APPLICATION	Action Item
7	DIVISION OF CAREER TECHNICAL EDUCATION – INTEGRATION OF WIOA AND PERKINS PLANS	Information Item

SUBJECT

Legislative Update

REFERENCE

August 2025	Board approved proposed administrative rules for the 2026 legislative session.
November 2025	Board approved pending administrative rules for the 2026 legislative session.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-107(5)(b)

BACKGROUND/DISCUSSION

This agenda item will provide the Board with an update on education-related budgets and legislation approved by the 2026 Idaho Legislature.

IMPACT

The impacts of the associated changes to rule, statute, and budgets will be provided to the Board at the time of the update.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Any changes that require Board action to support implementation will be brought to the Board at future meetings.

BOARD ACTION

This item is for informational purposes only.

SUBJECT

FY 26 Accountability Oversight Committee Recommendations Report

REFERENCE

April 2021	The Board adopted AOC recommendations to shift the accountability school quality measure to chronic absenteeism, initiating the negotiated rulemaking process which led to changes to IDAPA 08.02.03.112.
June 2021	The Board received the AOC's fiscal year 2021 report with recommendations to restructure future reports.
April 2022	The Board received the AOC's fiscal year 2022 report, which provided data and analysis related to impacts of the pandemic on K-12 outcomes.
April 2023	The Board received the AOC's fiscal year 2023 report and supported use of the executive summary.
April 2024	The Board received the AOC's fiscal year 2024 report and supported use of the executive summary.
April 2025	The Board received the AOC's fiscal year 2025 report and supported use of the executive summary.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.Q. Accountability Oversight Committee
Idaho Code § 33-110
Idaho Administrative Code, IDAPA 08.02.03.111, 112, and 114

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (AOC) was established in April 2010 as an ad-hoc committee. Board policy I.Q. assigns two responsibilities to the committee:

a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed.
b. Develop and review an annual report on student achievement. This report is compiled collaboratively by Board and State Department of Education (Department) staff and submitted to the committee for review. The committee forwards the report to the Board with recommendations annually.

The FY 26 AOC Report provides recommendations to the Board and Department resulting from the committee's review and analysis of substantial data, as presented in the Idaho State Report Card and data presentations from the Board office, Department, and Division of Career Technical Education. The data included at the request of the AOC includes annual measures and more detailed data related to the subject-area focus for that year. For the FY 26 AOC Report, the focus area was English language arts. As a result, the committee put particular emphasis

on analyzing more detailed Idaho Reading Indicator (IRI) and Idaho Standards Achievement Test (ISAT) English Language Arts data.

The AOC's highest priority recommendations are provided in an Executive Summary that, with support from the Board, will be published as a separate document for distribution. The full report focuses on recommendations based on the committee's data analysis. For the FY 26 AOC Report, the committee was encouraged to focus on a more limited number of recommendations to encourage the Board and Department to focus on tasks the committee believes are most likely to support improved student achievement. The recommendations are divided between policy recommendations for the Board and implementation recommendations for SDE and are further separated between short-term and long-term actions. The FY 26 AOC Report includes three appendices representing the data presentations reviewed by the committee.

The committee identified the following priority recommendations for inclusion in the FY 26 AOC Recommendations Report Executive Summary:

Literacy
Priority Recommendation for the Board and Department (short-term):

- In partnership with the Department, identify a sound approach to develop a criterion-referenced score for the Idaho Reading Indicator and ensure educators understand appropriate uses for the norm and criterion-referenced scores.

Middle Grades Math
Priority Recommendation for the Board and Department (short-term):

- In partnership with the Department, ensure a robust roll-out of the Comprehensive Mathematics Plan and the Mathematics Instructional Guide.

Career Technical Education
Priority Recommendation for the Board and Department (short-term):

- In partnership with the Department and the Division of Career Technical Education, develop a plan to integrate CTE data into the Idaho Report Card.

Chronic Absenteeism
Priority Recommendation for the Board and Department (short-term):

- Continue to support the Department in promoting key resources for improving attendance, including providing related data and professional development.

IMPACT

The recommendations outlined in the FY 26 AOC Recommendations Report are intended to guide the Board and Department to adjust policies and practices to support improved student achievement in areas aligned to the Board's strategic plan. As written, none of the priority recommendations impact statute or

administrative code currently. However, agency staff could determine that steps towards implementation necessitate change. If this occurs, staff will bring the suggested changes to the Board for approval through the appropriate process.

All other recommendations in the full report will be reviewed individually by the appropriate agency to determine timelines and appropriate actions. Any recommendations that impact statute or Administrative Code may be brought back to the Board for consideration as legislative ideas.

ATTACHMENTS

Attachment 1 – FY 26 Accountability Oversight Committee Recommendations Report

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Priority recommendations from this report are aligned to the Board's strategic plan and ongoing priorities related to literacy, middle-grades math, career technical education, and absenteeism. Staff recommend support for the priority recommendations presented in the Executive Summary of the FY 26 Accountability Oversight Committee Recommendations Report.

BOARD ACTION

This agenda item is for informational purposes only.

ACCOUNTABILITY OVERSIGHT COMMITTEE



FY 26 Recommendations Report

March 2026

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

Table of Contents

SECTION 1: EXECUTIVE SUMMARY 4

SECTION 2: RECOMMENDATIONS 6

- **Suggestions for Reading Section 2 ..... 6**
- **General Recommendations 7**
- **English Language Arts / Literacy and English Learning 8**
- **Mathematics 9**
- **Career Technical Education 10**
- **High School – Graduation and Postsecondary Transition Rates 11**
- **Enrollment and Attendance 12**

SECTION 3: DATA CONCLUSIONS 13

- **Idaho Reading Indicator (IRI) 13**
- **Idaho Standards Achievement Test (ISAT), English Language Arts (ELA) 14**
- **English Language Proficiency Assessment (ELPA) 14**
- **Idaho Standards Achievement Test (ISAT), Mathematics 15**
- **Career Technical Education 15**
- **High School Graduation Rates 15**
- **Postsecondary Transition Rates 16**
- **Attendance and Chronic Absenteeism 16**

SECTION 4: ACCOUNTABILITY OVERSIGHT COMMITTEE MEMBERS 17

Appendix A: 2024-2025 Student Achievement Report
Appendix B: FY 2026 Postsecondary Transitions Report
Appendix C: FY 2026 Secondary CTE Data Report

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

DISCLAIMER

This report is an internal working document of the Accountability Oversight Committee (AOC), an ad hoc committee of the Idaho State Board of Education. The recommendations presented here are the opinions of the AOC and not necessarily that of the Board unless explicitly accepted by them.

ACCOUNTABILITY OVERSIGHT COMMITTEE - RECOMMENDATIONS REPORT

SECTION 1: EXECUTIVE SUMMARY

The purpose of this section is to provide the AOC's priority recommendations for the Board. Please see the full FY 26 AOC Recommendations Report for additional details.

Positive Findings

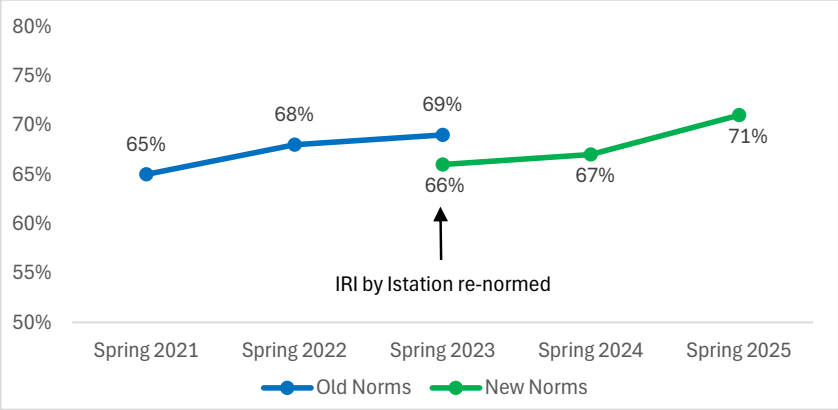
- 90% of high school students with CTE concentrations graduated in 4 years.
- High school CTE concentrators outperformed ISAT ELA and Math state averages.
- 71% of the All Students group scored At Grade Level on the IRI during spring 2025, the highest during the time the state used the IRI by Istation.
- Four year cohort graduation rates for Hispanics, the largest ethnic subgroup in Idaho, have steadily increased from a low of 71.8% in 2021 to 76.8% in 2025.

Literacy

Priority Recommendation

In partnership with the Department, identify a sound approach to develop a criterion-referenced score for the Idaho Reading Indicator and ensure educators understand appropriate uses for the norm and criterion-referenced scores.

Figure 1: Spring IRI % At Grade Level & the Impact of Re-norming



Findings

- The IRI was re-normed prior to SY 2022-23.
- The % of students At Grade Level was lower for All Students and all grades in Spring 2023 under the new norms.

Middle Grades Math

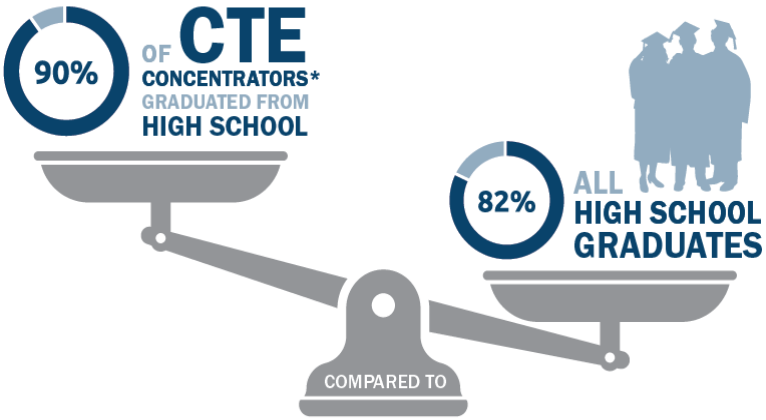
Priority Recommendation

In partnership with the Department, ensure a robust roll-out of the Comprehensive Mathematics Plan and the Mathematics Instructional Guide and ensure math professional development partners integrate the documents into their work.

Career Technical Education

Priority Recommendation

In partnership with the Department and the Division of Career Technical Education, develop a plan to integrate CTE data into the Idaho Report Card.



Findings

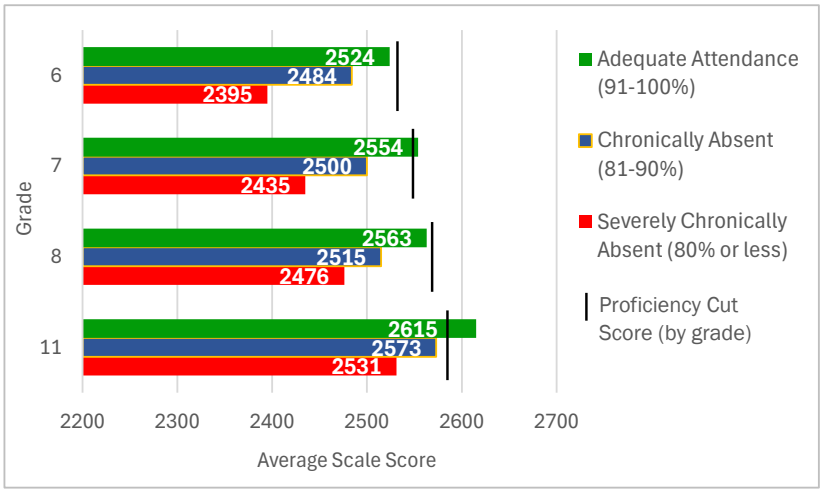
- The 2025 CTE concentrators had a 90% 4 year cohort graduation rate.
- The percentages of CTE concentrators who scored proficient or advanced on ISAT Math, ISAT ELA, and ISAT Science were higher than state averages.

Chronic Absenteeism

Priority Recommendation

Continue to support the Department in promoting key resources for improving attendance, including providing related data and professional development.

Figure 3: Impact of Absenteeism on ISAT ELA Scores, 2023-24 by Grade



Findings

- Chronic absenteeism has improved from the pandemic high (21%), but is still concerning at 15% for 2024-25.
- Data from prior reports shows the impact of absenteeism on student performance holds across other metrics (IRI, ISAT Math, HS graduation).

SECTION 2: RECOMMENDATIONS

Suggestions for Reading Section 2

The first subsection of Section 2 contains General Recommendations that cut across more than one accountability area.

Definitions

Based on the AOC's experience with the time and resources it takes to implement recommendations, the following definitions are used when referring to Short-term Actions and Long-term Actions in the Recommendations tables in Section 2.

- ✓ Short-term Actions: Work on this recommendation should begin as soon as possible, with the goal that the recommendation be completed within approximately two (2) years after Board approval.
- ✓ Long-term Actions: While planning can begin sooner, these are recommendations that generally are expected to take more than two (2) years to come to fruition. Sometimes, these recommendations first require the completion of a Short-term Action.

General / Across Content Areas

Policy Recommendations – State Board of Education

Short-term Actions

1. Continue systematic collection and analyses of data regarding the impact of expanded full-time kindergarten in the state (FY 23 - FY 25 Rec).
2. Re-evaluate how hard-to-fill positions are identified and the support needed for effective educator recruitment and retention.
3. Research the impact of programs designed to address specific needs of districts and schools (regional math centers, IDLA, rural and underserved, SMART coaches, etc.).

Long-term Actions

1. Work with the Department to develop and promote an enrollment-based funding formula that includes identification of students who need additional support and provides proportional funding or weighting for those students.
2. Establish a work group to explore paths to reduce summer learning loss.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Identify and promote additional support resources to address the increase in student behavioral challenges.
2. Provide district training to address subgroup gap closure across student outcomes (IRI, ISAT, graduation rates, etc.)

Long-term Actions

1. Explore trends in the special education population and develop a plan to support districts and schools in addressing shifting student needs.

English Language Arts/Literacy and English Learning

Policy Recommendations – State Board of Education

Short-term Actions

1. Maintain commitment to K-3 literacy and the science of reading (FY 22 - FY 25 Rec).
2. Maintain support for full-time kindergarten.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Work with the Board and stakeholders to identify a sound approach to establishing criterion-referenced scoring for the IRI. Provide assessment literacy professional development about the use of norm- and criterion-referenced scores.
2. Provide guidance to LEAs about how to identify secondary students who need reading support and implement best practices for secondary reading interventions (Dyslexia Handbook could be a resource).
3. Work with the English Learner Advisory Committee to identify additional, standardized exit criteria to qualify students to exit EL programs. Assure validity and reliability of identified criteria through TAC and AOC reviews.

Mathematics

Policy Recommendations – State Board of Education

Short-term Actions

1. Establish policy that requires all middle school (6-8) teachers who teach algebra to have a mathematics endorsement or demonstrate proficiency in appropriate pedagogy and content knowledge.

Long-term Actions

1. Conduct research on the connections between educator preparation content, certification requirements, teaching placements, and student outcomes and task the Educator Preparation Program Work Group with identifying how to improve math preparation for K-8 generalists and secondary math teachers.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Implement a strategic, intentional roll-out of the Comprehensive Mathematics Plan and Mathematics Instructional Guide to all LEAs.

Career Technical Education (CTE)

Policy Recommendations – State Board of Education

Short-term Actions

1. Expand relationships with the Workforce Development Council and Department of Labor to explore post-program success (career outcomes related to secondary and postsecondary programs).
2. Explore ways to streamline CTE educator credentialling to address teacher shortages.
3. Enhance current and establish new connections between CTE and industry sponsored apprenticeships.

Implementation Recommendations – Division of Career Technical Education & State Department of Education

Short-term Actions

1. Integrate CTE data into the state report card.
2. In partnership with SDE, CTE should conduct a data review (quantitative and qualitative) of middle school programs (i.e., 8th Grade Career Exploration and Middle School: First Steps) to ensure they are effective and meeting student needs.
3. Explore CTE student subgroup performance (i.e. SPED, income, ethnicity, etc.) across outcome variables, including ISAT, attendance, graduation rates, postsecondary transition rates, etc.
4. Revisit standards to assure strong connections between traditional academic and CTE standards. Where possible, use common language.

High School - Graduation and Postsecondary Transition Rates

Policy Recommendations – State Board of Education

Short-term Actions

1. Continue researching impact of scholarship and financial aid programs (Opportunity, Launch, etc.) and share research results.
   a. In addition to separating data by institution type, look at program type (i.e. academic vs. CTE).
2. Begin tracking and reporting secondary GED numbers and rates.

Long-term Actions

1. In partnership with the Department, identify strategies to improve counselor-to-student ratios.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Direct LEAs to establish early warning systems to identify students at risk for dropping out, coupled with robust interventions and supports for students (FY 23 - FY 25 Rec).
   a. Gather evidence regarding LEAs' early warning systems and dropout prevention efforts. Identify best practices. Present research and recommendations to the Board (FY 22 - FY 25 Rec).
   b. Guide LEAs to leverage absenteeism data and supports as key early warning signs and interventions for dropout prevention (FY 23 - FY 25 Rec).

Enrollment and Attendance

Policy Recommendations – State Board of Education

Short-term Actions

1. In partnership with the Department, continue to promote attendance-related resources including (but not limited to) Attendance Works, Safe and Civil Schools, and the National Ad Council (expanded based on FY 23 - FY 25 Rec).

Long-term Actions

1. Develop a policy that shifts the legal ramifications of non-attendance to parents/guardians rather than students.

Implementation Recommendations – State Department of Education

Short-term Actions

1. Continue to provide data, professional development, and resources to districts and schools around strategies to address chronic absenteeism.
   a. Inform districts and schools on the impact attendance has on student outcomes.
   b. Provide recommended strategies (such as early warning systems) and other resources such as Attendance Works, Safe and Civil Schools, and the National Ad Council.

SECTION 3: DATA CONCLUSIONS

English Language Arts/Literacy

Idaho Reading Indicator (IRI)

Associated Data:

- Idaho Report Card, State of Idaho, Performance, Achievement Measures: Idaho Reading Indicator Fall and Idaho Reading Indicator Spring
- 2024-2025 Student Achievement Report (App. A), Figures 1-4, pgs. 9-12

Conclusions:

- The percentage of the All Students group that scored At Grade Level for 2024-25 was 71%, the highest during the time the state used the IRI by Istation.
- The percentage of students facing socioeconomic disadvantage who scored At Grade Level increased more from fall 2024 to spring 2025 than their non-socioeconomically disadvantaged peers.
- The percentage of kindergarten students who scored At Grade Level increased the most.
    - We do not have adequate data to assert that specific policy or program changes resulted in these improved scores. Thus, we recommend the state implement evaluations of the effectiveness of the following, which may or may not have contributed:
        - Full-time kindergarten, since 2024-25 was the third year that most students in Idaho participated in full-time kindergarten.
        - Integration of the science of reading into educator preparation at all Idaho institutions as a result of the implementation of the updated Idaho Literacy Standards for educator preparation (developed by the Idaho Higher Education Literacy Partnership (IHELP)).
        - The expansion of educator professional development through the Idaho Striving to Meet Achievement in Reading Together (SMART) Project.
        - Use of and alignment to Idaho's literacy resources, including the 2020 Idaho Comprehensive Literacy Plan and 2022 Dyslexia Handbook.

Idaho Standards Achievement Test (ISAT) – English Language Arts (ELA) / Literacy

Associated Data:

- Idaho Report Card, State of Idaho, Performance, Achievement Measures: English Language Arts / Literacy
- 2024-2025 Student Achievement Report (App. A), Figures 5-10, Table 1, pgs. 13-20

Conclusions:

- The percentage of students who scored proficient or advanced was stable between 2024 and 2025 at 53.2%.
    - For most grades, within the past five years, performance was lowest in 2023 when the longer ISAT test blueprint was used.
    - High School ISAT ELA performance was the exception. Proficiency was higher in 2023 (longer blueprint) and lower in 2024 and 2025 (shorter blueprint), raising questions regarding the potential impact the shorter form may have on student's ability to demonstrate their ELA proficiency.
- The Subcategory Trajectory Growth Model that went into effect in 2024-25 showed that 56.6% of students hit their growth targets on the ISAT ELA:
    - For students in categories 1A to 2C in 2024, roughly 49-54% moved to a higher category in 2025 (e.g., 1A to 1B).
    - For students in 1C in 2024, 54% moved to 2A or higher in 2025. And for students in 2C in 2024, 49.5% moved to 3A or higher.
    - For students in category 3 in 2024, 55-62% held their position or advanced in 2025.
    - For students who scored advanced (4) in 2024, 65% scored advanced in 2025.

English Language Proficiency Assessment (ELPA)

Associated Data:

- Idaho Report Card, State of Idaho, Performance, Achievement Measures: English Learners Achieving English Language Proficiency
- 2024-2025 Student Achievement Report (App. A), Figures 11-12, Table 2 , pgs. 21-24

Conclusions:

- After a 9 percentage point decrease in 2021 (pandemic) in the percentage of English Learner (EL) students demonstrating English proficiency (19.3% to 10.1%), the percentage has continued to slowly decrease to 8.0% in 2025. Underlying factors that may be impacting this performance include:

- Demographic shifts in the EL student population, including increases in EL1 and EL2 (lowest performance categories) students (particularly in older grades rather than early elementary);
- The number of languages spoken;
- Socioeconomic diversity; and
- Idaho's ELPA vendor, WIDA, in 2023-24 added higher language expectations linked to ELD Standard 3, Language for Mathematics, which may have increased the difficulty of the test.

Idaho Standards Achievement Test (ISAT) – Mathematics

Associated Data:

- Idaho Report Card, State of Idaho, Performance, Achievement Measures: Mathematics

Conclusions:

- The percentage of the All Students group scoring proficient or advanced was stable from 2024 (42.2%) to 2025 (42.3%).
- Most elementary and middle school grades have been trending slightly upward since 2023. On the other hand, the percentage of high schoolers who scored proficient or advanced decreased 3.1 percentage points from 34.5% in 2024 to 31.4% in 2025.

Career Technical Education

Associated Data:

- 2024-25 Secondary CTE Data Report (App. C)

Conclusions:

- CTE concentrators have a 90% 4 year cohort graduation rate, as compared to 82% for the broader population.
- 11th grade CTE concentrators also have strong performance on the ISAT, with 72.9% scoring proficient or advanced on the ISAT ELA and 53% scoring proficient or advanced on the ISAT Math.

Graduation Rates

Associated Data:

- Idaho Report Card, State of Idaho, Performance, Success Indicators: Four-Year Graduation Rate and Five-Year Graduation Rate

Conclusions:

- The All Students four year cohort graduation rate remained steady at 82.3% during 2024 and 2025. This is a post-pandemic high after the rate dropped to 79.9% in 2022.
- After hitting a low of 82.3% in 2021, the All Students five year cohort graduation rate rose to a post-pandemic high of 84.3%.
  - Additionally, the 5 year rate continues year-over-year to be 2-3 percentage points higher than the 4 year rate.
- Four year cohort graduation rates for Hispanics, the largest ethic subgroup in Idaho, have steadily increased from a low of 71.8% in 2021 to 76.8% in 2025.

Postsecondary Transition Rates

Associated Data:

- 2024-25 Postsecondary Transitions Report (App. B)

Conclusions:

- Idaho's nationwide postsecondary transition rates, including fall immediate, 1 year, and 3 year, have remained relatively steady from 2021 to 2025.
- Idaho's public postsecondary fall immediate and 1 year transition rates increased in 2024. Based on a Launch evaluation by OSBE, this is the result of more students enrolling at Idaho institutions (rather than out of state) to access Launch funds.
- More students transition to Idaho public universities (22% within 1 year) than Idaho community colleges (12%). Both Idaho public universities and community colleges have 3 year transition rates that are 3 to 3.5 percentage points higher than their 1 year rates.

Attendance and Absenteeism

Associated Data:

- Idaho Report Card, State of Idaho, Success Indicators: Chronic Absenteeism
- 2024-2025 Student Achievement Report (App. A), Figure 13, pg. 26

Conclusions:

- The percentage of students chronically absent (attending less than 90% of school days) reached a high of 21% during the pandemic (SY 2020-21).
- The SY 2024-25 chronic absenteeism rate was 14.6%. While this was not as low as the pre-pandemic estimate of 8%, Idaho was one of only 4 states with an absenteeism rate below 20%.

SECTION 4: ACCOUNTABILITY OVERSIGHT COMMITTEE MEMBERS

Chair

Roger Stewart, Ph.D.	Retired Professor, College of Education, Boise State University Designated Seat: Student Achievement Assessment and Data

Ex-Officio Members

Cindy Siddoway, B.A.	Member, Idaho State Board of Education Owner, Siddoway Sheep Co. and Juniper Mountain Ranch Former School Board Trustee, West Jefferson School District #253
Peter Koehler, M.A.	Member, Idaho State Board of Education Retired Superintendent, Nampa School District #131
Michelle Clement-Taylor, B.A.	Chief Operating Officer, Idaho State Department of Education

Designated Members

Sherry Ann Adams, Ph.D.	Superintendent, Melba School District #136 Designated Seat: School District Superintendent
Julian Duffey, M.Ed.	Owner, Balance Point, LLC. Designated Seat: Special Education
Adam Johnson, Ed.S.	Assistant Superintendent and Assessment Director, Blaine County School District #61 Designated Seat: School District Assessment and Accountability
Geoff Penrose, Ed.S.	Principal, Sandpoint Middle School, Lake Pend Oreille School District #84 Designated Seat: School Level Administrator

At-Large Members

Gabriela Clark, B.S.	English Learner Program Coordinator, Fremont County Joint School District #215
Anne Ritter, MS.Ed., J.D.	Board President, Meridian Medical Arts Charter School Former School Board Trustee, West Ada School District #2

Staff

Alison Henken, M.P.P.	Policy Director, Idaho Office of the State Board of Education

SCHOOL YEAR 2024-25

Student Achievement Report

IDAHO DEPARTMENT OF EDUCATION
ASSESSMENT & ACCOUNTABILITY

650 W STATE STREET, 2ND FLOOR
BOISE, IDAHO 83702
208 332 6800 OFFICE / 711 TRS
WWW.SDE.IDAHO.GOV

CREATED 03/10/2026

TABLE OF CONTENTS

Data Notes 5
Redaction 5
Level of Precision and Rounding Error 5
School Year (SY) Naming Convention 6
Sample Size 6
2019 Pre-Pandemic Baseline 6
Introduction 7
Enrollment 8
Idaho reading indicator (IRI) 9
Reporting Framework 9
Data Considerations 10
IRI Results 10
Full-time vs. Part-time Kindergarten 11
Idaho Standards Achievement Test (ISAT) 13
Data Considerations 14
ISAT ELA Results 15
Longitudinal Review of ISAT ELA Performance 15
ISAT ELA Growth by Subcategory 20
English Language Proficiency Assessment (ELPA) 21
ELPA Results 23
Cohort Graduation Rate 25
Cohort Graduation Rate Results 25
Chronic Absenteeism 26
Chronic Absenteeism Results 26

TABLE OF FIGURES

Figure 1:Fall to Spring Improvement by Grade 11
Figure 2: Full-Time vs. Part-Time Kindergarten Enrollment 11
Figure 3: Full-Time vs. Part-Time Kindergarten Mean Scale Score Change 12
Figure 4: Full-Time vs. Part-Time Kindergarten Proficiency Rate Change 12
Figure 5: ISAT ELA/L Longitudinal Analysis – 2025 Grade 7 17
Figure 6: ISAT ELA/L Longitudinal Analysis – 2025 Grade 11 18
Figure 7: ISAT ELA/L Mean Scale Score by Claim, Grade 7 Cohort 18
Figure 8: ISAT ELA/L Mean Scale Score by Claim, Grade 11 Cohort 19
Figure 9: ELA Grade 7 Cohorts: Average Overall Scale Score Across Cohorts 19
Figure 10: ISAT ELA Growth by Subcategory 20
Figure 11: General ACCESS Performance Levels 23
Figure 12: English Learner Performance Level by Grade Band 24
Figure 13: Chronic Absenteeism Rate by Grade Band 26

TABLE OF TABLES

Table 1: Cohort Test Grades and Years for 2024-2025 Analysis..... 16

Table 2: Top 10 Languages Spoken by English Learners - 2025..... 22

DATA NOTES

The data presentations in this report conform to the rules and standard practices adopted by the Idaho Department of Education (the Department) to protect potentially personally identifiable information (PII), and to guard against overinterpretation of small differences.

Redaction

In compliance with Idaho law, the Department redacts data to protect personal identity. This means that the Department does not report data in any cells of fewer than 5 students or where the difference between the total of one or more cells of categorical data is fewer than 5 of the total student population. In addition, Data Management Council (DMC) Policies and Procedures call for at least two cells to be redacted in most cases where any total is available, to prevent any cell required for redaction from being derived. Under DMC policy, additional cells may be required to be redacted until the total of the exempt and therefore redacted aggregate data in a line or column equals 5 or more. Zero is considered a number.

The Department uses two levels of redaction communication to protect privacy: (1) reporting no data at all or (2) by "blurring" the actual data, which provides some numeric information, without exposing underlying private data. Specifically, cells that meet the standard fewer-than-five redaction rule are reported using the "NSIZE" notation. Cells that meet the n size requirement but cannot be disclosed because of their relationship to another cell that is redacted, are blurred with the use of ">" or "<" notations. Please be aware that the blurred results are always true (e.g. a cell listed with < 25% will have a real value of under 25%), but do not include an indication of how much above or below the listed value the actual percentage falls.

Level of Precision and Rounding Error

In this report, most composites, rates, percentages, and averages are calculated to 10 places beyond the decimal. For reporting, they are rounded to full numbers, with no places beyond the decimal. The resulting level of precision better matches the level of accuracy of the underlying data and helps avoid the overinterpretation of small, inconsequential differences that likely result from the types of random error that affect all data. Slight, apparent differences from 100% of up to one percentage point in the sum of rates per category (usually a stacked bar) result from rounding errors and not real discrepancies.

School Year (SY) Naming Convention

By convention, school years (SYs) are labeled according to the calendar year of the spring semester. For example, the 2024-25 school year is labeled 2025. In this report, when a school year is identified with one date, for example 2025 refers to the school year starting in the previous calendar year's fall (i.e., 2024) and ending in named school year's spring (i.e., 2025)

Sample Size

Throughout this report, the sample size or student count is expressed within parenthesis with or without a notation of "n=".

2019 Pre-Pandemic Baseline

This report includes results from the 2018-19 school year as the pre-pandemic baseline as applicable. Idaho continues to make a recovery from the COVID-19 pandemic, and it is important to keep track of the effect and progress. Because of COVID-19, many programs, including statewide assessments, ceased in Spring 2020. For this reason, results from the school year 2020 may not be available.

INTRODUCTION

The Assessment and Accountability Department, on behalf of the Idaho Department of Education, presents Idaho's 2024-25 annual Student Achievement Report. The information presented is a compilation of the results of the summative assessments for all students, unless otherwise noted. The data presented may not match reports published to fulfill accountability requirements.[1] Student demographic designations represent information that districts and charters provided through the Idaho System for Educational Excellence (ISEE).

The observations provided represent the reflections, understanding, and experience of the Assessment and Accountability staff, as well as reflections from other department staff.

Questions about the data or observations can be directed to the Assessment and Accountability Department.

[1] Inclusion and weighting rules vary depending on the accountability metric and requirement.

ENROLLMENT

This report reviews the achievements of the 306,937 students in Idaho's public schools in 2024-25. These official numbers come from the Spring Enrollment Count, which includes all students in grades kindergarten through 12 enrolled on the first Friday of May. The districts and charter schools statewide report enrollment via ISEE to the Idaho Statewide Longitudinal Data System (SLDS). The count does not show whether a student is enrolled on a half-time or full-time basis. The enrollment count for the following entities are not part of the report card: (1) Juvenile Detention Centers; (2) Idaho Digital Learning Academy (IDLA); and (3) Schools governed by: (a) Idaho Department of Correction; (b) Idaho Department of Juvenile Corrections; (c) Idaho Educational Services for the Deaf and Blind; (d) Tribal organizations; (e) Special purpose schools, as accredited; and (f) Summer schools/programs.

The historical enrollment data are available on the Idaho Report Card. There has been a slight decrease in overall and kindergarten enrollment since 2023.

IDAHO READING INDICATOR (IRI)

School year 2018-19 was the first year of the statewide implementation of the new IRI. Legacy IRI scores could not be compared directly with scores from the new IRI, for two reasons. First, the legacy IRI testing procedure was a one-on-one assessment between the proctor and student. Second, it was approximately 2-4 minutes long and it measured one aspect of literacy – oral reading fluency.

The new Idaho Reading Indicator (IRI) is a computer-adaptive screening assessment administered on a tablet or computer. It consists of **multiple short tests designed to measure foundational literacy skills, including:**

- Listening Comprehension
- Letter Knowledge
- Phonemic Awareness
- Vocabulary
- Spelling
- Alphabetic Decoding
- Reading Comprehension
- Text Fluency

Each grade level completes a specific set of subtests tailored to their **developmental stage. For instance:**

- Kindergarteners are not assessed in text fluency.
- Third graders are generally not assessed in phonemic awareness.

However, because the assessment is computer-adaptive, students can "gate" up or down into subtests that may not be **normed for their grade level based on their performance.**

The IRI provides detailed reports for each subtest as well as an overall literacy ability score, giving educators a comprehensive snapshot of a student's foundational reading skills.

Reporting Framework

The Idaho Reading Indicator (IRI) reports student performance using a three-tiered system to classify proficiency levels based on percentile ranges:

- **Tier 1:** On Grade Level

  - Students scoring at or above the 40th percentile demonstrate proficiency and are considered on grade level.
- **Tier 2:** Near Grade Level
  - Students scoring between the 21st and 40th percentile are approaching grade-level proficiency and may require additional support or interventions to reach on grade level.
- **Tier 3:** Below Grade Level
  - Students scoring at or below the 20th percentile are significantly below grade level and require intensive interventions to support literacy development.

Data Considerations

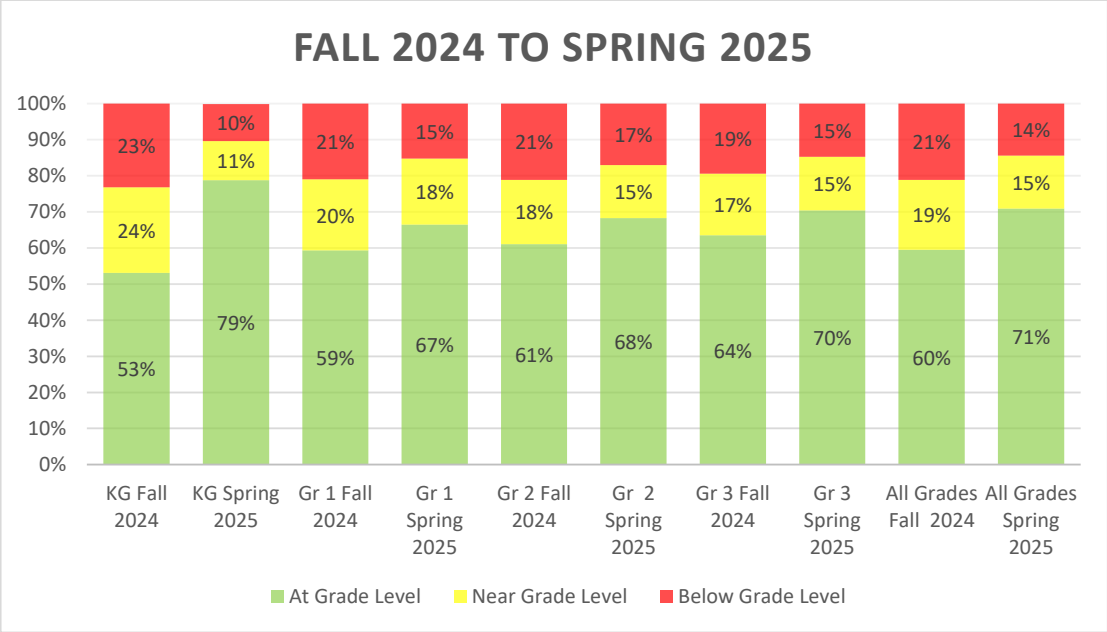
IRI scores were put on a vertical scale and were subsequently renormed in 2022 using data from the 2018-19 school year. This was to align the IRI vendor's PreK-grade 3 early-reading assessment and Grades 4-5 advanced-reading assessment and make the scores continuous and comparable. For any norm-referenced assessments, the norm needs to be updated every four to five years to represent the performance of the current population. The change in norms affected the proficiency-level (Tier) assignment. To see scores in old norms, see Appendix J.

IRI Results

In Spring 2025, 71% of students achieved at-grade level standards (40th percentile or above) on the IRI. For the overall fall and spring IRI performance and IRI performance by grade and subgroups, visit the Idaho Report Card.

Below are the IRI fall-to-spring tier level changes in the 2024-25 school year.

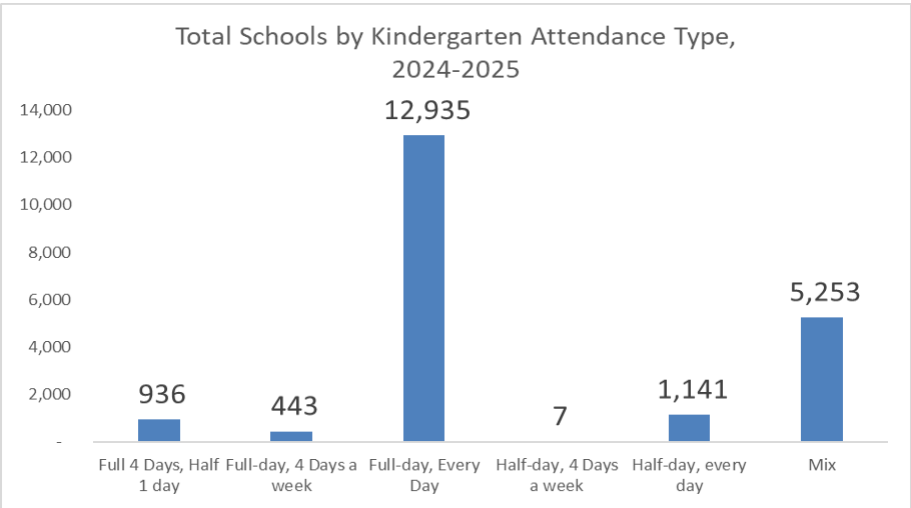
Figure 1:Fall to Spring Improvement by Grade



Full-time vs. Part-time Kindergarten

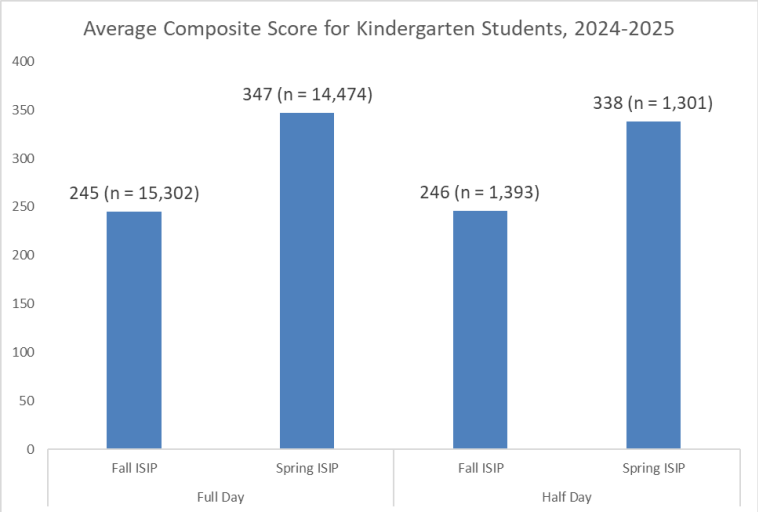
Data was provided by the student finance team. A number of LEAs reported unique situations, such as half day every other Friday, half-day 2-3 times a week; these LEAs were grouped as "Mix" as there were too many unique cases to classify as their own category. Overall, 64% of LEAs reported as being exclusively full-day kindergarten, 5% reported as exclusively half-day kindergarten, with the remainder reporting a combination.

Figure 2: Full-Time vs. Part-Time Kindergarten Enrollment



The average score for the spring was almost equal, but scores in the Spring were slightly higher for those attending full-day kindergarten.

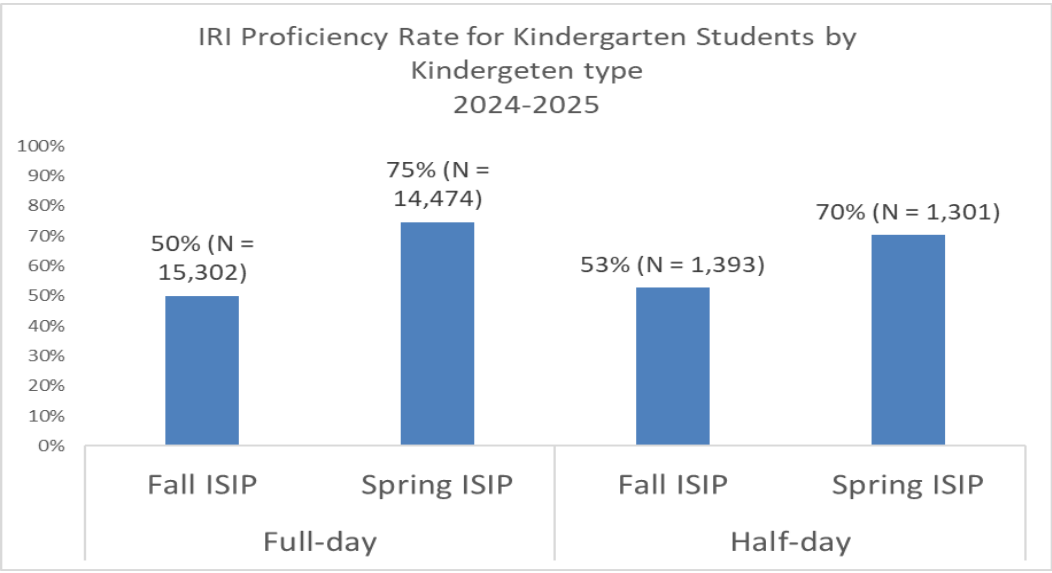
Figure 3: Full-Time vs. Part-Time Kindergarten Mean Scale Score Change



While kindergarten students in half-day classes started with a higher rate of proficiency, those in full day classes on average were more likely to be proficient by the spring. However, as shown in the figure, by spring the kindergarten students in full-day classes had higher rates of proficiency.

Students in half-day kindergarten were slightly more likely to be proficient in the fall, but as shown in the prior figure the averages were nearly identical. This is due to a higher range of scores for students in half-day (i.e. More students with notably higher/lower scores).

Figure 4: Full-Time vs. Part-Time Kindergarten Proficiency Rate Change



IDAHO STANDARDS ACHIEVEMENT TEST (ISAT)

The Idaho Standards Achievement Test (ISAT) comprises key elements of Idaho's school accountability system. Students in grades 3-8 and 11 take the ISAT to determine whether they have met the standards for their grade level in English Language Arts/Literacy (ELA), Science, and Mathematics (Math).[2] These tests are administered from March to May of each year to provide annual monitoring of individual, school, district, and state progress. Inferences from the data received also help stakeholders at all levels make decisions for the educational system.

The ISAT is a criterion-referenced assessment designed to measure students' proficiency in the Idaho Content Standards. In Math and ELA, student performance is reported across multiple levels—individual, class, school, district, and state—and covers various categories, including reading, writing, computational thinking, and mathematical concepts and procedures.

The assessment items for the Math and ELA ISAT come from the Smarter Balanced Assessment Consortium (SBAC), which Idaho became a member over a decade ago. The consortium provides the opportunity for item sharing, creating a large bank of items to be used for state assessments, such as the ISAT. States also can develop state-specific items, something Idaho has done.

The ISAT in Math and ELA comprises two components: a computer-adaptive test and performance tasks. The primary objectives of the assessment are:

1. **Evaluation and Accountability**: To measure student achievement and learning growth as part of program evaluation and accountability for schools, districts, and the state.
2. **College and Career Readiness**: To provide valid, reliable, and fair assessments of students' progress toward mastering the knowledge and skills necessary for college and career readiness.

These summative assessments are a critical part of the statewide comprehensive assessment system, as outlined in IDAPA 08.02.03.111.06.

[2] School Year 2021-22 is the last year in which students will take their Summative ELA and Math ISAT assessment in 10th grade. Starting in School Year 2022-23, high school students will instead take only the 11th-grade ELA, Math, and Science ISAT assessments, but they may take the Math or ELA assessments in 10th grade, or rarely 9th grade, after completing instruction on all high school standards.

Students with disabilities can participate in the statewide comprehensive ISAT assessment system in one of three ways as determined by their Individualized Education Program (IEP) team. They can take the:

- general assessment without accommodations,
- general assessment with accommodations, or
- Idaho Alternate Assessment, or IDAA, for students who qualify.

The Idaho Alternate Assessment (IDAA) is the alternate assessment option under the ISAT assessment system. It is intended for students with the most significant cognitive disabilities who meet specific participation criteria. They represent about 1% of the total student population, and their Individual-Education-Program (IEP) team determines if they qualify for the IDAA based on the participation criteria.

This document adopts the shorthand of referring to findings from the Idaho Standards Achievement Test as ISAT findings, even though they are formally ISAT/IDAA findings, because they include IDAA test results, unless otherwise indicated.

Data Considerations

ISAT results are reported as scale scores, which are divided into four achievement levels: Level 1 (Below Basic), Level 2 (Basic), Level 3 (Proficient), and Level 4 (Advanced). Scores in the Proficient (Level 3) and Advanced (Level 4) categories indicate that a student is meeting grade-level expectations for proficiency*. The graphs below illustrate the performance of students in grades 3–8 and high school (grade 10 through 2022, and grade 11 starting in 2023) across the four achievement levels.

The Idaho State Board of Education developed adjusted (shortened) blueprints in 2020. The shortened blueprint has 50% fewer computer adaptive items in each claim area compared to the original full (long) blueprint. The shortened blueprint still covers all content standards, and results are comparable. Although combined claim scores were in development, the shortened blueprint did not offer claim-level scores in 2020-21 or 2021-22. Idaho used the shortened blueprint in 2020-21 and 2021-22 school years. Idaho returned to full-length blueprint in the 2022-23 school year.

Based on input from LEAs and the Idaho State Board of Education, the Department decided to return to the shortened form of the ISAT blueprint for school year 2023-24 and beyond. Combined claim level scores became available for the shortened blueprint in 2023-24.

As of 2023, the high school ISAT was taken in Grade 11 and evaluated against all high school standards. Two other features were added: (1) students could use a "banked" ISAT score from a prior high school year's test, usually a Grade-10 test, rather than re-take the test in Grade 11; and (2) Grade 9 or 10 students could take the Grade-11 ISAT for banking, if they had received instruction on all relevant Idaho Content Standards in that subject. In the sections to follow, the report will focus on the ELA/L data from the 2025 test administration. Math assessment for the 2025 test administration can be accessed on the Idaho Report Card. Historical data, as well as performance by grade and subgroups, can all be found there.

*Standard setting, which determined cut scores and proficiency levels, for the Smarter Balanced mathematics and English/Language Arts assessments occurred in October, 2018. These determinations were based on field test data and the methodologies were approved by the consortium's Technical Advisory Committee before they were finalized.

ISAT ELA Results

In 2025, 53.2% of students met the ELA proficiency or advanced achievement standards. For the historical ISAT performance and ISAT performance by grade and subgroups, visit the Idaho Report Card.

Longitudinal Review of ISAT ELA Performance

The cohort analyses and graphs for 2024-25 were generated following the same process as the cohort analysis in 2023-24. Data were taken from all attempted summative tests with claim scores in Idaho going back to the first year of Smarter Balanced summative testing, 2014-2015. Any students who took two ELA summative tests in one school year or who repeated a grade across school years were then removed from the dataset. Test scores for individual students were linked across years using the student RTS key variable.

The different cohorts for ELA were then formed separately by selecting all students who had summative tests for the corresponding grade in each year according to the cohort plan in Table 1.

Table 1: Cohort Test Grades and Years for 2024-2025 Analysis

Test Grade	School Year	Test Grade	School Year
11	2025	7	2025
10*	2024*	6	2024
9*	2023*	5	2023
8	2022	4	2022
7	2021	3	2021
6+	2020+		
5	2019		
4	2018		
3	2017		

Notes: ***The graphs below display student data from before and after 2020, while also acknowledging the years the assessment was disrupted. This only applies to the grade 11 cohort as the grade 7 cohort was not in a grade level assessed in 2020.***

**Grade 9 results from 2022 and grade 10 results from 2023 were excluded because testing was optional, and not all grade 9 students participated.*

+ There was no testing in 2020 due to the COVID-19 pandemic.

For each of the two cohorts, the same analysis was performed:

1. Calculate the average overall and average claim scores for each year.
2. Calculate the merge rate for each cohort for each year as the number of students in the cohort divided by that year's total sample size for the grade.

The plot formatting remained consistent with the previous year, following the instructions provided by SDE. A total of four plots were generated:

1. ELA/L: The graph with overall scale score and proficient cut for Grade 7 cohorts (no claim scores). This graph includes three lines: an overall score line for the cohort, and overall score line for the state, and one proficient cut line. This graph shows this cohort starting below the proficiency cut in grade 3 at both the cohort and state level and have made growth over the years to end above the proficiency cut in grade 7, both the cohort and state level. The cohort is scoring above the state.

2. ELA/L: The graph with overall scale score and proficient cut for Grade 11 cohorts (no claim scores). This graph includes three lines: an overall score line for the cohort, and overall score line for the state, and one proficient cut line. This graph shows this cohort starting below the proficiency cut in grade 3 at both the cohort and state level and has made

growth over the years to end above the proficiency cut in grade 11, both the cohort and state level. The cohort is scoring above the state.

3. ELA/L: The graph with overall scale score, claim scores, and proficient cut for Grade 7 cohort. The graph shows that this cohort had a wider spread in claim scores in grade 3 and closed the gap between the claims to see scores that are more closely aligned to the overall average scale score. Each claim shows growth over the years, with Claim 2 appearing to make the most growth.

4. ELA/L: The graph with overall scale score, claim scores, and proficient cut for Grade 11 cohort. The graph shows that this cohort had a wider spread in claim scores in grade 3 and closed the gap between the claims to see scores that are more closely aligned to the overall average scale score. Each claim shows growth over the years, with Claim 4 appearing to make the most growth.

5. *There was an additional compilation of graphs created to look at the past 5 grade 7 cohorts and their average overall scale scores. These graphs show how cohorts typically start at or below the proficiency cut in grade 3 and are above the proficiency cut by grade 7. The differences between the proficiency cut in grade 7 all vary and do not follow a consistent pattern.

Figure 5: ISAT ELA/L Longitudinal Analysis – 2025 Grade 7

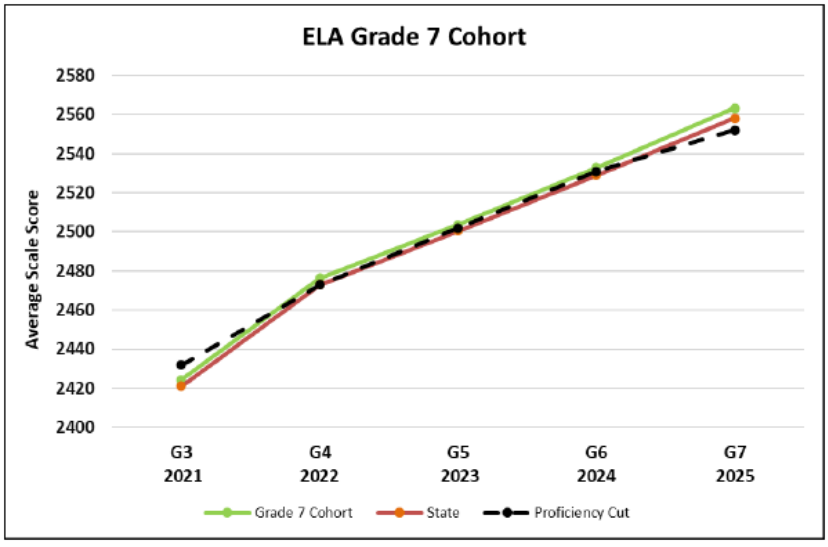


Figure 6: ISAT ELA/L Longitudinal Analysis – 2025 Grade 11

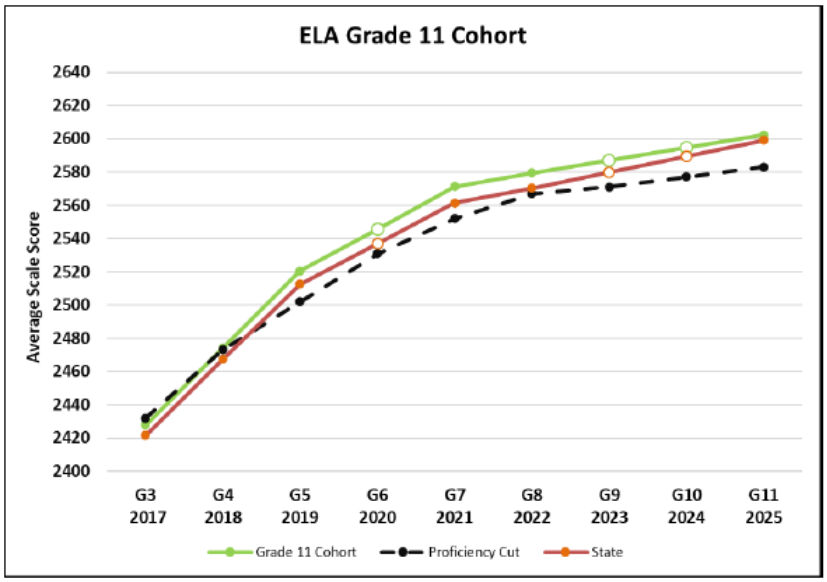


Figure 7: ISAT ELA/L Mean Scale Score by Claim, Grade 7 Cohort

***Note**: ISAT Claims in ELA/L for all grades are categorized as:*

Claim 1: Reading

Claim 2: Writing

Claim 3: Speaking & Listening

Claim 4: Research/Inquiry

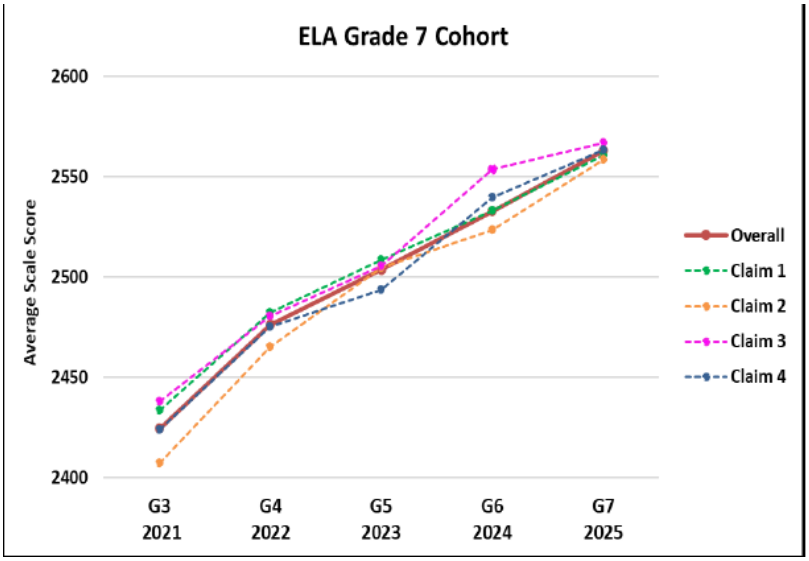


Figure 8: ISAT ELA/L Mean Scale Score by Claim, Grade 11 Cohort

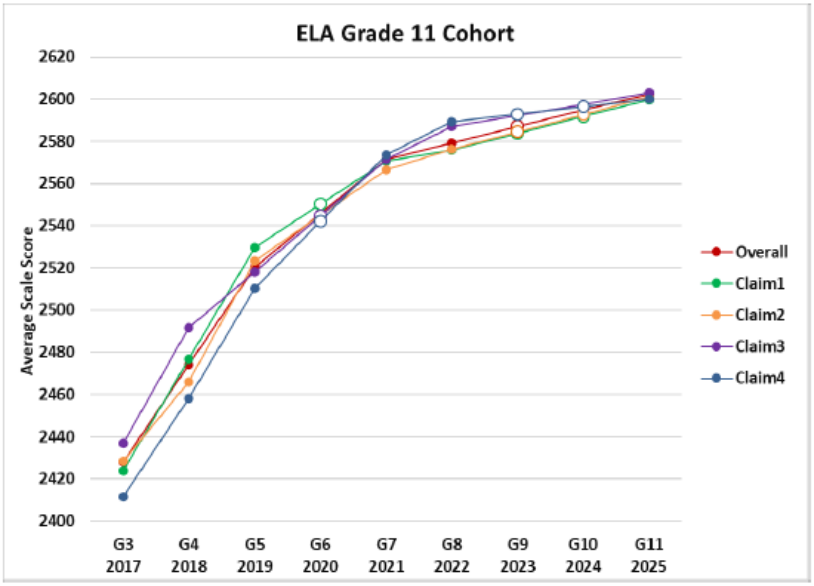
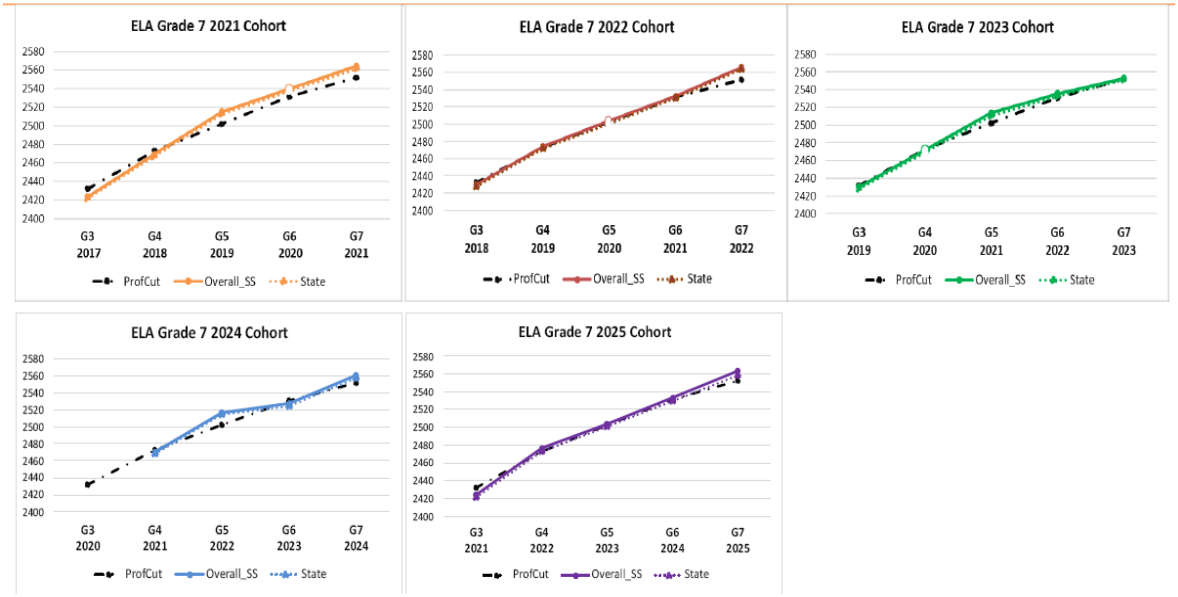


Figure 9: ELA Grade 7 Cohorts: Average Overall Scale Score Across Cohorts

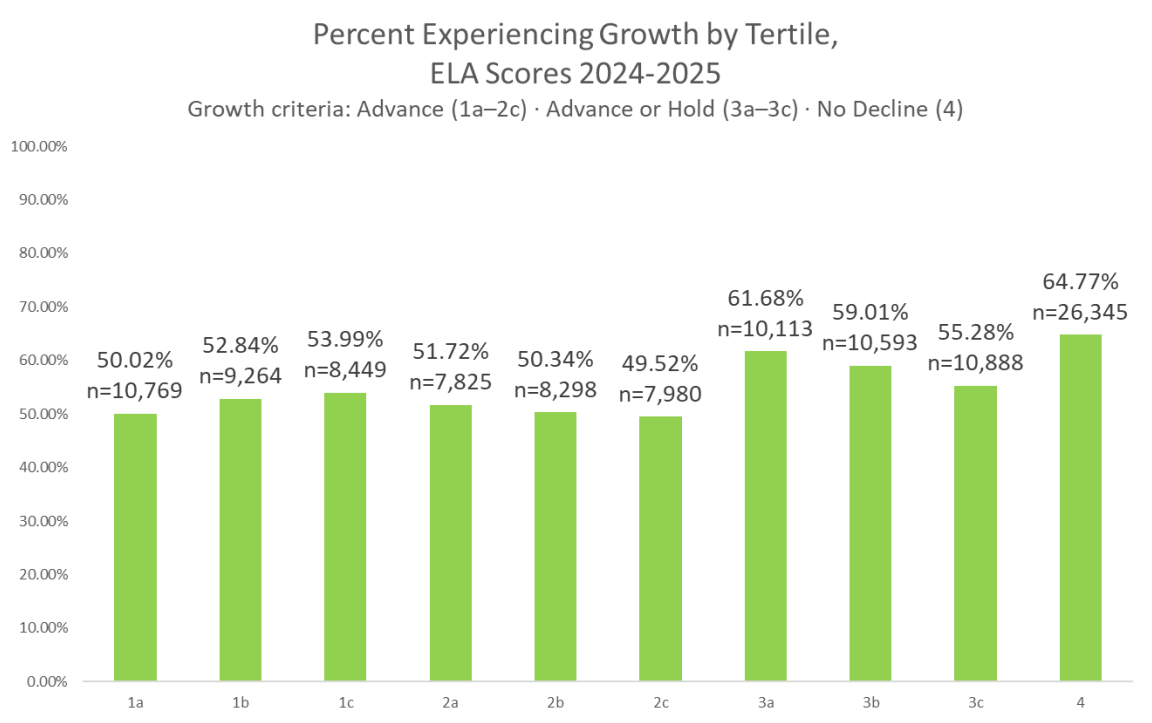


ISAT ELA Growth by Subcategory

IDAPA specifies the Student Growth toward Proficiency measure to be calculated using a trajectory model (IDAPA 08.02.03.112.02). Idaho's trajectory model identifies whether each student is on track to be proficient or maintain proficiency. In the 2024-2025 school year and beyond, student growth will be calculated according to this model. For more information on the actual business rules, visit: Idaho ESEA Consolidated State Plan - Idaho Department of Education. For the historical ISAT growth and ISAT growth by grade and subgroups, visit the Idaho Report Card.

For the 2025 ISAT ELA, in all quartiles, over 56% of students experienced growth in ELA scores from 2024 to 2025.

Figure 10: ISAT ELA Growth by Subcategory



ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (ELPA)

The English Language Proficiency Assessment (ELPA), which includes both screener and summative test types, measures English language proficiency in listening, speaking, reading, and writing as defined by Idaho's English Language Development Standards[3]. The Elementary and Secondary Education Act, as amended by Section 3113[4] of the *Every Student Succeeds Act* (2015), requires state educational agencies to establish and implement standardized, statewide entrance and exit procedures for students identified as English learners (ELs). Idaho Code § 33-1617[5] and § 33-1624[6] support these federal mandates by outlining the legislative intent to develop statewide, research-based English language proficiency goals and by providing a standardized mechanism for evaluating annual English language proficiency growth. The Idaho Administrative Code[7][8] requires that provisional ELs be screened to determine program eligibility and that identified ELs complete the annual summative assessment. ELPA student performance results are used to monitor individual English language proficiency growth, English language proficiency, and to evaluate district program efficacy.

Idaho joined the WIDA Consortium in 2015 and began administering ACCESS for ELLs—WIDA's summative English language proficiency (ELP) assessment—in 2016. In addition to the summative ELPA, Idaho administers both the WIDA Screener and the WIDA Screener for Kindergarten as the state's ELP screeners to determine a student's EL program eligibility. The EL identification process is completed within the first 30 days of enrollment in an Idaho public school, and the results of the WIDA Screener establish a student's initial English language proficiency level, informing district programmatic and instructional decisions.

ACCESS for ELLs performance results are reported as both scale scores and proficiency levels (PLs). A scale score and proficiency level are produced for each language domain assessed (reading, writing, listening, and speaking). Composite scores are also generated (overall, literacy, oral, and comprehension). Proficiency levels are interpretive scores that describe what a student knows and can do in English. The six proficiency levels are:

- Proficiency Level 1: Entering
- Proficiency Level 2: Emerging
- Proficiency Level 3: Developing
- Proficiency Level 4: Expanding

[3] IDAPA Rule: 08.02.03.004.02
[4] Every Student Succeeds Act, 20 U.S.C. § 3113(b)(2). https://www.congress.gov/114/plaws/publ95/PLAW-114publ95.pdf
[5] Idaho Code § 33-1617:https://legislature.idaho.gov/statutesrules/idstat/Title33/T33CH16/SECT33-1617/
[6] Idaho Code § 33-1624:https://legislature.idaho.gov/statutesrules/idstat/title33/t33ch16/sect33-1624/
[7] IDAPA Rule: 08.02.03.111.03
[8] IDAPA Rule: 08.02.03.111.06.(a)-(m)

- Proficiency Level 5: Bridging
- Proficiency Level 6: Reaching

In 2017, the Department slightly modified the individual language domain (Reading, Writing, Listening, and Speaking) proficiency level targets for reclassification from an LEA's Language Instruction Educational Program from 5.0 on each of the four domains to 4.0, leaving overall composite cut-off unchanged. Three years later, based on its statewide analyses comparing ACCESS performance levels and ISAT ELA performance, the Department implemented another exit criterion update in 2019-20. These modifications modified the overall composite proficiency level reclassification cut score from 5.0 to 4.2; the Reading, Writing, and Listening domain cut scores from 4.0 to 3.5; and the Speaking cut from 5.0 to 1.0[9].

ELs with the most significant cognitive impairments, who meet the Idaho Alternate Assessment participation criteria, complete WIDA Alternate ACCESS. The proficiency levels for WIDA Alternate ACCESS are reported under the five proficiency levels outlined below:

- Proficiency Level 1: Entering
- Proficiency Level 2: Emerging
- Proficiency Level 3: Developing
- Proficiency Level 4: Expanding
- Proficiency Level 5: Bridging

Table 2: Top 10 Languages Spoken by English Learners - 2025

Language	Count	Percentage
Spanish	30205	80%
Arabic	764	2%
Russian	719	2%
Chinese	430	1%
Persian	424	1%
Ukrainian	402	1%
Kinyarwanda	368	1%
Somali	237	1%
Vietnamese	234	1%

[9] This low score of 1.0 took into account that the Speaking measure relied on a recording technology that artificially reduced the Speaking score to 1.0 if a student stopped and re-started the recorder.

ELPA Results

For the overall ELPA performance and growth, and ELPA performance and growth by grade and subgroups, visit the Idaho Report Card.

During the 2025 test window, 19,931 students completed all sections (reading, writing, listening, and speaking) of ACCESS for ELLs. Among the ELs assessed, 3,153 were in their first year of EL identification (L1), and 52% of L1 students were identified for EL services in kindergarten. The distribution graphs below illustrate the percentage of students scoring at each proficiency level on ACCESS for ELLs and Alternate ACCESS for ELLs from 2019 to 2025.

Figure 11: General ACCESS Performance Levels

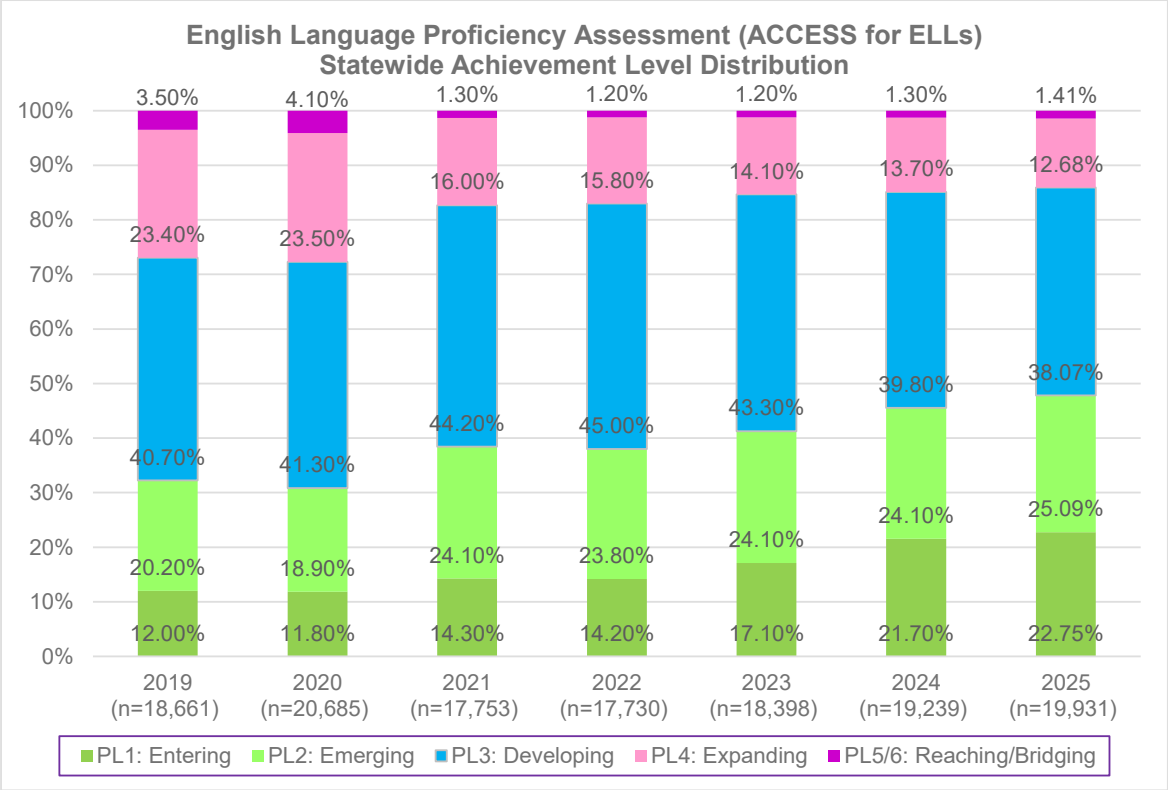
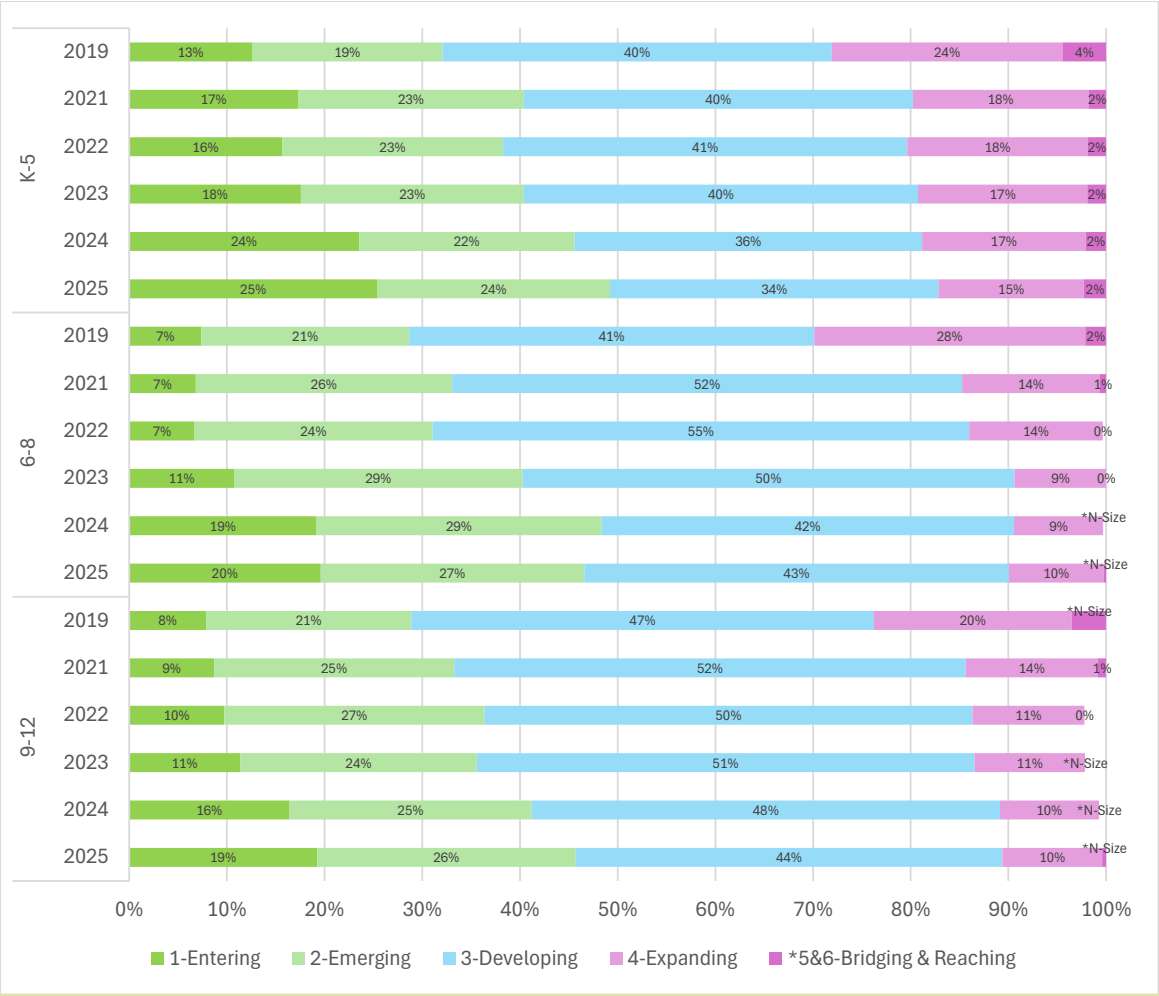


Figure 12: English Learner Performance Level by Grade Band



COHORT GRADUATION RATE

We report graduation rate in two measures: the proportion graduating within four years of entering 9th grade (4-year Graduation Rate) and the proportion graduating within five years of entering 9th grade (5-year Graduation Rate). The 5-year rate is typically higher, because it includes all students who graduated in four years, plus those requiring an additional year to complete their high school requirements. Both include students who were enrolled in an Idaho school from their 9th grade onward, and any who moved into Idaho at some time during their high school years. The two counts appearing below each point on the graph are the 4- and 5-year cohort counts. The two may differ if students moved into or out of Idaho's public-school system in their fifth year.

Cohort Graduation Rate Results

In 2025, 82.5% of Idaho's high school students graduated in four years. For the overall cohort graduation rate and graduation rate by grade and subgroups, visit the Idaho Report Card.

Note: The criteria for identifying English Learners changed in 2020, making prior years' rates incomparable to those following the change. The graduation requirements for the Cohort Class of 2020 were modified due to pandemic closures.

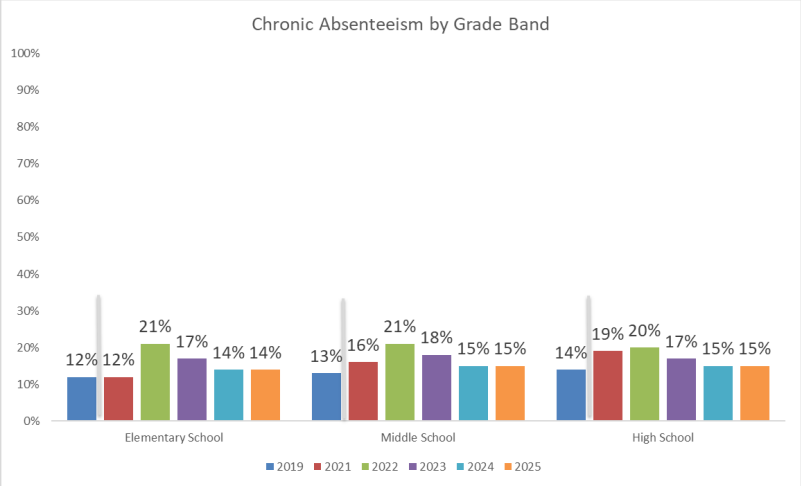
CHRONIC ABSENTEEISM

Idaho districts and charter schools report if a student is "Chronically Absent" via ISEE, creating a Chronic Absenteeism flag on the student's record. The presence of the flag indicates that the student was enrolled in the base school for at least 10 school days at any time during the school year, and missed at least 10% of the total school days in which she or he was enrolled at that school. This is reported for grades K-12 upon students' exit from the school. Students are considered absent when they miss more than 50% of a school day for any reason. The State Department of Education stores the attribute as reported by the districts and charter schools and does not validate it against the Proportion of Days in Attendance measure reported here and explained below.

Chronic Absenteeism Results

In the 2024-25 school year, 14.6% of Idaho students were reported to be chronically absent. For the overall chronic absenteeism rates and chronic absenteeism rates by subgroups, visit the Idaho Report Card. Figure 13 shows the chronic absenteeism rates by grade band.

Figure 13: Chronic Absenteeism Rate by Grade Band



While all grades have seen a drop in Chronic Absenteeism from the peak in 2021, they have not dropped below pre-pandemic levels. It should be noted that Idaho is notably lower than national averages in chronic absenteeism. The U.S. Department of Education reported the national average for the 2022-2023 year was 28%, where Idaho was 17%. Idaho was one of four states reporting a rate of less than 20%.

Idaho State Board of Education

FY 2026

POSTSECONDARY TRANSITIONS REPORT

March 2026

Postsecondary Transition Rates

The Idaho Office of the State Board of Education (OSBE) tracks and reports the Postsecondary Transition Rates. The Postsecondary Transition rates reflect the percentage of high school graduates who pursue postsecondary education.

The Postsecondary Transition Rates are reported for the graduates who completed their graduation requirements during a specified academic year, indicating the percentage that pursued higher education within different periods of time. A student's transition status is counted based on the student's graduation year, not on the cohort for adjusted cohort graduation rates (as defined by federal law). The denominators used to calculate transition rates include the following students:

- Students who graduate in the spring of the specified academic year;
- Early graduates who complete in the fall or winter of the specified academic year;
- Students who graduate in the trailing summer after the academic year; and
- Students who take extra time to graduate (i.e. 5 years rather than 4 years) who complete in the fall, winter, spring, or trailing summer of the academic year.

This report includes four Postsecondary Transition Rates:

- Summer Immediate Only: Students who enroll the summer immediately after graduation, but do not continue enrollment into the fall, 1 year, or 3 year periods.
- Fall Immediate: Students who enroll the summer or fall immediately after graduation.
- 1 Year: Students who enroll any time during the full academic year following, including the trailing summer.
- 3 Year: Students who enroll within three academic years after graduation, including trailing summers.

Counted in the data for these rates are Idaho high-school graduates taking courses at any 4-year or 2-year institution of learning beyond high school, whether the student is pursuing a certificate, a degree, or is just taking courses. Also counted are training or job-preparation programs, such as cosmetology and barber training, massage, and other trades training that appear in the available data sources.

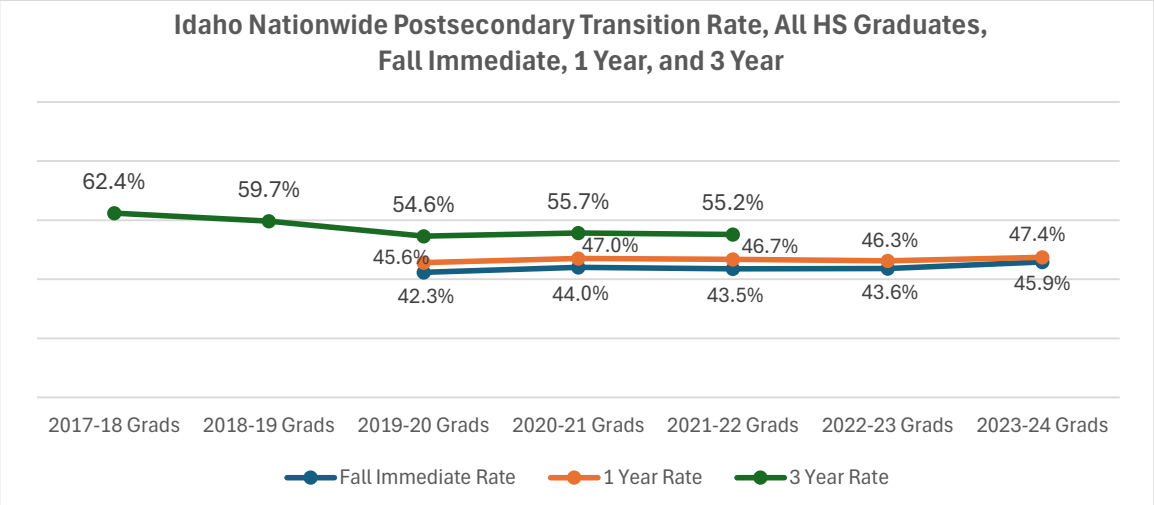
The Idaho Nationwide rates utilize two data sources to identify whether students have matriculated to higher education (1) the eight Idaho public, postsecondary institutions; and (2) the National Student Clearinghouse (NSC)[1], which receives data from institutions nationwide that accept federal financial aid. Some known postsecondary programs and program types are not included in these reported rates because they do not appear in either source, e.g., Career Technical Education badges, Northwest Lineman, U.S. military, apprenticeship programs except those linked to the reported institutions, and some small training programs, e.g., for cosmetology, massage, barber.[2]

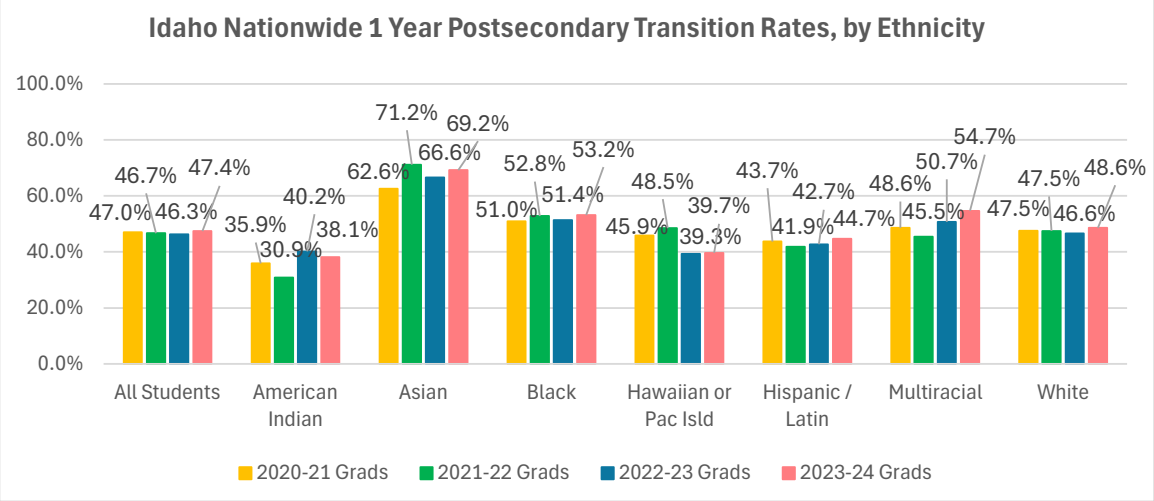
[1] National Student Clearinghouse: https://www.studentclearinghouse.org/
[2] Included in the rate calculation are students attending all Idaho pubic, postsecondary institutions, and all students attending any institutions listed in the National Student Clearinghouse (NSC). In a typical year, Idaho graduates attend post-secondary institutions in about every state in the USA. The full list is available from OSBE on request.

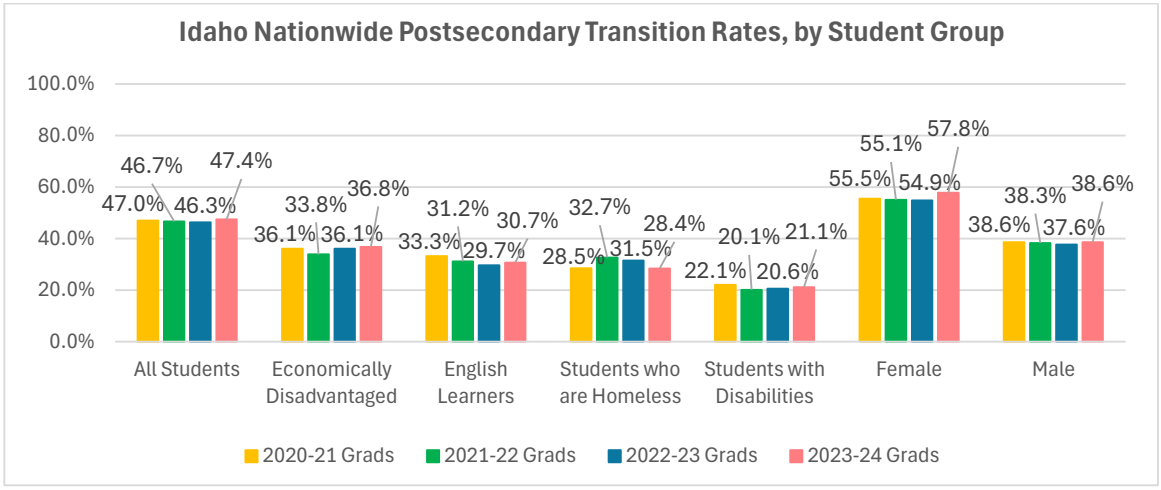
The Idaho Public, Public University, and Public Community College rates rely on the data from Idaho's eight public, postsecondary institutions: Boise State University, Idaho State University, Lewis-Clark State College, University of Idaho, College of Eastern Idaho, College of Southern Idaho, College of Western Idaho, and North Idaho College.

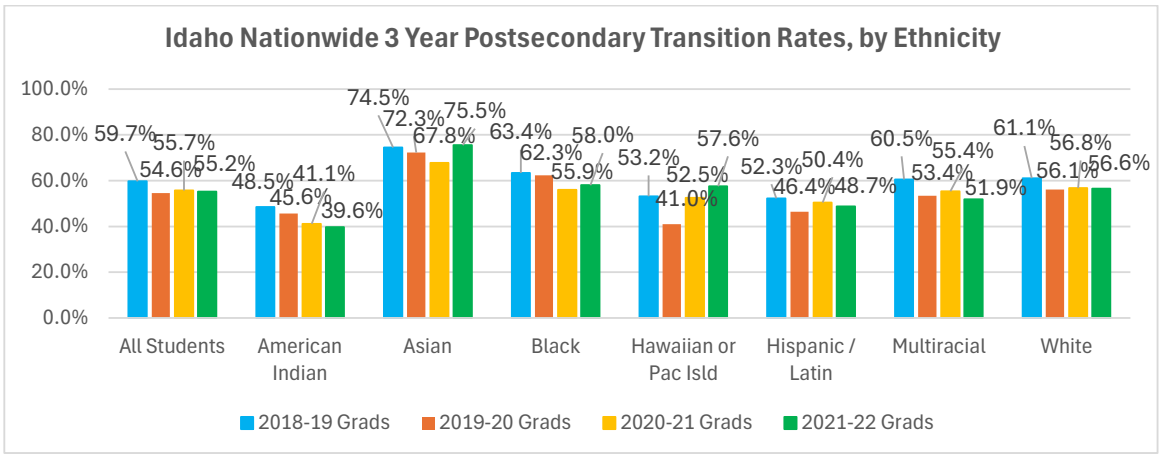
Idaho Nationwide Postsecondary Transition Rates

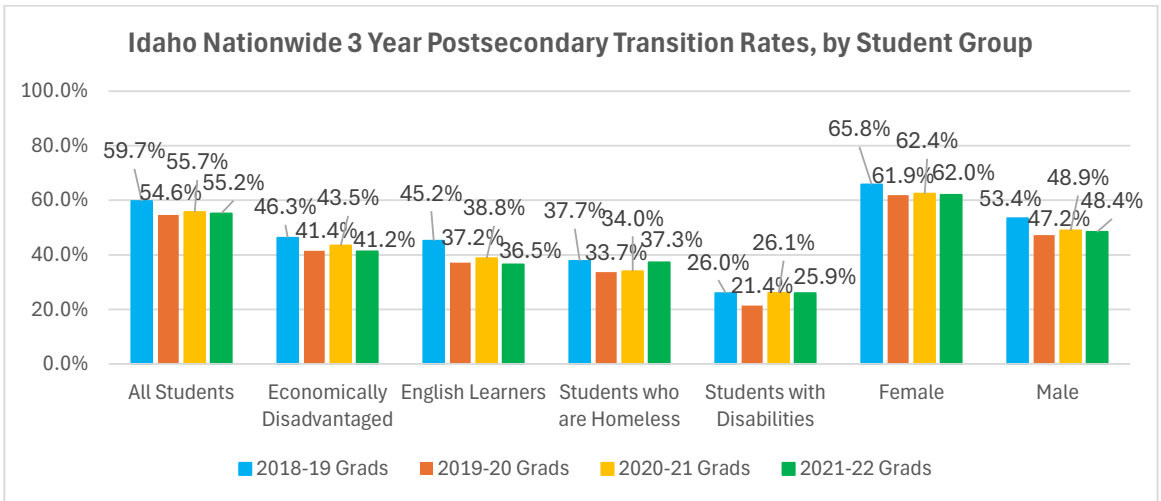
The following Postsecondary Transition rates represent the percentage of students who pursued postsecondary education anywhere within the United States, using both Idaho public institution data and National Clearinghouse data.





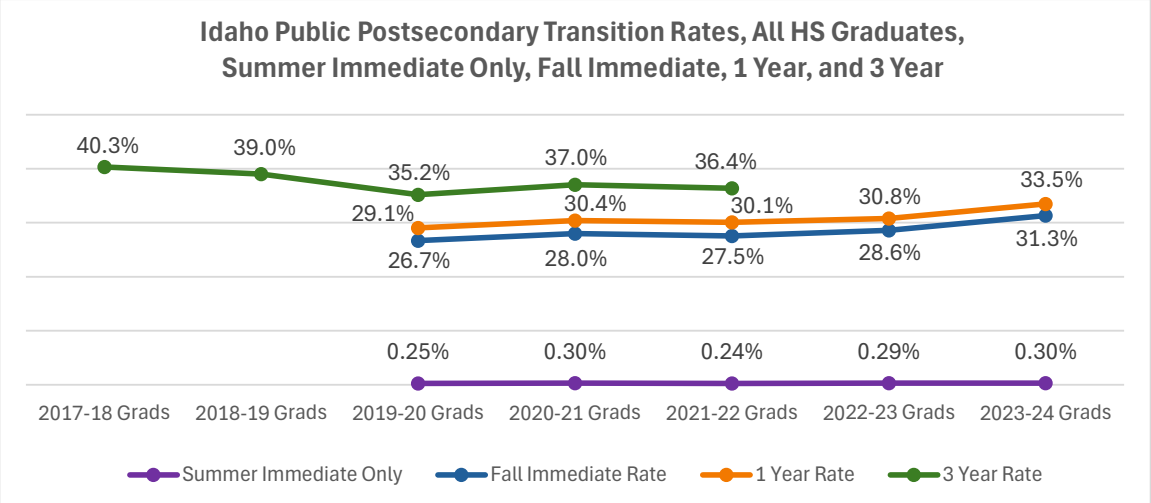

Idaho Nationwide Postsecondary Transition Rates, by Student Group
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
All Students
Economically Disadvantaged
English Learners
Students who are Homeless
Students with Disabilities
Female
Male
2020-21 Grads
2021-22 Grads
2022-23 Grads
2023-24 Grads

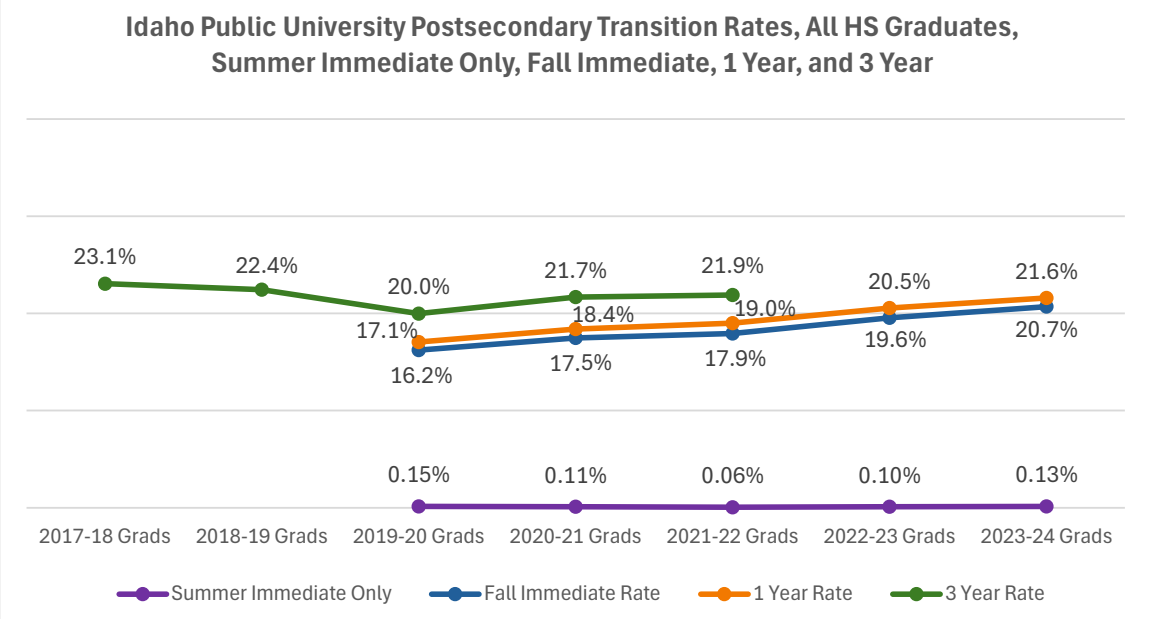

Idaho Nationwide 3 Year Postsecondary Transition Rates, by Ethnicity
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
All Students
American Indian
Asian
Black
Hawaiian or Pac Isld
Hispanic / Latin
Multiracial
White
2018-19 Grads
2019-20 Grads
2020-21 Grads
2021-22 Grads

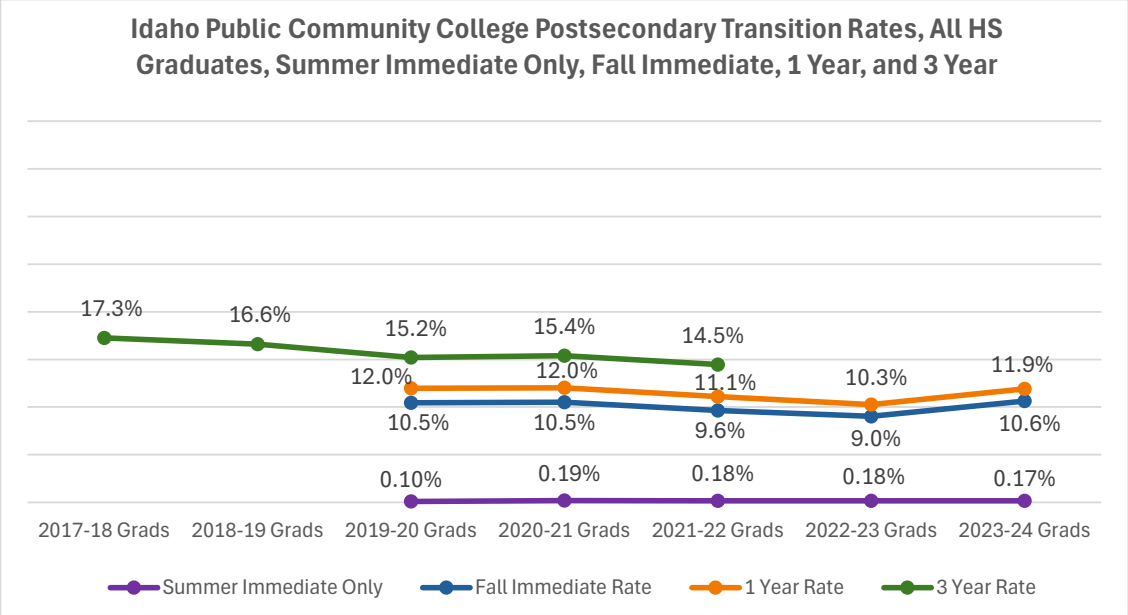

Idaho Nationwide 3 Year Postsecondary Transition Rates, by Student Group
100.0%
80.0%
60.0%
40.0%
20.0%
0.0%
All Students
Economically Disadvantaged
English Learners
Students who are Homeless
Students with Disabilities
Female
Male
2018-19 Grads
2019-20 Grads
2020-21 Grads
2021-22 Grads

Idaho Public Postsecondary Transition Rates

The following Postsecondary Transition rates represent the percentage of students who pursued postsecondary education at Idaho's public institutions of higher education.



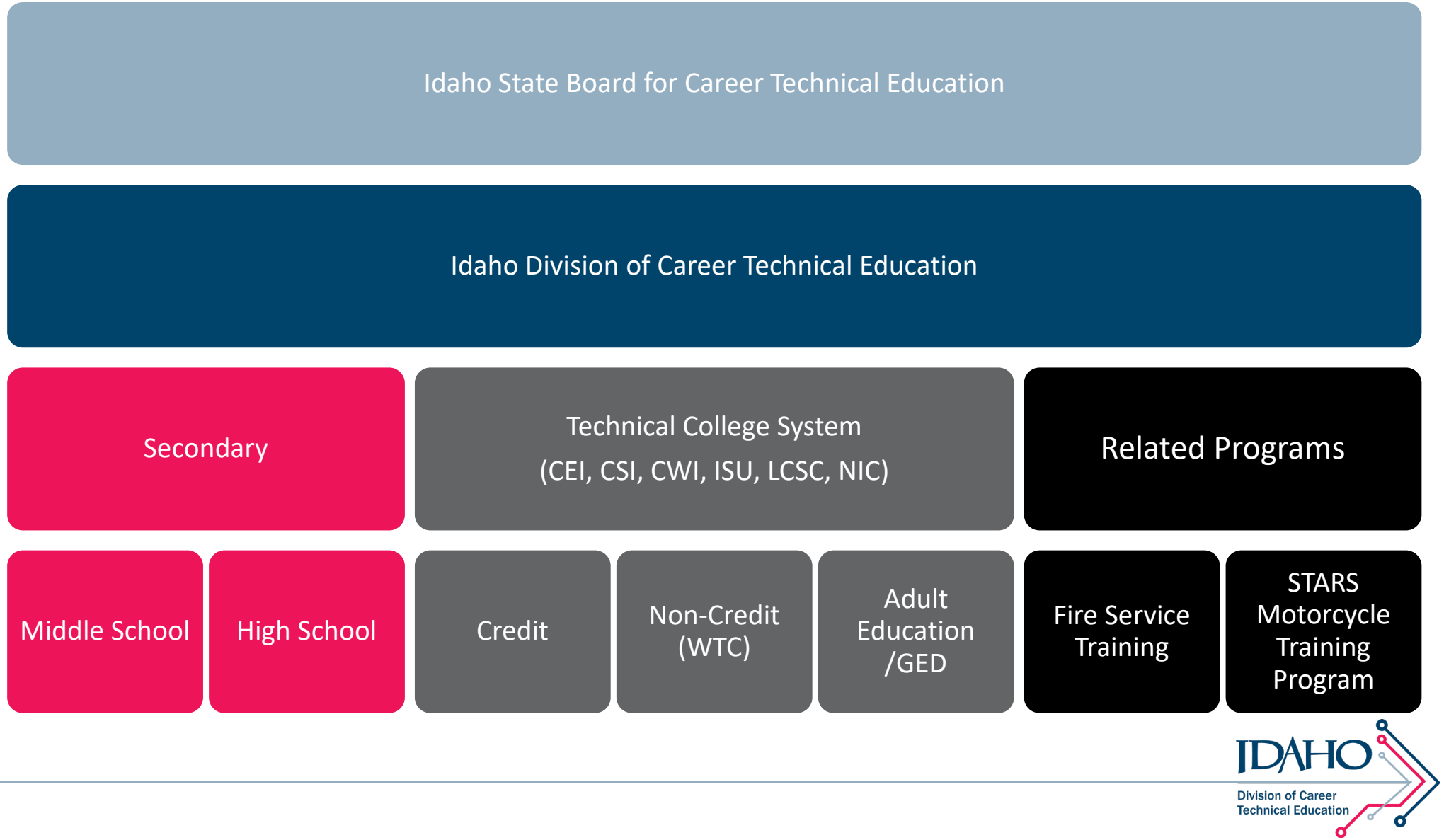



Idaho Public Community College Postsecondary Transition Rates, All HS Graduates, Summer Immediate Only, Fall Immediate, 1 Year, and 3 Year
17.3%
16.6%
15.2%
15.4%
14.5%
12.0%
12.0%
11.1%
10.3%
11.9%
10.5%
10.5%
9.6%
9.0%
10.6%
0.10%
0.19%
0.18%
0.18%
0.17%
2017-18 Grads
2018-19 Grads
2019-20 Grads
2020-21 Grads
2021-22 Grads
2022-23 Grads
2023-24 Grads
Summer Immediate Only
Fall Immediate Rate
1 Year Rate
3 Year Rate

Secondary CTE Data

Adrian San Miguel, Assistant Administrator, Programs
Chet Andes, Director of Program Quality
Kyle Luchte, Principal Research Analyst
Jennifer Pope, Program Director of Perkins & Methods of Administration

IDAHO Division of Career Technical Education


Idaho State Board for Career Technical Education
Idaho Division of Career Technical Education
Secondary
Technical College System
(CEI, CSI, CWI, ISU, LCSC, NIC)
Related Programs
Middle School
High School
Credit
Non-Credit
(WTC)
Adult
Education
/GED
Fire Service
Training
STARS
Motorcycle
Training
Program
IDAHO
Division of Career
Technical Education

Our mission:

We lead and support Idaho's career technical education system by connecting learners with hands-on education and training that leads to in-demand careers.

IDAHO
Division of Career Technical Education

Secondary Snapshot



NEARLY 71K

STUDENTS ENROLLED IN CTE PROGRAMS



OF **ALL HIGH SCHOOL STUDENTS** TOOK A **CTE COURSE**

3,567 CTE DIPLOMAS AWARDED AS REPORTED BY LEAs

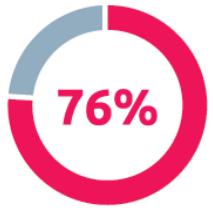


OF **CTE CONCENTRATORS*** GRADUATED FROM **HIGH SCHOOL**



ALL **HIGH SCHOOL GRADUATES**

COMPARED TO



OF **CTE CONCENTRATORS**

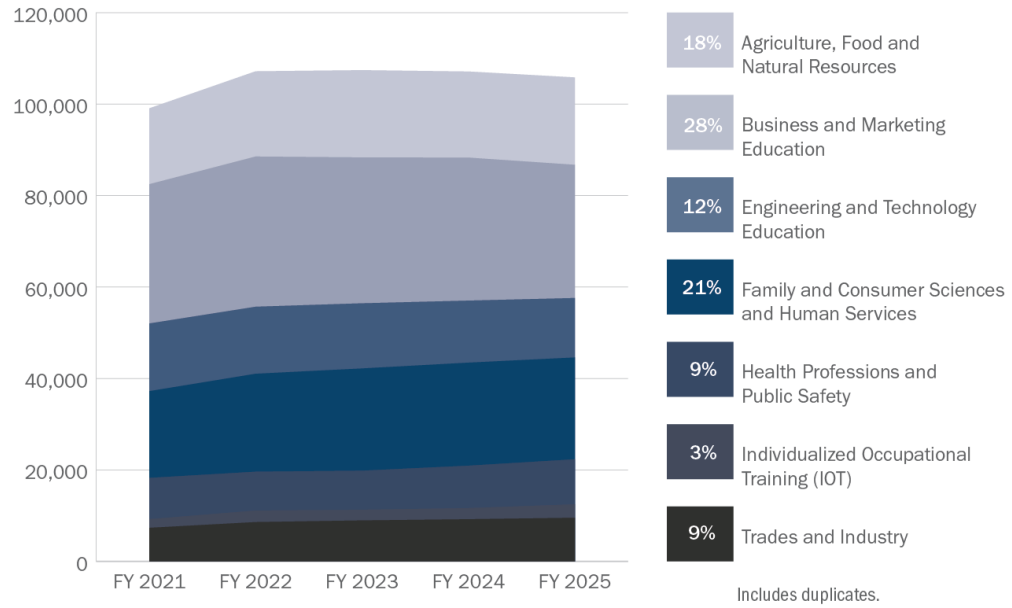
FOUND A JOB, MOVED INTO POSTSECONDARY EDUCATION, WENT INTO THE MILITARY OR A SERVICE PROGRAM

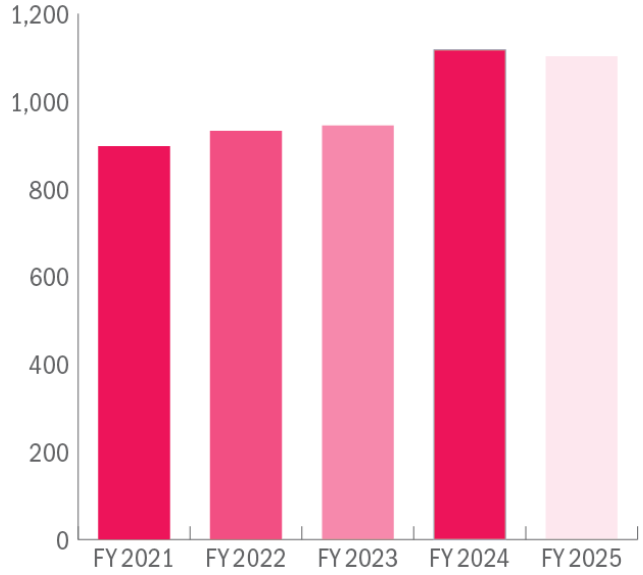
IDAHO Division of Career Technical Education

Source: IDCTE 2025 Annual Report

Secondary Snapshot

1,103 TOTAL PROGRAMS







IDAHO Division of Career Technical Education

Source: IDCTE 2025 Annual Report

Integrated and Applied Learning

FFA

IDAHO DECA

bpa IDAHO BUSINESS PROFESSIONALS of AMERICA

IDAHO TSA TECHNOLOGY STUDENT ASSOCIATION

FCCLA Family, Career and Community Leaders of America IDAHO STATE ASSOCIATION

hosa future health professio IDAHO

SkillsUSA IDAHO

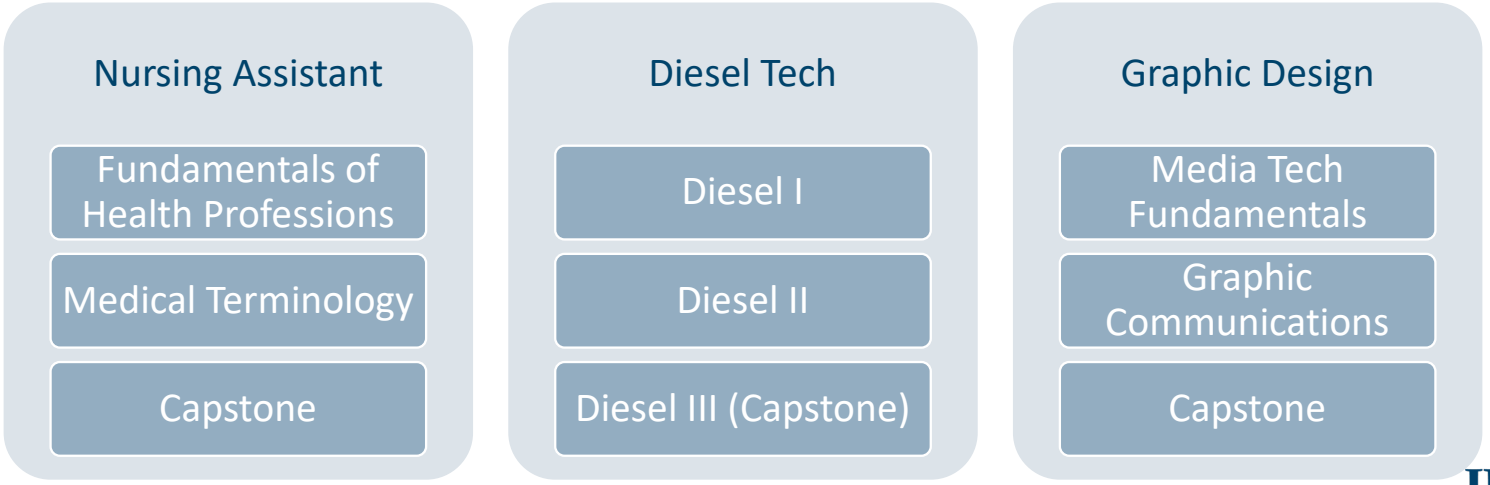
- Agriculture, Food & Natural Resources
- Business & Marketing
- Engineering & Technology Education
- Family & Consumer Sciences and Human Services
- Health Professions and Public Safety
- Trades & Industry

Individualized Occupational Training (IOT)

IDAHO Division of Career Technical Education

Program Types

- **Cluster** – a collection of courses that introduce students to a career technical area; non-sequential; significant variety of courses
- **Pathway Program** – an occupational preparation designed as a sequential series of courses ending in the capstone course. Industry focused, program standards, Technical Skills Assessment (TSA)



IDAHO Division of Career Technical Education

State Education Alignment

- Middle School: First Steps Career Exploration, Understanding the World of Work Through CTE
  - Professional Development Course
- Digital Literacy
  - 5 CTE Courses Meet Graduation Requirement
  - Guidance Document
  - Microcredential
- Personal Financial Literacy
  - Guidance Document
  - Microcredential

IDAHO Division of Career Technical Education

Career Technical Centers (CTC)

Region 1

Kootenai Technical Education Campus (KTEC)

Region 3

ADA Career-Technical Center

COSSA Regional Technology and Education Center

Dehryl A. Dennis Education Center (DTEC)

Idaho Center of Advanced Technology (ICAT)

Kuna School District CTC

Meridian Medical Arts Charter High School

Meridian Technical Charter High School

Payette River Regional Technical Academy



Region 2

A. Neil DeAtley Career Education Center

Region 4

Cassia Regional Technical Center

Region 5

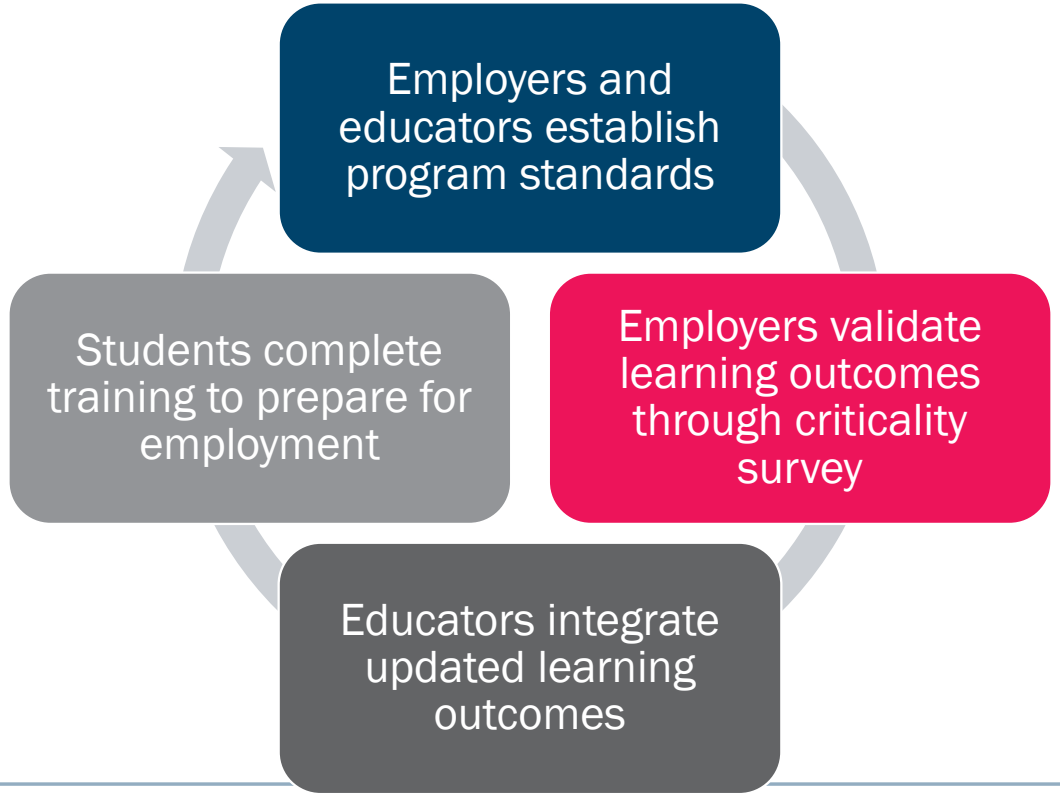
Portneuf Valley Technical Education Center (PVTEC)

Region 6

Career and Technical Education Center (CTEC)

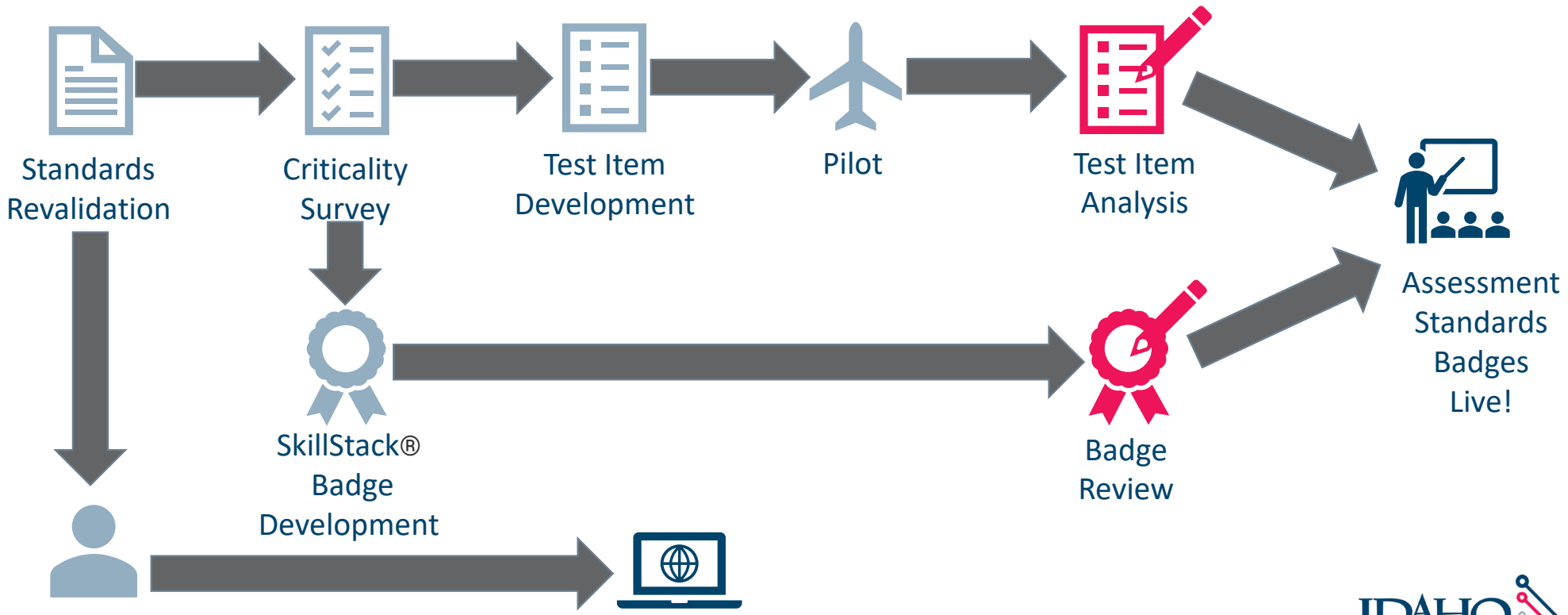
Technical Careers High School

Program Alignment



IDAHO Division of Career Technical Education

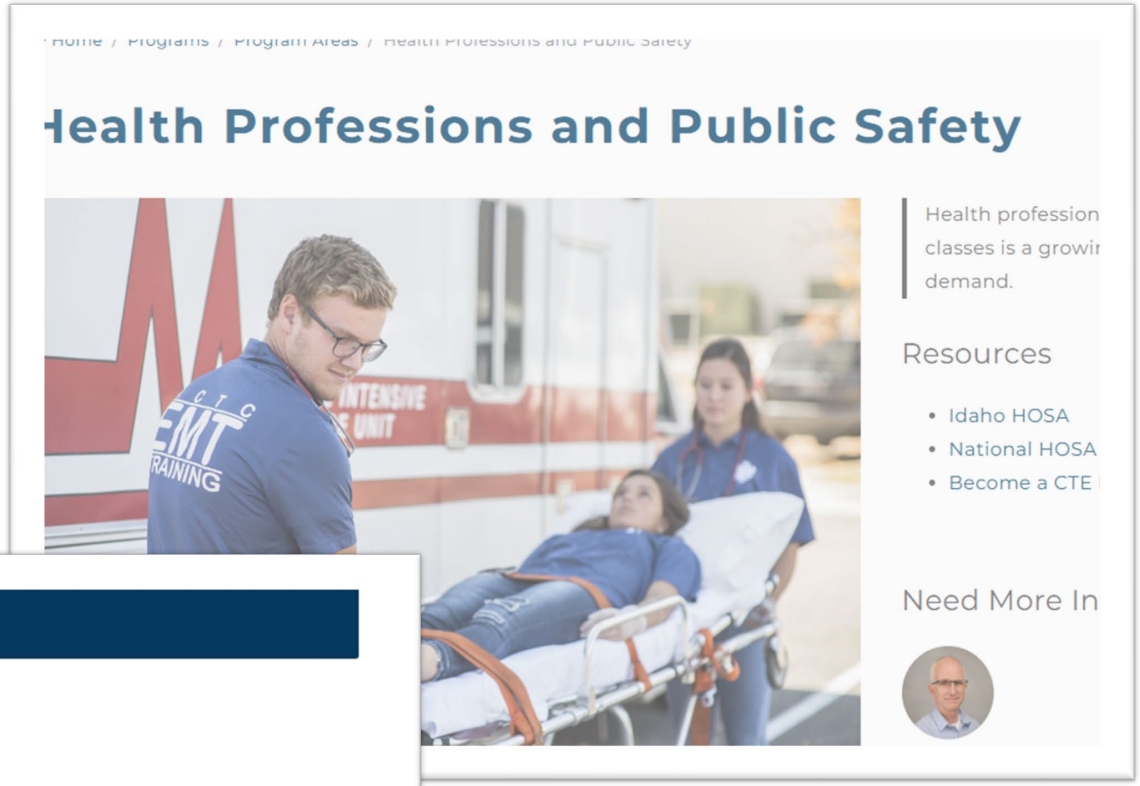
Standards Revalidation Process

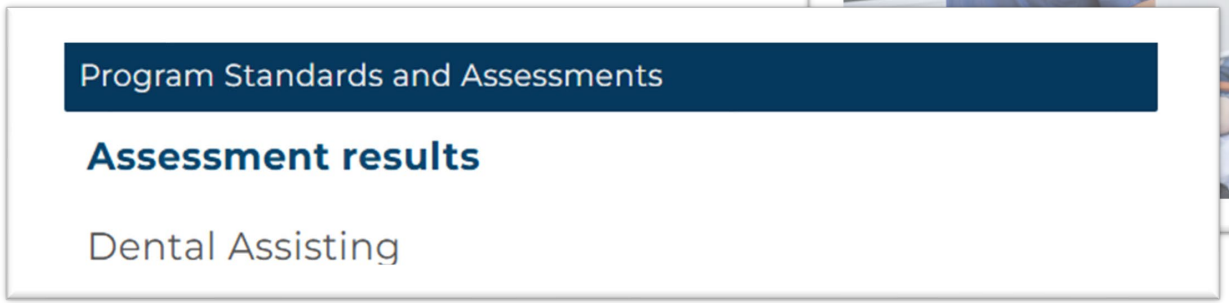


IDAHO Division of Career Technical Education

TSA & WRA Results

- Updated Dashboard
- Advanced Filters
  - Year
  - Program Area
  - Pathway



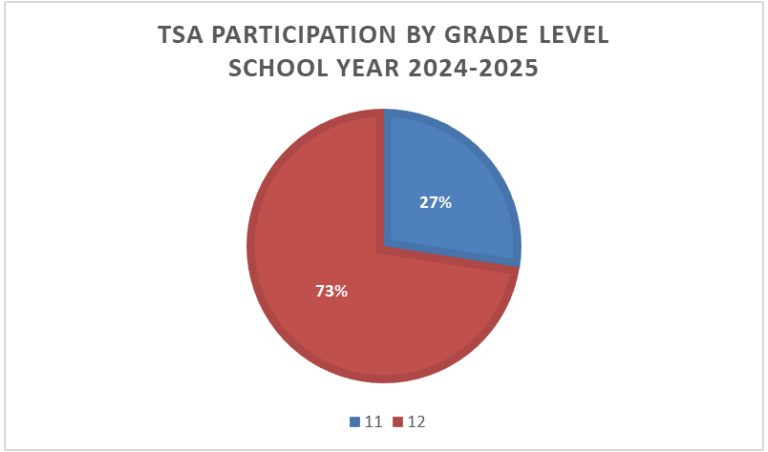


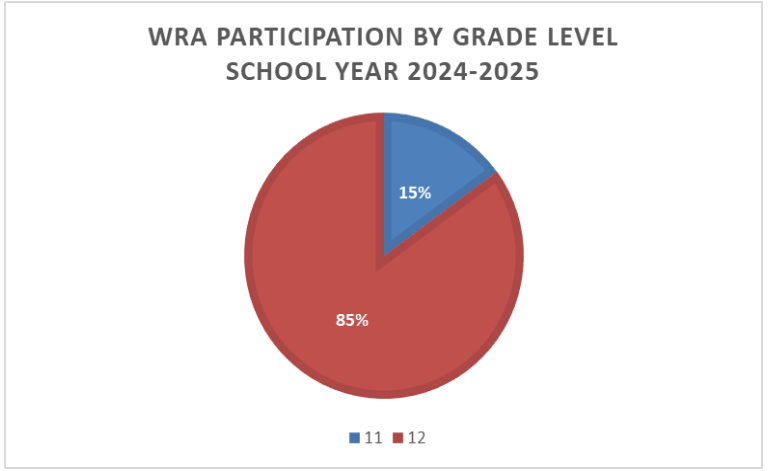
IDAHO Division of Career Technical Education

Assessment Results Page

TSA & WRA, who takes it?

- TSA = Technical Skills Assessment
  - Capstone students, grades 9 - 12
- WRA = Workplace Readiness Assessment
  - Capstone students, grades 9 – 12 OR
  - 12th graders enrolled in their 2nd CTE course
    - Can be courses from different areas (ex. Teen Living and Accounting).





Note: Historically, assessment criteria limited student populations to 11th and 12th graders.

IDAHO Division of Career Technical Education

ATTACHMENT 1





View District Pass Rates

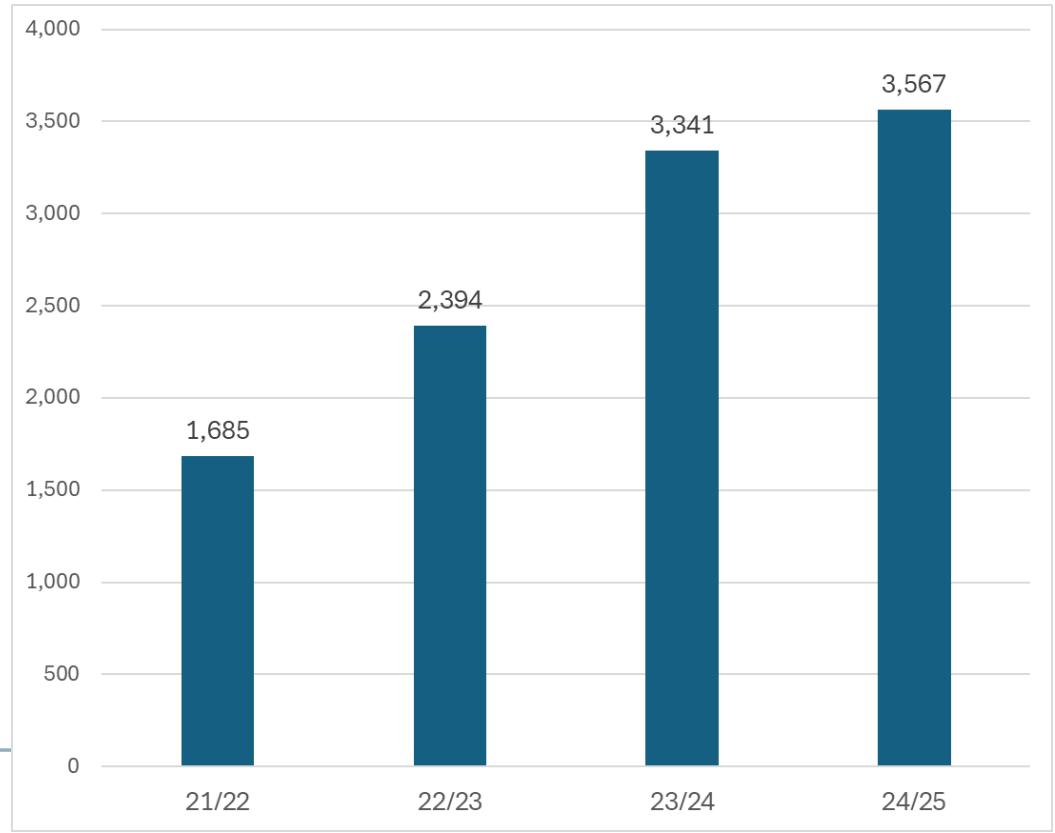
District Results

*Please note: Beginning in 2021-2022, updated WRA standards were approved by the Idaho State Board of Education.

IDAHO
Division of Career Technical Education

Workforce Readiness and CTE Diploma

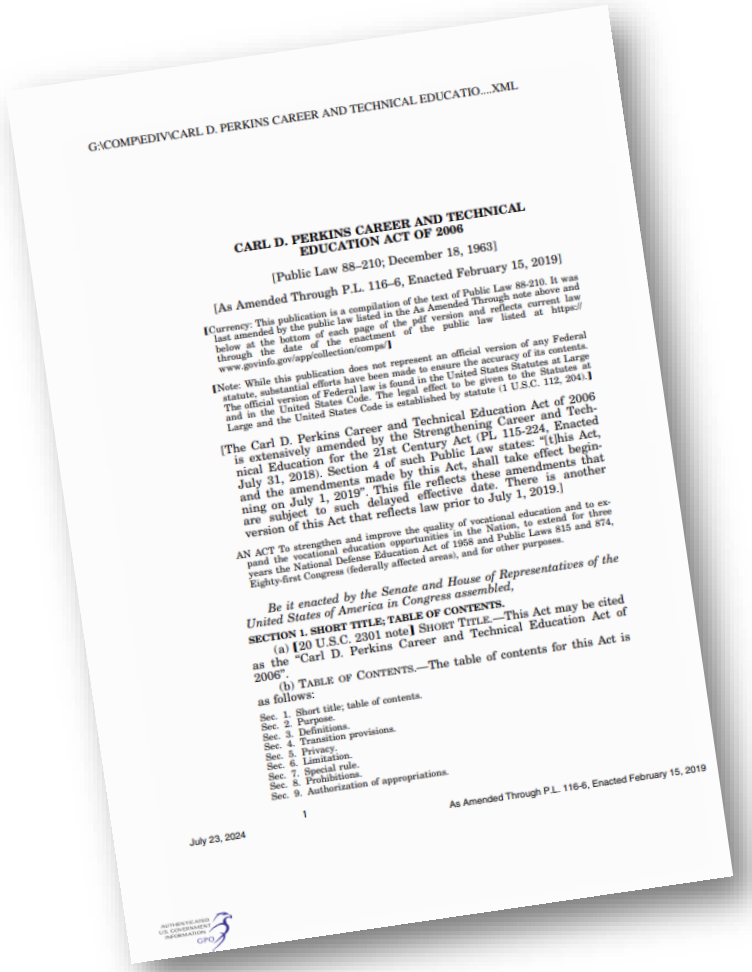




Nearly 11,000 students have earned this new diploma.

Perkins V

The **Strengthening Career and Technical Education for the 21st Century Act** (Perkins V) was signed into law by President Trump on July 31, 2018. This bipartisan measure **reauthorized** the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly **$1.4 billion annually** for career and technical education (CTE) programs for our nation's youth and adults.



G:\COMP\EDIV\CARL D. PERKINS CAREER AND TECHNICAL EDUCATIO....XML

CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

[Public Law 88–210; December 18, 1963]

[As Amended Through P.L. 116–6, Enacted February 15, 2019]

[Currency: This publication is a compilation of the text of Public Law 88-210. It was last amended by the public law listed in the As Amended Through note above and below at the bottom of each page of the pdf version and reflects current law through the date of the enactment of the public law listed at https://www.govinfo.gov/app/collection/comps/]

[Note: While this publication does not represent an official version of any Federal statute, substantial efforts have been made to ensure the accuracy of its contents. The official version of Federal law is found in the United States Statutes at Large and in the United States Code. The legal effect to be given to the Statutes at Large and the United States Code is established by statute (1 U.S.C. 112, 204).]

[The Carl D. Perkins Career and Technical Education Act of 2006 is extensively amended by the Strengthening Career and Technical Education for the 21st Century Act (PL 115-224, Enacted July 31, 2018). Section 4 of such Public Law states: "[t]his Act, and the amendments made by this Act, shall take effect beginning on July 1, 2019". This file reflects these amendments that are subject to such delayed effective date. There is another version of this Act that reflects law prior to July 1, 2019.]

AN ACT To strengthen and improve the quality of vocational education and to expand the vocational education opportunities in the Nation, to extend for three years the National Defense Education Act of 1958 and Public Laws 815 and 874, Eighty-first Congress (federally affected areas), and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) [20 U.S.C. 2301 note] SHORT TITLE.—This Act may be cited as the "Carl D. Perkins Career and Technical Education Act of 2006".

(b) TABLE OF CONTENTS.—The table of contents for this Act is as follows:

Sec. 1. Short title; table of contents.
Sec. 2. Purpose.
Sec. 3. Definitions.
Sec. 4. Transition provisions.
Sec. 5. Privacy.
Sec. 6. Limitation.
Sec. 7. Special rule.
Sec. 8. Prohibitions.
Sec. 9. Authorization of appropriations.

July 23, 2024

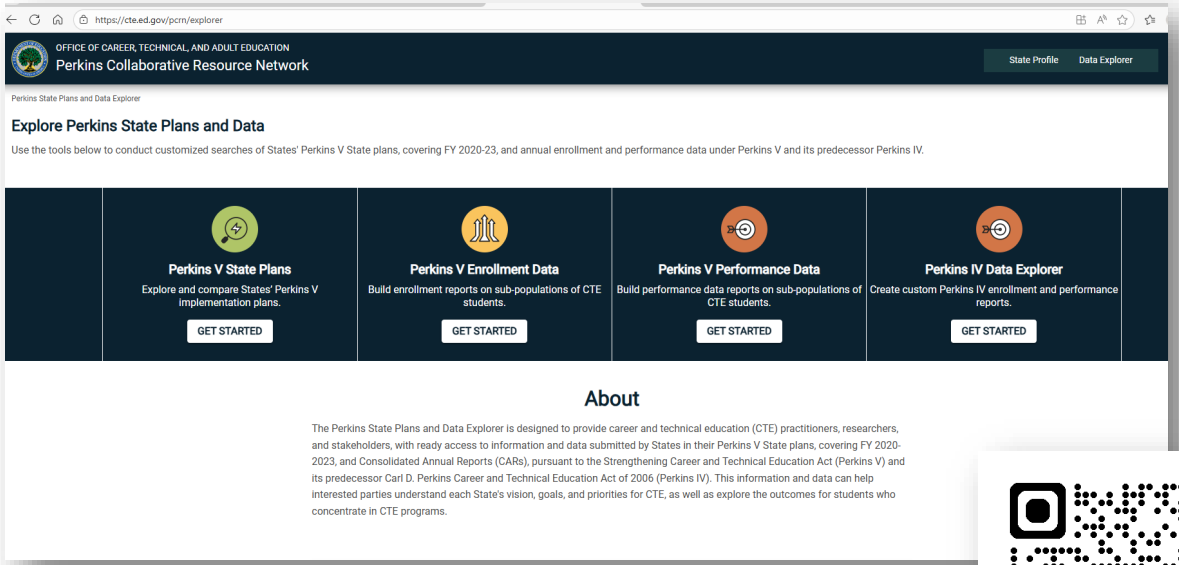
IDAHO Division of Career Technical Education

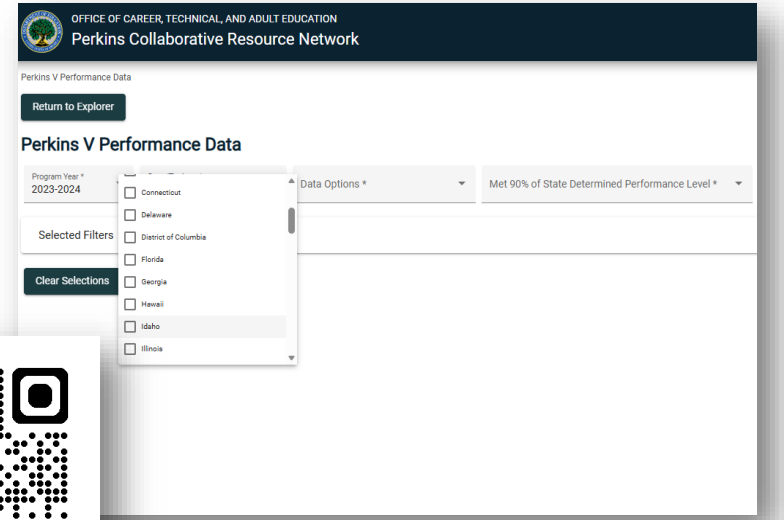
Perkins V

- Perkins funds are intended to improve and enhance CTE programs through projects.
  - Projects focus on activities that help meet CTE needs identified in the Comprehensive Local Needs Assessment (CLNA).
  - Student outcomes measure overall success of funding.

IDAHO Division of Career Technical Education

Perkins State Plans and Data Explorer





https://cte.ed.gov/pcrn/explorer

IDAHO Division of Career Technical Education

Perkins Special Populations

All eligible recipients must verify that special populations have access to all program areas offered in their school.

Perkins V SEC.2 (48)

A. Individual with disabilities;
B. Individuals from economically disadvantaged families, including low-income youth and adults;
C. Individuals preparing for nontraditional fields;
D. Single parents, including single pregnant women;
E. Out-of-workforce individuals;
F. English learners;
G. Homeless individuals described in section 725 of the Mckinney-Vento homeless assistance act (42 U.S.C. 11434a);
H. Youth who are in, or have aged out of, the foster care system;
I. Youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).

IDAHO Division of Career Technical Education

Perkins Secondary Definitions

CTE PARTICIPANT (Perkins Sec. 3.13)
An individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

CTE CONCENTRATOR (Perkins Sec. 3.12)
(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study;

IDAHO Division of Career Technical Education

Perkins Secondary Measures

1S1: Four-Year Graduation Rate
The percentage of CTE concentrators who graduated high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of ESEA.

2S1: Academic Proficiency - Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1)(2) of the ESEA of 1965, as measured by the academic assessments in reading/language arts.

2S2: Academic Proficiency – Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1)(2) of the ESEA of 1965, as measured by the academic assessments in mathematics.

2S3: Academic Proficiency – Science
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section1111(b)(1)(2) of the ESEA of 1965, as measured by the academic assessments in science.

IDAHO
Division of Career Technical Education

3S1: Post-Program Placement

The percentage of CTE concentrators who, in the second quarter after exiting secondary education, are in one or more of the categories below (positively placed):

a. Postsecondary education
b. Advanced training (includes missions)
c. Military service
d. National community service or Peace Corps
e. Employed

4S1: Non-Traditional Program Concentration

The percentage of CTE concentrators in CTE pathways that lead to non-traditional fields. Nontraditional careers are those occupations in which one gender comprises less than 25% of the current workforce, including such careers as computer science, technology, or other current and emerging high skill occupations.

5S2: Attained Postsecondary Credits

The percentage of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant CTE pathway earned through a dual or concurrent enrollment or another credit transfer agreement.

5S4: Technical Skills Assessment

The percentage of CTE capstones achieving any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. IDCTE selected Technical Skills Assessment (TSA) as the measure of student success as a statewide, valid, and reliable assessment that is comparable across the State.

FY25 Perkins Secondary Performance Measures

Key:	
✓	Met Statewide Target
!	Met 90% of Statewide Target
✗	Below 90% of Statewide Target

Notes:

"-" indicates no applicable students.

** Totals for programs include duplicated students if they are in more than one qualifying program for each measure. Totals for demographics are unique counts.

Measure Summary

Measure Code	Measure Name	Numerator	Denominator	Percentage	Statewide Performance	Statewide Target	90% of Statewide Target
C	Concentrators	32219					
P	Participants	61382					
1S1	Four-Year Graduation Rate	12606	13933	! 90.5	90.2	94.8	85.3
2S1	Academic Proficiency in Reading Language Arts	9684	13286	✓ 72.9	71.4	64.9	58.4
2S2	Academic Proficiency in Mathematics	7077	13362	✓ 53.0	50.5	38.0	34.2
2S3	Academic Proficiency in Science	4184	10329	✓ 40.5	55.6	39.0	35.1
3S1	Post Program Placement	11242	14811	✓ 75.9	35.6	74.7	67.2
4S1	Non-Traditional Program Concentration	14843	28039	✓ 52.9	53.3	25.3	22.8
5S2	Program Quality – Attained Postsecondary Credits	4524	12606	✗ 35.9	26.2	43.0	38.7
5S4	Program Quality - Technical Skills Assessment	3866	4852	✓ 79.7	71.3	73.0	65.7

IDAHO
Division of Career Technical Education

State and Federal Accountability

- State
  - Program Reviews
  - Program Visits
  - CTC Reviews
  - Grants
  - Final Accounting Report
  - Local Annual Application
- Federal
  - Perkins V State Plan
  - Consolidated Annual Report (CAR)
  - Subrecipient monitoring
  - Methods of Administration
  - Comprehensive Local Needs Assessment (CLNA)

IDAHO Division of Career Technical Education

IDAHO
Division of Career
Technical Education

Thank you!

SUBJECT

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

REFERENCE

April 2010	Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee (later renamed I.Q.).
June 2015	The Board approved the second reading of proposed amendments to Board Policy I.Q. allowing the Superintendent to designate an alternate in his/her place on the committee.
February 2016	The Board approved the second reading of proposed amendments to Board Policy I.Q. adding an additional at-large member with experience in special education.
June 2016	The Board approved the second reading of proposed amendments to Board Policy I.Q. removing the requirement that the chair be an at large member.
October 2018	The Board approved the second reading of proposed changes to Board Policy I.Q., adding experience expectations for some committee positions.
December 2025	Board approved the first reading of proposed changes to Board Policy I.Q.

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee
IDAPA 08.02.03.111 Assessment and 08.02.03.112 Accountability

BACKGROUND/DISCUSSION

The Board's Accountability Oversight Committee (Committee) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The Committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and may make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee.

This Committee has been staffed by the Board's K-12 Accountability and Projects Program Manager. With the staffing changes in the Board Office, the responsibilities will be moved to the Idaho State Department of Education. Additional amendments in the policy include updates to the duties and responsibilities of the Committee; the focus of the report to the Board; and Committee membership. Based on feedback from the Board and the Committee, the following changes were made to the proposed policy after the first reading:

- Addition of a statement that the Committee may request review of their recommendations by the Idaho Technical Advisory Committee for assessment.

- Adjustment to the proposed make-up of the committee to have separate member spots for educators with backgrounds working in special education and with other special populations.
- Addition of a member representing career technical education.

IMPACT

The proposed changes would maintain the Committee's current size (10 members) and ensure the report to the Board provides actional recommendations for the accountability system and the associated programs. Integration of a representative of the Division of Career Technical Education will support improved collaboration and alignment between the Office of the State Board of Education, the Idaho State Department of Education, and the Division of Career Technical Education.

ATTACHMENTS

Attachment 1 – Board Policy I.Q. - redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed changes were developed by the Office of the State Board of Education and the State Department of Education. The changes ensure ongoing collaboration between the Board and Department regarding key K-12 issues, improvement alignment of Committee scope to current practices, and ensure the Committee has balanced representation. Adjustments made after the first reading ensure the connections across agencies and between the Committee and the Technical Advisory Committee.

Board staff recommends approval.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy I.Q. Accountability Oversight Committee, as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: Q. Accountability Oversight Committee ~~October 2018~~ April 2026

1. Purpose

This policy establishes the Accountability Oversight Committee and clarifies the committee's responsibilities, membership, and how the committee will be managed and report to the Board.

~~1.~~2. Overview

The Accountability Oversight Committee will function as an ad hoc committee of the Idaho State Board of Education and be staffed by the ~~Board's Accountability Program Manager.~~ Idaho Department of Education.

~~2.~~3. Duties and Responsibilities

a. Provide recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed based on the strategic plans of the Idaho State Board of Education and the Idaho Department of Education.

b. ~~Develop and review an annual report of student achievement.~~ Create a report reviewing school and student improvement efforts and projects related to improving student achievement and Local Education Agency (LEA) accountability. This report shall be compiled collaboratively by ~~Board~~ committee and ~~State~~ Department of Education staff ~~and submitted to the committee for review~~. The committee will forward the report to the Board and the Department with actionable recommendations for improvement annually.

c. Review accountability related amendments for the Idaho Consolidated State Plan and provide the Board with recommendations regarding those amendments.

~~b.~~ In fulfilling its duties as outlined above, the committee may request review of any recommendations under consideration by the Idaho Technical Advisory Committee.

~~3.~~4. Meetings and Operating Procedures

The committee shall meet twice annually~~,~~; additional meetings may be called by the chair as needed.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: Q. Accountability Oversight Committee ~~October 2018~~ April 2026

~~4.~~5. Membership

The committee membership shall consist of:

- One~~Two~~ member~~s~~ of the Idaho State Board of Education and one member from the staff of the Office of the State Board of Education, both appointed by the Board president;
- The Superintendent of Public Instruction or designee; ~~and~~
- The Administrator of the Division of Career Technical Education or designee;
- One member with experience serving in a school district or charter school in a special education capacity;
- One member with experience serving in a school district or charter school in a special populations support capacity;
- One member with experience serving in a school district with a focus on assessment and accountability;
- One member with experience as a school district superintendent or charter school director;
- One member with experience as a ~~school~~ principal of a traditional public school or charter school ~~administrator~~;
- ~~One person with experience working with student achievement assessments and data~~
- ~~Two members at large.~~ One person representing a district board of trustees or charter school board of directors.

~~5.~~6. Terms of Membership

Board members appointed to the committee serve at the pleasure of the president of the Board. All other committee members are appointed by the Board and shall serve two-year terms. An incumbent member may be recommended for re-appointment. All terms shall begin on July 1st and end on June 30th of the year(s) beginning or ending said term.

Appointments shall be staggered to ensure that no more than ~~two (2)~~five (5) appointments will become vacant in any given year.

An appointee who has reached the end of his or her term shall remain in service as a committee member until re-appointment, or until the appointment of a new member by the Board. Committee officers will be nominated and elected by a vote of the committee.

The Superintendent of Public Instruction or designee will serve as an ex-officio member of the committee.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES
SUBSECTION: Q. Accountability Oversight Committee ~~October 2018~~ April 2026

~~6.~~7. Reporting

This committee shall report directly to the Board through the Planning, Policy and Governmental Affairs Committee.

SUBJECT

Board Policy IV.D. Certification and the Career Ladder – First Reading

REFERENCE

August 2022	Board approved the second reading of proposed changes to Board Policy IV.B. adding instructional staff certificate endorsements that had been removed from Idaho Administrative Code 08.02.02 effective March 15, 2022.
December 2022	Board approved second reading of proposed amendments to Board Policy IV.B. incorporating amendments to the certification endorsements requested by the PSC and Department staff.
June 2023	Board approved second reading of proposed amendments to Board Policy, moving certification and content standards policy from section IV.B. to IV.D.

APPLICABLE STATUTE, RULE OR POLICY

State Board of Education Governing Policies and Procedures Section IV.B.
Idaho Administrative Code, IDAPA 08.02.02 Rules Governing Uniformity
Idaho Code § 33-527, 33-1001, 33-1004B, and 33-1201 through 33-1204
38 U.S. Code § 4316(a)

BACKGROUND/DISCUSSION

In 2020, the Board and Idaho Legislature approved the movement of the requirements associated with certification endorsements from Idaho Administrative Code to Board Policy IV.B. The certification language was later moved to Board Policy IV.D.

The proposed amendments include addition of a new subsection to address career ladder movement for educators who take military leave and minor language changes for accuracy and clarity.

IMPACT

The proposed addition of sub-section five (5) will ensure the procedures of the Office of the State Board of Education and the State Department of Education (Department) follow federal and state law regarding the rights of educators who take and return from military service. The section requires the Department to establish a process for districts and charter schools to provide documentation confirming qualified military leave and clarifies the evaluation that should be used for the Department to determine movement on the career ladder. The remaining changes are corrections that align the policy to current practice.

ATTACHMENTS

Attachment 1 – Board Policy IV.D. - redline

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff has confirmed that the process outlined in proposed subsection five (5) to address educators' return from military leave meets the needs of both the Department and the Board's Education Data and Information Technology team.

Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of amendments to Board Policy IV.D. Educator Certification and Career Ladder, as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND ROCEDURES
SECTION: IV. ORGANIZATION SPECIFIC POLICIES AND PROCEDURES
Subsection: D. Educator ~~Preparation~~ Certification~~,~~ and the Career Ladder~~Standards~~

~~June 2024~~June 2026

1. Purpose

This policy establishes processes and requirements related to educator certification and the career ladder.

2. Definitions

a. School district: Pursuant to Idaho Code § 33-205 any school district, joint school district, elementary school district, joint elementary school district or charter school network or individual charter school that acts as an independent local education agency with an assigned school district number.
b. Public charter school: All charter schools authorized by Idaho Public Charter School Commission, school district, or institution of higher education that receives public school funding, including both charter schools acting as independent local education agencies and those operating under their school district authorizer's local education agency status.

~~1.~~3. Standards Approval

While maintaining a balance between the local governance of school districts and the Idaho constitutional requirement for a uniform and thorough system of public education, the State Board of Education sets minimum standards to provide the framework through which our public schools then provide educational opportunities to Idaho students. Applicable stakeholders and the public shall be provided with an opportunity to provide feedback prior to consideration of the Board of proposed standards. All standards brought to the Board for consideration shall include the standards themselves, a description of how feedback was solicited, and a summary of the feedback that was received. Amendments to existing standards shall also include a redlined version of the standards showing all amendments.

a. Content Standards

The Idaho Content Standards articulate the minimum knowledge a student is expected to know and be able to use within a content (subject) area at specific grade levels. Content standards are reviewed and updated on a rotating basis in relation to the curricular materials adoption schedule, but may be updated more frequently if an area is identified as needing to be updated in advance of that schedule. Content standards review will be scheduled such that the content standard is reviewed in the year prior to the scheduled curricular materials review. At a minimum all content areas, including those without corresponding curricular materials, will be reviewed every six (6) years and notification will be made to the

Office of the State Board of Education of the review and if the review will result in amendments to the standard or if it was determined that no amendments are necessary for the review cycle. Career Technical Education (CTE) content standard, program standards, and pathway standards reviews will be facilitated by the Division of Career Technical Education pursuant to the provisions established in Board Policy VII.B. All other content standards review will be facilitated by the State Department of Education.

i. The content standards review process will include at a minimum:
A review committee will consist of not less than ten (10) total members from the following stakeholder groups: certified Idaho classroom teachers, Idaho public school administrators, Idaho higher education officials, parents, local school board trustees, and State Department of Education personnel. A review committee must include Idaho educators with subject expertise in the applicable content area. A review committee established for the purpose of reviewing content standards of career technical courses must also include a member from the Division of Career Technical Education. Additional members may be included at the discretion of the Department. To the extent possible, representatives shall be chosen from a combination of large and small schools or districts and provide for regional representation.

i. The review committee will make an initial determination regarding the need to update the standards.

ii. Based on the review, the committee shall meet to develop initial recommendations for the creation of new content standards or amendments to the existing content standards. The Department will provide multiple opportunities for public input on the draft recommendations including but not limited to the Department website and processes that allow for individuals in each region of the state to participate.

iii. Drafts of the recommended amendments will be made available to the public for comment for a period of not less than 20 days. At the close of the comment period the committee will finalize recommendations for Board consideration.

b. Standards for Certificated School Personnel
The Standards for Certificated School Personnel set the minimum standards certificated school personnel must meet in each certification and endorsement area to be eligible for certification or to receive subject area endorsements. Teacher preparation programs must be in alignment with these certifications standards to be considered for approval or re-approval.

The standards are reviewed and updated based on a five (5) year cycle, where 20% of the standards are reviewed each year. Standards may be identified for review in advance of the five (5) year cycle, however, all standards must be reviewed every five (5) years. Subject area certification standards must be in alignment with their corresponding subject area content standards incorporated by

reference into IDAPA 08.02.03, where applicable. Reviews of career technical education (CTE) educator standards will be facilitated by the Division of Career Technical Education. The Professional Standards Commission (PSC) is responsible for reviewing and making recommendations to the Board on amendments or additions to non-CTE educator standards. The PSC will report annually to the Office of the State Board of Education the standards reviewed during the previous year and if that review resulted in recommendations for amendments or if no amendments were recommended during the review cycle.

~~2.~~4. Instructional Staff Certificate Endorsements

Individuals holding an instructional certificate or occupational specialist certificate must have one or more endorsements attached to their certificate. Instructional staff are eligible to teach in the grades and content areas of their endorsements. Occupational specialist certificate endorsements are listed in Board Policy VII.C ~~IV.E~~. Division of Career Technical Education. To be eligible for each type of endorsement, either the following credit requirement must be met or the individual must have qualified to add the endorsement through one of the routes for Alternative Authorization for new endorsements established in IDAPA 08.02.02.021. Credits used for determining eligibility in one endorsement area may also be used to meet the requirements for a corresponding endorsement area where the requirements overlap.

a. All Subjects (K-8). Thirty (30) semester credit hours to include coursework in discipline-specific methods of teaching elementary subject areas, cognitive processes, learner development, learning differences, literacy and language development, K-8 subject content, classroom management and behavioral supports, instructional strategies and interventions, and formative and summative assessments.

b. American Government /Political Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in American government, six (6) semester credit hours in U.S. history survey, and three (3) semester credit hours in comparative government. Course work may include three (3) semester credit hours in world history survey. Remaining coursework must be in political science.

c. Anthropology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of anthropology. Coursework may include six (6) semester credit hours in sociology.

d. Bilingual Education (K-12). Twenty (20) semester credit hours to include coursework in bilingual education methods; upper division coursework in one (1) modern language other than English, including writing and literature; cultural diversity; linguistics; second language acquisition theory and practice; foundations of ESL/bilingual education; legal foundations of ESL/bilingual education; identification and assessment of English learners; and biliteracy. To obtain this endorsement, the candidate must score an advanced low or higher (as defined by

the American Council on the Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party.

e. Biological Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, molecular and organismal biology, heredity, ecology, and biological adaptation.

f. Blended Early Childhood Education/Early Childhood Special Education (Birth - Grade 3). Thirty (30) semester credit hours to include coursework in methods of teaching early childhood and special education, child development and learning, curriculum development and implementation, family and community relationships, assessment and evaluation, central concepts of birth - grade 3 subjects, professionalism, and clinical experience including a combination of general and special education in the following settings: birth to age three (3), ages three to five (3-5), and grades K-3 general education.

g. Blended Elementary Education/Elementary Special Education (Grade 4 - Grade 6). Twenty (20) semester credit hours to include coursework in methods of teaching elementary and special education, central concepts of grade 4 - grade 6 subjects, assessment, and clinical experiences in grades four (4) through six (6). This endorsement may only be used in conjunction with the Blended Early Childhood/Early Childhood Special Education (Birth – Grade 3) endorsement and cannot be used in a middle school setting.

h. Blind and Low Vision (Pre-K-12) Thirty (30) semester credit hours to include coursework in methods of teaching the blind and visually impaired, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, special education law, family and community relationships, and accommodations and modifications for the blind and visually impaired.

i. Chemistry (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and inorganic and organic chemistry.

j. Communication (5-9 or 6-12). Complete one (1) of the following options:

    i. Twenty (20) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, group communication, nonverbal communication, public speaking, journalism/mass communication, and social media; or
    ii. Complete an endorsement in English and complete (12) semester credit hours to include coursework in methods of teaching communication arts, interpersonal communication, argumentation/personal persuasion, and public speaking.

k. Computer Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching computer science; data representation and abstraction; design, development, and testing algorithms; software development processes; digital devices, systems, and networks; and the role of computer science and its global impact.

l. Deaf/Hard of Hearing (Pre-K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the deaf/hard of hearing, bimodal communication, sign language acquisition and learning, literacy development, hearing technology, spoken language development, students with disabilities, assessments, designing and monitoring individualized education programs, and special education law.

m. Early Childhood Special Education (Pre-K-3). Twenty (20) semester credit hours

to include coursework in methods of teaching early childhood; child development and behavior with emphasis in cognitive-language, physical, social, and emotional areas, birth through age eight (8); curriculum and program development for young children ages three to eight (3-8); transitional services; planning, implementing, and evaluating environments and materials for young children ages three to eight (3-8); identifying and working with atypical young children ages three to eight (3-8); designing and monitoring individualized education programs; special education law; and parent-teacher relations. This endorsement may only be added to the Exceptional Child Education (K-8 or K-12) endorsement.

n. Early Literacy (K-3). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; the body of knowledge regarding the science of reading; the cognitive process of learning to read and write; phonological and phonemic awareness; oral language development; phonics, vocabulary, fluency, and comprehension; diagnostic literacy assessments and analysis leading to the development and implementation of individual reading improvement plans; data analysis related to early recognition of literacy difficulties including characteristics of dyslexia; data driven instruction and intervention; language acquisition and development; stages of reading and writing development; early elementary reading and writing resources including children's literacy advocacy strategies for meeting the needs of struggling readers and writers; and the Idaho Comprehensive Literacy Plan.

o. Earth and Space Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, earth science, astronomy, and geology.

p. Economics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, three (3) semester credit hours in microeconomics, three (3) semester credit hours in macroeconomics, and six (6) semester credit hours in personal finance/consumer economics. Remaining

course work must be in business, economics, or finance.

q. Engineering (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching engineering and in areas of engineering.

r. English (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary English language arts methods, grammar, American literature, British literature, multicultural/world literature, young adult literature, literary theory, and advanced composition.

s. English as a Second Language (ESL) (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, a modern language other than English, cultural diversity, linguistics, second language

acquisition theory and practice, foundations of ESL/bilingual education, legal foundations of ESL/bilingual education, and identification and assessment of English learners.

t. Exceptional Child Education (K-8, 6-12, or K-12). Thirty (30) semester credit hours to include coursework in methods of teaching the exceptional child, learner development and individual learning differences, assessment and evaluation, designing and monitoring individualized education programs, central concepts of academic subjects, individual behavioral supports, instructional strategies and interventions, special education law, family and community relationships, and accommodations and modifications.

u. Geography (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, cultural geography, and physical geography, and a maximum of six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in economics. Remaining coursework must be in geography.

v. Geology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of geology.

w. Gifted and Talented Education (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching gifted and talented learners, assessment and identification of gifted and talented learners, differentiated instruction, creative and critical thinking, social and emotional needs of gifted and talented learners, program design, curriculum, and instruction.

x. Health (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching health; planning, organization, and administration of a school health program; health, wellness, and behavior change; mental/emotional health; nutrition; human sexuality; and health risk behaviors. Remaining semester credits must be in health-related coursework. To obtain a

Health (K-12) endorsement, applicants must complete coursework in elementary health methods.

y. History (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences, six (6) semester credit hours in U.S. history survey, and six (6) semester credit hours in world history survey. Coursework may include three (3) semester credit hours in American government. Remaining coursework must be in history.

z. Humanities (5-9 or 6-12). Complete an endorsement in English, history, music, theatre arts, visual arts, or world language; and complete twenty (20) semester credit hours as follows:

   i. English endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, music, philosophy, theatre arts, visual arts, and world language.
   ii. History endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, humanities survey, literature, music, philosophy, theatre arts, visual arts, and world language.
   iii. Music endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, philosophy, theatre arts, visual arts, and world language.
   iv. Theatre arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, visual arts, and world language.
   v. Visual arts endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and world language.
   vi. World language endorsement - twenty (20) semester credit hours in two (2) or more of the following areas: architecture, comparative world religion, dance, history, humanities survey, literature, music, philosophy, theatre arts, and visual arts.

aa. Journalism (5-9 or 6-12). Complete one (1) of the following options:
   i. Twenty (20) semester credit hours in the area of journalism to include coursework in methods of teaching communication arts and six (6) semester credit hours in communication arts.
   ii. Complete an English endorsement and twelve (12) semester credit hours to include coursework in methods of teaching communication arts and in the area of journalism.

bb. Literacy (K-12). Twenty (20) semester credit hours to include coursework in methods of teaching reading and writing; foundations of literacy including reading, writing, listening, speaking, viewing, and language; language acquisition and development; diversity of literacy learners; literacy in the content area; literature for youth; diagnostic reading and writing; literacy assessments; data analysis and identification of characteristics of literacy difficulties including dyslexia; data driven instruction; instructional interventions; and the Idaho Comprehensive Literacy Plan.

cc. Mathematics (6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, Euclidean and transformational geometry, linear algebra, discrete mathematics, statistical modeling and probabilistic reasoning, and the first two (2) courses in a standard calculus sequence.

dd. Mathematics - Middle Level (5-9). Twenty (20) semester credit hours to include coursework in secondary methods of teaching mathematics, algebraic thinking, functional reasoning, Euclidean and transformational geometry, and statistical modeling and probabilistic reasoning. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credit hours of mathematics content.

ee. Music (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching music, theory and harmony, aural skills, music history, conducting, applied music, and piano proficiency (class piano or applied piano). To obtain a Music (K-12) endorsement, applicants must complete elementary music methods coursework.

ff. Natural Science (6-12). Complete one (1) of the following options:

i. Complete an endorsement in one of the following: biological science, chemistry, Earth science, geology, or physics; and complete a total of twenty-four (24) semester credit hours as follows:
   1) Biological science endorsement. Eight (8) semester credit hours in each of the following: chemistry, physics, and Earth science or geology.
   2) Chemistry endorsement. Eight (8) semester credit hours in each of the following: biology, physics, and Earth science or geology.
   3) Earth science or geology endorsement. Eight (8) semester credit hours in each of the following: biology, chemistry, and physics.
   4) Physics endorsement. Eight (8) semester credit hours in each of the following areas: biology, chemistry, and Earth science or geology.

ii. Complete an endorsement in Agriculture Science and Technology, and complete twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and six (6) semester credit hours in each of the following: biology, chemistry, physics, and Earth science or

geology.

gg. Online Teacher (K-12). Twenty (20) semester credit hours to include coursework in methods of online teaching; assistive technology; learning management systems and content management systems; synchronous, asynchronous, and blended learning environments; and instructional strategies for the online environment. Candidates must complete an eight (8)-week online clinical practice

in a K-12 setting or complete one (1) year of verifiable, successful experience as a teacher delivering online instruction in a K-12 setting within the past three (3) years.

hh. Physical Education (PE) (5-9 or 6-12 or K-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching PE; sports, skillful movement, physical activity, and outdoor skills; student evaluation in PE; safety and prevention of injuries; fitness and wellness; PE for special populations; exercise physiology; kinesiology/biomechanics; motor behavior; and current certification in cardiopulmonary resuscitation, automated external defibrillator use, and first aid. To obtain a PE K-12 endorsement, applicants must complete coursework in elementary PE methods.

ii. Physical Science (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: chemistry and physics.

jj. Physics (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching science, lab safety, and in the area of physics.

kk. Psychology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of psychology.

ll. Science – Middle Level (5-9). Twenty-four (24) semester credit hours to include coursework in methods of teaching science, lab safety, and eight (8) credits in each of the following: biology, earth science, and physical science.

mm. Social Studies (6-12). Complete one of the following options:

i. A course in methods of teaching the social sciences and twelve (12) semester credit hours in each of the following: American government/political science, economics, geography, and history

ii. A course in methods of teaching the social sciences, fifteen (15) semester credit hours in each of the following: American government/political science and history, and nine (9) semester credit hours in each of the following: economics and geography.

iii. Complete an endorsement in American government/political science, economics, geography, or history and complete a total of thirty-six (36)

semester credit hours as follows:

1) American government/political science endorsement - twelve (12) semester credit hours in each of the following: economics, geography, and history.
2) Economics endorsement – twelve (12) semester credit hours in each of the following: American government/political science, geography, and history.
3) Geography endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and history.
4) History endorsement – twelve (12) semester credit hours in each of the following: American government/political science, economics, and geography.

nn. Social Studies – Middle Level (5-9). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and at least five (5) semester credit hours in each of the following: geography, history, and American government/political science or economics.

oo. Sociology (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in methods of teaching the social sciences and in the area of sociology. Coursework may include six (6) semester credit hours in anthropology.

pp. Teacher Leader. Teacher leaders hold a standard instructional certificate or a degree-based career technical certificate and provide technical assistance to teachers and other staff with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve educational outcomes for students. Individuals who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

i. Teacher Leader – Instructional Specialist
   1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
   2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and demonstrated competencies in the following areas: providing feedback on instructional episodes, engaging in reflective dialogue centered on classroom instructional management and/or experience, focused goal-setting and facilitation of individual and collective personal growth, understanding the observation cycle, and knowledge and expertise in data management platforms.
   3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

ii. Teacher Leader – Instructional Technology
1) Complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include technology integration and assessments, online education infrastructure and execution, instructional technology theory and foundations pedagogy, systems and performance evaluation, and applied project experiences.
3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iii. Teacher Leader – Literacy
1) Hold a literacy endorsement or meet the requirements of a literacy endorsement, and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include foundational literacy concepts; fluency, vocabulary development, and comprehension; literacy assessment concepts; and writing process; all of which are centered on the following emphases: specialized knowledge of content and instructional methods; data driven decision making to inform instruction; research-based differentiation strategies; and culturally responsive pedagogy for diverse learners.
3) Complete ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

iv. Teacher Leader – Mathematics
1) Hold a mathematics (6-12) or (5-9) endorsement and complete three (3) years of full-time certificated teaching experience while under contract in an accredited school setting.
2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include number and operation, geometry, algebraic reasoning, measurement and data analysis, and statistics and probability, all of which are centered on the following emphases: structural components of mathematics; modeling, justification, proof, and generalization; and specialized mathematical knowledge for teaching.
3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

v. Teacher Leader – Special Education
   1) Hold an Exceptional Child Education endorsement or Blended Early Childhood Education/Early Childhood Special Education endorsement and complete three (3) years of full-time certificated teaching experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting.
   2) Complete a state board approved program of at least twenty (20) post baccalaureate semester credit hours of study aligned to Idaho Teacher Leader Standards at an accredited college or university or a state board approved equivalent. Coursework to include assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available; management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff, and special education law, including case law.
   3) Program shall include ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

qq. Teacher Librarian (K-12). Twenty (20) semester credit hours to include coursework in collection development and materials selection, literature for children and/or young adults, organization of information to include cataloging and classification, school library administration and management, library information technologies, information literacy, and reference and information service.

rr. Theatre Arts (5-9 or 6-12). Twenty (20) semester credit hours to include coursework in secondary methods of teaching theatre arts, acting and directing, and six (6) semester credits in technical theatre/stagecraft.

ss. Visual Arts (5-9, 6-12, or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching secondary arts, 2-dimensional and 3-dimensional studio areas, six (6) semester credit hours in foundation art and design, and three (3) credits in art history. To obtain a Visual Arts (K-12) endorsement, applicants must complete elementary arts methods coursework.

tt. World Language (5-9, 6-12 or K-12). Twenty (20) semester credit hours to include coursework in methods of teaching language acquisition, twelve (12) intermediate or higher credits in a specific world language, and coursework in two (2) or more of the following areas: grammar, conversation, composition, culture, or literature. To obtain an endorsement in a specific world language (K-12), applicants must complete an elementary methods course. To obtain an endorsement in a specific world language, applicants must complete the following:

   i. Score an intermediate high (as defined by the American Council on the

Teaching of Foreign Languages or equivalent) on an oral proficiency assessment conducted by an objective second party; and

ii. A qualifying score on a state board approved specific world language content assessment, or if a specific world language content assessment is not available, a qualifying score on a state board approved world language pedagogy assessment.

5. Career Ladder – Military Service Members

Pursuant to 38 U.S.C. § 4301-4313 and 4316-4319 and Idaho Code § 33-527, certified instructional staff and pupil service staff who take a leave of absence from and return to an Idaho school district or public charter school shall be placed on the career ladder pursuant to Idaho Code § 33-1004B as if no interruption in employment had occurred.

a. The State Department of Education shall establish a process to determine career ladder placement when a certified instructional staff or pupil service staff has taken and returned from eligible military leave.

i. Idaho school districts and public charter schools shall be responsible for providing documentation regarding the dates of eligible military leave and return.

ii. A school year of eligible military leave shall be counted as a school year of certificated professional experience.

iii. The State Department of Education shall use the certified instructional staff o pupil service staff's evaluations, as provided for in Idaho Code § 33-1004B(7), for the purposes of establishing if the performance criteria needed to progress on the career ladder has been met.

b. The State Department of Education shall calculate the school district's or public charter school's career ladder funding based on the certified instructional staff's or pupil service staff's placement on the career ladder as adjusted based on this policy.

c. Idaho school districts and public charter schools shall develop a policy relating to eligible military leave and certified instructional staff and pupil service staff salary schedule and benefits consistent with 38 U.S.C. § 4301-4313 and 4316-4319 and Idaho Code § 33-527.

SUBJECT

Division of Career Technical Education - ISU Agricultural Science EPP Application

REFERENCE

October 2024	Board approved Boise State University's request to add Career Technical Education Cybersecurity Technology Education (6-12) Teacher Endorsement Program to their approved educator preparation program for certification purposes.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code §33-2203
Idaho Code §33-2205
IDAPA 08.02.02.015.04.a.
Idaho State Board of Education Policy VII.C.

BACKGROUND/DISCUSSION

Idaho Code §33-2203 authorizes the State Board for Career Technical Education (CTE) to provide for the preparation of teachers for CTE subjects and prescribe the qualification for career technical educators, including certification. Idaho Code §33-2205 sets minimum certification requirements for CTE certification, establishing three main pathways, and Administrative Code 08.02.02.015.04, provides clarification on the various routes. One option is a degree-based route through a Board-approved educator preparation program. Approved CTE educator preparation programs must meet the Board approved core teaching standards and provide instruction in career technical education foundations, including principles and philosophies of career technical education, evaluation and assessment, career technical student organization leadership, career guidance and transition, occupational analysis and curriculum development, and lab safety.

In 2025, the Division of Career Technical Education (Division) developed a new process for reviewing new CTE teacher endorsement program applications. The process was created to ensure programs are designed to meet all requirements in statute, rule, and Board policy, along with reviewing market demand, justification, and budget. Additionally, the process was designed to improve efficiency and operate at no additional cost to the Division beyond the cost of personnel.

The first higher education institution to utilize this new process is Idaho State University (ISU) for a proposed Agricultural Science and Technology (6-12) teacher endorsement program. ISU collaborated with the College of Southern Idaho (CSI) to develop this new CTE teacher endorsement program, which will be delivered with a combination of online and in-person courses. The applied associate degree from CSI will articulate to ISU's Bachelor of Arts program. The teacher education coursework will be offered through ISU online, and the agriculture science and technology coursework will be offered through CSI in-person. This partnership enables ISU to add this endorsement to its secondary education degree program, leading to CTE teacher certification. ISU's educator

preparation program currently offers CTE certification with endorsements in Business Technology Education, Family and Consumer Sciences, and Marketing Technology Education.

The Division established a Review Team which analyzed ISU's application and confirmed that it meets all statutory, rule, and Board policy requirements. Based on the review, the Division's Review Team recommends approval of ISU's Agricultural Science and Technology (6-12) teacher endorsement program for certification purposes. Historically, new programs are approved on a three-year conditional approval, allowing for a follow-up review once there are program completers.

As part of the review process, existing approved educator preparation programs offering certification programs in the same or similar content areas have an opportunity to provide comments on the proposed program. The only other current authorized CTE Agriculture endorsement program is at the University of Idaho (UI). UI provided feedback regarding the proposed program, as provided in Attachment 4. Responses to the UI feedback from ISU and CSI are provided in Attachments 5 and 6, respectively.

IMPACT

If approved by the Board, completers of ISU's CTE Agricultural Science and Technology (6-12) teacher endorsement program would qualify for CTE teacher certification with an endorsement in Agricultural Science and Technology (6-12). Approval would also permit the university to begin marketing and promoting this CTE teacher endorsement program to prospective candidates, supporting efforts to address current regional workforce needs in this instructional area.

ATTACHMENTS

Attachment 1 – ISU Agricultural Science Teacher Endorsement Application
Attachment 2 – ISU Agricultural Science Supplemental Application
Attachment 3 – ISU Response to Application Questions
Attachment 4 – UI Feedback on ISU Proposed Program
Attachment 5 – ISU Response to UI Feedback
Attachment 6 – CSI Letter of Support
Attachment 7 – Current CTE Educator Preparation Programs

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The CTE Agricultural Science and Technology educator preparation program proposed by Idaho State University in partnership with the College of Southern Idaho builds upon the longstanding relationship between the institutions to address a CTE educator shortage area. The significance of agriculture in educational region four and CSI's established work with agricultural partners make it likely this program will be implemented in a manner that will benefit both teacher candidates and their future students. The Division's Review Team has confirmed that the program aligns to all requirements outlined in state statute, rule, and Board Policy. Board staff recommends approval.

BOARD ACTION

I move to conditionally approve Idaho State University's request to offer CTE Agricultural Science and Technology (6-12) teacher endorsement program for certification purposes, with a conditional review in three years.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW ENDORSEMENT PROPOSAL 2025

Name of Institution	Idaho State University	**Date of Submission**	
EPP Program (Degree) Name	BA Secondary Education	**Certification/Endorsement**	Agricultural Science and Technology (45 credits)

Overview

The BA or BS in Secondary Education requires the completion of the Education core (33 credits) and the completion of a subject teaching endorsement of at least 30 semester credit hours, and completion of a subject teaching endorsement of at least 20 semester credit hours, OR completion of a single subject teaching endorsement of at least 45 semester credit hours as recommended by the subject department and approved by the College of Education.

ISU proposed the following Agricultural Science and Technology 6-12 endorsement:

- Agricultural Science and Technology (45 credit) [BA Secondary Education]

Section I: Program Outcomes and Curriculum Map

Program Outcomes

1. Teacher Candidate applies evidence-based professional and pedagogical knowledge that supports students' social, emotional, behavioral and academic development (InTASC 1, 2, 3).

2. Teacher Candidate has a deep and flexible understanding of content that supports students' social, emotional, behavioral and academic development in authentic learning environments (InTASC 4, 5).

3. Teacher Candidate strategically uses assessment for instructional planning and evidence-based instructional practices to make

goal-directed decisions that support students' social, emotional, behavioral and academic development (InTASC 6, 7, 8).

4. Teacher Candidate displays the dispositions of professional action and commitment that support students' social, emotional, behavioral and academic development (InTASC 9,10).

Curriculum Map for InTASC/State Requirement Standards

Link to Syllabi

Map Key: Introduced (I), Reinforced (R), Mastered (M), and Assessed (A)

Course Number	Course Title	Credits	Outcome #1	Outcome #2	Outcome #3	Outcome #4
EDUC 4401	Content Area Literacy	3		I, R	I, R	
EDUC 3302	Motivation and Management	3	I, R	I, R	R	
EDUC 3311	Educational Technology	3	I, R		I, R	I
SPED 3350	Creating Inclusive Classrooms	3	I,R	I,R	I,R	
EDUC 3308	Foun of Edu Knowledge, Planning, and Asmt	3	I (A)	I (A)	I, R (A)	
EDUC 4408	Pre-Internship Field Experience Seminar	3	R (A)	R (A)	R (A)	R (A)
EDUC 4493	**Student Teaching**	**12**	**M (A)**	**M (A)**	**M (A)**	**M (A)**
EDUC XXXX	Methods in Teaching Agricultural Sci & Technology (to be developed)	3	R	R	I, R	
AGRI 100	Agriculture and Natural Resources Seminar	3		I, R		
AGRI 102/L	Plant Science in Agriculture and Lab	3		I, R		
AGRI 104	Agriculture Management	3		I, R		

AGRI 108	Crop Production	3		I, R		
AGRI 109/109L	Principles of Animal Science and Lab	3		I, R		
AGRI 205/205L	General Soils and Lab	3		I, R		
AGRI 250	Agricultural Markets	3		I, R		
WELD 100	Beginning Welding	3		I, R		
HORT 234	Greenhouse Management	3		I, R		
8 credits of supplemental Ag. Coursework AGRI 222 AGRI 271 AGRI 158/158L AGRI 121/121L AGRI 190 AGRI 212 AGRI 203	 Animal Reproduction and Breeding Animal Anatomy and Physiology Applied Animal Nutrition and lab Pest Management and Lab Intro to Precision Agriculture Plant Nutrition Principles of Range Management	8		I, R		
CTE Coursework CTE 4401 CTE 4402 CTE 4403 CTE 4404 CTE 3341 CTE 3342 CTE 3343	 Foundations of Career & Tech Educ Analysis & Course Construction CTE Methods of Teaching CTE Evaluation in CTE Leadership & Advising CTSO I Leadership & Advising CTSO II Leadership & Advising CTSO III	12		I, R	I, R	

Evidence: The following table provides evidence of endorsement program alignment with the Idaho Foundation Standards for Career Technical Education Teachers

STANDARD	Course	Alignment Narrative
Standard 1 Learner Development	**Ed Core Course** - EDUC 2201 - EDUC 2204 - EDUC 3302 - EDUC 4408 - EDUC 4493	See link to the Teacher Preparation Core Courses document for additional information
Standard 2 Learning Difference	**Ed Core Course** - SPED 4450 - EDUC 3302 - EDUC 4408 - EDUC 4493	See link to the Teacher Preparation Core Courses document for additional information
Standard 3 Learning Environments	**Ed Core Course** - EDUC 3302 - EDUC 3311 - EDUC 4493	See link to the Teacher Preparation Core Courses document for additional information
Standard 4 Content Knowledge	**Ed Core Course** - EDUC 4408 - EDUC 4493 **Endorsement Course** -	See link to the Teacher Preparation Core Courses document for additional information **Endorsement Course** -
Standard 5 Application of Content	**Ed Core Course** - EDUC 4408 - EDUC 4493 **Endorsement Course** -	See link to the Teacher Preparation Core Courses document for additional information **Endorsement Course**

STANDARD	Course	Alignment Narrative
		-
Standard 6 Assessment	**Ed Core Course** - EDUC 3308 - EDUC 3302 - EDUC 4408 - EDUC 4493 **Endorsement Course** -	See link to the Teacher Preparation Core Courses document for additional information **Endorsement Course** -
Standard 7 Planning for Instruction	**Ed Core Course** - EDUC 3308 - EDUC 3302 - EDUC 3311 - SPED 4450 - EDUC 4408 - EDUC 4493 **Endorsement Course** -	See link to the Teacher Preparation Core Courses document for additional information **Endorsement Course** -
Standard 8	**Ed Core Course**	

STANDARD	Course	Alignment Narrative
Instructional Strategies	- EDUC 3302 - EDUC 3311 - EDUC 4408 - EDUC 4493 **Endorsement Course** -	See link to the Teacher Preparation Core Courses document for additional information **Endorsement Course**
Standard 9 Professional Learning and Ethical Practice	**Ed Core Course** - EDUC 3311 - EDUC 4408 - EDUC 4493	See link to the Teacher Preparation Core Courses document for additional information
Standard 10 Leadership and Collaboration	**Ed Core Course** - EDUC 4408 - EDUC 4493	See link to the Teacher Preparation Core Courses document for additional information
Standard 11	**Ed Core Course** - EDUC 2204	See link to the Teacher Preparation Core Courses document for additional information
Standard 12	**Ed Core Course** - EDUC 2204 - EDUC 3308 - EDUC 4408 - EDUC 4493	See link to the Teacher Preparation Core Courses document for additional information
Standard 13	**Ed Core Course** - EDUC 3311	See link to the Teacher Preparation Core Courses document for additional information

Career and Technical Education Specific Standards

STANDARD	Course	Alignment Narrative
Lab Safety	AGRI 102/L AGRI 109/109L AGRI 205/205L	Plant Science in Agriculture and Lab Principles of Animal Science and Lab General Soils and Lab
Career Planning	CTE 3341 CTE 3342 CTE 3343	Leadership & Advising CTSO I Leadership & Advising CTSO II Leadership & Advising CTSO III

Literacy Standards

Evidence: The following table provides evidence of endorsement program alignment with the *Idaho Comprehensive Literacy Standards*.

Secondary (45 credit)

STANDARD	Course	Alignment Narrative
Standard 2 Fluency, Vocabulary Development and Comprehension	- EDUC 4401	See link to the Idaho Comprehensive Literacy Standards (Secondary Education)
Standard 4 Writing Process	- EDUC 4401	See link to the Idaho Comprehensive Literacy Standards (Secondary Education)
Standard 5	- EDUC 4401	See link to the Idaho Comprehensive Literacy Standards (Secondary Education)

STANDARD	Course	Alignment Narrative
Diverse Reading & Writing Profiles	- Stand alone	

Section II: Endorsement Program Alignment

Directions: Copy the endorsement language from OSBE GPP IV.D. - Career Technical Educator Certification, into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the endorsement language.
Supporting documents may be considered if they clearly explain how the documents support the request. Ensure each supporting document is clearly titled, and combine all supporting documents into one file.

Agricultural Science and Technology (6-12). Thirty (30) semester credit hours to include coursework in methods of teaching agricultural science and technology, agriculture education, agriculture mechanics, agriculture business management, soil science, animal science, plant science, and horticulture.

Endorsement include coursework in…	Coursework Alignment	Rationale
methods of teaching agricultural science and technology,	EDUC XXXX Methods of Teaching Agricultural Education CTE 4403 Methods of Teaching CTE	EDUC Course is proposed to be added to the Fall 2026 catalog.
agriculture education,	AGRI 181 Intro to Ag. Ed	The AGRI 181 course will provide a basic overview of the goals, mission, and purpose of agricultural education programs in the

		secondary school system. Topics will include introduction and exploration of the agricultural education profession, key issues facing agricultural education, introduction to agricultural education curriculum areas, and exploration of the total program model including classroom and laboratory instruction, supervised agricultural experience, and FFA.
agriculture mechanics,	WELD 100 Beginning Welding	WELD 100 will serve as an introductory course to the SMAW and GMAW processes in addition to welding theory, safety, and metal preparation. Students will also be introduced to basic shop safety and operation of equipment such as grinders and cutting and drilling machines.
agriculture business management,	AGRI 104 Ag Management AGRI 250 Ag Markets	In AGRI 104, students will be introduced to the basics of farm and ag business management and will explore tools for decision making in the context of agricultural businesses. In AGRI 250, students will learn to apply the study of economics and it's theories to the business of agriculture. The course will include the study of agricultural markets and pricing institutions, analysis of supply, demand, elasticity, future markets, and institutional arrangements in commondity marketing.
soil science,	AGRI 205/205L General Soils	The AGRI 205 course and lab will provide students with an understanding of the physical, biological and chemical properties of soils in addition to management practices to ensure sustainable agricultural production and resource management.
animal science,	AGRI 109/109L Principles of Animal Science	In the AGRI 109 couse and lab, students will gain a basic understanding of the science of livestock animals. Topics will include scientific exploration of animal health, genetics, nutrition, and reproduction.
plant science,	AGRI 102/102L Plant Science in Agriculture AGRI 108 Crop Production	The AGRI 102 course and lab will provide an introduction to plant science as it relates to agricultural production. Students will explore plant anatomy, morphology, and physiology as well as soil science and plant-environment interaction. Students will conduct

		experiements related to photosynthesis, plant nutrition, respiration, growth, and development. The AGRI 108 course will allow students to apply knowledge gained in the AGRI 102 course and lab in an agronomic system. Students will learn all aspects of field crop management including planting and propagation, irrigation, nutrition, pest management, and harvest.
and horticulture	HORT 234 Greenhouse Management	The HORT 234 course and lab will provide an opportunity for students to learn all aspects of greenhouse management including seed and plant selection and propagation, cultivation, pest management, and marketing. Students will also learn about structures, environmental controls, and maintenance of a production and education greenhouse facility.

Section III: Certification Requirements

IDAPA Certification Requirements	See link for core standard instructional certificate requirements
Endorsement Specific Clinical Practice	Candidates seeking the Agricultural Science and Technology 6-12 endorsement will complete clinical practice during EDUC 4408 (Pre-internship) the semester prior to student teaching or during EDUC 4493 (Student Teaching).

Notes: As this will be a partnership with CSI, the AGRI, WELD, and HORT courses will be taught CSI while the EDUC, SPED courses will be taught at ISU.

Section IV: Professional Education Coursework

Requirement: Program includes a minimum of 20 semester credit hours in professional education per IDAPA 08.02.02.015.04.a, covering:

Philosophical, psychological, and methodological foundations;	CTE 4401 Foundations of Career & Tech Educ CTE 4402 Analysis & Course Construction CTE CTE 4403 Methods of Teaching CTE OR EDUC XXXX Methods in Teaching Agricultural Sci & Technology (proposed) CTE 4404 Evaluation in CTE OR EDUC 3308 Foun of Edu Knowledge, Planning, and Assessment
Instructional technology;	CTE 4402 Analysis & Course Construction CTE CTE 4404 Evaluation in CTE OR EDUC 3308 Foun of Edu Knowledge, Planning, and Assessment CTE 3341 Leadership & Advising CTSO I CTE 3342 Leadership & Advising CTSO II CTE 3343 Leadership & Advising CTSO III
Professional education subject matter; and	EDUC 3302 Motivation and Management EDUC 3311 Educational Technology SPED 3350 Creating Inclusive Classrooms EDUC 3308 Foun of Edu Knowledge, Planning, and Asmt EDUC 4408 Pre-Internship Field Experience Seminar
Professional subject matter of education – demonstration of competencies as specified in the Idaho Comprehensive Literacy Plan.	EDUC 4401 Content Area Literacy

Section V. Industry Experience Requirement

Educator Preparation Providers confirm or integrate two thousand (2,000) clock hours of industry experience, or practicum as approved by the higher education institution, in the respective endorsement field of specialization. Industry experience(s) must be of sufficient depth, breadth, coherence, and duration to enable candidates or educators to train students knowledgeably in their area of endorsement.

Industry experience depth, breadth, coherence, and duration	CTE 3341 Leadership and Advising in CTSO I CTE 3342 Leadership and Advising in CTSO II CTE 3342 Leadership and Advising in CTSO III	The 2,000 clock hours of industry experience is demonstrated through volunteer hours, approved internships, portfolio, and other appropriate resume experiences.

IDAHO

Division of Career Technical Education

NEW CTE CERTIFICATE AND ENDORSEMENT PROGRAM APPROVAL PROCESS

(SUPPLEMENTAL APPLICATION)

Contents

NEW CTE CERTIFICATE AND ENDORSEMENT PROGRAM APPROVAL PROCESS..... 3
INSTRUCTIONS..... 3
CONTACTS..... 3
GLOSSARY/LINKS..... 3
NEW CTE TEACHER CERTIFICATE AND ENDORSEMENT PROGRAM APPLICATION..... 5
APPENDIX A: LIST OF STATE BOARD APPROVED INITIAL CTE CERTIFICATE AND ENDORSEMENT PROGRAMS..... 12

NEW CTE CERTIFICATE AND ENDORSEMENT PROGRAM APPROVAL PROCESS

INSTRUCTIONS AND APPLICATION

INSTRUCTIONS

Please review the application located on page 5. You may extract that application from this document and use it to complete your submission in a separate Word document. When you are ready, email the completed application, to Kathleen Shoup at **kathleen.shoup@cte.idaho.gov**. All email correspondence will come from Kathleen Shoup at **kathleen.shoup@cte.idaho.gov.** Please add the email address to your safe sender list to prevent messages from going to spam. IDCTE will review the application. If edits or clarifications are needed, the application may be returned for revision. Please monitor your email for related correspondence or follow-up requests.

Upon completion of the review of the new teacher endorsement program application, the IDCTE review team will issue an approval recommendation. This recommendation will be forwarded to the Idaho State Board of Education as an action item. The State Board will make the final determination during a regularly scheduled Board meeting, and the decision will be communicated to the primary contact on the application. All newly approved CTE teacher endorsement programs will undergo a conditional endorsement program review within three years of approval. Following a successful review, the program will transition into the standard seven-year review cycle.

CONTACTS

For general application questions, please contact Katie Shoup, kathleen.shoup@cte.idaho.gov.
For CTE program area, certification, or professional development specific questions, please contact the IDCTE staff member overseeing the specific topic area:

- Agriculture, Food, and Natural Sciences — janine.hodges@cte.idaho.gov
- Business and Marketing Education — shauna.williams@cte.idaho.gov
- Engineering and Technology Education — elisa.lowenstein@cte.idaho.gov
- Family and Consumer Sciences and Human Services — shanon.holt@cte.idaho.gov
- Health Professions and Public Safety — kevin.brinegar@cte.idaho.gov
- Trades and Industry — marcos.serratos@cte.idaho.gov
- CTE Educator Certification — kristi.enger@cte.idaho.gov
- CTE Educator Professional Development — lisa.costa@cte.idaho.gov

GLOSSARY/LINKS

Explanation of relevant terminology contained in the application, as well as links to related topics:

Advanced Opportunities (AO): A list of industry credentials is currently available on the

State Department of Education's Advanced Opportunity website. https://www.sde.idaho.gov/about-us/departments/student-engagement-safety-coordination/advanced-opportunities/advanced-opportunities-public-school/#details-external-resources

CIP Code: The Classification of Instructional Programs (CIP) titles correspond to academic and occupational instructional programs offered for credit at the postsecondary level. https://siccode.com/sic-code-lookup-directory

CTE: Career Technical Education (program at a comprehensive high school) https://cte.idaho.gov/students/fields/

CTS: Career Technical School (program at an approved industry reflective high school) https://cte.idaho.gov/career-technical-schools/

Growth Rate: the percent change in the number of jobs added or lost in a U.S. occupation or industry over a given projections decade; growth rate adjectives used in the OOH are defined by the following percent changes for the 2020-30 employment projections:

- Much faster than the average: 15 percent or more
- Faster than the average: 10 percent to 15 percent
- As fast as the average: 5 percent to 10 percent
- Slower than the average: 1 percent to 5 percent
- Little or no change: -1 percent to 1 percent
- Decline: -1 percent or more

Source: https://www.bls.gov/ooh/about/glossary.htm#j

Idaho Department of Labor In-Demand Occupations: Idaho's In-Demand Occupations tool allows users to filter hot jobs by region, education requirement and industry. https://public.tableau.com/app/profile/idlabor/viz/OSBE_In-DemandOccupations/In-DemandOccupations

NAICS Code: The North American Industry Classification System (NAICS) is used by the United States, Canada, and Mexico to classify businesses by industry. Each business is classified into a six-digit NAICS code number based on the majority of activity at the business. https://www.naics.com/search/

OOH: Utilize the U.S. Bureau of Labor Statistics (BLS) Occupation Outlook Handbook (OOH) to research related occupations and their associated growth rate. Home : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics

SIC Code: The Standard Industrial Classification (SIC) is a system for classifying industries by a four-digit code. Established in the United States in 1937, it is used by government agencies to classify industry areas. https://www.osha.gov/pls/imis/sicsearch.html

SOC Code: The Standard Occupational Classification (SOC) system is a federal statistical standard used by federal agencies to classify workers into occupational categories for

collecting, calculating, or disseminating data. https://www.bls.gov/soc/. Occupational Titles: https://www.bls.gov/soc/2018/major_groups.htm

Questions?? Please contact us at one of the email addresses above in the "Contacts" section.

NEW CTE TEACHER CERTIFICATE AND ENDORSEMENT PROGRAM APPLICATION

1. Educator Preparation Provider Information

Name of Postsecondary Institution:	**Idaho State University, College of Education**		
Select the Degree Based CTE Endorsement Being Sought: **Reference: State Board Policy VII.C. – CTE Certification**	• **Agricultural Science and Technology (6-12)** • **Business Technology Education (6-12)** • **Computer Science (6-12)** • **Cybersecurity Technology Education (6-12)** • **Engineering (6-12)** • **Family and Consumer Sciences (6-12)** • **Marketing Technology Education (6-12)** • **Technology Education (6-12)**		
Date of Application Submission:	01 / 15 / 2026		
Primary Contact Name:	Emma Wood	**Secondary Contact Name:**	Jaysa Fillmore
Primary Contact Title:	Asst. Dean	**Secondary Contact Title:**	CSI Assistant Professor, Agriculture
Primary Contact Email:	woodemma@isu.edu	**Secondary Contact Email:**	jfillmore@csi.edu
Primary Contact Phone Number:	(208) 282 - 5443	**Secondary Contact Phone Number:**	208-732-6433

2. Agricultural Mechanics

- **Reviewer Comments:** The agricultural mechanics content appears limited. It is recommended to consider adding an additional course up to two courses to include coverage of agricultural power structures and to ensure skill development.

- **Evidence Needed:** Provide additional information as to how ISU and CSI can increase the number of agricultural mechanics courses to include agricultural power structures to create a more robust agricultural mechanics curriculum.

Response:

The CSI Agriculture Education AAS already includes the 3-credit course WELD 100 Beginning Welding with the description: This course serves as an introductory course to the SMAW and GMAW processes. Students will learn the theory and the proper techniques to set up SMAW/GMAW welding equipment safely. This course will cover basic metallurgy as it applies to carbon steel and introduce oxyfuel cutting and welding. Students will also be introduced to basic print reading and drawing. Students will weld the common joints found within the welding industry.

CSI is proposing a new 3-credit course: AGRI 202- Introduction to Agricultural Mechanics (AGRI 199- Experimental course code prior to final approval) with the following course description and outcomes:

- Course Description: This course provides an introduction to the agricultural mechanics field and will include instruction and projects in the areas of:
  - Safety (including OSHA 10 certification)
  - Tool selection, maintenance, and use
  - Project planning (materials, mathematical applications, drafting, and evaluation)
  - Engine systems, fuels, and hydraulics
  - Farm structures (planning, maintenance and repair, framing, concrete, electrical, and plumbing)
  - Farm equipment maintenance and repair
- Outcomes:
  - Demonstrate knowledge of agricultural mechanics safety procedures and apply proper personal protective equipment (PPE) and tool/ equipment handling techniques to ensure a safe working environment.
  - Plan, design, and execute basic agricultural mechanics projects using appropriate materials and tools.
  - Analyze the operational principles of internal combustion engines, hydraulic systems, and various farm equipment components and perform preventative maintenance, troubleshooting techniques, and repair.

With the addition of the AGRI 202 course, this would increase the agriculture mechanics course offerings to six credits.

Students would be encouraged to attend agriculture mechanics professional development (PD) offerings throughout their degree programs. In Idaho, Briggs and Stratton Instructor Field Schools are typically offered each summer, facilitated by an individual agriculture program or the Idaho Agriculture Teachers Association (IATA). The University of Idaho typically offers two PD credits for teachers in attendance. CSI and/or ISU could also offer PD credit or transcribed credit for completion of the course. Agriculture Mechanics- specific PD is also offered annually at the IATA Summer Inservice and from agriculture teachers' associations in surrounding states. Additionally, ISU offers

welding PD for teachers during the summer.

3. Market Analysis and Demonstration of Need
Purpose:
To conduct a market analysis and provide a demonstration of need for the proposed CTE teacher endorsement program. This section verifies projected enrollment, offers an evidence-based rationale, and highlights both workforce demand and the endorsement program's overall feasibility.

Instructions:
1) Contact Chet Andes, Director of Program Quality, at chet.andes@cte.idaho.gov, to obtain current information on the supply and demand for secondary CTE programs related to the CTE teacher endorsement program area being sought. This ensures your application reflects accurate statewide and regional CTE program availability, enrollment trends, and workforce needs.
2) Provide data and narrative responses for each section below, referencing any information obtained from the Director of Program Quality.
3) Attach supporting documents, data tables, and letters of support as appendices.

A. Statewide Supply and Demand for Teachers in This CTE Endorsement Program Area

- **Current Workforce:** Provide the number of currently endorsed CTE teachers in this CTE endorsement program area within the state.
- **Job Openings:** Report historical and projected CTE teacher vacancies in this endorsement program area over the last 3–5 years.
- **Shortages:** Identify districts, charter schools, or regions experiencing shortages or difficulty filling positions in this CTE endorsement program area.
- **Supply and Demand:** Compare the number of CTE endorsement program completers from existing CTE endorsement programs with the number of annual secondary school openings to highlight unmet needs.

Response:

The following is a summary of the current supply and demand projections in Idaho.

- **Current Workforce:** There are 113 secondary Agriculture Science & Technology programs in Idaho employing 202 active teachers. 189 of those are employed on a full-time basis, and 13 are employed part-time.
- **Job Openings:** Two full-time positions are currently unfilled. Three new programs were added in 2025 with one additional district expressing interest in adding a program.
- **Shortages:** Two programs were closed between 2024 and 2025- one due to lack of a licensed teacher being available and one due to lack of funding.
- **Supply and Demand:** 19 total teachers were hired for the 2025-2026 school year, which included three existing teachers moving to a different program, eight newly licensed teachers who were prepared in-state, and one newly licensed teacher

who was prepared out of state, along with five alternative licensure completers and two non-licensed individuals. Of the 19 new hires, 34% did not complete a degree-based teacher preparation program, which demonstrates an opportunity for this program to provide a pathway to licensure[1].

The Idaho Department of Labor reported a 13.6% change in employment from 2022 to 2023 for Secondary Career/ Technical Education Teachers and an 18.2% change for Middle School Career/ Technical Education Teachers, resulting in 19 added positions and 11 projected annual openings in these occupation categories[2].

Sources: [1]2025 Idaho Ag Education Supply and Demand Report- using September 1, 2025 as the baseline for all data
[2]Idaho Department of Labor Occupational Projections

B. Existing CTE Endorsement Programs in the State

- List all CTE educator preparation programs, including both public and private institutions, currently offering this CTE endorsement program area along with mode of program delivery.
- Include geographic distribution of CTE teacher endorsement programs to identify underserved regions.
- Note gaps in access where no CTE endorsement programs exist, or where capacity is insufficient to meet demand.

Response:

A review of existing programs in Idaho:

- The only degree-based CTE Agricultural Education program that currently exists in Idaho is located at University of Idaho (Region 2). This is a residency program requiring the relocation of teacher candidates to complete the coursework and degree[1].
- Geographic distribution of Ag Ed programs
  - Region 1 - somewhat served by UofI
  - Region 2 - served by UofI
  - Region 3 - underserved
  - Region 4 - underserved
  - Region 5 - underserved
  - Region 6 - underserved
- Based on the location of the single Ag Ed program, the majority of Idaho's service regions are currently underserved by the residency requirement of the University of Idaho (U of I) program. Additionally, according to the Idaho Agricultural Teacher Report submitted to the National Reporting Program, most teachers are nearing retirement and some teaching positions are filled by alternative or emergency teaching certificates[2].

Source: [1]University of Idaho BS in Agriculatural Education. Retrieved from https://www.uidaho.edu/academics/degree-finder/ag-ed-bsaged.

[2]National Institute of Food and Agriculture (NIFA) Report. August 2023. Retrieved Dec 10, 2025 from https://portal.nifa.usda.gov/web/crisprojectpages/7004932-idaho-agriculture-teacher-preparation.html.

C. Regional Labor Market Data

- Provide regional labor market information relevant to this CTE endorsement area (e.g., teacher employment projections, regional job openings, and long-term teacher workforce needs).
- Cite data sources such as the Idaho Department of Labor or local workforce studies.

Response:

An analysis of the 2025-2026 Idaho AgEd Directory, with verification through the Idaho Department of Education Certification Lookup Application, thirty-seven out of the 185 (or 20%) Idaho Ag teachers in the directory are alternatively certified. This is to say they were hired without a teaching credential. This suggests a significant and ongoing shortage of traditionally certified Ag. Ed. graduates to meet the supply of ag. educators in Idaho[1].

From the 2023 Idaho Agriculture Teacher Supply and Demand Profile Report, in 2015, there were 133 agriculture teachers in the state, while only eight years later in 2023, there were 190. This is an increase of 57 additional teachers or a 142% increase in the number of Ag teachers in the state. During the same time period, the number of Ag education graduates from the University of Idaho (Idaho's only Bachelor's level Ag Ed. program) averaged 10 graduates per year (range of 8 to 13). While in theory, sixty new graduates over the 6-year time period could fill the additional 57 additional positions created, we know this isn't the case for numerous reasons:

1) Doesn't account for teachers leaving the profession (32 reported during this timeframe).
2) Through anecdotal discussions, approximately 50% of the graduating UI class pursue teaching positions out of state
3) A certain percentage of graduates do not go into teaching, choosing to pursue employment opportunities in ag. production, ag. extension, agribusiness or other related fields[2].

Source: [1]2025-2026 Idaho AgEd Directory (password required). Retrieved from https://theiata.com/ag-teacher-directory.
[2]2023 Idaho Agriculture Teacher Supply and Demand Profile Report. Retrieved from https://www.naae.org/naae/document-server/?cfp=/naae/assets/file/public/advocacy/profiles/2023-nsd-naaeregion-print.pdf

D. National Labor Market Data

- Provide national labor market information relevant to this CTE endorsement program area (e.g., teacher employment projections, job openings, and long-term teacher workforce needs).
- Cite data sources such as the Idaho Department of Labor, U.S. Bureau of Labor Statistics, or local workforce studies.

Response:

- **Current Workforce**: In 2024, there were 15,005 teachers employed in 9,202 programs across the United States. 14,647 were employed full-time and 358 were employed part-time.[1]
- **Job Openings:** In 2024, 394 teaching positions and 236 programs were added nationwide.[1]
- **Shortages:** In 2024, 45 states reported 152 full-time and 4 part-time vacancies. 107 teaching positions were lost and 58 programs closed. The most cited reason for position losses were lack of available teachers (33%), low student enrollment (27%), and insufficient funding (21%). [1]
- **Supply and Demand:** In 2024, 1,965 agriculture teaching positions were filled by 608 degree-based program completers (31%) and 1,249 alternatively licensed or non-licensed individuals (64%). This data demonstrates a clear need for additional licensure pathways in the US. [1]

Source: [1]Agricultural Education National Supply & Demand Project, 2024 Executive Summary. Retrieved from https://nsd.aaaeonline.org/Reports/2024%20NSD%20Executive%20Summary.pdf

E. Projected Enrollment

- Provide projected enrollment numbers for the first three years for the CTE endorsement program.
- Explain the basis for projections, including student interest surveys, district, charter school, or industry partnership commitments, and regional workforce data.

Response:

Projected enrollment and the basis for the projections are addressed as follows:

- Projected Enrollment
  FY2027 = 5
  FY2028 = 6
  FY2029 = 7
- These projections are based on current interest of students in the AAS. With the availability of the program in the Magic Valley, the enrollment is projected to increase modestly as the pipeline with ISU is established and students are aware of the new opportunity. The projections are also based on reviewing a similar program at the UofI where an already established program graduates on average 10 students.[1]

Source: [1]University of Idaho Newsroom. Retrieved from https://www.uidaho.edu/newsroom/growing-agriculture-education-programs

F. Stakeholder Input and Support

- Summarize feedback, commitments, or documented need from school districts, charter schools, employers, postsecondary partners, or advisory committee members supporting this CTE endorsement program.
- Include letters of support from stakeholders.

Response:

Summary of feedback

Industry and school partners have provided their support for the development of an Ag Ed teacher pipeline in Educational Region 4 of Idaho to meet the local needs. Jaysa Fillmore, the Ag Educator mentioned CSI has worked tirelessly to create a "Teach Ag" culture through various events, networking opportunities, and student internships. Currently, six students are eagerly awaiting the opportunity to begin their journey to become a K-12 Ag Ed teacher.

Lori Idsinga shares her perspective from a position with the Idaho FFA Foundation which includes the looming teacher shortage crisis which will see the effects of projected ag teacher retirements at 12% in the next three years and the ability for U of I to replace those teachers as insufficient. While LOS teachers have helped to fill in the holes, these individuals do not have the background in classroom managements, school laws (including SPED law), and "navigating the public school system as a whole" because they have not matriculated through a traditional teacher education program.

Johanna Hyink, a current Ag teacher, briefly shared the challenges she faced trying to become a certified teacher because coursework was not accessible to her in her rural community. She also stresses the proposed structure will help the next generation of teachers navigate the process more smoothly.

Drew Carrell, another Ag teacher and FFA advisor voiced support for an Ag Ed program at CSI and ISU because it would provide more flexibility to future teachers.

Source: Letters of support from stakeholders (Appendix B):

- *Jaysa Fillmore* (Faculty member, Agriculture, CSI)
- *Johanna Hyink* (Current Ag Teacher at Lighthouse Christian School)
- Drew Carrell (CSI Graduate, Current Ag Teacher at Parma High School)
- *Lori Idsinga* (Idaho FFA foundation Career Success Coordinator)
- *Valene Cauhorn* (Community member supporting the start up of Ag program at Valley High School)

G. Evidence of Workforce and CTE Endorsement Program Alignment

- Demonstrate how the CTE endorsement program meets state workforce priorities.
- Include relevant secondary content standards, industry certifications, or partnerships that strengthen the alignment between the CTE endorsement program and CTE secondary program.

Response:

- State Workforce Priorities
  - The Ag Ed endorsement program meets state workforce priorities by creating a regional option to fill teacher shortages in the coming years.

Current Bureau of Labor Statistics data is available at the CTE Teacher level and does not highlight the specific trajectory of Ag Ed teachers.[1]

- Standards/Certification Alignments
  - The Ag Ed curriculum has been aligned to the Idaho Core Teacher Standards, the Career-Technical Education standards, and OSBE GPP IV.D. - Career Technical Educator Certification (see SPRC2025_Agricultural Science and Technology 6-12)

Source: [1]Bureau of Labor Statistics data for Career/ Technical Education Teachers, Secondary: https://www.bls.gov/oes/2023/may/oes252032.htm

H. Enrollment Risk Assessment

- Discuss potential enrollment risks (e.g., interest trends, competing programs, economic influences) and strategies to mitigate them.

Response:

Potential enrollment risks for an Idaho agriculture education teacher preparation program may include limited local interest, however, there are indications from state data that high-school ag enrollments are trending up, competition from established teacher-prep programs and alternative certification/online providers, geographic challenges in recruiting students from widely dispersed rural communities, and economic volatility in the farm sector that can affect both student ability to pay and school districts' hiring/budget decisions.

To mitigate these risks, we plan to build strong K–12 FFA pipelines to industry and Future Educators of Idaho (FEI) high school clubs with dual-credit and practicum opportunities. We plan to expand articulation agreements with Idaho's community colleges and the land-grant university, offer hybrid/low-residency options to attract working adults, secure scholarship and stipend funding (including partnerships with ag businesses and USDA/extension grants) to lower financial barriers, market clear career pathways and certification supports (loan-forgiveness, placement help), and use cohort models plus regional staff-teacher mentors to ensure retention and demonstrated employer demand — all underpinned by regular enrollment-data monitoring so the program can quickly adapt offerings and recruitment to shifting local needs.

Additionally, the ability of CSI and ISU to collaborate on grow-your-own programming will help mitigate potential enrollment risks.

I. Capacity for Readiness

- Describe the CTE endorsement program's capacity to deliver the CTE endorsement area being proposed, including faculty qualifications, instructional resources, industry and community partnerships, facility capabilities, and available equipment.

Response:

- The CSI / ISU partnership is ready to deliver the Agricultural Education teacher program. The Agricultural Education AAS from CSI is led by faculty with exceptional experience and expertise (Appendix C). Additionally, CSI is already an established state-leader in agriculture instruction which has led to comprehensive instructional resources, robust partnerships in both industry and the community, and finally facilities that provide safe spaces to learn effective skills and teaching practices.[1]
- Currently, graduates of the College of Southern Idaho successfully transfer and complete bachelor's degree programs in agriculture education at institutions including University of Idaho and Utah State University. Since 2021, CSI Agriculture Department graduates include:
    - Three who have completed a bachelor's degree and are currently employed as agriculture teachers
    - One who is currently teaching agriculture science at an elementary level and concurrently enrolled in an online bachelor's degree program
    - One who has transferred and is currently enrolled in their junior year
    - Four who are currently entering their last semester and beginning student teaching placements in January of 2026
    - Six who are currently enrolled at CSI with plans to transfer and complete bachelor's degrees in agriculture education
- Furthermore, ISU has developed a quality Online Teacher Education Program (OTEP) that is accredited and designed to meet teacher candidates where they are, in their home communities, to grow the local talent pool. Faculty in the ISU OTEP are highly qualified in teacher development and innovative evidence-based pedagogical practices.[2]

Source: [1]College of Southern Idaho, Agricultural Education AAS. Retrieved from https://www.csi.edu/programs/agriculture-education/default.aspx.
[2]Idaho State University, Online Teacher Education Program. Retrieved from https://www.isu.edu/otep/

J. CTE Endorsement Program Justification

- Provide a narrative that justifies the need for the CTE endorsement program, synthesizing information from sections 3 A-I.
- Highlight the unique value and benefits this new CTE endorsement program will offer.

Response:

The U of I is currently the sole institution serving the state of Idaho. This may cause pipeline capacity issues. As a residency program, the additional costs to complete the degree-based program (transportation, housing, tuition) may signal a barrier to those who are in geographically remote areas in the Magic Valley and Southeast Idaho. Therefore, the proposed AAS to BA partnership between College of Southern Idaho and Idaho State University is an innovative alternative to the current limitations in Ag Ed teacher preparation.

For prospective candidates in Southeast Idaho (Pocatello), access to Ag Ed teacher preparation exists but requires relocating to Moscow, ID which may create barriers to some. This also creates a talent drain in all other regions of Idaho.

The proposed AAS to BA Ag Ed endorsement program is unique in its ability to leverage the expertise in agriculture and natural resources from CSI and then tap into the pedagogical expertise of ISU faculty is

- Reduced cost to completion
- Grow your own, no residency requirement for those in the MV
- Model for additional partnerships with other AAS Agricultural Education degrees, including from ISU.

4. Budget Overview

The CTE endorsement program proposed should be designed with a sustainable and transparent financial model that supports high-quality instruction, student services, and long-term viability. The budget overview reflects projected start-up costs, ongoing operational expenses, and anticipated revenue based on conservative enrollment estimates.

A. Start-Up Costs (Year 0–1)

Provide an estimate of one-time expenses needed to launch the CTE endorsement program and ensure adequate resources for faculty and CTE teacher candidates. Address the following:

- **Curriculum Development:** Funding faculty stipends and instructional design support for developing program materials.
- **Accreditation/Approval Fees:** Costs associated with accreditation, internal, and external reviews necessary for CTE endorsement program approval.
- **Instructional Materials and Equipment:** Initial purchase of specialized software, lab equipment, library resources, and digital tools needed for instruction.
- **Marketing and Recruitment:** Outreach materials and activities to promote the program during its first recruitment cycle.
- **Administrative Setup:** System configuration, scheduling, staffing infrastructure, and student support preparations.

Response:

- **Curriculum Development:** Two new courses will be developed, a Methods of Teaching Agricultural Education course and AGRI 202 Introduction to Agricultural Mechanics, a course to enhance the agricultural mechanics curriculum. The institutions provide instructional design support as a service to faculty.
- **Accreditation/Approval Fees:** Teacher Education is accredited by the Council for the Accreditation of Educator Preparation (CAEP). This review occurs every 7 years with an associated cost of ~ $3,600 per year. This rate is calculated based on the number of program completers. Adding an additional endorsement area will add to the program completer numbers for ISU and will impact the annual fee. The state review process has undergone revisions and is currently conducted at the institution level with no additional cost for endorsement areas.

- **Instructional Materials and Equipment:** ISU does not anticipate any costs associated with instructional materials or equipment. CSI anticipates start-up and ongoing costs associated with the new Introduction to Agricultural Mechanics course, which will be included in departmental and institutional budgeting processes. Partnerships with existing CTE programs in the Trades and Industry Department will be leveraged to share facilities and equipment as available.
- **Marketing and Recruitment:** Current marketing and recruitment staff handle the changes and ensure accurate information is available to potential candidates. Advising, as part of recruitment, will be more targeted as the program stabilizes.
- **Administrative Setup:** A minimal change at the administrative level will occur to ensure the courses are offered in the approved sequence with appropriate staffing. There will be a need for one adjunct instructor from ISU to ensure the methods course is taught with expertise. Any new teacher candidates pursuing Ag Ed will be communicated with in the same way as all other teacher candidates are communicated with to ensure timely progress towards degree completion and certification.

B. Personnel Costs (Annual)
Provide an estimate of the ongoing personnel expenses required to operate the CTE endorsement program. Include all positions necessary to deliver the curriculum and support students. Address the following:

- **Faculty Salaries and Benefits:** Compensation for full-time and adjunct faculty needed to deliver the curriculum based on projected course loads.
- **Program Director/Coordinator:** Leadership for curriculum oversight, faculty support, assessment processes, and student advising.
- **Administrative Support Staff:** Support for admissions, scheduling, student communication, and records management.
- **Assistants:** Lab or shop assistants who provide instructional and technical support.

Response:

Position/Title	FTE	Salary	Benefits
Adjunct ISU (PhD)	1 course - Methods	$4,948	$702.62
Adjunct CSI	1 course - Ag Mech	$3,600	$436.28

**Add additional rows as needed*

C. Operating Expenses (Annual)
Estimate the recurring costs to ensure instructional quality and student success.

Category	Description	Estimated Cost
Instructional Supplies	Consumables and equipment maintenance.	ISU ($0)

and Lab Maintenance	Consumable supplies, tools, and small equipment for ag mechanics course at CSI.	CSI ($500)
Technology Infrastructure	Software licenses, learning management system, IT support, cybersecurity, technology upgrades, and digital platform maintenance	ISU ($0) CSI ($0)
Library and Learning Resources	Annual subscriptions for databases, journals, and other program-specific academic resources.	ISU ($0) CSI ($0)
Assessment and Quality Assurance	Tools for learning-outcome measurement, accreditation compliance, and internal and external reviews.	ISU ($2,000) CSI ($0)
Student Support Services	Tutoring, advising, career services, and necessary accommodations.	ISU ($5,000) CSI ($0)
Facilities and Utilities	Classroom/lab space usage fees, utilities, custodial services, and safety compliance	ISU ($0) CSI ($)
Safety and Compliance Supplies	Safety inspections and compliance-related supplies	ISU ($0) CSI ($0)

D. Revenue Projections
Provide an estimate or anticipated revenue based on conservative enrollment estimates and current tuition rates. Address the following:

- **Tuition and Fees:** Calculate projected revenue generated from enrolled students, using low, medium, and high enrollment scenarios.
- **Internal Funding (if applicable):** Identify and describe any institutional funds or support allocated to sustain the CTE endorsement program.
- **External Funding (if applicable):** Identify and describe any grants, partnerships, or other external funding sources that may help offset start-up or ongoing program costs.

Response:

- **Tuition and Fees:** CSI and ISU will have a shared revenue projection.
  - CSI. Sixty credits of the AAS plus remaining GenEd credits. $147/ credit in-district; $197/ credit out-of-district
    - Low (1 student) = $8,820 (in-district), $11,820 (out-of-district)
    - Medium (3 students) = $26,460 (in-district), $25,460 (out-of-district)
    - High (5 students) = $44,100 (in-district), $59,100 (out-of-district)
  - ISU. Sixty credits of the Online Teacher Education Fee-based Program.
    - Low (1 student) =17,820
    - Medium (3 students) =53,460
    - High (5 students) = 89,100
- **Internal Funding (if applicable):** --
- **External Funding (if applicable):** The general ISU Teacher Education CTE program is supported by the Idaho Division of Career and Technical Education at $165,000 each year. No other external funding sources have been identified for ISU.

E. Financial Sustainability Strategy
Explain how your CTE endorsement program will remain financially sustainable over the long

term. Address the following:

- **Use of Institutional Infrastructure**: How will the CTE endorsement program leverage existing campus resources, facilities, and support systems to operate efficiently?
- **Ongoing Monitoring and Data Use**: How will the CTE endorsement program track enrollment, retention, and expenditure trends, and use this information to guide financial planning and make adjustments as needed to ensure long term sustainability?

Response:

- **Use of Institutional Infrastructure**: The program will use existing resources, facilities, and support systems to operate efficiently.
- **Ongoing Monitoring and Data Use**: CSI and ISU will use current systems to track degree enrollment (AAS from CSI, BA from ISU) to guide financial planning for long term sustainability. ISU teacher education program has the office of assessment and accreditation where assessment data for continuous improvement is housed and disseminated by the Assistant Dean when needed and aligned with State and CAEP requirements. Additionally, support from institution business officers will monitor the expenditures related to adjunct pay and any related course materials. Expenditure trends will be aligned with the contracted IDCTE annual scope of work.

12. Signature and Certification

The undersigned verify that all CTE endorsement program components described in this application are accurate, complete, and in compliance with relevant Idaho Statutes, Administrative Code, Idaho State Board of Education policies, and applicable preparation standards.

Prepared by: Jaysa Fillmore
Title/Role: Asst. Professor, Agriculture, CSI
Signature: Signed by: 76ED37D4791E41C... 1/13/2026
Date: 1/13/2026

Prepared by: _Emma Wood_____
Title/Role: Assistant Dean, COE, ISU___
Signature: DocuSigned by: Emma F Wood 8CA2831C65C2494... 1/13/2026
Date: 1/13/2026

Approved by (Dean): Dr. Barry Pate_____
Title/Role: Dean of CTE, CSI
Signature: Signed by: C61642602353468... 1/13/2026
Date: 1/13/2026

Approved by (Dean): __Esther Ntuli____
Title/Role: Interim Dean, College Education_
Signature: DocuSigned by: Esther Ntuli 3EE953F27A1445A... 1/13/2026
Date: 1/13/2026

Submission Instructions

Please submit this completed application to: Kathleen Shoup | Chief Educator Officer | IDCTE
Email: kathleen.shoup@cte.idaho.gov
Phone: (208) 429-5522

APPENDIX A: LIST OF STATE BOARD APPROVED INITIAL CTE CERTIFICATE AND ENDORSEMENT PROGRAMS

Initial CTE Certificate and Endorsement Programs

1. **Boise State University, Dr. Sherry Dismuke, (208) 426-1991**
   Accreditation: CAEP
   Programs:
   1. Cybersecurity Technology Education (6-12)

2. **Idaho State University, Dr. Emma Wood, (208) 282-5443**
   Accreditation: CAEP
   Programs:
   1. Business Technology Education (6-12)
      - Mode: Online
   2. Family and Consumer Sciences (6-12)
      - Mode: Online
   3. Marketing Technology Education (6-12)
      - Mode: Online
   4. Career Technical Education Administrator
      - Mode: Online

3. **University of Idaho, Dr. John Cannon, (208) 364-4031**
   Accreditation: CAEP
   Programs:
   1. Agricultural Science and Technology Education (6-12)
      - Mode: In-Person
   2. Business Technology Education (6-12)
      - Mode: Online
   3. Engineering and Technology (6-12)
      - Mode: Online
   4. Family and Consumer Sciences (6-12)
      - Mode: Online
   5. Career Technical Education Administrator
      - Mode: Online

References

National Institute of Food and Agriculture (NIFA) Report. August 2023. Retrieved Dec 10, 2025 from https://portal.nifa.usda.gov/web/crisprojectpages/7004932-idaho-agriculture-teacher-preparation.html.

Foster, D. D., Smith, A. R., Rogers, A., Lawver, R. G., & Spiess, M., (2025). National Agricultural Education Supply and Demand Project [data set]. American Association for Agricultural Education. Retrieved [12/17/2025] from: https://nsd.aaaeonline.org.

Idaho Department of Labor (2025). Occupational and Industry Projections. Retrieved from https://lmi.idaho.gov/data-tools/occupational-industry-projections/

Fillmore, J. (2025). *Curriculum vitae* [Unpublished Manuscript]. Retrieved from https://drive.google.com/file/d/1i33I26JdJYHlPE5Q6fVvNBzE-mXta3WD/view?usp=sharing

APPENDIX B: LETTERS AND FEEDBACK FROM STAKEHOLDERS

Idaho Division of Career Technical Education
Len B. Jordan Building
650 W. State St., Suite 324
Boise, ID 83702-5936

To IDCTE,

My name is Drew Carrell, and I am currently an Ag Teacher and FFA Advisor at Parma High School. This is my third year teaching in a rural school district, where I teach grades 7–12 across seven different course preparations. I grew up in Nampa, Idaho, living on a small family farm, and I was an active member of the Nampa FFA chapter. Those experiences helped shape my decision to pursue a career in agricultural education.

After deciding to become an agriculture teacher and visiting both the University of Idaho and the College of Southern Idaho through various FFA events, I chose to attend the College of Southern Idaho—one of the best decisions I have made. Jaysa Fillmore and the faculty at CSI provided an outstanding educational experience that helped prepare me for the demands of the AgEd profession. The opportunity to take in-person agriculture courses at CSI allowed me to build strong content knowledge and practical skills, while also completing foundational education coursework. This preparation gave me a solid base before transitioning to a four-year institution. I earned my Associate's degree at CSI, and due to the smooth transfer of credits, I was able to continue my education at the University of Idaho, where I completed my Bachelor's degree in Agricultural Education. Immediately following graduation, I accepted a position at Parma High School, where I continue to teach today.

The idea of a 6–12 Agriculture Science and Technology endorsement offered through Idaho State University is extremely exciting to me. With approximately 20% of Idaho agriculture teachers being alternatively certified, it is clear there are individuals interested in this career who face barriers due to limited program accessibility. Many potential teachers are established with families and careers and are unable to relocate for multiple years to complete a degree. This proposed program would allow future agriculture teachers to complete in-person agriculture coursework locally at CSI while completing education coursework through ISU in a more flexible format. This pathway would make entry into the profession more accessible while still maintaining high-quality preparation, hands-on learning, and college-level rigor. I believe this program would help meet the growing demand for agriculture teachers in Idaho and fill vacant positions with well-prepared educators.

Thank you for your consideration of this opportunity. Please feel free to contact me if you need any additional information or perspective.

Sincerely,
Drew Carrell
Agriculture Teacher / FFA Advisor
Parma High School
dcarrell@parmaschools.org

Division of CTE

Lori Idsinga
Idaho FFA Foundation
19675 Top Rd.
Greenleaf, ID 83626
(208) 670-1427

To Whom it May Concern:

Agricultural Education and FFA has provided the foundation for who I am today, and the career path I have for the future. After being involved on our ranch and local ag program throughout high school, I taught agricultural education for the first 11 years of my career, which goes hand in hand with being an FFA advisor. As I transitioned out of the classroom, I chose to stay involved with AFNR programs through my position with the Idaho FFA Foundation. In this position I have the opportunity to work directly with ag teachers coordinating programs and assisting with the FFA awards program at a state level.

As I work with these amazing, dedicated teachers, there are challenges that remain consistent throughout the state of Idaho. Many programs struggle with securing teachers, keeping consistent teachers from year to year, or rely heavily on alternative certified teachers that do not thoroughly understand the 3 circle model, or the CTSO program. These communities support and value the work of CTE opportunities, but the simply can't find and keep the educators needed to provide a quality and stable program.

Overall, the teacher shortage within the agricultural education community is higher than the average teacher shortages when looking at all certification areas. Additionally, the projected agriculture teacher retirement hovers around 12% in the next three years, and 57% of teachers retiring in the next 10 years. Currently, the University of Idaho averages a graduating ag education class of approximately 9 teachers, with two-thirds of these graduates returning home to teach out of state. This leaves the state of Idaho an average of 3-5 new teachers a year that must replace 99 retiring teachers in the next 10 years, a 60% shortfall. This is 10% above national averages. Agriculture education is also one of the leading new program requests for 6-12 education, second only to cyber security which has only been approved for 2 years, leading to higher demand for these positions.

Currently, Idaho relies heavily on Occupational Specialist certifications or other means of alternative certification for their agricultural educators. While I understand that this method of certification brings great teachers to our children, there are also challenges. Many of these teachers do not understand the 3 circle philosophy of ag education, they are unfamiliar with many of the FFA platforms such as AET, Career Development Events, Supervised Agriculture Experiences, or the demands of county fairs. In these situations our teachers are already trying to adapt to classroom instruction and management, leaving the FFA and SAE portion to fall through the cracks. In addition to the agriculture specific challenges these teachers face, they are also struggling with classroom management techniques, pedagogy, implementation of IEPs, servicing special education and gifted and talented learners, and navigating the public school system as a whole. An additional teacher training program in the state, that is easily accessible, will help bridge this gap.

Simply put, Idaho needs an alternative higher education option for certifying agriculture teachers. Idaho State University offers a proven CTE certification model. By partnering with our stat's community colleges to provide agricultural content, ISU can offer the remote, flexible options that place-bound students need. This allows aspiring teachers to remain in their rural communities while earning the credentials necessary to build thriving, stable agriculture programs.

As a vested advocate of agricultural education, and a tax payer I encourage you to approve this program. Please feel free to contact me to answer any questions, or further explain my position.

Respectfully,

Lori Idsinga

Idaho FFA Foundation Career Success Coordinator

Johanna Hyink

FFA Advisor and Agriculture Educator

Lighthouse Christian FFA

December 17, 2025

Idaho Division of Career Technical Education,

I am writing to share my support for the proposed agriculture education pathway and to offer my perspective as an agriculture teacher working in Idaho. I currently teach agriculture at Lighthouse Christian School and have been in the classroom for 4 years. I come from an agricultural background and have always had a strong connection to the ag industry, which is what led me to agriculture education in the first place.

My own path into ag education was not a traditional one. I worked to gain my certification while actively teaching and, at the same time, started an agriculture program at Lighthouse. Like many rural educators, I had to piece together coursework and requirements from multiple institutions, often while balancing full-time teaching and community responsibilities. While the process was doable, it was not always efficient or accessible.

A program like the one being proposed would have made a significant difference for me. Having the opportunity to take in-person agriculture courses locally through the College of Southern Idaho, while completing education coursework through Idaho State University, would have been incredibly helpful. This type of structure better supports working teachers and recognizes the realities of living and teaching in rural areas.

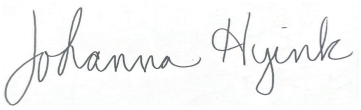
I also see clear benefits this program could bring to our region. Agriculture teaching positions in rural schools are often hard to fill, and this pathway could help grow local candidates who are already rooted in their communities. It would also allow potential teachers to complete required coursework and earn a full Agriculture Science and Technology endorsement, giving them the ability to teach the full range of agriculture courses and strengthen local programs.

I understand there are some concerns that have been raised, including the possibility of under-prepared teachers or competition with existing programs such as the University of Idaho. These are important considerations. However, I believe that with clear expectations, strong collaboration between institutions, and a shared focus on quality, these challenges can be addressed.

Overall, I strongly support this program and believe it would be a positive step for agriculture education in Idaho. As someone who has experienced the challenges of certification firsthand, I see real value in creating more accessible pathways for future ag educators, especially in rural communities.

Thank you for taking the time to consider my input and for your continued support of agriculture and career technical education across the state.

Sincerely,



Johanna Hyink

FFA Advisor and Agriculture Educator

Lighthouse Christian School

COLLEGE OF SOUTHERN IDAHO

December 17, 2025

Dear Members of the Idaho State Board of Education,

It is my privilege to write this letter of support for the proposed addition of the Agriculture Science & Technology endorsement area at Idaho State University through a degree partnership with the College of Southern Idaho. As a faculty member in the Agriculture Department at CSI and active member of the agricultural education community, I see firsthand the talent and potential of our students and understand the obstacles they face in pursuing careers as educators in our state.

As a graduate of the University of Idaho with a degree in Agricultural Education and teaching experience at the secondary and post-secondary levels, I recognize the immense value of a traditional teacher preparation program. The unique Three-Circle Model (encompassing classroom and laboratory instruction, Supervised Agricultural Experiences (SAE), and FFA) requires the specific curriculum that a tailored degree-based program provides. While a traditional residency program is ideal, we must address the reality that an increasing number of teachers in Idaho and across the nation are entering the agricultural education profession through alternative licensure programs, often resulting in lower retention and higher teacher turnover. This CSI/ ISU partnership provides a middle-ground pathway. It maintains the academic and pedagogical rigor of traditional preparation while offering the geographic flexibility of alternative routes. This program does not replace the comprehensive program offered in Moscow; rather, it ensures that students who cannot relocate still have access to a high-quality, degree-based path to the classroom.

My commitment to this profession is rooted in 17 years of teaching agriculture including a decade at the high school level- during which I served as a mentor with the Idaho Agriculture Teachers Association (IATA) and was recognized as the IATA Outstanding Mentor Teacher in 2019. Since joining the faculty at the College of Southern Idaho, I have worked to intentionally cultivate a “Teach Ag” culture through National Association of Agriculture Educators (NAAE) Teach Ag Day celebrations, facilitating networking events for my students with current agriculture teachers, volunteer opportunities at local FFA events and activities, and student internships at the Idaho FFA State Convention and National FFA Convention.

The impact of CSI on Idaho’s AgEd programs is already established. At the 2024 Idaho FFA State Convention, we recognized 14 current agriculture teachers who began their journey at CSI, representing 188 years of combined classroom experience. Since then, three recent graduates have entered the field, four are beginning their student teaching in January 2026, one will student teach in January 2027, and six are currently enrolled at CSI with the intent to become agricultural educators.

315 Falls Avenue • PO Box 1238 • Twin Falls Idaho 83303-1238 • 208.733.9554 • www.csi.edu

In preparation for this partnership, CSI intentionally adjusted curriculum and created the Agriculture Education Associates of Applied Science degree that purposefully repackages existing coursework and adds new courses available to students in other degree programs. This degree program has been approved, added to the catalog, and currently serves enrolled students.

I am prepared to fully support the ISU partnership through active collaboration with Idaho State University faculty, mentoring our students from their first day at CSI through successful placement in their future classrooms. As a lifelong advocate for this profession, my ultimate goal is to grow the total number of qualified agriculture teachers in our state, ensuring that every agriculture program- and their students- has a highly trained leader at the helm. I strongly urge the Board to approve this application. It is a win for Idaho students, our rural communities, and the future of agriculture in Idaho.

Sincerely,

Jaysa Fillmore
Assistant Professor of Agriculture
College of Southern Idaho
jfillmore@csi.edu; 208-732-6433

AGPROfessionals
DEVELOPERS OF AGRICULTURE
ADVOCATING FOR CLIENTS SINCE 1997

January 6, 2026

Idaho Division of Career Technical Education

To Whom It May Concern:

My name is Valene Cauhorn, and I am an Agricultural Engineer and the Idaho Regional Manager for AGPROfessionals, a role I have held for approximately 12 years. In addition to my professional work, my husband and I own and operate a farm and ranch in southern Idaho. I am also an active volunteer with the Valley Agriculture Education Foundation (VAEF), which is currently assisting the Valley School District in Hazelton, Idaho with the establishment and support of a new secondary agricultural education program.

Agriculture and food processing are the primary economic drivers of Magic Valley. As such, it is critical that our school districts have access to strong, high-quality agricultural education programs that prepare students for meaningful, lifelong careers in our region and state. A consistent challenge in expanding these programs is the shortage of qualified agricultural educators, particularly in rural communities.

The proposed partnership between the College of Southern Idaho (CSI) Agriculture Department and Idaho State University (ISU) to offer a Career Technical Education (CTE) endorsement in Agriculture Science and Technology for grades 6–12 would be a valuable step toward addressing this challenge. This pathway would provide increased flexibility and accessibility for future agricultural educators by allowing students to complete hands-on agriculture coursework locally at CSI while completing education and upper-division coursework through ISU in an online format. This model is especially beneficial for individuals who are already rooted in rural communities and may not have the ability to relocate or attend a fully in-person program.

I understand concerns that can arise regarding program duplication or competition with existing institutions. However, I do not view this proposed endorsement as a replacement for or competition to the University of Idaho's in-person Agricultural Education program. Rather, it offers an additional pathway that complements existing options and helps meet the growing demand for agricultural educators across Idaho. Providing multiple, high-quality certification routes strengthens the overall agricultural education system and supports student success statewide.

As someone directly involved in launching a new agricultural program in southern Idaho, I clearly see the value of well-prepared agricultural teachers, especially those who have strong ties to agriculture and a deep understanding of the communities they serve. Expanding certification options through this CSI–ISU partnership would help develop educators who are both technically competent and personally invested in Idaho agriculture.

I fully support the approval of the proposed CTE endorsement in Agriculture Science and Technology and believe it will positively impact agricultural education, workforce development, and rural communities throughout Idaho.

ENGINEERING, PLANNING, CONSULTING & REAL ESTATE
HQ & Mailing: 4505 29th Street, Greeley, CO 80634 | 970.535.9318 office | 970.535.9854 fax
Idaho: 213 Canyon Crest Drive, Suite 100, Twin Falls, ID 83301 | 208.595.5301 www.agpros.com

Please feel free to contact me if you have any questions or would like additional information. I appreciate the opportunity to provide input and support efforts to expand agricultural education opportunities across the state.

Sincerely,

Valene Cauhorn

Valene Cauhorn
Agricultural Engineer
Idaho Regional Manager, AGPROfessionals

APPENDIX C: CURRICULUM VITAES

JAYSA FILLMORE

Assistant Professor of Agriculture, College of Southern Idaho

PROFESSIONAL SUMMARY

Dynamic educator with extensive experience in agricultural education, specializing in facilitating student learning through classroom and laboratory experiences, mentoring, and advising students. Proven track record in curriculum development and classroom management, enhancing student engagement and success. Skilled in leveraging instructional technologies and fostering community partnerships to enrich agricultural education programs. Committed to continuous improvement and professional development.

WORK HISTORY

08/2019 to Present **Assistant Professor**

College of Southern Idaho – Twin Falls, ID

- Courses taught as a primary instructor:
    - AGRI 100- Ag & Natural Resources Seminar (2019- present)
    - AGRI 102- Plant Science in Agriculture and Lab (2019-2024)
    - AGRI 104- Agriculture Management (2019-present)
    - AGRI 109- Principles of Animal Science and Lab (2019-present)
    - AGRI 120- Science of Animal Husbandry (2024-present)
    - AGRI 180- Food System Science (2020)
- Courses assisted with as a co-instructor:
    - AGRI 212- Plant Nutrition (2025)
    - AGRI 201- Wildland Plant Identification (2023)
- Future courses:
    - HORT 234- Greenhouse Management (Spring 2026)
    - AGRI 181- Introduction to Ag Education (Fall 2026)
    - AGRI 202- Introduction to Agricultural Mechanics (Fall 2026)
    - AGRI 244- Entrepreneurship in Agriculture (Spring 2026)
- Developed and implemented curriculum for diverse student populations in the areas of plant science, animal science, agribusiness, and food science.
- Mentored and guided students in academic and professional pursuits including transfer opportunities, internships, and employment placement.
- Built strong rapport with students through class discussions and academic advisement.
- Planned and facilitated outreach initiatives including Summer Ag Academy, elementary farm tours, and educational field days.
- Incorporated instructional technologies in course delivery for both in-class and online instruction.

tterings within the department including courses animal husbandry, greenhouse management, agriculture education, and agriculture mechanics.
- Facilitated student leadership programming through advising the CSI Ag Ambassadors and CSI Agriculture Club organizations.
- Assisted with agricultural production activities at the Breckenridge Endowment Farm.
- Maintained an up-to-date knowledge of subject matter by attending conferences, workshops, and webinars relevant to the field of study.
- Collaborated with colleagues on institutional committees related to advising and student retention

01/2014 to 04/2024 **Service Development Coordinator**
Idaho FFA Association
- Coordinated annual statewide service-learning events in collaboration with community organizations for Idaho FFA members at the Idaho FFA Convention.
- Managed grant applications and funding processes, ensuring financial sustainability for initiatives.
- Evaluated program effectiveness through feedback mechanisms, leading to continuous improvement in offerings.
- Trained and mentored collegiate volunteers to assist with Day of Service activities
- Served as an adult leader at the on-site service project during the National FFA Convention and Expo in Indianapolis, IN.

10/2018 to 01/2020 **Professional Development Facilitator**
National Association of Agricultural Educators
- Facilitated professional development workshops for agricultural educators to enhance teaching practices through the eXcellence in Leadership for Retention (XLR8) and National Agriscience Teacher Ambassador (NATA) programs
- Mentored new facilitators, providing guidance on instructional strategies and participant engagement techniques.

08/2012 to 08/2019 **Agriculture Teacher and FFA Advisor**
Cassia School District – Burley, ID
- Developed curriculum aligned with state standards for agricultural education programs.
- Facilitated hands-on learning experiences in plant science and animal husbandry.
- Mentored students in FFA leadership projects, enhancing skills and engagement.
- Collaborated with local industry professionals to establish community partnerships for student learning opportunities.
- Planned events and field trips to provide hands-on experiences in agricultural areas.
- Specialized in agriscience content areas as part of a three-teacher agriculture program at Burley High School (2012-2014)
- Established new, single-teacher agriculture program at Cassia Alternative High School offering science credit through agriculture courses (2014-2019)

- Secured grants for classroom resources and equipment upgrades, enhancing the overall quality of education offered within the agriculture program.
- Served as an advisor for FFA Agriscience Fair and senior capstone projects related to agriculture, guiding students through research processes and project execution.

01/2018 to 07/2018 **I-STEM Facilitator**
Idaho STEM Action Center

- Developed 20 hours of teacher professional development for an i-STEM Summer Institute strand titled "Feed the Future- Turn STEM into STEAM with Agriculture".
- Facilitated a strand for 12 middle and high school teachers over a week-long institute.
- Utilized Nutrien's Journey 2050 program throughout the strand.
- Created teacher kits based on instructional standards and materials needed to facilitate student education through the strand.

07/2009 to 06/2012 **Agriculture Teacher and FFA Advisor**
Mountain View School District – Grangeville, ID

- Established a comprehensive program plan to offer a diverse selection of agriculture and natural resources courses consistent with a local needs assessment and feedback from program advisory committee.
- Increased program enrollment and established agriculture courses for science credit.
- Advocated for agricultural education initiatives within the school district to secure resources and support.
- Collaborated with local community members to complete a new greenhouse structure
- Renovated aging wood and metal shop laboratories to ensure student safety
- Collaborated with Lewis Clark State College to offer adult Community Education courses in welding at Grangeville High School.

EDUCATION

Expected in 2027 **Master of Arts**: **Secondary Education**
Idaho State University - Pocatello, ID

05/2009 **Bachelor of Science**: **Agricultural Education- Teaching Option**
University of Idaho - Moscow, ID

- Graduated *cum laude*
- University of Idaho Outstanding Senior Award
- Vandal REPS, Collegiate FFA, Collegiate Farm Bureau Member

CCOMPLISHMENTS

- NISOD Excellence Award- 2022
- Career Technical Educators of Idaho Post-Secondary Teacher of the Year- 2021
- College of Southern Idaho Career Technical Education (CTE) Faculty of the Year- 2021
- Beef Quality Assurance Certification- 2019- 2025
- Idaho Agriculture Teachers Association Outstanding Teacher Mentor- 2019
- Minidoka County 4-H Volunteer of the Year- 2019
- East-West Cassia Soil and Water Conservation District Teacher of the Year- 2019
- Idaho Master Gardener, 2019- present
- National Teach Ag Day Keynote Speaker- 2018
- Cassia School District Teacher of the Year- 2017
- Idaho Agriculture Teachers Association Outstanding Young Member
- Curriculum for Agricultural Science Education Master Teacher
- National Agriscience Teacher Ambassador
- Idaho FFA Association Honorary Degree, 2015
- Idaho FFA Distinguished Service Award, 2019
- Google Certified Educator Levels 1-2

AFFILIATIONS

North American College Teachers of Agriculture (NACTA) member

- NACTA Collegiate Judging Conference Host Institution- 2024
- NACTA Collegiate Judging Conference Planning Committee Member- 2024-present

Idaho Agriculture Teachers Association (IATA) member

- Professional Improvement Committee Chair- 2011-2015
- Secretary- 2015-2016
- Professional Development Coordinator- 2016-2017
- Mentor Program Coordinator- 2016-2018
- IATA Teacher Mentor of the Year Award- 2019
- Summer Inservice Presenter- 2011, 2015, 2016, 2017, 2018, 2022, 2023, 2024, 2025

Idaho FFA Association

- East Magic Valley District Advisor- 2014-2015, 2018-2019
- Idaho FFA Service Development Coordinator- 2014-2024

National Association of Agricultural Educators (NAAE) member

- National Agriscience Teacher Ambassador Academy- 2012
- National Conference Workshop Presenter- 2013, 2015, 2017, 2018
- Professional Improvement Committee Member- 2017-2019

Curriculum for Agricultural Science Education (CASE)

- CASE State Leader 2011-2020
- Executive Committee Member 2012-2015
- Lead Teacher: Agricultural Science- Plant 2011, 2012, 2013, 2015, 2016; Agricultural Science- Animal- 2014

- New Teacher Mentor 2015-2019
- District Leadership Team Member 2015-2018
- Cassia High School Chromebook Tech Team 2015-2019
- Cassia High School Webmaster- 2018-2019

Other Leadership

- Idaho County Farm Bureau Board Vice President 2011-2012
- National Science Teachers Association member- 2011-2019
- National Alternative Education Association Member 2014-2019
- Idaho Cattle Association Member- 2022- present
- Idaho Farm Bureau Federation Education Committee Member- 2023-present

Curriculum Vitae — Matthew M. Quesnell

Associate Professor/Agriculture Department Chair; College of Southern Idaho

EDUCATION

Master of Science, Animal Science with emphasis in reproductive physiology. Washington State University, June 1999. Thesis: Immunization with LHRH fusion proteins and testicular ischemia on testis function. Advisor: Dr. Jerry Reeves

Bachelor of Science, Microbiology (Agriculture), Minor in Animal Science. University of Idaho, May 1997. Academic Advisor: Dr. Greg Bohach

High School Diploma, Twin Falls High School, Twin Falls, Idaho, May 1993.

WORK EXPERIENCE

College of Southern Idaho, Twin Falls, ID. Agriculture Department Chair (2018-Current), Associate Professor (2022-current), Assistant Professor (2020-2022), Agribusiness Instructor (2016-2020)

Current program Manager for Agriculture, Agribusiness, and Animal Science Programs. Oversee faculty/staff, budgeting, and departmental programs in Aquaculture, Agribusiness, Agriculture, Animal Science, Veterinary Technology (Licensed Veterinary Technician Program), Natural Resource Management, Geographical Information Systems (GIS), Water Resource Management, and Food Processing Technology. Currently 365 students enrolled across all departmental programs (Increase of 50% since 2020)

Responsible for the operation and management of Large and Small Animal Clinics for the Veterinary Technology Program, Breckenridge Endowment Farm (35-acre teaching farm), CSI greenhouse, and CSI Fish Hatchery facility

Notable accomplishments include:

Creation of first transfer degree in Agribusiness at CSI (2016-Agribusiness AA)

Creation of a robust technical associate degree in Agriculture with pathways in Animal Science, Precision Ag. and Agronomy, Ag. Management, and Natural Resources Mgmt. (2019-Agriculture AAS). Currently the largest degree program in the department with 55 students.

Assisted in the creation of the first Bachelor-level degree program approved in Idaho to be offered by a community college. (2019 – Advanced Food Technology Bachelor of Applied Science). Served as committee co-chair to modify original BAS Degree to create the Operations Management BAS Degree (2022). Served as advisor and program manager of BAS until it could be transferred to the Business Department in 2023. (Currently 50 students enrolled in BAS Program).

Created CSI Ag. Ambassador Program at CSI to provide leadership opportunities for students and to assist in the promotion of the CSI Ag. Department. (2019). Wrote proposal and received $125,000 grant to support the program for 5 years (2020).

Integrally involved in increasing use of the CSI Breckenridge Endowment Farm for student instruction. Awarded Perkins Funds to install a pivot with variable rate application and remote operation functionalities and to purchase technology for teaching of precision agriculture (2020). Wrote successful funding proposal through Northwest Farm Credit Services for the creation of a small ruminant grazing lab and animal handling facility on the Breckenridge Endowment Farm. (2022 – construction currently underway).

Helped oversee transition of CSI Veterinary Technology program from dated and cramped rented offsite facilities to newly constructed facility on campus (2022)

Guided transition of CSI Fish Hatchery from dated facilities with water supply issues to facilities located in the Snake River Canyon (2022-2023).

J.D. Heiskell & Company, Twin Falls, ID. Dairy Commodities Trader and Grain Originator (2014-2016)

Served in an office role purchasing grains from local farmers, selling commodities to local dairies, writing contracts, monitoring company hedging positions, handling trucking and rail logistics and providing pricing to sales staff

Due to terminal illness of the Operations Manager, took over responsibility for managing feed ingredient inventories, purchasing, and logistics for feed four local feed plants.

Double A Dairy, Jerome, ID. Head Herdsman/Herd Manager (2009-2012)

Operations management team member for one of the largest dairies in the U.S. with over 12,500 milking cows and 125 employees

Responsible for the daily care and observation of cows from approximately 10 days post-calving until dry-off (approximately 11,500 cows at any one time)

Responsible for the breeding and reproduction program as well as hiring, scheduling, and supervision of 20 Spanish-speaking employees

Played an integral role in increasing milk production by 10% while improving pregnancy rate, decreasing mortality and injuries, and improving employee morale, retention and productivity

Alta Genetics, Inc, Watertown, WI. Mountain Region Progeny Development Consultant (2008-2009)

Served as one of five regional Alta Advantage consultants for one of the world's largest global dairy genetics companies as an on-farm breeding, genetics, and reproductive consultant in Idaho, Washington, and Oregon, reporting directly to the North American Director of Sales

Additional duties included collection of hair samples for DNA parentage verification of young sire daughters, visual analysis and appraisal of lactating young sire daughters, updating North American sales force on new progeny graduates, and coding customers' cows for computer mating recommendations

Cargill Animal Nutrition, Rupert Idaho. Dairy Nutrition Consultant (2007-2008)

Worked as on-farm consultant in Idaho advising dairy producers in matters of nutrition, feeding and management to increase overall animal performance and health

Worked with a variety of dairy producers and operations from 100-cow to 10,000-cow operations. Routinely performed body condition scoring, urine pH measurements, manure screenings, TMR shakeouts, and rumination scoring.

Harvey Quesnell Ranches, Inc. Co-owner/manager of family dairy farm (1999-2007)

Involved in managing all aspects of the family dairy operation including employee supervision, feeding/nutrition, breeding/reproduction, herd health, feed procurement, milk marketing, etc. Expanded operation from 100 to over 700 cows

Integrally involved in siting, land acquisition, and zoning and permitting for a 4,000 animal unit dairy in Jerome County, ID. Personally designed the dairy facility and layout and served as the general contractor for phase I construction of the new dairy with 800-head capacity and $1.1 million construction budget

Played key role in 2007 divestiture of the family dairy operation resulting in a complete elimination of debt and a 8-year increase in net worth of 300%

TEACHING EXPERIENCE

College of Southern Idaho, Twin Falls ID. Courses taught:

AGRI 100	Agriculture and Natural Resources Seminar
AGRI 104	Agriculture Management (Transfers to UI as AGEC 278)
AGRI 109	Principles of Animal Science and Lab (Transfers to UI as AVS 109)
AGRI 158	Applied Animal Nutrition and Lab
AGRI 160	Introduction to Agriculture Sales
AGRI 222	Animal Reproduction and Breeding (Transfers to UI as AVS 222)
AGRI 227	Agriculture Internship
AGRI 240	Forage Crops
AGRI 250	Agricultural Marketing and Management (Transfers to UI as AGEC 289)
AGRI 255	Entrepreneurship in Agriculture
AGRI 271	Animal Anatomy and Physiology
ASOM 385	Industry Internship Experience (CSI Operations Management BAS Program)
ASOM 370	Operational Planning (CSI Operations Management BAS Program)

Teaching Assistant. Systemic Physiology, Washington State University Dept. of Animal Science. Fall 1997, 1998. Worked with Dr. Phil Senger and two other teaching assistants teaching physiology to upper level animal science and pre-vet students.

Responsibilities included writing quizzes, grading papers, tutoring students, and teaching and assisting students with anesthesia, surgery, and euthanasia of sheep used for teaching experiments. Second year served as lead T.A., overseeing the management of the teaching laboratory.

Teaching Assistant. Reproductive Physiology, Washington State University Dept. of Animal Science. Spring 1998, 1999. Worked with Dr. Phil Senger teaching reproductive

physiology. Responsibilities included teaching lab, acquiring and preparing reproductive tracts, writing quizzes, grading papers, and tutoring students.

RESEARCH EXPERIENCE

Masters Research. Washington State University 1997-1999

Worked with two recombinant LHRH fusion vaccines developed by the labs of Dr. Jerry Reeves and Dr. Kevin Bertrand at WSU for use as sterilization vaccines in feedlot cattle. Specifically tested the efficacy of these vaccines by immunizing male mice to determine the effect on testicular and accessory sex gland function. Worked in lab of Dr. Mike Griswold learning the technique of spermatagonial transplantation in mice and rats and began pilot studies assessing the feasibility of the procedure in cattle. Studied the literature for potential methods to produce bovine recipients for spermatagonial transplantation and performed a pilot study with the WSU Vet School on three bulls performing the first known attempts of cold testicular ischemia in cattle.

Undergraduate Research. University of Idaho 1996-1997

Performed a directed study project in the lab of Dr. Greg Bohach surveying the etiology of mastitis in Idaho dairy herds. Worked with dairy producers and Dairy Herd Improvement Association (DHIA) employees to collect milk samples and cultured these samples to determine the causative agents.

PUBLICATIONS

Quesnell, M., Zhang Y., de Avila D, Bertrand K, Reeves, J. Immunization of male mice with luteinizing hormone-releasing hormone fusion proteins reduces testicular and accessory sex gland function. Biology of Reproduction 63, 347-353 (2000)

Lee S.U., Quesnell M., Fox L.K., Yoon J.W., Park Y.H., Davis W.C., Falk D., Deobald C.F., Bohach, G.A. Characterization of staphylococcal bovine mastitis isolates using the polymerase chain reaction. J Food Prot. 1998 Oct; 61(10):1384-6.

ABSTRACTS AND PRESENTATIONS

Quesnell, M., Zhang Y., de Avila D., Bertrand K., Reeves, J. Vesicular gland and anterior prostate hypoplasia in mice immunized against luteinizing hormone-releasing hormone (LHRH) recombinant fusion proteins. Presented August 2,1999 at the Society for the Study of Reproduction annual meeting Pullman, WA.

CERTIFICATIONS

Idaho Career and Technical Education Post-Secondary Occupational Specialist Certificate (post-secondary teaching credential), (June 2020-Current)

Idaho State Department of Agriculture Private Chemical Applicator’s License (2014-Current)

COMMITTEE WORK

CSI Council of Department Chairs Member (2018-Current)
CSI Institutional Council Member (2018-2022) (Now Defunct)
CSI Curriculum Committee Member (2018-Current)
CSI CTE Leadership Group Member (2022-Current)

HONORS, AWARDS, AND ACTIVITIES

Agricultural and Educational Activities: 1997-Current

Idaho FFA Foundation Annual Fundraising Dinner and Auction Host/Planning Committee Member. (2018-2019).
Dairy Farmers of America Cooperative Mountain Area Representative (2003-2006)
Region 5 Producer Representative for Land O' Lakes Cooperative (2004-2006).
Frequent judge of 4-H and FFA dairy shows at county fairs throughout Idaho
Frequently coach/prep State FFA Officer Candidates
Frequently assist with Idaho State FFA State Leadership Conference (SLC).
State FFA Officer Sifting Committee Member (2014)
Host/Attend monthly South Magic Valley District FFA Advisor Meetings

Masters: 1997-1999
Student's Choice Award – Outstanding Teaching Assistant in Animal Science

Undergraduate: 1993-1997
University of Idaho Honors Program
American FFA Degree Recipient
Idaho FFA Star Farmer Candidate
National FFA Officer Candidate
President University of Idaho Phi Eta Sigma National Honor Society
President University of Idaho Chapter of FarmHouse Fraternity
President University of Idaho Dairy Club
Recipient of Scholarship from the National Holstein Women's Scholarship Organization
High individual Collegiate Dairy Judge Western Spring National Holstein Show
1st Place team member – U of I Animal Science Academic Quadrathlon Competition
2nd Place team member – Western Regional Animal Science Academic Quadrathlon Competition

High School: 1989-1993
Idaho State FFA Star Farmer Award Winner
Idaho State FFA Dairy Proficiency Award Winner
Idaho State FFA Diversified Livestock Proficiency Award Winner
Idaho State FFA Prepared Public Speaking Winner
Idaho State FFA Vice-President
Winner of Largest National FFA Scholarship Offered
Twin Falls County 4-H/FFA Fat Stock Sale Scholarship Recipient
University of Idaho Advancement of Cattlemen for Tomorrow Program
Idaho Holstein Association Dairy Quiz Bowl Team Member

BRIAN SIMPER

EDUCATION

BS Utah State University, Agricultural Systems Technology — May 2017
Minor in Agribusiness
Graduated Summa Cum Laude

AS College of Southern Idaho, Agriculture Science — May 2015
Graduated Magna Cum Laude

TEACHING EXPERIENCE

College of Southern Idaho – Twin Falls, ID

Full Time Agriculture Instructor, Agriculture Department — Aug 2022 to Present

- Responsible for teaching and team teaching the following courses in fall semesters: Pest Management, Fundamentals of GIS, GPS, Plant Science, Precision Agriculture, Agriculture Management, and Agriculture and Natural Resource Seminar courses.
- Responsible for teaching and team teaching the following courses in the spring semesters: Crop Production, Plant Science, Plant Nutrition, GPS, Fundamentals of GIS, and UAS/Drones Operations courses.
- Responsible for managing the Breckenridge Endowment Farm. Duties include hands-on learning experiences for students, crop planning, planting, irrigation, pest management, crop nutrition, harvest, and marketing.

Adjunct Teacher, Agriculture Department — Aug 2019 to Dec 2019

- Taught Pest Management Class, an undergraduate course, that gave students a hands-on opportunity to learn about and practice integrated pest management, as well as become licensed applicators with the Idaho State Department of Agriculture.
- Students were able to experience large scale agricultural spray equipment down to individual use equipment.

Adjunct Teacher, Agriculture Department — Aug 2018 to Dec 2018

- Taught Agriculture Seminar Class, an introduction undergraduate course, that gave students a look at different career agricultural opportunities common to southern Idaho.
- Relied on network of agricultural professionals to give students an opportunity to learn more about commodity trading, animal science, plant science, and entrepreneurship.

Work History

Twin Falls County Pest Abatement District – Twin Falls, Idaho Jan 2019 to Present
Position: Manager

- Primary responsibilities include carrying out an integrated pest management plan for mitigating disease vectoring pests in Twin Falls County.
- Hiring and training a team to assist with integrated pest management plan.
- Incorporating new technology such as drones to more efficiently achieve control.
- Work with other local and state agencies to reduce pest habitats.
- Maintain state and federal licenses and permits.

Simplot Grower Solutions – Twin Falls, Idaho Apr 2017 to Jan 2019
Position: Operations Supervisor

- Started as Shipping & Receiving Coordinator and was promoted to Operations Supervisor after nine months.
- Primary responsibilities included creating strategies to carry out orders placed by growers for delivery and/or application of seed, fertilizer, or chemical.
- Led weekly safety meetings and conducted regular inspections on buildings, equipment, and procedures to ensure team safety. Hired and coached team members.
- Managed large and complex inventories using company software and spreadsheets. Placed orders for seed, fertilizer, and chemicals from suppliers as needed.

Valley Agronomics LLC – Preston, Idaho Mar 2016 to Apr 2017
Position: Operations Technician

- Primary responsibilities included mixing dry and liquid fertilizers with precision, delivering chemicals to applicators and producers, and assisting with grain elevator operation as needed.
- Secondary responsibilities included scouting fields for pests and disease, taking soil samples, and writing nutrient recommendations based on soil sample data.

Simplot Land & Livestock – Grand View, Idaho May 2015 to Aug 2015
Position: Intern

- Primary responsibilities included preparing crop data (stand counts, and petiole samples) for supervisors, chemigation on pivots and handline sprinklers for corn and potato crops, plant nutrient recommendations for composted manure to be applied.
- Secondary responsibilities included installing pivot irrigation sprinkler packages, and operating/remote monitoring tractors.

Skills & Abilities

Agronomy

- Soil sampling (composites, grid, etc.)
- Electromagnetic induction and electrical conductivity field sampling
- Fertilizer recommendations
- Integrated pest management experience
- Field scouting for pests and disease
- Knowledge of basic agricultural herbicides and insecticides

- Knowledge of seed varieties
- Competent with chemigation

GIS

- Map layout experience
- Data integration and manipulation
- Geospatial analysis projects

Management

- Planning/organizing
- Budget and payroll
- Human resources
- Mentoring/training

Animal Husbandry

- Able to work with livestock in a calm manner
- Experience raising cattle and poultry
- Knowledge of common livestock breeds in Idaho

Unmanned Aerial Systems

- Preflight safety
- Pilot-in-command
- Visual observer/loader
- Flown over 300 application acres

PROFESSIONAL TRAINING

FAA: UAS Pilot License
ISDA: Professional Applicator License with Statewide Consultant, Aerial Applicator, Agricultural Crop Control, Aquatic Weed & Pest Control, General Vertebrate Control, Agricultural Livestock Pest Control, Industrial & Structural Pest Control, Non-Soil Fumigation, Ornamental Pest, Laws & Safety, and Public Health endorsements
IDT: Class A Commercial Driver's License with School Bus/Passenger, Tanker, and Doubles/Triples endorsements
Sierra Rescue: Certified in Swiftwater Rescue, Wilderness First Aid/CPR, and Technical Rope Rescue

CONTINUED EDUCATION

U of I Sugar Beet Conference	Burley, ID	Dec 3, 2024
U of I Sugar Beet Conference	Burley, ID	Dec 6, 2024
Idaho Bean School	Twin Falls, ID	Jan 29, 2024
Idaho Bean School	Twin Falls, ID	Jan 26, 2022
Idaho Potato Conference	Pocatello, ID	Jan 19-20, 2022
GIS Class	Twin Falls, ID	Aug – Dec 2021
IMVCA Training	Virtual	May 19, 2021
AMCA Annual Conference	Virtual	Mar 1-5, 2021
NABFA Annual Conference	Mobile, AL	Feb 27-28, 2020

Simplot Grower Meeting	Twin Falls, ID	Feb 13, 2020
AMCA Annual Meeting	Orlando, FL	Feb 25 – Mar 1, 2019
NABFA	Twin Falls, ID	Feb 7-8, 2019

RESEARCH PARTICIPATION (NON-REFEREED)

Apple Orchard Grant (Specialty Crop Block Grant)	Nov ’24 – Sept ’26
Carrot Seed Grant (Specialty Crop Block Grant)	Nov ’23 – Sept ’26
Honey Bee Genetic Study (SARE Program)	May – Dec 2023
Honey Card Trials for WNV Detection (SARE Program)	May – Aug 2021
Larvicide Efficacy (INBRE Program)	May – Jul 2021
Mosquito Barrier Sprays (INBRE Program)	May – Jul 2019
Simplot/Legacy Seeds Corn Plot Trials	Apr – Nov 2018
ATSB and Honey Bees	May – Aug 2014

PRESENTATIONS AND INVITED LECTURES

Amalgamated Sugar Co Grower Meeting	February 13, 2024	Twin Falls, Idaho
UAS Safe & Efficient Operations	January 25, 2022	Pasco, Washington
ISDA Pesticide Credit Seminar	June 24, 2021	Twin Falls, Idaho
TFCPAD Presentations to CSI Classes	February 2021	Twin Falls, Idaho

PROFESSIONAL MEMBERSHIPS

Magic Valley Beekeepers Association
Twin Falls Pollinator Council

LANGUAGES

English: Native Language
Spanish: Proficient in speaking, reading, and writing

VOLUNTEER WORK

Church of Jesus Christ of Latter-day Saints

Youth Sunday School Teacher – Twin Falls, ID — Jun 2017 to Sep 2019

- Prepared lesson outlines that would engage youth, and allow them to actively participate. Often inviting youth to prepare and teach specific sections of a lesson.

Adult Sunday School Teacher – Logan, UT — Nov 2015 to Mar 2017

- Prepared lessons with the goal of facilitating discussion and sharing of thoughts and experiences relevant to the material being taught.

Missionary Service – Santiago, Chile — Nov 2010 to Nov 2012

- Became fluent in Spanish to be able to communicate with Chileans in their native language.
- Held leadership roles including district and zone leader.
- Prepared and practiced lesson plans specific to individuals’ needs.
- Participated in service projects such as building homes and planting fields.

Idaho State University

CSI-ISU Response to New CTE Program Application Questions

The IDCTE review team has evaluated the program application for a new Agriculture Science Technology teacher endorsement program and requests additional information to clarify several aspects of the application. Specifically, we would appreciate your insights on the following:

1. **Partnership Between CSI and ISU**
    - Could you describe the nature of the partnership between CSI and ISU?
        - CSI and ISU have a long-standing relationship with 2+2 programs in elementary and secondary education. Two full-time College of Education faculty members are based at CSI, one in Twin Falls and one in the Burley Center.
        - The ISU-TF Director has been advising and assisting students with the co-enrollment and transfer process for several years. This degree pathway will be another option to support CSI students on their journeys to becoming professional educators via a bachelor's degree in ISU's Online Teacher Education Program (OTEP).
        - There are monthly correlation meetings between CSI, ISU Twin Falls, and ISU Pocatello Teacher Education stakeholders.
    - Will students have opportunities for on-site support or hands-on technical skills learning?
        - Yes, the CSI Ag Department prides itself on providing innovative, hands-on instruction and strong student mentoring and support. Coursework integrates the utilization of teaching resources such as the Breckenridge Endowment (teaching) Farm, Small Ruminant Grazing Lab and Animal Handling Facility, Greenhouse, and Fish Hatchery as critical components of instruction. In addition to the use of these resources for course and laboratory instruction, students can gain work experience at these facilities in a work-study capacity or through paid internships that are offered through the CSI Ag Department. CSI Ag Department students are also encouraged to use these resources to pursue projects either through class assignments or through directed study that complement their coursework and are closely supported by instructor involvement and mentorship.
        - Instructors in the CSI Ag Department also take full advantage of the robust presence of ag production, research, and processing industries in the Magic Valley, working closely with cooperating industry partners to serve as guest speakers, promote internship and job-shadowing opportunities, and supplement classroom learning with on-site tours. Students are encouraged to be active in the CSI Ag Club, which is designed to serve as the CTSO for the CSI Ag Department. CSI Ag Club is affiliated as a student Idaho Cattle Association, Idaho Collegiate Farm Bureau, and FFA Alumni and Supporters Chapter, leading to a variety of additional opportunities to learn more about agriculture and to become an agricultural leader.
        - Additionally, students are encouraged to participate in college-level judging contests through NACTA (National Agricultural Colleges and Teachers of Agriculture) Judging Conference which is held annually and attended by community colleges and 4-year institutions throughout the country. The CSI Ag Club has attended and even hosted this national event consistently for the past several years. Last year, 40 students competed in

20 different contests including traditional judging contests like livestock, dairy, and crops judging, as well as other events such as parliamentary procedure, ag education, precision ag, agronomy, ag computers, etc.

- The ISU Online Teacher Education coursework is asynchronous, but with faculty available on campus to provide additional support as needed. Additionally, all field experiences as part of the education coursework happen in the K-12 classroom with a cooperating teacher's oversight.

- Since the program is split between CSI and ISU, how will ISU ensure that candidates can integrate all learning to effectively apply their knowledge as agricultural education teachers?
  - This program will mirror other 2+2 programs that are collaborative between CSI and ISU. Candidates will complete most of their agriculture coursework while at CSI, and at ISU will complete their teacher preparation coursework in planning and preparation, assessment, classroom management, pedagogy, content-area literacy, etc., in addition to the upper-division coursework for CTE.
  - All secondary education endorsements have their content courses taught by content specialists outside of the College of Education, ex. maths, biology, English, history. The Praxis II exam is the demonstration of content knowledge regardless of endorsement area.
  - During the student teaching placement, the teacher candidate is placed with a qualified cooperating teacher (minimum 3-years teaching experience).

2. **Technical Skills Assessment**
   - How are technical skills evaluated in virtual courses?
     - The vast majority of courses taught by the CSI Ag Department that are requirements for the Agriculture Education AAS Degree, which serves as the first two years of the 2+2, are courses that are taught in-person. This is intentional, in order to ensure that students receive the hands-on experience required to gain the skills associated with these courses. CSI currently offers AGRI 100 (Agriculture and Natural Resources Seminar), AGRI 104 (Agriculture Management), and AGRI 250 (Agricultural Markets) as online courses, although they continue to be offered through face-to-face instruction as well. These courses are better suited to online instruction, because they are more academic vs. skills based courses, although years of careful consideration has gone into the development of these courses for an online modality in order to ensure student learning outcomes are met and that students are supported adequately for optimal success.
     - Clinical experiences as part of the BS in Secondary Education will happen in the field face-to-face, hands on, with a qualified cooperating teacher and university supervisor (EDUC 4408, EDUC 4493) while the related technical instruction will happen online and assessed as described by CSI.

3. **Agricultural Science Presence**
   - What strategies are in place to create a robust agricultural science presence within the program?
     - CSI has a strong track record of providing robust agricultural science instruction to students in a variety of discipline areas in both transfer and technical degree programs.

AGRI 102/102L (Plant Science in Agriculture and Lab), AGRI 109/109 (Principles of Animal Science and Lab), AGRI 205 (General Soils and Lab), and AGRI 222 (Animal Reproduction and Breeding) provide strong, science-based instruction across several disciplines of agriculture. These courses are taught by dedicated and qualified instructors, and the classes are readily accepted by transfer institutions such as University of Idaho, Utah State University, and other 4-year programs throughout the nation. The aforementioned classes transfer to the University of Idaho as PLSC 1020 (The Science of Plants in Agriculture), AVS 1090 (The Science of Animals that Serve Humanity), SOIL 2050/2060 (The Soil Ecosystem and Lab), and AVS 2200 (Animal Reproduction and Breeding). These are the same foundational agricultural science courses required for Ag Education students at the University of Idaho.

- The Agricultural Education methods course will use the national standards as the starting point for assessing requisite skills and knowledge.
- The partnership between CSI and ISU will be enhanced through community involvement, professional development, participation in professional CTE organizations, and participation in state and national competitions. This will be a similar model to what is already in place for other CTE programs, including Business Education and Family and Consumer Sciences.

4. **CTSO Engagement and Lab Safety**
   - How are CTSOs and lab safety addressed virtually to ensure candidate competency?
     - The Agricultural Education courses are offered face to face. While there are a small number of courses, including most of the general education coursework that can be completed by students virtually, the Agriculture Education AAS Degree at CSI is not available for online completion. Students will complete courses with labs through traditional in-person modalities. In these courses, lab safety will also be addressed
     - CTSO participation and competency will be assessed through in-person interaction with CTSO advisors.
   - The course load appears to be heavily focused on CTSO courses. Would it be possible to reduce CTSO courses to allow for more emphasis on agricultural mechanics?
     - The CTSOs are assigned on a student-by-student basis if they do not have experience in running student organizations and if they are still accumulating their 2000 hours of professional experience. The CTSO courses are divided into three scaffolded 1-credit courses. We meet them where they are. Some have never participated in a CTSO, some have participated throughout high school, and some have participated into their college years. For a total of 3 credits, students are immersed in what the beginning of a school year looks like, membership, engagement, competitions, elements of career guidance, and observing a chapter or several in action. When enrolled in CTE 3342, students take what they learn from CTE 3341 and are now exposed to what it takes to be a high school advisor, including fundraising, student leadership development, competitions, and service which is further developed in CTE 3343. In all three credits, students must be members of their student organizations. It allows former FFA members to continue their involvement and leadership development through a campus-based chapter, and new members to begin their exposure to becoming active advisors. Collegiate chapters offer students opportunities to build skills, make connections, and prepare for future careers in agriculture education. They also connect to Alumni and a support system.
     - At CSI, there are many opportunities to engage with FFA as the CTSO for Ag Education.

The Idaho FFA State Convention is hosted each April on the CSI campus, providing the opportunity for CSI students to volunteer in a variety of ways. The South Magic Valley FFA District advisors hold their monthly meetings at CSI and extend an open invitation to CSI students and faculty to attend. The South Magic Valley District often requests help from CSI students to facilitate Career Development and Leadership Development events. Students serve as judges, time-keepers, and room hosts for various events which could especially help students who have not had the opportunity to be in FFA prior to college learn how the organization functions.

5. **Agricultural Mechanics**
    - Agricultural mechanics content appears limited. How are skills in this area assessed?
        - Currently the only course offered in the Agriculture Education AAS through CSI that provides agricultural mechanics-related content is WELD 100 (Beginning Welding). While this is an introductory course, it is taught by certified instructors in the CSI welding program utilizing the same welding equipment and facilities utilized for the CSI welding program. The course is quite comparable to ASM 1070 (Beginning Welding) which is required for Ag Ed. students at the University of Idaho. Skills are assessed through quizzes and exams (particularly safety) as well as through assessment of student-produced welds and projects.
    - It is recommended to consider adding two additional courses in agricultural mechanics, including coverage of agricultural power structures, to ensure comprehensive skill development. Could you provide insight into how ISU and CSI might enhance the number of courses and overall content to create a more robust agricultural mechanics curriculum?
        - There are additional opportunities to create more course offerings within the proposed 2+2 that provide ag. mechanics related content. However, there are two primary limitations: 1) Some of these potential offerings are not currently available and would need to be developed, and 2) it is unlikely that any currently proposed courses could be “cut” to make “room” for additional coursework in this area, thus necessitating an increase in the total number of credits required. It is possible that more Ag mechanics content could come from reducing or eliminating the 7 credits of program elective coursework currently offered in the CSI Ag. Education Degree.
        - In terms of existing options through CSI, there are some available options:
            - AGRI 190 (Intro to Precision Agriculture). This is a course currently offered as a program elective in the CSI Agriculture AAS Degree. The University of Idaho offers a precision Ag course as an option to fulfill some of the credits toward their ag mechanics requirement.
        - Additional courses currently offered at CSI but outside of the CSI Ag Department include:
            - AETC 120 AC Circuits (3 Credits) The fundamental principles of basic electricity and AC circuit theory and analysis will be covered. This course will cover single and three phase systems. Topics covered will include related technical math, safety procedures, components, and the principles of circuit analysis including voltage, current, resistance, and related laws. The course is hands-on.
            - ISMT 130 Mechanical Drive Systems (3 Credits) This course introduces mechanical systems and develops fundamental knowledge of mechanical systems and practices. It covers basic safety, installation, key fasteners, power transmission systems, v-belt drives, chain drives, spur gear drives, and multiple

shaft drives. Topics covered include learning how to select, install, adjust, troubleshoot, and repair a range of mechanical systems which are commonly found in both automated and manual machines used in every industry around the world.

- ISMT 140 Fluid Power (3 Credits) Students will learn the basic principles of hydraulics as a mechanical property of liquids. Hydraulics topics cover concepts such as hydraulic pumps, actuators, accumulators, cylinders, control valves, check valves, flow control valves, directional control valves, pressure control valves, motors, filters, coolers and reservoirs.
- AETC 150 Machine Maintenance (3 Credits) The course is designed to apply physical concepts to machine maintenance and repair for any and all equipment found in industry. The concepts covered include fluids, power, hydraulics, pneumatics, mechanical systems, electronics, and various industrial systems. This will be a hands-on approach to understanding equipment repair and maintenance.
- WELD 156 GMAW and FCAW (4 Credits). This course serves as an introductory and intermediate course to GMAW and FCAW processes. Students will learn the theory of and the techniques needed to properly set up and use GMAW and FCAW welding equipment safely. Students will weld the common joints found in the welding industry, in all positions using solid and flux cored wires using various material types. Students will develop the skills needed to take the American Welding Society SENSE certification tests for GMAW and FCAW welders. Principles of metallurgy associated with GMAW and FCAW welding processes will be taught. ***Note, this course is currently only available to students who are accepted into the Welding Program Cohort. However, there are conversations that have begun to allow for Instructor Approval as needed for Agriculture Education Students.***

- Small Engines and Repair is not a course that is currently offered at CSI. There are two potential ways CSI could help facilitate instruction in this area: 1) there is normally a Briggs and Stratton Small Engines course offered in Idaho annually that is taken by current ag educators that need to “brush up” or haven’t had strong instruction in this area. If students successfully completed this course, CSI could “capture” the credits as “professional development” or award credit as “directed study” or some other mechanism.
- It is also possible that through the CSI Workforce Development Program, a small engines course could be developed and implemented, and students could receive academic credit for the course through the CSI Ag Department, especially if it meets the guidelines within AET and SAE.
- The CSI Ag Department and CSI Trades and Industry Department have been working closely to develop a proposal for an Ag. Mechanics or Ag. Systems Management AAS Degree at CSI. There is strong administrative support for this proposal, and it is possible that it could come to fruition in the next 1-3 years. If this happens, there will definitely be more ag mechanics related content available to CSI Ag Ed students.

6. **Student Teaching Experience**
    - How are cooperating teachers identified and selected for the student teaching requirement?
        - The ISU COE’s Office of Field Experience will identify and select cooperating teachers

(CTs) for student teaching utilizing the same processes and procedures it uses for selecting all other CTs for CTE programs. At a minimum, the CT must be fully certified and endorsed in the content area, have at least 3 years of teaching experience, and be recommended by the district.

- The CSI Ag Department is committed to aiding ISU in identifying qualified and willing CTs by leveraging the strong personal and professional relationships built and maintained with secondary agriculture educators throughout the state.

7. **Career Guidance and Transition**
   - Could you provide additional information regarding the career guidance and transition component? The review team noted that the currently listed course may not fully meet the minimum requirements, as it is unclear how the necessary content is addressed. Could you clarify how this component is covered or indicate if another course fulfills this requirement?
     - CTE 4444 Career Guidance is offered on a rotation and can be taken at any time. Additionally, components of career guidance are woven into the CTE 3341, 3342, and 3343 series.
     - As part of the CSI AGRI 100 Ag & Natural Resources course, students engage in structured career exploration and goal setting. Career guidance and transition planning would also occur more in-depth for Ag Education students in AGRI 181 Intro to Ag Education. CSI Ag Department students are advised individually by faculty advisors on course selection and registration each semester and conversations regarding transfer are included in those advising sessions from the very first semester.

8. **Professional Experience Requirement**
   - How will professional experience in a field closely related to the content area (2000 hours) be assessed?
     - Candidates in OTEP have the following fieldwork experiences built into their programs:
       - EDUC 3308 Foundations of Planning, Preparation and Assessment: 30 hours
       - EDUC 4408 Pre-Internship: 100 hours
       - Additional course work within AET and SAE guidelines
       - Paid experience hours
       - Unpaid experience hours (e.g. research, volunteer time, project plans)
   - Does the portfolio referenced collect these 2000 hours of professional experience in a field closely related? Will you use AET, the American Degree, or another method?
     - A data collection portfolio will be developed in AGRI 100 Ag & Natural Resources Seminary, revisited in AGRI 181 Intro to Ag Education, and shared between CSI and ISU to ensure the 2000 hours of professional experience are completed during the CTSO coursework.
     - Most CSI students who were in FFA in high school have access to their AET accounts from high school. Nearly all FFA chapters utilize AET since it is the main system used for awards and degrees in FFA.
     - The Supervised Agricultural Experience (SAE) will also be explored. https://saeforall.org/
     - Many Ag Education students at CSI earned their State FFA Degree during high school and several of those end up completing their American FFA Degree as well.

- The State FFA Degree requires SAE earnings of $10,000 or at least 300 hours of work outside class time (or a combination thereof). The American FFA Degree requires SAE earnings of $10,000 or a combination of $7,500 earnings plus 2,250 hours of work outside class time.

- How will consistency be ensured in assessing these professional hours?
  - A scoring rubric will be developed with program faculty at both CSI and ISU to share data between programs and ensure consistency.

9. **Additional Note**
   - It was suggested that ISU review Idaho's Team Agriculture Education Organization as a potential resource.
     - Thank you for this resource. The opportunities for Ag teachers in Idaho will be shared throughout coursework and at program completion. Membership information for this organization will also be shared. The network options for Professional Development will be a valuable resource for new and seasoned educators.
     - Jaysa Fillmore, CSI faculty member, is an active member of the Idaho Agriculture Teachers Association and National Association of Agriculture Educators and attends conferences and PD regularly with both of these groups. I have facilitated student attendance at both IATA and NAAE state and regional events over the past several years.

University of Idaho

OFFICE OF THE DEAN
College of Education, Health and Human Sciences
875 Perimeter Dr MS 3080
Moscow, ID 83844-3080
208-885-6772
ehhs@uidaho.edu

December 2, 2025

Dear Idaho Division of Career and Technical Education Colleagues:

We write to express the University of Idaho's (UI's) opposition to the Agricultural Science and Technology Endorsement proposed for the Bachelor of Arts Secondary Education by Idaho State University (ISU) in partnership with the College of Southern Idaho (CSI). While we value efforts to strengthen opportunities for Idaho's secondary students to participate in agricultural education, we believe that the proposed endorsement would undermine these opportunities. As explained below, three factors led us to this conclusion. First, the proposed endorsement is significantly less robust than the state's existing program, UI's Bachelor of Science Agricultural Education (BSAgEd). Second, UI plans to offer learners across Idaho the opportunity to complete the degree program online at a higher level of quality than the proposed program can provide. Third, approving the proposed program would dilute the state's investment in agricultural education by dividing Idaho Division of Career Technical Education (IDCTE) funds between the existing and proposed programs. Weaker secondary agricultural education would produce high school graduates less prepared to enter the Idaho agricultural workforce or pursue further training in post-secondary or higher education. Conversely, sustaining the existing IDCTE investment in UI's BSAgEd would enable UI to extend the reach of our robust, high-quality agricultural educator preparation program across the state by offering it online.

1. **More robust training: UI BSAgEd**

To equip future agricultural education teachers, educator preparation programs train students in a broad, technically diverse set of eight instructional pathways aligned with national Agriculture, Food, and Natural Resources (AFNR) standards. Topics include agribusiness, plant and soil science, animal science, food science and processing, forestry, natural resource management, small engines, agricultural mechanics, welding, agricultural power systems, leadership and communication, and ornamental horticulture. The UI BSAgEd requires at least seven credits in five of the eight AFNR pathways, with at least three of seven credits per pathway completed in upper-division (3000- and 4000-level) courses. At UI, BSAgEd students complete upper-division courses in agricultural mechanics, power systems, and small engines and gain critical knowledge from upper-division science-based agriculture and advanced welding courses. These requirements ensure that graduates are prepared to teach the full range of required secondary course work by equipping them with the breadth and depth of knowledge needed to provide effective instruction to their future students. In contrast, students in the proposed ISU endorsement would not complete these courses. The ISU endorsement requires coursework in four, rather than five, of the eight pathways, all in lower-division (1000- and 2000-leve) courses. The proposal states explicitly that ISU does not currently offer courses in mechanics and systems and that adding them would require both development of new courses and potentially an increased credit load to earn the endorsement.

Further, as the review team noted, ISU's proposed endorsement does not identify qualified faculty with requisite secondary agricultural education teaching experience. Ensuring that faculty bring such experience is widely considered a national standard for post-secondary agricultural education programs. Faculty in UI's BSAgEd program average 8.1 years secondary agricultural education teaching experience and typically have established statewide networks, Career and Technical Student Organization (CTSO)

University of Idaho is an equal employment opportunity employer, including veterans and individuals with disabilities.

leadership training, laboratory management expertise, and national professional engagement. To effectively prepare their students, postsecondary teacher educators must model the ability to meet the unique demands of multiple roles: overseeing agricultural laboratories, managing agricultural facilities, and providing school-based agricultural education. Because ISU's proposal does not identify faculty qualified to do so, it does not yet demonstrate the capacity to provide this essential modeling for its students.

2. **Planned statewide access: UI BSAgEd**

Recognizing that many students across Idaho cannot relocate to Moscow but are qualified and eager to earn the BSAgEd, UI is poised to make this program available online, with a focus on providing CSI and other community college graduates with smooth transfer pathways that promote timely, cost-effective degree completion. In doing so, we will extend our existing efforts to make the degree program broadly accessible, particularly through our long-standing articulation agreements with CSI and other institutions.

In summer 2025, CSI and UI faculty and academic administrators met to discuss offering a seamless transfer process for CSI graduates who pursue the BSAgEd. During these discussions, UI emphasized our commitment to increased flexibility in applying transfer credits to fulfill program requirements, and CSI colleagues confirmed that the transfer pathway provides students a streamlined, coherent route to the baccalaureate degree. During this discussion, CSI colleagues stressed that their graduates want an in-person baccalaureate program, so UI did not emphasize our plan to offer the program online. However, we are working to do so now; we will provide prospective students across Idaho and beyond the opportunity to earn the BSAgEd from wherever they are located. We will particularly emphasize ensuring smooth transfer pathways for CSI and other community college graduates. While ISU's proposed endorsement would be offered online if approved, as noted above, the program offers a lower level of quality that will produce less prepared secondary agricultural education teachers.

3. Optimized IDCTE investment: UI BSAgEd

As noted above, if approved, ISU's proposed endorsement would dilute the power of IDCTE's investment in producing secondary agricultural education teachers by splitting existing funds between UI's robust BSAgEd and ISU's less robust proposed program. Such a redistribution would weaken Idaho's only comprehensive educator preparation program in agricultural sciences. Given that agriculture accounts for 20% of the gross state product (Idaho State Department of Agriculture) and that despite decreasing farmland Idaho farmers are increasing yield (Idaho Capital Sun), secondary agricultural education is vitally important to the state's economic health. Weaker training of the teachers who provide it will produce high school graduates less prepared to operate successful farms and agricultural facilities and to pursue higher education. Disapproving the proposed ISU endorsement will concentrate resources in UI's highly effective BSAgEd, which is poised to make the degree program available statewide and beyond. Thus, disapproval will ensure that Idaho's future secondary agricultural sciences educators are well equipped to produce knowledgeable, highly competent high school graduates who will meet the state's need for well-trained agricultural sciences professionals.

In sum, we respectfully request that IDCTE disapprove ISU's proposed endorsement program for the reasons stated above. By maintaining the strength of UI's BSAgEd program and supporting our plan to offer the program online, this disapproval will maximize Idaho learners' chances to earn a high-quality baccalaureate degree in agricultural education. We appreciate the opportunity to provide these

University of Idaho is an equal employment opportunity employer, including veterans and individuals with disabilities.

comments and would be happy to supply additional information or answer questions as IDCTE continues its review.

Sincerely,

Brooke Blevins

Brooke Blevins, Ph.D.
Dean
College of Education, Health and Human Sciences

Leslie D. Edgar

Leslie D. Edgar, Ph.D.
J.R. Simplot Endowed Dean
College of Agricultural and Life Sciences

University of Idaho is an equal employment opportunity employer, including veterans and individuals with disabilities.

Idaho State University | Office of Academic Affairs

March 6, 2026

Dear Idaho Division of Career and Technical Education Colleagues:

We are writing to respond to the University of Idaho (UI)'s concerns about Idaho State University's proposal to partner with the College of Southern (CSI) to offer a Bachelor of Science Secondary Education with a single subject endorsement in Agricultural Education (BS SecEd with AgEd Endorsement) as a 2+ 2 program. We believe it is important to acknowledge at the outset that ISU's participation in this joint program is primarily confined to delivering education courses at the upper division level, and that courses specific to agricultural practice, operations, etc., are delivered by the College of Southern Idaho – an area of specialization which is within their scope and purview for students at their institution. Idaho State University does not see this partnership as a tacit expansion of our institution into agricultural studies or research. Rather, this is an attempt to provide courses related to effective pedagogical practice – an area of specialization and expertise that is within our scope and purview in the region where this program will be delivered. The ensuing response is organized according to the following areas: Training, Access and Workforce Development, and IDCTE Resources.

Training

UI's initial objection to the development of this program is grounded in the assertion that this program will be significantly less robust than UIs current program. It bases this on a claim that ISU's proposed coursework is in four, rather than five, of the eight instructional pathways suggested by Agriculture, Food, and Natural Resources (AFNR) standards, all in lower-division (1000- and 2000-level) courses. The letter of objection states explicitly that ISU does not currently offer courses in mechanics and systems and that adding them would require both the development of new courses, the addition of new expenses associated with such courses, and potentially an increased credit load for students to earn the endorsement. While some of these objections point to actual differences in a BS in Ag Education and a BS in Education with a CTE Endorsement in Agricultural Education, some are factually incorrect. All are addressed below.

First, it should be noted that the ISU program is designed in alignment with the Office of the Idaho State Board of Education Degree-Based Technical Certificate Endorsement language for Agricultural Science and Technology 6-12 (OSBE GPP IV.D. - Career Technical Educator Certification). We appreciate that UI has chosen to directly align their program with the AFNR instructional pathways in as direct a way as it has, but endorsement eligibility for Career Technical Education Certificates is set by the IDCTE and the SBOE not the AFNR – and this joint program has been designed to align with the requirements set by these bodies. Please note that all seven areas plus a methods course are covered, as required by IDCTE and the State Board, in this program. ISU has confidence in the standards laid out by the IDCTE and the Board, as well as in the quality of the agriculture coursework designed and delivered by CSI, as we do in the pedagogically relevant content provided by ISU. It is also important to note that once aligned with the appropriate national and state standards, the content delivered will satisfy the certification requirements of the State Department of Education.

The ISU and CSI partnership model has precedents, for example, North Carolina A&T State University and Davie-Davidson Community College. In this partnership, the AAS in Sustainable Agriculture is earned at Davie-Davidson at the 100- and 200-level, which includes all technical courses such as Animal Science, Soil Science, Agricultural Mechanization, and Agricultural Marketing. Once matriculated to the BS in Agricultural Education program at North Carolina A&T, the upper division courses provide the theoretical and practical teaching

coursework – mirroring much of the curricular progression found in our proposal where the primary agriculture oriented courses are taken at the lower division and courses focused on pedagogy are taken at the upper level.

Teacher education programs include foundational content courses and prepare candidates for entry into the profession with opportunities for advanced study. The degree-based technical certificate in Agricultural Science and Technology is designed for breadth of experience to introduce K12 students to the many pathways within agricultural education. Similarly, the AgEd Teacher needs a breadth of knowledge to engage students with the range of professions from management to welding. The quality of teacher preparation is less tied to specific course level designations than it is to curriculum design, outcomes, skill development, and clinical experiences. Northwest Missouri State and Texas State are examples of bachelor's programs that integrate the technical aspects of agriculture and pedagogy with strong preparation regardless of the number of upper-division ag courses in the program.

ISU and CSI are appreciative of the feedback related to the possible need for additional education in the proposed curriculum related to mechanics in agricultural operations and practices. In response, CSI has already begun development of a new course, Introduction to Agricultural Mechanics, which will be of additional value to our shared students. The addition of this course will bring the ISU/CSI credit count to 129 credits, which is in line with UI's BS in Agricultural Education credit count of 128 (link to catalog).

Access and Workforce Development

ISU and CSI are not attempting to supplant the BSAgEd degree offered by UI. It is our hope that by collaboratively expanding the options available to BS Education students to include an AgEd CTE Endorsement, we can address the workforce needs associated with our shared region in a complementary way. Schools that continue to desire individuals with the BSAgEd degree will recruit them from UIs program, but for those with needs that can be met by teachers possessing the AgEd CTE endorsement this program will help to serve those needs. We are well positioned to do this work by strength of our existing academic partnerships, and by virtue of the fact that CSI's expertise in agriculture practice and operations suffices to handle all curricular elements associated with this CTE Endorsement, while ISU's expertise in education suffices to handle those associated with the pedagogical training needed to facilitate a student's education in this area. We appreciate that UI indicates that it is interested in expanding delivery options for its BSAgEd degree program, but to date, they have not demonstrated a sustained capacity to deliver agricultural education programs through fully online or hybrid modalities as their objection states they have interest in doing. Idaho State University has established and successfully implemented multiple online teacher preparation pathways, including the Online Teacher Education Program (OTEP) and the Paraprofessional to Certified Teacher (PaCT) program, both of which reflect both institutional readiness and a proven infrastructure for distance education. For UI to develop comparable online capacity to deliver this educational program will require substantial time and investment on the part of UI, during which critical workforce needs in agricultural education in our region(s) may remain unmet. We would also note that ISU currently maintains a well-functioning articulation and transfer system with CSI that supports timely, cost-effective degree completion and has long-term demonstrated success in facilitating CSI student progression into ISU teacher education programs. As our recent completion of the American Association of State College and Universities/Aspen Institute Transfer Initiative has demonstrated, ISU and CSI have focused intently on partnering together to deliver seamless education to our shared students to meet workforce needs.

ISU also believes that program outcomes further underscore the need for expanded, rather than restricted, pathways. UI's agricultural education program has produced an average of approximately nine graduates annually over multiple years, which suggests limited reach or limited capacity to meet statewide demand independently. Engaging in a collaborative program promotes innovation, responsiveness to workforce needs, and continuous improvement, limits competition, and supports the state's ability to develop a robust and adaptable agricultural education workforce.

IDCTE Resources

Concerns raised that ISU's program would dilute the Idaho Career & Technical Education (IDCTE) investment by "splitting" existing funds are likely a result of misunderstanding what would be required to launch and sustain this program. All courses associated with the delivery of this degree program are already embedded in existing degree programs and are taught by full-time faculty hired by their respective institutions (ISU/CSI) for their expertise in the field. The only exception is the potential need to hire a qualified adjunct for the proposed methods course. No fund redistribution is being requested at this time to cover any other aspect of this program. In partnership with CSI, we have sufficient collective faculty resources and expertise to launch and sustain this program.

In addition, it is worth noting that strong agricultural education programs routinely supplement state allocations through competitive external funding such as USDA National Institute of Food and Agriculture (NIFA) grants (including the Agriculture and Food Research Initiative and Higher Education Challenge Grants), NSF Advanced Technological Education (ATE) grants supporting agricultural and natural resource workforce preparation, and U.S. Department of Education Teacher Quality Partnership grants, as well as through private foundation support (e.g., Farm Credit, Bayer Fund, and the National FFA Foundation). In addition, agricultural communities and producers have a long-standing tradition of investing in programs that demonstrably prepare competent, locally needed teachers through scholarships, equipment donations, endowments, and direct financial contributions—support that follows program effectiveness rather than institutional exclusivity. In short, enduring program quality and sustained fiscal viability are a result of student outcomes, partnerships, and the ability to leverage diverse funding streams – and we believe we are strongly positioned through our current resources and our collaborative engagement to secure all of these. In sum, authorizing the proposed CSI/ISU 2+2 program would create opportunities to increase teacher supply, provide a local agricultural educational option for students in the region not interested in or capable of pursuing UIs BSAgEd, demonstrate program innovation through multi-institution collaboration, and attract local and regional support –which is likely to reduce financial needs rather than dilute existing investment– and thereby better serve Idaho's long-term and diverse agricultural education workforce needs.

Respectfully,

ISU Representatives

COLLEGE OF SOUTHERN IDAHO

OFFICE OF INSTRUCTION AND ACADEMIC AFFAIRS

March 7, 2026

To Whom it May Concern:

Please accept this letter of support for the Agricultural Science and Technology Endorsement proposed for the Bachelor of Arts Secondary Education degree proposed by Idaho State University (ISU). This degree is in partnership with the College of Southern Idaho (CSI) and pairs with the (previously approved) AAS degree in Agriculture offered by CSI. We continue to advocate for this partnership as one that provides a needed alternative to other complementary programs in the state.

We have read the concerns offered by the University of Idaho (UI) and note that they are all grounded in the comparative educational quality and ease of access provided by the existing UI BSAgEd degree. Setting aside the comparative content concerns for a moment, it should be noted that there is absolutely nothing about the proposed ISU agriculture endorsement that would stop students from pursuing the UI BSAgEd degree if, in fact, that was in their educational best interests. The UI BSAgEd is a degree that meets the needs of many transfer students from CSI, and we are pleased to partner with UI, send students to Moscow, and encourage transfer from CSI to UI when that pathway is advantageous. Nothing about the ISU endorsement area will stop that from happening. UI indicates that they have plans to make their degree even more accessible to our students (through online and face-to-face options); we hope those plans come to fruition soon and look forward to offering them to our students.

However, it is important to note that we have a significant number of students who cannot transfer to UI (for a variety of reasons). These students either then stop-out without a teaching endorsement or they transfer to Utah State University for a program that will better meet their academic and personal needs. While many of our students transfer to UI, a significant number also transfer to Utah State. While this certainly provides an option for students, we would like to be able to send our students in-state to finish their teaching endorsements in agriculture. This keeps Idaho students in Idaho and greatly increases the odds that they will stay in Idaho to teach when they are finished with their degrees. ISU provides a much more geographically accessible option for students in the Magic Valley (and eastern Idaho) who are actively working on family farms and need to be able to fulfill these responsibilities while seeking their Agricultural Science and Technology Endorsement. The ISU option complements the existing UI BSAgEd degree by appealing to an entirely different population of students whose needs are not being met by the UI offering.

315 Falls Avenue • PO Box 1238 • Twin Falls Idaho 83303-1238 • 208.733.9554 • www.csi.edu

COLLEGE OF SOUTHERN IDAHO

OFFICE OF INSTRUCTION AND ACADEMIC AFFAIRS

Beyond this, however, we would like to specifically address the University of Idaho concerns that reference the content and educational quality of the CSI components of the endorsement. Specifically, we can attest to the fact that CSI plans to develop and offer a course in agricultural mechanics through our AAS in Agriculture so students in this pathway can have this content area covered before transferring to ISU, so a lack of this content area need not be a concern.

The University of Idaho has also expressed the need to have highly qualified faculty with statewide secondary connections teaching in an Agriculture Education program. Rest assured, we all share the University of Idaho's commitment to faculty excellence and are very confident that CSI faculty are knowledgeable, experienced, and connected to the Idaho agricultural community. We hire faculty with appropriate academic credentials in their teaching areas and many of them come with secondary experience and credentials as well. Additionally, we have extensive community connections to the wider statewide agricultural community. For example, CSI has a long history as the host of the Idaho State FFA convention which brings hundreds of FFA students and their faculty advisors to the CSI campus each year. We work closely with them year-round to stay current with the needs and resource issues surrounding secondary education in Idaho. Our faculty are highly qualified and are very connected to high school agriculture programs and teachers in the region.

In sum, the Agricultural Science and Technology Endorsement proposed for the Bachelor of Arts Secondary Education degree by Idaho State University offers a complement to the UI BSAgEd degree that will help meet the needs of Idaho students across the state. It provides an option for place bound community college students and allows Idaho to meet the needs of students currently seeking degrees out of state. It does so with a commitment to quality and fiscal responsibility while also continuing to respect the good work of other Agriculture Education programs in the state. We encourage support for this endorsement as a positive move for all of our institutions, as well as the future of secondary agriculture education in Idaho.

Thank you for your consideration. If we can answer any questions or provide any more detail, please let us know.

Sincerely,

Tiffany Seeley-Case

Tiffany Seeley-Case
Vice President of Instruction
College of Southern Idaho

We prepare Idaho's youth and adults for high-skill, in-demand careers.

IDAHO Division of Career Technical Education

State Board Approved CTE Educator Preparation Programs

Boise State University, Dr. Sherry Dismuke, (208) 426-1991

- Initial Career Technical Education Teacher Preparation, Endorsement Areas:
  1. *Cybersecurity Technology Education (6-12)*

Idaho State University, Dr. Emma Wood, (208) 282-5443

- Initial Career Technical Education Teacher Preparation, Endorsement Areas:
  1. *Business Technology Education (6-12)*
  2. *Family and Consumer Sciences (6-12)*
  3. *Marketing Technology Education (6-12)*
- Career Technical Education Administrator Certification Courses

University of Idaho, Dr. John Cannon, (208) 364-4031

- Initial Career Technical Education Teacher Preparation, Endorsement Areas:
  1. *Agricultural Science and Technology Education (6-12)*
  2. *Business Technology Education (6-12)*
  3. *Engineering and Technology (6-12)*
  4. *Family and Consumer Sciences (6-12)*
  5. *Marketing Technology Education (6-12)*
- Career Technical Education Administrator Certification Courses

SUBJECT

Division of Career Technical Education – Integration of WIOA and Perkins Plans

REFERENCE

February 2019	Board received an update on the new Perkins V Act adopted by Congress in 2018.
May 2019	Board approved the Perkins V State Transition Plan.
February 2020	Board was presented with amendments to the Perkins program enacted through Perkins V and timeline for consideration of Idaho's Perkins V State plan.
March 2020	Board approved Idaho's Perkins V State plan.
April 2024	Board approved amendments to Idaho's Perkins V plan.

APPLICABLE STATUTE, RULE OR POLICY

Idaho Code § 33-2201 through 33-2207

The Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Public Law 115-224) (Perkins V) (2018)

BACKGROUND/DISCUSSION

The Smith-Hughes Act of 1917 was the first authorization for the federal funding of vocational education. Subsequent legislation for vocational education (now termed career and technical education) included the Vocational Act of 1973 and the Carl D. Perkins Act of 1984 (Perkins). Perkins was reauthorized in 1990, 1998 2006, and most recently, in 2018 (Perkins V). Idaho statute authorizes the creation of the Division for the purpose of carrying out the federal acts related to career technical education and designates the Board as the State Board of Career Technical Education.

The Board approved amendments to Idaho's Perkins V State Plan in 2024. The U.S. Department of Education, Office of Career, Technical, and Adult Education has recently requested that Idaho's Perkins V State Plan be integrated into the state's Workforce Innovation and Opportunity Act (WIOA) Plan. The Workforce Development Council (WDC) provides oversight for Idaho's WIOA Plan and the Division is currently working with the WDC to address the request. The WDC and Division do not intend to make any substantive changes to the content of the Perkins V plan when it is integrated into the WIOA plan. The combined plan will be submitted to the U.S. Department of Education by the end of April 2026. Prior to that, Board and Division staff will work with the WDC to develop procedures for any future changes to career technical education (Perkins V) content within the WIOA plan to come to the Board for approval before the amendments are presented to the Council.

IMPACT

Idaho's Perkins V State Plan sets the requirements for use of Idaho's annual Perkins V federal award, which was $8,870,726 in FFY 2025. Integrating the Perkins V content into the state's WIOA plan will support continued collaboration between the Board, Division, and WDC. Implementation of procedures between agencies to ensure the Board approves changes to the career technical education content will maintain compliance with federal and state law.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends support of the Division's plan to work with the WDC to integrate the Perkins V Plan into Idaho's WIOA Plan.

BOARD ACTION

This agenda item is for informational purposes only.

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.D. OFFICIAL CALENDARS – FIRST READING	Action Item
2	BOARD POLICY III.P. STUDENTS – FIRST READING	Action Item
3	REPEAL OF BOARD POLICY III.T. STUDENT ATHLETES – FIRST READING	Action Item
4	BOARD POLICY III.Q. ADMISSION STANDARDS – FIRST READING	Action Item
5	BOARD POLICY III.V. ARTICULATION AND TRANSFER – FIRST READING	Action Item
6	UNIVERSITY OF IDAHO – BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT AND THE BUILT ENVIRONMENT	Action Item
7	AMERICA'S NEXT 250 UPDATE	Information Item

SUBJECT

Board Policy III.D. Official Calendars

REFERENCE

December 2007	The Board reviewed the First Reading, Deletion of Board Policy III.D. Official Calendars and asked that the policy be revised rather than deleted to require calendars be posted electronically.
December 2008	The Board approved the First Reading of proposed amendments to Board Policy Section III.D. Official Calendars.
February 2009	The Board approved the second reading of proposed amendments to III.D. Official Calendars.

BACKGROUND/DISCUSSION

Board Policy III.D. Official Calendars is designed to establish consistent expectations for academic calendars, semester length, and holidays.

Institutions are required to have calendars publicly available and easily accessible per accreditation requirements of the Northwest Commission on Colleges and Universities (NWCCU).

The proposed amendments modernize the language and processes.

IMPACT

The amendments to Board Policy III.D. (Official Calendars) include a new purpose statement and modernized language. The notification process is also updated and the notification deadline has been made more specific, which will enable institutions to more easily schedule relevant communication with Board staff.

ATTACHMENTS

Attachment 1 – Board Policy III.D. – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council and with the Council on Student Affairs. No objections or concerns were raised. Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of Board Policy III.D. Official Calendars as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

SUBSECTION: D. Official Calendars ~~February 2009~~ April 2026

Purpose: This policy establishes consistent expectations for academic calendars, semester length, and holidays.

Each institution ~~shall~~ must prepare on an ongoing basis a schedule indicating significant dates and events (such as registration periods, vacations or holidays, and dates classes begin and end) occurring in the twelve-month period commencing with each institution's fall term. ~~This schedule must be presented to the chief executive officer of the institution for "review and action" preceding the start of the planned academic year.~~ This schedule will be designated the Official Calendar for the institution and ~~shall~~ must be posted by each institution on its official website. The ~~Office of the State Board of Education~~ Board's Executive Director or designee ~~and the Idaho institutions specified in Subsection A shall~~ must be ~~notified~~ provided with the link to the Official Calendar promptly via e-mail when official calendars have been posted to respective websites no later than July 1 for the upcoming academic year., ~~but not later than the beginning of an institution's fall term~~. Any additional c~~C~~hanges made by the institution's ~~chief executive officer~~president to~~in~~ the Official Calendar will also be posted and ~~institutions~~ the Executive Director or designee promptly notified as specified above.

Each semester indicated in the Official Calendar of an institution will consist of seventeen (17) weeks with at least fifteen (15) full weeks or seventy-five (75) instructional days of class work or its equivalent effort.

Official calendars must indicate that classes will be held on state holidays designated for Columbus Day and Veterans Day and offices in the institutions will be open, with compensatory time provided at appropriate times within the academic calendar.

SUBJECT

Policy III.P. Students – First Reading

REFERENCE

October 2020	The Board approved a first reading of amendments to Board Policy III.P. that brought the policy into compliance with new Title IX Regulations.
December 2020	The Board approved a second reading of amendments to Board Policy III.P.
December 2021	The Board approved a first reading of amendments to Board Policies III.B and III.P.
February 2022	The Board approved a second reading of amendments to Board Policies III.B and III.P.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Board Policy III.P. Students

IMPACT

The amendments to this policy reorganize, streamline, and modernize content for all stakeholders and especially for students.

At the technical level, new Purpose and Definitions sections were added. Language and style were updated throughout for consistency and clarity, and static language pulled from federal or state statutes was replaced with general references to applicable code.

Second, the entirety of Board Policy III.T. Student Athletes was integrated into III.P. Students, with some additional amendments to clarify reporting processes. By merging the policies, III.P. now contains all student-related guidance.

Third, the latter sections of the policy have been reorganized for improved logical flow and clarity. The Student Conduct, Rights, and Responsibilities section of policy was moved to provide context for the subsequent section: Student Complaints or Grievances.

The Student Complaints or Grievances section was amended to clarify the Board's scope of review. In both behavioral and academic matters, a student who has exhausted the institutional processes may appeal to the Board. Board review is focused solely on whether institutional policies were in place and followed fairly. A third, narrowly defined pathway was added allowing a student, in rare circumstances, to petition the

Board to review an institutional policy the student believes is not aligned with Board policy, provided the student has met specific criteria. Procedural details throughout the complaint or grievance section were streamlined and clarified.

ATTACHMENTS

Attachment 1 – Board Policy III.P. Students – First Reading – Clean
Attachment 2 – Board Policy III.P. Students – First Reading – Redlined

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council, the Council on Student Affairs, financial aid leaders, athletics representatives, student government leaders, and institutional general counsels. Substantial input from institutional stakeholders informs these proposed amendments. Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III.P. Students, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. STUDENTS **April 2026**

1. Purpose: This policy establishes expectations for student-related matters at the institutions. It sets minimum requirements for student services, student rights and protections, student organizations and publications, student athletes, and related administrative practices. It also defines institutional responsibilities consistent with applicable state and federal law and Board oversight. In accordance with Board Policy III.A Coverage, this policy subsection is applicable to Boise State University, Lewis-Clark State College, Idaho State University, and the University of Idaho.

2. Definitions:

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

   b. A “full-time student” includes the following definitions:
      i. Undergraduate: For fee and tuition purposes, a full-time undergraduate student means any undergraduate student carrying twelve (12) or more credits (or equivalent in audit and zero-credit registrations).
      ii. Graduate: For fee and tuition purposes, a full-time graduate student means any graduate student carrying nine (9) or more credits, or any graduate student on a full appointment as an instructional or graduate assistant, regardless of the number of credits for which such instructional or graduate assistant is registered.

3. Nondiscrimination: It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without discrimination based on race, color, religion, sex, national origin, age, disability, or veteran status, in accordance with federal and state laws.

4. Sexual Harassment: In alignment with Title IX, each institution must establish and maintain policies which ensure no person is excluded from participation or denied the benefits of or subjected to discrimination based on sex. See Board Policy I.T Title IX.

   a. Policies and Procedures: Each institution must develop and publish procedures for promptly responding to allegations of sexual harassment in the institution’s education programs or activities when the institution has actual knowledge of the alleged conduct.

   b. Institutional Response: The institution’s response must not be deliberately indifferent, meaning that institutions must adequately respond to known instances of sexual harassment or discrimination. Each institution’s policies and procedures must comply with current Title IX requirements.

5. Catalog and Representational Statements: Each institution must publish its official catalogue and admissions, academic, and other policies and procedures which affect students.

   Each institutional catalogue must include the following statement:

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

6. Student Records: The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, and implementing regulations. Each institution must establish policies and procedures for maintenance of student records consistent with the act and implementing regulations. These policies and procedures must provide a process for students to review, request changes, and appeal decisions related to student records.

7. Student Governance: The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Institutions may consider recognizing student organization officer labor through course credit, compensation, or other appropriate means. Each student constitution must be reviewed and approved by the institution's president or designee. Any amendments to the student constitution must also be reviewed and approved by the institution's president or designee.

8. Student Financial Aid: Each institution must establish policies and procedures necessary for the administration of student financial aid. See Board Policy V.R. Establishment of Fees for further information about student fees, tuition, and other charges.

a. Delinquent Loans: See Board Policy V.P. Assignment of Delinquent Loans for more information on the transfer of delinquent Perkins student loans.

b. Fraud: Each institution must refer suspected student financial aid fraud to appropriate authorities and take administrative action as permitted by law.

9. Fees and Tuition

a. Establishment: Policies and procedures for establishment of fees, tuition, and other charges are found in Board Policy V.R. Establishment of Fees.

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

c. Exemptions: Students who are exempted from fees may have access to fee-based services at the discretion of the institution.

10. Student Employees

a. Restrictions: No student employee may be assigned to duties which are for the benefit of personal and private gain of any institutional employee. No student employee supervisor may solicit or permit to be solicited from any student any fees, dues, compensation, commission, or gift or gratuity of any kind as a condition of or prerequisite for the student's employment.

b. Policies and Procedures: Each institution must develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student, consistent with applicable law and funding requirements.

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

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

Matriculation, activity, and facility fees for graduate assistants is paid either by the student or by the department or academic unit on behalf of the student. Graduate

students must be covered by appropriate insurance in accordance with institutional procedures for work-related illness or injury.

d. Hourly or Contractual Employment: Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources or the University of Idaho classified employee system and applicable federal law or guidelines.

11. Student Services: Each institution must develop and publish a listing of services available to students, eligibility for such services, and costs or conditions, if any, of obtaining such services.

12. Student Organizations: The institutional administration and the State Board of Education assume no responsibility for the independent operation of the student government association and recognized student organizations. Each student government association is responsible, subject to the approval of the institution's president or designee, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

13. Student Publications, Broadcasts, and Media: The institutional administration and the State Board of Education assume no responsibility for the independent operation and content of any student publication, broadcast, or media, as they operate and publish independently. The publishers or managers of the student publications or broadcasts are solely responsible for the content.

14. Student Health Insurance: Students are responsible for arranging coverage of their medical needs while enrolled in a postsecondary institution on a part- or full-time basis. Accidents, injuries, illnesses, and other medical needs of students (with limited exceptions in the case of student employees of an institution who experience workplace injuries within the course and scope of their employment) typically are not covered by the institution’s insurance policies. The types and levels of medical/clinical support services available to students varies among the institutions and their local communities.

a. Health Insurance Coverage Offered through the Institution: Each institution, at the discretion of its president or designee, may provide the opportunity for students to purchase health insurance through an institution-offered plan. Institutions are authorized to provide student health insurance plans through consortium arrangements, when this option serves the interests of students and administration. Institutions which elect to enter contractual arrangements to offer student health insurance plans (either singly or through consortium arrangements)

must comply with applicable Board and State Division of Purchasing policies. Institutions which elect to offer health insurance plans to their students are authorized, at the president's or designee's discretion, to make student participation in such plans either optional or mandatory.

b. Mandatory Student Health Insurance: Each institution, at the discretion of its president or designee, may require all or specific groups (for example, international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, and so on) to carry health insurance that meets coverage types and levels specified by the institution. Administration and enforcement of any such health insurance requirements, and procedures for dealing with any exceptions thereto, lie within the authority of the institution presidents or their designees.

c. Other Medical Support Services and Fees: Institutions are authorized to support or supplement students' medical needs through services provided by college/university clinics, health centers, cooperative arrangements with community/regional health care providers, etc. In cases where such services are provided, institutions are authorized to establish optional or mandatory fees to cover the delivery cost of such services.

d. Financial Aid Considerations: Any medical insurance or health services-related fees which are mandated by an institution as a condition of participation in any institutional program are considered a bona fide component of the institution's cost of college and are a legitimate expenditure category for student financial aid.

15. Student Vaccine Informational Materials: Each institution must provide current information on vaccine-preventable disease to each student at the time of admission or enrollment for classes. The information must include, at a minimum, the following:

a. Symptoms, risks, especially as the risks relate to circumstances of group living arrangements for vaccine-preventable diseases that are known to occur in adolescents and adults; and
b. Information regarding where the vaccinations can be received.

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

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

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

17. Student Athletes

a. Policies and Procedures: Each institution must have a written policy governing the conduct of student athletes. At a minimum, those policies must include the following: A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which must include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult. This statement must be kept in the office of the athletic director.

   Institutions must also require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches must verbally review the team rules with team members at the meeting. Attendance at this meeting must be mandatory. Each team member must receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.

b. Recruitment: Institutions must not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction must be granted only by the institution's president upon recommendation of the athletic director and faculty athletics representative. Such decisions must be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.

c. Enrolled Students: A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, must be removed from the team and must not be allowed to participate again in intercollegiate athletics at any Idaho institution. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving

athletic financial aid subject to the applicable athletic conference regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.

d. Drug Testing: Subject to applicable law, all institutions must implement a drug education and testing program and must require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.

e. Reporting: Failure to accurately disclose past and present conduct violations may result in immediate suspension from the team. Each institution is required to include the following elements as part of the reporting process:

   i. Student athletes must immediately report to their head coach any incident which may result in a student code of conduct violation, criminal investigation, or charges as soon as possible after learning of the violation, investigation, or charge.
   ii. Coaches must report to the athletic director any knowledge of a student code of conduct violation, criminal charge, or criminal conviction of one or more of their athletes;
   iii. The athletic director must report the same to the chief student affairs officer and to the institutional president as soon as possible after learning of the charge or conviction; and
   iv. The institutional president must promptly report to the Executive Director of the Board any known or reasonably discovered code of conduct violations, criminal charges, or criminal convictions involving student athletes whose charged conduct poses, in the reasonable and objective discretion of the athletic director and institutional president, a material reputational risk to the institution.

18. Student Conduct, Rights, and Responsibilities

a. Each institution must establish and publish a statement of student rights and a code of student conduct. The code of conduct must include the following:
   i. Procedures for behavioral misconduct and for academic misconduct;
   ii. Procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and speak and provide information in his or her defense, and an opportunity to appeal any disciplinary action.
b. Statements of student rights and codes of conduct, as well as any subsequent amendments, are subject to review and approval of the institutional president or designee.

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

19. Student Complaints or Grievances: The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institutional decisions regarding student complaints or grievances.

a. Scope: Board review is limited to a review of whether the institution substantially failed to follow its procedures or whether the decision was made in error. This review applies to the following areas:
   i. An institution's final behavioral conduct decision; and
   ii. An institution's final academic conduct decision.

   In rare circumstances, a student may also petition the Board to review an institutional policy the student believes is not aligned with Board policy, provided the alleged policy misalignment directly impacts the student, the student has first raised the concern formally with the institution, and the student has received a written response from the provost or designee.

   The Board does not review other student-related matters, including the outcome of discrimination complaints or Title IX proceedings.

b. Responsibility: The Board designates its Executive Director as the Board's representative for reviewing student complaints or grievances and authorizes the Executive Director to issue the decision of the Board after reviewing the complaint or grievance. The Executive Director has discretion to refer any matter to the Board for the final decision.

c. Process: A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review the behavioral conduct final decision or academic final institutional decision relating to a student's attendance at the institution. Sanctions imposed by the institution remain in effect during Board review. The following conditions must be met before escalating a complaint or grievance to the board for review:

   i. The student must have reported the complaint or grievance to the institution;
   ii. The student must have exhausted the complaint or grievance resolution procedures that have been established at the institution level;
   iii. A request for review must be submitted in writing to the Board office to the attention of the Board's Chief Academic Officer, using a concise format established by the Board's Executive Director or designee;

iv. Such a request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on a complaint or grievance;
v. The student has the burden of establishing that the final decision made by the institution was made in error. A request for review must include a copy of the original complaint or grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution;
vi. Throughout the review process, the institution and/or the student may be asked to respond or provide additional information to the Board office. In such event, the student and/or institution must provide respond within ten institutional business days;
vii. The Chief Academic Officer reviews the materials submitted by all parties and make a determination of recommended action, which is forwarded to the Executive Director for a final determination of the institution's decision.
viii. The Board's Executive Director issues a written decision as to whether the institution's decision was aligned with established institutional policies and processes or was in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final decision, the determination of the Executive Director is final; and
ix. The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances. The review by Board staff occurs as expeditiously as possible.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. Students ~~February 2022~~ April 2026

1. Purpose: This policy establishes expectations for student-related matters at the institutions. It sets minimum requirements for student services, student rights and protections, student organizations and publications, student athletes, and related administrative practices. It also defines institutional responsibilities consistent with applicable state and federal law and Board oversight. In accordance with Board Policy III.A Coverage, this policy subsection is applicable to Boise State University, Lewis-Clark State College, Idaho State University, and the University of Idaho.

~~The following policies and procedures are applicable to or for any person designated as a student at an institution under governance of the Board.~~

2. Definitions:

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

b. A “full-time student” includes the following definitions:

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

~~i. Student Body Officers and Appointees~~

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

~~ii. Editors~~

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

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

c.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. Students ~~February 2022~~ April 2026

~~1.~~ 3. Nondiscrimination

It is the policy of the Board that institutions under its governance must provide equal educational opportunities, services, and benefits to students without ~~regard to~~ discrimination based on race, color, religion, sex, national origin, age~~, handicap~~disability, or veteran~~s~~ status, ~~including disabled veterans and veterans of the Vietnam era~~ in accordance with federal and state laws. ~~h:~~

~~a. Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. 2000d *et seq*., which prohibits discrimination on the basis of race, color, or national origin in programs and activities receiving federal financial assistance.~~

~~b. Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving federal financial assistance.~~

~~c. Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 *et seq*., which prohibits discrimination on the basis of sex in education programs and activities receiving federal financial assistance.~~

~~d. The Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 *et seq*., which prohibits discrimination on the basis of age in programs or activities receiving federal financial assistance.~~

~~e. Chapter 59, Title 67, Idaho Code, and other applicable state and federal laws.~~

~~2.~~ 4. Sexual Harassment

~~a.~~
In alignment with Title IX, ~~E~~each institution must establish and maintain policies which ensure no person is excluded from participation or denied the benefits of or subjected to discrimination based on sex.~~a positive learning environment for students that is fair, humane, and responsible. Sexual discrimination, including sexual harassment, is inimical to any institution~~. See Board Policy I.T Title IX.

~~b. Sexual harassment violates state and federal laws and the Governing Policies and Procedures of the Board. "Sexual harassment" is defined by the regulations implementing Title IX at 34 C.F.R. § 106.30 (a).~~

~~c~~.a.~~b~~. Policies and Procedures
Each institution must develop and ~~make public~~publish procedures ~~providing~~ for ~~the~~ promptly respond~~ing se, in a manner that is not deliberately indifferent,~~ to allegations of sexual harassment in the institution's education programs or activities ~~of which~~when the institution has actual knowledge of the alleged conduct.

b. Institutional Response
The institution's response must not be deliberately indifferent, meaning that institutions must adequately respond to known instances of sexual harassment or discrimination. Each institution's policies and procedures must comply with ~~the regulations in 34 C.F.R. Part 106~~ current Title IX requirements.

~~3.~~ 5. Catalog and Representational Statements

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

Each institutional catalogue must include the following statement:

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

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

~~4.~~ 6. Student Records

The collection, retention, use, and dissemination of student records is subject to the requirements of the Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, and implementing regulations. Each institution ~~will~~ must establish policies and procedures for maintenance of student records consistent with the act and implementing regulations. ~~and will establish and make public an appeals procedure which allows a~~

~~student to contest or protest the content of any item contained in his or her institutional records~~. These policies and procedures must provide a process for students to review, request changes, and appeal decisions related to student records.

~~5. Full-Time Students~~

~~a. Undergraduate Student~~

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

~~i. Student Body Officers and Appointees~~

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

~~ii. Editors~~

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

~~b. Graduate Student~~

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

7. Student Governance
~~6.~~

The students at each institution may establish a student government constitution for their own duly constituted organization, which must be consistent with Board Governing Policies and Procedures. Institutions may consider recognizing student organization officer labor through course credit, compensation, or other appropriate means. Each student constitution must be reviewed and approved by the ~~Chief Executive Officer~~institution's~~al~~ president or designee. Any amendments to the student constitution must also be reviewed and approved by the institution's ~~Chief Executive Officer~~president or designee.

8. Student Financial Aid
~~7.~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. Students ~~February 2022~~ April 2026

Each institution ~~will~~ must establish policies and procedures necessary for the administration of student financial aid. See Board Policy V.R. Establishment of Fees for further information about student fees, tuition, and other charges.

a. Delinquent Loans
see Board Policy V.P. Assignment of Delinquent Loans for more information on the t~~T~~ransfer of d~~D~~elinquent ~~National Direct~~ Perkins s~~S~~tudent l~~L~~oans. ~~(See Section V, Subsection P)~~

b. Fraud
~~Student Financial Aid Fraud~~E~~e~~ach institution ~~under governance of the Board should, as a matter of policy, initiate charges against individuals who fraudulently obtain or misrepresent themselves with respect to student financial aid.~~must refer suspected student financial aid fraud to appropriate authorities and take administrative action as permitted by law.

~~8.~~1. Fees and Tuition

a. Establishment: Policies and procedures for establishment of fees, tuition, and other charges are found in Board Policy V.R. Establishment of Fees. See also Idaho Code § 33-3717B and Board Policy V.Q Residency for Tuition Purposes. ~~Section V, Subsection R, of the Governing Policies and Procedures.~~

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

c. Exemptions: Students who are exempted from fees may have access to fee-based services at the discretion of the institution.

~~9.~~2. Student Employees

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

b. Policies and Procedures: Each institution ~~will~~ must develop its own policies and procedures regarding student employment, including use of student employment as a part of financial assistance available to the student~~. Such policies and procedures must ensure that equal employment opportunity is offered without discrimination and~~

~~that wage administration is conducted in a uniform manner. Such policies also must include a statement of benefits available to student employees, if appropriate.~~, consistent with applicable law and funding requirements.

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

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

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

d. Hourly or Contractual Employment: Each institution may employ students on an hourly or contractual basis in accordance with the needs of the various departments or units, available funds, and rules of the Division of Human Resources ~~(~~or the University of Idaho classified employee system~~) or~~, and applicable federal law or guidelines ~~when work-study funds are used.~~.

~~10. Student Conduct, Rights, and Responsibilities~~

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

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

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

12. Student Organizations

The institutional administration and the State Board of Education assume no responsibility for the independent operation of the student government association and recognized student organizations. Each student government association is responsible, subject to the approval of the institution's ~~chief executive officer~~president or designee, for establishing or terminating student organizations supported through allocation of revenues available to the association. Expenditures by or on behalf of such student organizations are subject to rules, policies, and procedures of the institution and the Board.

13. Student Publications, ~~and~~ Broadcasts, and Media

The institutional administration and the State Board of Education assume no responsibility for the independent operation and content of any student publication, broadcast, or media, as they operate and publish independently. ~~Student publications, and broadcasts, and media are operate and publish independently of the State Board of Education and the institutional administration. The institutional administration and the State Board of Education assume no responsibility for the content of any student publication or broadcast.~~ The publishers or managers of the student publications or broadcasts are solely ~~liable~~ responsible for the content.

14. Student Health Insurance

Students are responsible for arranging ~~making arrangements for~~ coverage of their medical needs while enrolled in a post-secondary institution on a part- or full-time basis. Accidents, injuries, illnesses, and other medical needs of students (with limited exceptions in the case of student employees of an institution who experience workplace injuries within the course and scope of their employment) typically are not covered by the institution's insurance policies. The types and levels of medical/clinical support services available to students varies among the institutions and ~~among the~~their local communities ~~within which institutions conduct operations~~.

a. Health Insurance Coverage Offered through the Institution: Each institution, at the discretion of its ~~chief executive officer,~~president or designee, may provide the opportunity for students to purchase health insurance through an institution-offered plan. Institutions are authorized to provide student health insurance plans through consortium arrangements, when this option serves the interests of students and administration. Institutions which elect to enter contractual arrangements to offer student health insurance plans (either singly or through consortium arrangements) ~~should~~ must comply with applicable Board and State Division of Purchasing policies. Institutions which elect to offer health insurance plans to their students are authorized, at the ~~chief executive officer's~~president's or designee's discretion, to make student participation in such plans either optional or mandatory.

b. Mandatory Student Health Insurance: Each institution, at the discretion of its ~~chief executive officer~~president or designee, may require all or specific~~ified~~ groups (~~for example~~for example ~~g.~~, international students, intercollegiate athletes, health professions students engaged in clinical activities, student teachers, ~~etc~~and so on~~.~~) to

carry health insurance that meets coverage types and levels specified by the institution. Administration and enforcement of any such health insurance requirements, and procedures for dealing with any exceptions thereto, lie within the authority of the institution presidents or their designees.

c. Other Medical Support Services and Fees: Institutions are authorized to support or supplement students' medical needs through services provided by college/university clinics, health centers, cooperative arrangements with community/regional health care providers, etc. In cases where such services are provided, institutions are authorized to establish optional or mandatory fees to cover the delivery cost of such services.

d. Financial A~~a~~id C~~c~~onsiderations: Any medical insurance or health services-related fees which are mandated by an institution as a condition of participation in any institutional program are considered a bona fide component of the institution's cost of college and are a legitimate expenditure category for student financial aid.

15. Student Vaccine Informational Materials

Each institution ~~shall~~ must provide current information on vaccine-preventable disease to each student at the time of admission or enrollment for classes. The information ~~shall~~ must include, at a minimum, the following:

a. S~~s~~ymptoms, risks, especially as the risks relate to circumstances of group living arrangements for vaccine-preventable diseases that are known to occur in adolescents and adults; and

~~b. current recommendations by the United States Centers for Disease Control and Prevention on vaccines;~~

~~c.~~ b. I~~i~~nformation regarding where the vaccinations can be received.~~; and~~

~~d.~~b. ~~the benefits and risks of vaccinations, and specific information for those persons at higher risk for the disease.~~.

16. Students Called to Active Military Duty

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

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

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

17. Student Athletes

~~1.~~ a. Policies and Procedures: Each ~~public college and university~~ institution ~~shall must~~ must have a written policy governing the conduct of student athletes. At a minimum, those policies ~~shall~~ must include the following:

~~a.~~ A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which must ~~shall~~ include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult.; ~~and.~~

~~ii.~~ This statement ~~will~~ must be kept in the office of the athletic director. ~~.~~

Institutions must also require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches must verbally review the team rules with team members at the meeting. Attendance at this meeting must ~~shall~~ be mandatory. Each team member must receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.

~~ii. Failure to accurately disclose all incidents may result in immediate suspension from the team.~~

~~b.~~

~~2.~~ b. Recruitment: Institutions must~~shall~~ not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction must ~~shall~~

be granted only by the ~~President~~ institution's president ~~of the college or university~~ upon recommendation of the athletic director and faculty athletics representative. Such decisions must ~~shall~~ be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.

~~3.~~ c. Enrolled Students: A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, must~~shall~~ be removed from the team and ~~shall~~ must not be allowed to participate again in intercollegiate athletics at any Idaho ~~public college or university~~institution. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to the applicable athletic conference regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.

~~4.~~ d. Drug Testing: Subject to applicable law, all institutions ~~shall~~ must implement a drug education and testing program and ~~shall~~ must require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.

~~5. Institutions shall must require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches shall be required to must verbally review the team rules with team members at the meeting. Attendance at this meeting shall be mandatory. Each team member shall must receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.~~

e. Reporting:~~Failure to accurately disclose past and present conduct violations may result in immediate suspension from the team~~. ~~The following~~Each institution is ~~are~~ required to include the following elements as part of the reporting process:

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: P. STUDENTS ~~February 2022~~ April 2026

~~Reporting Requirements:~~

~~c.~~ i. Student athletes ~~shall~~ must immediately report to their head coach any incident which may result in a student code of conduct violation ~~or~~, criminal investigation ~~of them~~, or criminal charges as soon as possible after learning of the violation, investigation, or charge; ~~against them . to their head coach and to the athletic director~~. ~~Coaches must report the same to the athletic director.~~ Failure to accurately disclose past and present conduct violations may result in immediate suspension from the team.

~~d.~~

ii. Coaches must ~~shall be obligated to inform~~ report to the athletic director ~~of~~ any knowledge of a student code of conduct violation, criminal~~n investigation~~charge, or criminal conviction of one or more of their athletes; ~~.~~

~~The~~iii. ~~The~~ athletic director ~~shall~~ must report the same to the chief student affairs officer and to the institutional president~~, who shall must report the same to the Executive Director of the State Board of Education~~ as soon as possible after learning of the charge or convictions~~s~~; and ~~.~~

~~i.~~ iv. The institutional president must promptly report to the Executive Director of the Board any known or reasonably discovered code of conduct violations, criminal charges, or criminal convictions involving student athletes whose charged conduct poses, in the reasonable and objective discretion of the athletic director and institutional president, a material reputational risk to the institution. ~~The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, text, memo, etc.)~~

~~a. Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction to the Executive Director of the State Board of Education as soon as possible. This report shall include a description of the violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, memo, etc.).~~ ~~:~~

~~Student Complaints/Grievances.~~

~~a.~~ 18. Student Conduct, Rights, and Responsibilities

a. Each institution must establish and publish a statement of student rights and a code of student conduct. The code of conduct must include the following:
i. P~~p~~rocedures for behavioral misconduct and for academic misconduct;
ii. ~~. The code of conduct must include procedures~~ Procedures by which a student charged with violating the code receives reasonable notice of the charge and is given an opportunity to be heard and speak and provide information in his or her defense, and an opportunity to appeal any disciplinary action.

b. ~~Such statements~~Statements of student ~~of~~ rights and codes of conduct, ~~and~~as well as any subsequent amendments, are subject to review and approval of the ~~chief executive officer~~ institutional president or designee.

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

18. Student Complaints or Grievances

The State Board of Education and Board of Regents of the University of Idaho, as the governing body of the state's postsecondary educational institutions, has established the following procedure for review of institutional decisions regarding student complaints or grievances. ~~complaints/grievances~~.

a. Scope

~~:~~ Board review is limited to a review of whether the institution substantially failed to follow its procedures or whether the decision was made in error. This review applies to the following areas:

i. An institution's final behavioral conduct decision; and
ii. An institution's final academic conduct decision

In rare circumstances, a student may also petition the Board to review an institutional policy the student believes is not aligned with Board policy, provided the alleged policy misalignment directly impacts the student, the student has first raised the concern formally with the institution, and the student has received a written response from the provost or designee.

The Board does not review other student-related matters, including the outcome of discrimination complaints or Title IX proceedings.

~~Matters involving a violation of an institution's behavioral or academic policies will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony.~~

b. Responsibility~~:~~

~~i.~~ The Board designates its Executive Director as the Board's representative for reviewing student complaints ~~or/grievances~~or grievances~~,~~ and authorizes the Executive Director~~, after such review,~~ to issue the decision of the Board after reviewing the complaint or grievance ~~based on such review~~. The Executive Director ~~may, in his/her discretion~~has discretion to~~,~~ refer any matter to the Board for the final ~~action/~~decision.

c.Process~~:~~

~~-~~A current or former student at a postsecondary educational institution under the governance of the Board may request that the Executive Director review ~~any~~ the

behavioral conduct final decision or academic final institutional decision ~~-~~relating to a student's attendance at the institution. ~~, except as set for under paragraph iii~~. Sanctions imposed by the institution remain in effect during Board review. The following conditions must be met before escalating a complaint or grievance to the board for review:

i. ~~-~~The student must have reported the complaint or grievance to the institution;

ii. The student must have exhausted the complaint or grievance resolution procedures that have been established at the institution level;~~-~~

~~ii. . The Executive Director will not review complaints/grievances that have not been reported to the institution, or processed in accordance with the institution's complaint/grievance resolution procedures;.~~

~~iii. . Matters involving a violation of an institution's code of student conduct will only be reviewed if the basis for the request is that the institution substantially failed to follow its procedures resulting in a failure to give the student reasonable notice of the violation and opportunity to be heard, or to present testimony. Sanctions imposed by the institution will remain in effect during the pendency of the review.~~

iii. A request for review must be submitted in writing to the Board office to the attention of the Board's Chief Academic Officer, ~~and must contain a clear and concise statement of the reason(s) for Board review~~using a concise format established by the Board's Executive Director or designee~~.~~;

iv. Such a request must be received in the Board office no later than thirty (30) calendar days after the student receives the institution's final decision on ~~such matter~~a complaint or grievance;~~-~~

v. The student has the burden of establishing that the final decision made by the institution ~~on the grievance/complaint~~ was made in error. A request for review must include a copy of the original ~~grievance~~ complaint or grievance and all proposed resolutions and recommended decisions issued by the institution, as well as all other documentation necessary to demonstrate that the student has strictly followed the complaint/grievance resolution procedures of the institution;~~-~~

~~iv.~~vi. Throughout the review process, the institution and/or the student may be asked to respond or provide additional information to the Board office ~~related to the student complaint/grievance~~. In such event, the student and/or institution must provide respond within ten institutional business days;~~-~~

~~v.~~vii. The Chief Academic Officer ~~will~~ reviews the materials submitted by all parties and make a determination of recommended action, which ~~will~~

~~be~~is forwarded to the Executive Director for a final~~ull~~ determination~~. A review~~ of ~~a student complaint/grievance~~the institution's decision~~. The review will occur as expeditiously as possible~~;~~.~~

~~vi. The Board office may request that the student and/or institution provide additional information in connection with such review. In such event, the student and/or institution must provide such additional information promptly.~~

~~vii.~~viii. The Board's Executive Director ~~will~~ issues a written decision as to whether the institution's decision ~~with regard to the student's complaint/grievance~~ was ~~proper or was made in error~~aligned with established institutional policies and processes or was in error. The Executive Director may uphold the institution's decision, overturn the institution's decision, or the Executive Director may remand the matter back to the institution with instructions for additional review. Unless referred by the Executive Director to the Board for final ~~action/~~decision, the ~~decision~~ determination of the Executive Director is final; and~~.~~

~~b.~~ ix. The Board staff members do not act as negotiators, mediators, or advocates concerning student complaints or grievances. The review by Board staff ~~will~~ occurs as expeditiously as possible~~.~~

SUBJECT

Board Policy III.T. Student Athletes – First Reading

REFERENCE

August 2012	Board approved second reading of amendments to Board Policy III.T. creating a separate section of Board policy to address student athletes (Formally within III.X.)
April 2016	Board approved first reading of amendments to Board Policy III.T. to improve the timeliness of the reporting requirements in subsection 6.
June 2016	Board approved the second reading of proposed amendments to Board Policy III.T.6.
October 2018	Board approved first reading of proposed amendments to Board Policy III.T. subsection 3. and 5.a.
December 2018	Board approved second reading of proposed amendments to Board Policy III.T.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.T. Student Athletes

BACKGROUND/DISCUSSION

In Board Policy Section III, there are two subsections related to students: III.P. Students and III.T. Student Athletes. The proposed amendments to Board Policy III.P. Students now include Policy III.T. Student Athletes. This consolidation improves accessibility and transparency for all stakeholders, and in particular, students who might need to access these policies. Proposed amendments to the student athlete section are reflected in the proposed amendments to III.P. Students.

ATTACHMENTS

Attachment 1 – Repeal of Board Policy III.T. Student Athletes – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

If the Board approves the proposed amendments to Policy III.P. Students, Board staff recommends approval.

BOARD ACTION

I move to approve the repeal of Board Policy III.T., as presented in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes____ No____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: T. Student Athletes ~~December 2018~~ April 2026

~~1. Each public college and university shall have a written policy governing the conduct of student athletes. At a minimum, those policies shall include:~~

~~a. A disclosure statement completed and signed by the student athlete prior to participation in any intercollegiate athletic endeavor, which shall include a description of (1) all prior criminal convictions, (2) all prior juvenile dispositions wherein the student was found to have committed an act that would constitute a misdemeanor or felony if committed by an adult, and (3) all pending criminal charges, including juvenile proceedings alleging any act which would constitute a misdemeanor or felony if committed by an adult.~~

~~b. This statement will be kept in the office of the athletic director. Failure to accurately disclose all incidents may result in immediate suspension from the team.~~

~~2. Institutions shall not knowingly recruit any person as a player for an intercollegiate athletic team who has been convicted of a felony or, in the case of a juvenile, who has been found to have committed an act which would constitute a felony if committed by an adult. Exemptions to this restriction shall be granted only by the President of the college or university upon recommendation of the athletic director and faculty athletics representative. Such decisions shall be reported in writing to the Executive Director of the State Board of Education at the time the exception is granted.~~

~~3. A student athlete convicted of a felony after enrollment, including a plea of nolo contendere on a felony charge, shall be removed from the team and shall not be allowed to participate again in intercollegiate athletics at any Idaho public college or university. Further, an institution may cancel any athletic financial aid received by a student who is convicted of a felony while the student is receiving athletic financial aid subject to the applicable athletic conference regulations and the institution's applicable student judicial procedure. Nothing herein shall be construed to limit an institution from exercising disciplinary actions or from implementing student athletic policies or rules that go beyond the minimum requirements stated herein.~~

~~4. Subject to applicable law, all institutions shall implement a drug education and testing program and shall require all intercollegiate student athletes to give written consent to drug testing as a condition of the privilege of participating in intercollegiate athletics.~~

~~5. Institutions shall require their athletic coaches to hold an annual team meeting with their respective teams at the beginning of each season. The coaches shall be required to verbally review the team rules with team members at the meeting. Attendance at this meeting shall be mandatory. Each team member shall receive a written copy of the team rules and sign a statement acknowledging receipt of the rules and attendance at the meeting where the rules were verbally reviewed.~~

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: T. Student Athletes ~~December 2018~~ April 2026

~~Reporting Requirements~~

~~a. Student athletes shall immediately report any incident which may result in a student code of conduct or criminal investigation of them or charges against them to their head coach and to the athletic director. Coaches shall be obligated to inform the athletic director of any knowledge of an investigation of one or more of their athletes. The athletic director shall report the same to the chief student affairs officer and to the institutional president, who shall report the same to the Executive Director of the State Board of Education as soon as possible after learning of the charges. The report to the Executive Director shall include a description of the alleged violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, text, memo, etc.)~~

~~b. Coaches shall immediately report the conviction of any student athlete to the athletic director and the institutional president, who shall report the conviction to the Executive Director of the State Board of Education as soon as possible. This report shall include a description of the violation of law and the institution's proposed action, if any. Verbal reports to the Executive Director shall be followed up with written notification (e.g. email, memo, etc.).~~

SUBJECT
Board Policy III.Q., Admission Standards – First Reading

REFERENCE

June 2007	Board approved the first reading of amendments to Board Policy III.Q.
August 2007	Board approved the second reading of amendments to Board Policy III.Q.
December 2013	Board approved the first reading of amendments to Board Policy III.Q.
February 2014	Board approved the second reading of amendments to Board Policy III.Q.
April 2017	Board approved the first reading of amendments to Board Policy III.Q.
June 2017	Board approved the second reading of amendments to Board Policy III.Q.
June 2020	Board approved a temporary waiver of the College Entrance Exam minimum admission requirement in response to the COVID-19 pandemic.
June 2021	Board approved removing College Entrance Exam minimum admission requirements.
April 2024	Board approved the first reading of amendments to Board Policy III.Q to update sections on direct admissions, high school requirements, and Career Technical Education program admissions.
June 2025	Board approved the second reading of amendments to Board Policy III.Q.
October 2025	Board approved the first reading of an amendment to Board Policy III.Q to clarify the expectations for secondary school accreditation.
December 2025	Board approved the second reading of an amendment to Board Policy III.Q.

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

BACKGROUND / DISCUSSION
Due to changes in federal requirements, the proposed amendment replaces the adjective “regional” with “institutional” to describe institutional-level accreditation.

IMPACT
This policy amendment aligns Board policy with federal requirements.

ATTACHMENTS

Attachment 1 – Board Policy III.Q. Admission Standards – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council and with the Council on Student Affairs. No objections or concerns were raised. Board staff recommends approval.

BOARD ACTION

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

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: Q. Admission Standards ~~December 2025~~April 2026

1. Institution Policies

   Each postsecondary institution must establish institutional policies which meet or exceed the following minimum academic and career technical admission standards. Additional and more rigorous requirements also may be established by the institutions for admission to specific programs, departments, schools, or colleges. Consistent with institutional policies, admission decisions may be appealed by applicants to the institutional admissions committee. Career Technical Education program admission requirements apply to all technical colleges, including the College of Eastern Idaho, the College of Southern Idaho, the College of Western Idaho, Lewis-Clark State College, Idaho State University College of Technology, and North Idaho College.

2. Institutional Academic Admission

   a. Direct Admission
   Students attending an Idaho public school, or Idaho private school that has entered a Direct Admission participation agreement with the Board, may be notified of their admission to an Idaho public college or university through the State Board's Direct Admission Program. Direct admission offers are based on the following criteria:

Verified Achievement	Institution Admission
ISAT Math level ≥3 and ELA/Literacy level ≥3 OR Unweighted GPA = 3.0	Admission to all Idaho public institutions.
Unweighted GPA between 2.25 and 2.99	Admission to Idaho's public community colleges, Lewis-Clark State College and Idaho State University.
Unweighted GPA < 2.25	Admission to Idaho's public community colleges.

   Admission awarded though the program is contingent on the verified level of achievement in high school curriculum (grade point average), performance on the 11th grade Idaho Standards Achievement Test (ISAT), and successful completion of Idaho high school graduation requirements. Direct admission decisions apply only to offers of admission to Idaho public institutions made between October 1 to June 30 of the senior year of high school.

b. Academic Regular Admission

An applicant who is not admitted under the Board's Direct Admission Program must graduate from a high school accredited by a body recognized by the Board and complete the Admission Standards Core Courses with a minimum 2.00 cumulative grade point average. The Board office maintains a list of approved high school accreditors. Applicants who graduated from high school prior to 1995 will be subject to the admission standards at the time of their high school graduation. Each institution may develop a separate policy for the admission and placement of international students.

Admission Standards Core Courses

Subject Area	Minimum Requirement	Select from These Subject Areas
Secondary Language Arts and Communication	8 credits	Composition, Literature, and Oral Communication
Mathematics	6 credits	A minimum of six (6) credits. Secondary Mathematics includes Integrated Mathematics, Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in Mathematical Problem Solving and Quantitative Reasoning. A total of 8 credits are strongly recommended. Four (4) of the required mathematics credits must be taken after 9th grade. Courses not identified by traditional titles (i.e., Algebra I or Geometry) may be used as long as they contain all of the critical components of higher math functions prescribed by the State Mathematics Content Standards. Institutions may recognize other Mathematics courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements.
Social Studies	5 credits	American Government (state and local), Geography, U.S. History, and World History. Other courses may be selected from Economics, including Consumer Economics, if it aligns to the state content standards, Psychology, and Sociology.
Science	6 credits	Secondary sciences include instruction in Applied Sciences, Earth and Space Sciences, Physical Sciences, and Life Sciences. Institutions may recognize other Science courses as meeting this requirement if those courses are taken in compliance with the Idaho state minimum graduation requirements. Must have laboratory science experience in at least two (2) credits. A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with

		the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.
Arts and Humanities (including world languages)	2 credits	Humanities courses include instruction in Visual Arts, Music, Theatre, Dance, or World Language aligned to the Idaho content standards for those subjects. Other courses such as Literature, History, Philosophy, Architecture, or Comparative World Religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards. History courses beyond those required for state high school graduation may be counted toward this category. World Language is strongly recommended. The Native American Languages may meet the world language credit requirement.
Other College Preparation	3 credits	Speech or Debate [no more than one (1) credit]. Debate must be taught by a certified teacher. Studio/Performing Arts (art, dance, drama, and music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category). Secondary Career Technical courses.

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

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

c. Academic Alternative Admission

i. Degree-seeking applicants who do not qualify for admission based on subsection 2.b. above may be granted alternative admission if they satisfy one (1) or more of the criteria below:

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

2) Did not graduate from a secondary school accredited by a body recognized by the Board, [e.g. home-schooled students, General Educational Development (GED) diploma holders], and have acceptable predictive indicators of academic success approved by the institution;

3) Deserve consideration by the institution because of special status (e.g., returning veterans, gifted and talented students wishing to enter college early, or other students in unique circumstances as determined by the

institution). Each institution may develop a separate policy for the admission of special status students.

ii. Students granted alternative admission may have conditions placed on their admission, subject to institutional policies. Students may be granted admission and be required to satisfactorily complete up to fourteen (14) baccalaureate level credits, twelve (12) of which must be general education credits. Regular admission status must be attained within three (3) registration periods or the student will be dismissed, subject to institutional committee appeal procedures.

d. Academic Transfer Admission

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

ii. A student not meeting the requirement in subsection 2.b. may petition the institutional admissions officer to be admitted. If admitted, the student may have conditions placed on their admission, subject to institutional policies as described in subsection 2.c.ii.

d. Academic Program Placement

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

3. Career Technical Program Admission

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

Admission to a specific career technical program is based on the capacity of the program and specific academic and/or physical requirements established by the technical college/program.

a. Career Technical Program Placement Criteria

Placement test scores indicating potential for success may be required for

enrollment in a career technical program of choice. Placement score requirements vary according to the program.

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

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

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

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

SUBJECT

Board Policy III.V., Articulation and Transfer – First Reading

REFERENCE

October 2012	The Board approved the first reading of proposed amendments to Board Policy III.V, which provided flexibility in six credits required of the general education core that are not assigned to a specific discipline.
December 2012	The Board approved the second reading of proposed amendments to Board policy III.V.
April 2015	The Board approved the first reading of proposed amendments to Board Policy III.V, which clarified the transfer and articulation policy for general education credit applies to all Idaho public institutions.
June 2015	The Board approved the second reading of proposed amendments to Board Policy III.V.
April 2019	The Board approved the first reading of proposed amendments to Board Policy III.V. which clarified the credit awarded by an institution for prior learning and transfer of general education requirements.
June 2019	The Board approved the second reading of proposed amendments to Board Policy III.V.

APPLICABLE STATUTES, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.V. and III.N.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

Due to changes in federal requirements, the proposed amendment replaces the adjective “regional” with “institutional” to describe institutional-level accreditation.

IMPACT

This policy amendment aligns Board policy with federal requirements.

ATTACHMENTS

Attachment 1 – Board Policy III.V. Articulation and Transfer – First Reading

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments were discussed at CAAP on February 26, 2026, and at IRSA on April 2, 2026. They have also been shared and discussed with the Idaho Registrars' Council and with the Council on Student Affairs. No objections or concerns were raised. Board staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy III. V., Articulation and Transfer as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: III. POSTSECONDARY AFFAIRS
SUBSECTION: V. Articulation and Transfer ~~June 2019~~April 2026

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.

The Statewide General Education Policy, Board Policy III.N, Statewide General Education, outlines Idaho's General Education Framework and establishes guidelines for General Education Matriculated (GEM) curricula across all public postsecondary institutions. Statewide recognition of common GEM competencies creates a transparent and seamless transfer experience for undergraduates as defined in Board Policy III.N.

The transfer of GEM courses is predicated on the acquisition of competencies in broad academic areas. Each institution recognizes the professional integrity of all other public institutions in the acceptance of their general education courses and programs.

1. Statewide Articulation

   a. Academic Undergraduate Degrees

      i. Students who complete requirements for the Associate of Arts or Associate of Science degree at an institutionally- ~~regionally~~ accredited postsecondary institution ~~,~~ will be considered as satisfying the general education requirement, as defined in Board Policy III.N., upon transfer to a public institution in Idaho and will not be required to complete any additional general education requirements.

      ii. Students who have completed the 36-credit General Education Framework, as defined in Board Policy III.N, without an Associate of Arts or Associate of Science Degree and transfer from an institutionally- ~~regionally accredited~~ postsecondary institution in Idaho will not be required to complete additional general education requirements at the receiving institution.

      iii. If a student has completed a GEM course(s) but has not completed the entire General Education Framework or an Associate of Arts or Associate of Science Degree, those GEM courses will be applied towards the associated GEM competency requirements at the receiving institution.

   b. Associate of Applied Science (AAS) Degrees

      i. A student who satisfactorily completes a GEM course(s) as part of the Associate of Applied Science (AAS) degree and then subsequently transfers to another public Idaho postsecondary institution will have those GEM courses applied towards the associated GEM competency of the receiving institution.

ii. A student who completes an AAS degree may pursue an interdisciplinary Bachelor of Applied Science or a Bachelor of Applied Technology degree focused on upper-level academic coursework.

2. Authority is delegated to the postsecondary institutions under the Board's governance to evaluate and determine whether to accept equivalent or elective credits on behalf of transferring students within the requirements of sections 33-107(6)(b) and 33-2102, and 33-3729 Idaho Code and Board Policy III.V.2.c through e. Each institution is responsible for working to facilitate the effective and efficient transfer of students. To that end:

a. Institutions shall publish the current curriculum equivalencies of all courses on the state transfer web portal.

b. Where patterns of student enrollment are identified between institutions, articulation agreements shall be developed between the institutions.

c. Non-remedial course credits earned at those institutions under the Board's governance, regardless of being a general education credit or not, are transferable to any other institution governed by this policy.

d. Academic credits accepted from an ~~regionally~~ institutionally-accredited postsecondary institution into an academic program by one institution under the Board's governance shall transfer from two- and four-year to four-year institutions as either equivalent or elective credits between the other postsecondary institutions governed by this policy.

e. Courses on the common course index list, as provided in Board Policy III.N.6.b, that are awarded credit through prior learning assessments, as outlined in Board Policy III.L.1.b, from an institution shall transfer as equivalent course credit between those institutions. An area of general education, as listed in Board Policy III.N.3, for which credit is awarded by an institution through a prior learning assessment, shall transfer across those institutions as meeting the same general education requirement.

UNIVERSITY OF IDAHO

SUBJECT

Bachelor of Science in Construction Management and the Built Environment

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The University of Idaho (UI) proposes to establish a Bachelor of Science in Construction Management and the Built Environment to address Idaho's critical shortage of skilled construction management professionals; the growing demand for projects delivered through integrated design–build approaches; the increasing student need for accessible, career-focused degree pathways that intersect with the broader built environment; and the preparation of future leaders to support Idaho's construction industry.

Nationally, the U.S. Bureau of Labor Statistics identifies construction-related occupations among the fastest-growing employment sectors. In Idaho and the Pacific Northwest, continued growth in infrastructure, housing, and commercial development has further intensified demand for construction management professionals. The Idaho Department of Labor has identified construction management and related fields as among the state's fastest-growing occupations. Despite this demand, the region faces a shortage of four-year construction management programs, resulting in a significant workforce gap. While construction management programs currently exist at Boise State University and Brigham Young University–Idaho, these programs serve geographically distinct regions of the state aligned with specific population corridors. Further, they do not adequately address workforce needs in northern Idaho, let alone in the state as a whole. More specifically, Lightcast data show that the state will need 2,157 more construction managers over the next decade, but based on current graduation rates, the two existing construction management degree programs together are expected to produce only 800 – 1,400 new construction managers in that decade. The shortage particularly affects north Idaho. In 2025, the region had 411 openings, but the two existing programs – both in southern Idaho – are producing only 140 new construction managers at most. In addition, existing University of Idaho architecture students frequently ask their college advisor how to pursue a construction management degree and, on learning that they cannot currently do so at UI, transfer to other institutions. The University of Idaho is well positioned to meet this unmet regional and student demand. In addition to frequent student requests, employers throughout northern Idaho have consistently expressed the need for a program that prepares graduates to manage and deliver increasingly complex construction projects.

Recognizing that contemporary construction management practice exists at the intersection of multiple disciplines, the proposed B.S. in Construction Management and the Built Environment is designed as a collaborative, interdisciplinary program drawing on the expertise and resources of three UI colleges: the College of Art & Architecture, the College of Engineering, and the College of Business & Economics. The program will introduce Idaho's first integrated design–build construction management curriculum, offering an innovative educational model that unites design, construction, and project delivery within a single degree structure. The curriculum will combine existing courses from participating colleges with newly developed coursework tailored specifically to this program.

Through this interdisciplinary structure, students will gain exposure to diverse perspectives on construction management, including structural safety and design, cost estimation and control, legal and contractual considerations, and project delivery strategies. Students will select one of four program emphases, enabling them to develop focused expertise while participating in collaborative learning with peers and faculty from complementary disciplines. These interdisciplinary interactions will strengthen students' ability to work effectively across professional boundaries and will be reinforced through applied learning experiences that connect academic coursework with real-world construction practice. Further, graduates will be equipped to obtain construction manager roles, which, per Bureau of Labor Statistics data, have a median annual compensation rate of $106,980 as of May 2024.

The proposed program aligns with UI's land-grant mission, strengths, and strategic plan. Also, it supports the goals of the Idaho Workforce Development Council by improving the quality and effectiveness of workforce programs, reducing barriers to employment, and ensuring the efficient use of resources through the delivery of a high-value, career-ready degree for students in Northern Idaho and inland Northwest. Through this program, the University of Idaho will further advance its strategic priorities related to program diversification, enrollment growth, and applied learning, while supporting innovation and resilience in Idaho's built environment.

IMPACT

The proposed Bachelor of Science in Construction Management and the Built Environment addresses a critical workforce shortage in Idaho and the surrounding region by creating a pipeline of skilled professionals prepared to support the development of the state's infrastructure and housing. This program will strengthen Idaho's economic vitality and long-term competitiveness.

As Idaho's population grows, the demand for affordable and accessible housing continues to rise. This program will contribute to meeting housing needs for lower- and middle-income households and support the development of essential community infrastructure. The program's interdisciplinary structure will elevate construction practices statewide, promoting a resilient, high-quality built

environment. Graduates will be prepared to support responsible growth while honoring Idaho's natural and cultural landscapes, regional history, local materials, and community character.

The proposed program will primarily serve the Spokane–Coeur d'Alene–Silver Valley corridor and surrounding communities, where construction activity and workforce demand remain high. Its proximity to North Idaho College (NIC) creates strong opportunities for collaboration, including enhanced industry engagement and the development of seamless 2+2 transfer pathways. NIC's existing construction management certificate and associate degree programs provide a solid foundation upon which the University of Idaho can expand opportunities for students pursuing a four-year degree.

This program will also be the first in Idaho to emphasize the design-build delivery model, an integrated approach that unifies development, architectural design, and construction under a single contract. This method consistently yields higher-quality, more sustainable, and more cost-effective projects. Industry partners and current market analyses indicate significant regional demand for graduates trained in design-build practices. The curriculum combines academic rigor with career preparation, supported by strong professional networks, career fairs, internships, and industry partnerships. This program is distinct from other baccalaureate construction management programs in Idaho due to its grounding in the built environment and its intentional collaboration across three colleges: 1. Engineering, 2. Art and Architecture, and 3. Business and Economics. The University of Idaho is the only institution in the state offering accredited programs in architecture, landscape architecture, and interior architecture and design, creating an exceptional academic setting for an integrated construction management degree. Program graduates will be equipped to manage public and private construction projects efficiently, ensuring on-time delivery, budget adherence, and high-quality outcomes. This interdisciplinary focus aligns with the industry's increasing adoption of design–build and other integrated project delivery models that combine design and construction within a unified contractual framework.

The University has committed $500,000 in start-up funding through the Strategic Plan Initiative Grant Program to support the program's first three years. Instructional resources will be phased in as enrollment grows. With an anticipated initial enrollment of 5 to 20 students, the program is expected to have minimal impact on existing academic units during its early years, as it will rely primarily on classrooms, laboratories, and equipment that currently have available capacity. Most courses in the curriculum are already offered regularly, and existing facilities meet the majority of instructional needs. A portion of the start-up funding will support purchases of essential equipment and library materials to ensure high-quality instruction and applied learning. To support early implementation, start-up funding will also be used to hire temporary instructors to develop and teach new courses and to offer additional sections of existing courses. Faculty will

expand to include four new full-time faculty members by Year 4, supplemented by adjunct instructors and graduate assistants. Following approval, the program is projected to enroll approximately 15–20 students annually over the next four years, generating sufficient revenue to sustain ongoing operations beyond the start-up period.

Overall, total annual expenditures are projected to range from $346,295 to $593,398 over the four-year period.

ATTACHMENTS

Attachment 1 – Bachelor of Science in Construction Management and the Built Environment Proposal
Attachment 2 – Industry Letters of Support
Attachment 3 – University of Idaho Three-Year Plan

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed Construction Management and Built Environment program projects an initial enrollment of five students in Year 1, potentially including internal transfers, with growth to about 20 students by Year 2 and up to 85 students by Year 5. The program expects its first two graduates by FY29, with annual graduates increasing to approximately 20 by FY31. Enrollment projections are informed by workforce demand, labor market analysis, and institutional data. For sustainability, the program targets 48 enrolled students to support viable course offerings, with enrollment levels below 36 students for four consecutive years triggering a formal program review for discontinuation.

University of Idaho's request to offer a Bachelor of Science in Construction Management and the Built Environment is consistent with their Service Region Program Responsibilities and their current Three-Year Plan for Delivery of Academic Programs in Region II. In accordance with State Board Policy III.Z. responsibilities, no institution has statewide program responsibility for construction management programs.

Boise State has an established history of delivering a Construction Management program at the undergraduate level that primarily focuses on construction methods and technologies. Its goal is to prepare students to excel in the planning, design, and construction process, with strong emphasis on practical execution and industry-ready skills. The University of Idaho program centers on a design–build philosophy, emphasizing the integration of design, construction, and project delivery into a single, unified process. This approach highlights collaboration across traditionally separate disciplines.

Boise State's program is accredited by the American Council for Construction Education (ACCE). This accreditation is a formal quality assurance process used to evaluate and recognize construction education programs—including construction management, construction science, and construction technology—at

colleges and universities. Five years after launching the program, University of Idaho will submit a proposal for external specialized accreditation to ACCE. The ACCE accreditation pathway involves an initial 5-year candidacy period, followed by the creation of a Self-Study Report.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on January 29, 2026; and to the Instruction, Research, and Student Affairs on February 5, 2026. Letters of support are also provided under Attachment 2.

Staff notes that the fiscal impact for the proposed program surpasses the threshold for Executive Director approval and is being forwarded to the Board for its consideration consistent with Board Policy III.G. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to create a Bachelor of Science in Construction Management and the Built Environment as presented by the full proposal in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

FULL PROPOSAL FORM

Academic Programs

Date of Proposal Submission:	December 16, 2025			
Institution Submitting Proposal:	University of Idaho			
Name of College, School, or Division:	Multiple – University-Wide/Intercollege			
Name of Department(s) or Area(s):	Multiple – University-Wide/Intercollege			
Official Name of the Program:	Construction Management & the Built Environment Program			
Degree Information:	Degree Level: Bachelor of Science		Degree Type: Undergraduate	
CIP code or Modification of CIP Code (consult IR /Registrar):	52.2001			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	60% F2F; 30% Hybrid; 10% Distance			
Implementation Date:	Fall 2026			
Geographical Delivery:	Location(s)	Moscow, ID	Region(s)	II
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)	☐ Self-Support fee	☐ Professional Fee	☐ Online Program Fee	
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X Regional Program Responsibility	☐ Statewide Program Responsibility		

Indicate those that apply to this request:

- [X] Undergraduate Program
- [ ] Graduate Program
- [ ] Undergraduate Certificate (30 credits or more)
- [ ] Graduate Certificate (30 credits or more)
- [ ] Specialized Certificate (above $250k/FY)

College Dean _____ Date 12/15/25

College Dean Lisa M. Ventrella Date 12.15.25

Proposed Action

- [X] New Program
- [ ] New branch campus or change in location
- [ ] Modification of Existing Academic Programs
  - [ ] Converting one program option to a stand-alone program
  - [ ] Consolidating two or more programs into one program
  - [ ] Splitting an existing program into two or more programs
  - [ ] Adding certificate or degrees to existing programs
  - [ ] Program expansion outside an institution's Designated Service Region except for programs for which institutions have statewide program responsibilities as defined in Board Policy III.Z.

College Dean	Date 12/15/2025	Vice President for Research (as applicable)	Date 1/8/2026
Graduate Dean/other (as applicable)	Date 12/16/25	Academic Affairs Program Manager, OSBE	Date 01/08/2026
EVP/Chief Fiscal Officer	Date 12/16/25	Chief Financial Officer, OSBE	Date 1/8/2026
Provost/VP for Instruction	Date 12/16/25	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director or Designee Approval	Date

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

Rationale for Creation or Modification of the Program

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

We are requesting approval to offer a new Bachelor of Science (B.S.) degree in Construction Management and the Built Environment as a collaborative, interdisciplinary program drawing on the expertise and resources from the partnership of three University of Idaho (UI) colleges: College of Art & Architecture, College of Engineering, and College of Business & Economics. This model is driven by the recognition that modern construction management sits at the intersection of several disciplines. The proposed program will introduce Idaho's first integrated design–build construction management program, offering a uniquely innovative approach that unites design, construction, and project delivery within a single curriculum. This new interdisciplinary program will equip graduates with core competencies in construction management and the built environment by including existing courses from each college and new courses developed for this program.

To maintain high academic standards and improve graduates' appeal to prospective employers, the program will immediately begin the process of seeking professional accreditation from the American Council for Construction Education (ACCE). We will also ensure program quality by establishing an Interdisciplinary Steering Committee, a governing body composed of faculty from the College of Art & Architecture, College of Engineering, and College of Business & Economics. This committee will be responsible for curriculum updates and program assessments. Similarly, existing faculty in the partnering colleges will take an active role in program governance.

This interdisciplinary program will provide a unique experience that engages students with varying perspectives on construction management, ranging from structures' safety and design to their projected costs and legal implications. Students who complete the program will choose one of four emphases, each with a disciplinary focus. Therefore, students will develop expertise in a particular aspect of construction management while also interacting with peers and instructors who bring different areas of expertise. These interactions will help students develop the skills needed to collaborate with colleagues across disciplines. Further, the program will deepen students' development of these skills through important applied learning opportunities.

This program seamlessly blends academics with career readiness by leveraging the participating colleges' networks. This approach will provide a wider pool of employers through career fairs, internships, and industry partnerships. The program will also encourage students to take part in relevant student organizations: a student chapter of professional organizations such as Associated Schools of Construction (ASC) or Construction Management Association of America (CMAA) will become a central hub for professional development. Finally, the curriculum will emphasize team projects that require students to apply and integrate knowledge from architecture, engineering, business, and design principles.

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

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

The University of Idaho seeks to launch a Bachelor of Science in Construction Management and the Built Environment to address the state's high need for skilled professionals to manage complex construction projects. The program will also address the growing demand for projects that use the design-build method. This wholistic method integrates previously separate contracts (development, architectural design, and construction) into one cohesive agreement. As a result, design-build projects produce higher quality, more sustainable structures using a simpler, more cost effective, efficient, integrated, and seamless process.

This one-of-a-kind program is comprised of four distinct topic emphases: operations management, integrated project delivery, heavy civil-commercial-residential, and digital delivery and modeling. It is supported by three colleges: Art and Architecture, Business and Economics, and Engineering. The program will create new experiential learning opportunities and career pathways for Idaho students, integrating knowledge from different disciplines with emerging technologies such as Building Information Modeling (BIM) and smart construction systems, and will enhance collaborations with industry and community partners. In doing so, it will bridge technical, managerial, and sustainable building practices. In Idaho, only UI can meet this industry need because no other university in the state can bring together the diverse areas of expertise required to offer this distinctive design-build program.

To launch the program, UI has provided $500K in Strategic Plan Initiative Grant Program funds. This funding will provide temporary instructional faculty for course development and instruction, half-time administrative support, and digital marketing. Funds to cover increased instructional costs will be allocated per enrollment demand and distributed by an inter-college steering committee. Once the program is fully enrolled, it will generate enough tuition revenues to cover its expenses.

This program responds to robust state and industry demand. Nationally, this employment sector has been highlighted by the US Bureau of Labor Statistics as one of the fastest-growing occupations (US Bureau of Labor Statistics, 2025). This growth is partly due to an increase in national construction projects but also results from a projected shortfall in qualified professionals due to high expected retirement rates. As the construction industry in Idaho and the Pacific Northwest continues to expand, construction management and related fields have been identified by the Idaho Department of Labor as one of the state's fastest-growing occupations (Idaho Department of Labor, 2024). However, there is currently a shortage of four-year construction management programs in the region, leaving a significant workforce gap that the University of Idaho is well positioned to fill. Regional employers have repeatedly requested that UI develop a design-build construction management program.

The proposed program aligns with UI's land-grant mission, strengths, and strategic plan. Further, it aligns with Idaho Workforce Development Council (WDC) goals to improve the quality and effectiveness of workforce programs, reduce employment barriers, and ensure the efficient use of resources by providing students in North Idaho with a valuable career-ready degree. Finally, through this program, UI will pursue institutional strategic plan goals for program diversification, enrollment growth, and applied learning, supporting innovation and resilience in Idaho's built environment.

Relevant data show the need for the proposed program. For instance, data from Lightcast confirms the strong demand for construction managers in the state of Idaho and nationally (Lightcast, 2025a):

1. Idaho is considered a hotspot for construction management. The national average number of construction managers for an area the size of Idaho is 3,505* employees, while there are now 4,015 here. Idahoans earn a wage comparable to the national average. The national median salary for construction managers is $89,540, compared to $84,341 in Idaho. Job posting activity is also high in Idaho. The national average for an area this size is 102 job postings per month, and in Idaho it is 127 (Lightcast, 2025b).

2. Construction management is one of the fastest-growing occupations nationwide, ranked 8 out of 10 for 2025, and as the 12th most popular occupation (Lightcast, 2025a).

3. The Idaho Department of Labor 2024 Idaho Employer Business Climate Survey shows that the Construction industry is concerned about the 14.6% labor turnover rate, with 40% of respondents identifying worker supply as a major concern (Idaho Department of Labor, 2024).

   The U.S. Bureau of Labor Statistics showed that the median annual wage for construction managers in May 2024 was $106,980 with a projected growth of 9% from 2024 to 2034 (US Bureau of Labor Statistics, 2025).

4. According to Lightcast data, 46,800 openings for construction managers are projected each year, on average, over the next decade (Lightcast, 2025c).

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

Student demand for this program will likely be from multiple groups:

1. Traditional students seeking a four-year degree. We anticipate that Idaho and Western Undergraduate Exchange (WUE)-state residents will comprise most full-time enrollments. Given the field's starting salaries, we expect interest from students seeking a career-ready degree with strong income prospects. Because industry demand and enrollment at other regional colleges are both high (see Question 6), we also expect vigorous growth for this degree program.

2. Transfer students from Idaho's and regional two-year colleges, particularly from colleges that offer an Associate of Applied Science (AAS) in Construction Management or an Associate of Applied Science in Construction Technology. Specifically, the College of Southern Idaho offers an Associate of Construction Management and North Idaho College offers an Associate of Science Constructional Management, as well as an Associate of Applied Science and a Basic Technical Certificate in the same field.

3. Non-traditional students. We believe that this degree will be of considerable interest to non-traditional students, particularly non-traditional students currently employed within the current construction industry. To attract these potential students, we will interact with representatives from the Idaho Workforce Development Council to ensure we reach a broad audience.

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

This proposed program will generate profound benefits for Idaho by building not only structures, homes and infrastructure, but also a more resilient and prosperous society.

As Idaho's population continues to grow, the state has an increasing need for affordable housing for

elderly, disabled, and other residents. Built environment professionals in Boise and other areas of Idaho, as well as the Pacific Northwest more broadly, report that a key growth area for their firms involves the housing sector, specifically housing for the disadvantaged. The program will support increased housing opportunities for lower- and middle-income residents, as well as the infrastructure needed for thriving communities. Such communities provide residents access to structures that support their families, livelihoods, physical and mental health, recreational activities, and economic wellbeing.

The program directly addresses a critical workforce shortage, creating a pipeline of highly trained professionals to build Idaho's future infrastructure and homes, which will strengthen our state's economic power and competitiveness.

This program will produce graduates well prepared to ensure quality public work projects are completed on time and within budget, maximizing the value of taxpayer dollars.

The curriculum associated with this program emphasizes principles of sustainable and smart construction and energy efficiency. Graduates will be equipped to manage Idaho's growth, conserve natural resources, and create resilient communities.

The interdisciplinary nature of the program will elevate the standard of construction approaches across the state, leading to a well-crafted and resilient built environment that is also socially and culturally sensitive. Graduates will be well positioned to steward Idaho's cultural and natural landscape, respecting regional history and local materials and enhancing the state's unique character.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No X_____

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

4. Credit for Prior Learning

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

Not Applicable

5. Affordability Opportunities

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

When feasible, instructors will utilize Open Educational Resources to reduce students' cost of education. Because the proposed program includes courses from all participating colleges, it maximizes the use of existing resources. Many of those courses are offered online, which enables students to pursue coursework during the summer without incurring the expenses of living on campus or to do so while completing an internship at a geographically distant location. This program will be integrated into the university's central scheduling system, allowing for shared course scheduling to prevent time conflicts with

required prerequires in other programs. After the program launches, we will actively cultivate industry partnerships to establish dedicated scholarship funds and facilitate access to paid internships, providing students with direct financial support and income to offset their educational costs.

Enrollments and Graduates

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

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY22	FY23	FY24	FY25 (most recent)	FY22	FY23	FY24	FY25 (most recent)
BSU	**Construction Management**	335	357	397	416	48	52	64	69
BYU Idaho	**Construction Management**	459	467	474	520	92	89	100	105

While we recognize that Brigham Young University-Idaho (BYU-I) is not a public institution, we include its enrollment and graduation numbers because it contributes significantly to producing the state's cadre of trained construction managers. However, despite its and Boise State's significant contributions, Idaho still does not have enough construction managers to meet industry demand.

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

The State of Idaho has two four-year accredited construction management degree programs focusing on project management: one at Boise State University in Boise and one at Brigham Young University-Idaho in Rexburg. Additional two-year programs are located at BYU-Idaho, North Idaho College (NIC), and the College of Southern Idaho (CSI). However, a 2025 Lightcast market analysis indicates that these programs are not meeting the demand for construction managers in North Idaho and northeast Washington State (Lightcast, 2025d & 2025e). The proposed new program addresses the need for increased four-year degree opportunities as indicated by the 2025 Lightcast marketing study. Comparing conferrals of four-year construction management degrees with projected Idaho job openings in construction management shows this new program is needed to help meet state demand.

That is, despite the existing programs at BSU and BYU-Idaho, there is clear regional demand to warrant offering such a program in North Idaho. Specifically, the proposed program and the other two existing programs are associated with geographically distinct areas of Idaho where population corridors exist, and construction projects are in high demand. The proposed program will be primarily associated with construction occurring with the Spokane - Coeur d'Alene - Silver Valley population corridor and associated

towns. In addition, the proximity of the proposed North Idaho program to North Idaho College (NIC), will create numerous opportunities for students to have meaningful connections with industry and facilitate 2-2 degrees because NIC offers a basic technical certificate and associate of science and associate of applied science construction management degrees.

The proposed program differs from Idaho's existing baccalaureate programs in that it has a foundation in the built environment (architecture and related professions) and draws on the strong partnerships and collaborations with the Colleges of Engineering, Business and Economics. The University of Idaho is the only institution in the state that offers accredited architecture, landscape architecture, interior architecture and design programs, providing an unparalleled environment for an integrated construction management education for the built environment. This focus is essential because the construction industry is predicted to embrace design-build as a wholistic project delivery method merging a number of contracts into one. Graduates who have a strong understanding of the process will be positioned to support the industry.

In a nationwide review of programs, the UI working group that developed this proposal identified comparable academic programs with different focal areas: some focus on civil engineering, some on residential and commercial construction, others on virtual construction and design, and still others on project management. Our proposed program unites these focus areas. It supports design-centered, research-informed integrated project deliveries and sets up an interdisciplinary model, which our alumni working in the built environment industry e and other construction professionals believe is becoming the field's preferred delivery method and service format. Neither Boise State's program, which focuses on project management, nor BYU-Idaho's two degrees, BS Construction Management (project management) and BS Virtual Design and Construction (construction technology), can provide this combined expertise.

With the rapid growth of construction, infrastructure, and development in Idaho and the Pacific Northwest, there is a persistent shortage of qualified construction managers that cannot be met by the existing programs at BSU and BYU-Idaho or other programs in the region. Industry partners in northern and central Idaho have specifically expressed the need for a local and well-trained construction management workforce that can be better accessed by local industry stakeholders, rural communities, and tribal communities.

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates from Program**					
FY27 (1st year)	FY28	FY29	FY30	FY31		FY27 (1st year)	FY28	FY29	FY30	FY31	
5	20	45	65	85		0	0	2 Trsf	15-18	20	

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

In year 1, we don't expect many initial students because we won't be able to actively recruit until we have received full NWCCU approval. Thus, the initial student enrollment of 5 reflects potential internal transfers from existing degrees. In year 2, we project 20 based on a multi-faceted methodology that integrates industry needs survey, job market demand, and internal institutional data.

- Enrollment Projection Study: the projection is primarily driven by the analysis of regional and state labor market data from the Idaho Department of Labor and Bureau of Labor Statistics, which consistently shows high growth and replacement needs for construction management positions in Idaho and the pacific Northwest (Idaho Department of Labor, 2024 & US Bureau of Labor Statistics, 2025). We also conducted interviews with construction industry leaders both inside and outside of the State of Idaho to seek their input, which also shows the strong need to have the proposed program offered by UI. This need indicates a ready pipeline for interested students and families.
- Review of Peer institutes: we examined similar, established programs in peer institutes (e.g., Boise State University, Washington State University, BYU-Idaho, University of Minnesota, Montana State Univ, University of Washington, University of Utah, and Colorado State University). This provides a benchmark for realistic enrollment size for a new program.
- Internal Capacity Study: the five-student cohort size in the first year and 20-student cohort size per year afterwards were chosen to align with the capacity of existing classrooms /laboratory spaces with the planned number of new courses and/or course sections, ensuring a high-quality student learning experience without undermining existing programs.
- Strategic Growth Feasibility Study: This number represents a conservative target that justifies the new investment in new faculty and resources while allowing manageable, phased growth.
- Retention and Progression Assumptions: We employ the standard projection for similar programs in peer institutes and similar STEM related programs within UI, which indicate 85-90% year 1 to year 2 retention and 70-80% graduation rate of the initial entering cohort. With an incoming cohort of 5/1st year and 20 total 2nd year students and a conservative graduation rate of 75%, the program is projected to produce approximately 15-18 graduates in FY30 and 20 graduates in FY 31.

10. Minimum Enrollments and Graduates.

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

48 students (size supports at least 12 students in an undergraduate course every year).

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

If the program falls below 36 students for four consecutive years, it will be considered for discontinuance.

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

The University of Idaho has a robust annual assessment process for courses and individual programs focusing on evaluation of assessment measures and course and program learning objectives. Courses and programs are reviewed by faculty with input from students. The evaluation process is managed by the University Assessment and Accreditation Committee and the Office of Assessment and Accreditation.

Five years after launching the Construction Management in the Built Environment, we will submit a proposal for external specialized accreditation to the American Council for Construction Education (ACCE). The ACCE accreditation pathway involves an initial 5-year candidacy period, followed by the creation of a Self-Study Report. After accepting the Self-Study Report, the ACCE will complete a site visit and make recommendations for accreditation. As part of the ACCE accreditation process:

- We will establish an external Advisory Board that represents construction firms and associations.
- The program will meet specific learning outcomes, including critical thinking, written communication, and knowledge of construction job site safety.
- Upon graduation, the students will demonstrate proficiency in areas such as construction work methods, sequencing, and project cost estimation.
- The program will also perform regular self-evaluations to ensure the curriculum remains current with emerging technologies and industry requirements. To achieve this goal, we will publish a number of quality standards as described in the learning outcomes and assessment section.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**. With prior approval from the Board's Executive Director or designee, for programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as provided in Board Policy III.G.[1]

Not Applicable

[1] For programs that require specialized accreditation, external review for the accreditation process may supplant standard external peer review as in Board Policy III.G.a.i (2) a.i and may occur after approval of the program by the Board, if and only if receipt of initial accreditation is required before any student enrolls in the program. Institutions must receive from the Executive Director or designee approval to supplant external peer review with specialized accreditation review prior to submitting a doctoral program proposal. Institutions shall submit a copy of the specialized accreditation report to the Board Office within 30 days of completion of the review.

13. **Educator Endorsement/Certification Programs**. All new initial educator preparation programs that lead to an Idaho educator endorsement/certification require review and recommendation facilitated by the Office of the State Board of Education and approval from the Idaho State Board of Education.

    Will this program include a new initial educator preparation program leading to an Idaho educator endorsement/certification?

    Yes ____ No X

    If yes, on what date was the new program application endorsement/certification submitted to the Office of the State Board of Education (Educator Effectiveness Program Manager)?

    Date _____

    All new program applications for endorsement/certification are submitted via CANVAS by the educator preparation provider dean, assistant dean, or director.

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

    Yes X No ____

If yes, proceed to question 15. If no:

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

Indicate (X) by each applicable statement:

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

b. Provide an explanation for all statements you selected.

Not applicable

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

15. Curriculum. Provide descriptive information of the educational offering.

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

Credit hours in required courses offered by the department (s) offering the program.	26*
Credit hours in required courses offered by other departments.	56
Credit hours in institutional general education curriculum.	38
Credit hours in free electives	0
Total credit hours required for degree program	120

* The credit hours in required courses offered by the College of Art & Architecture.

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

This interdisciplinary program focuses on the design, development, and management of the built environment. It takes a wholistic approach and emphasizes the design-build integrated construction processes and technology, integrative building systems, architecture and engineering, building sciences and technology, construction and operations management, and legal and business processes The Proposed Bachelor of Science in Construction Management & the Built Environment is designed to meet the rigorous accreditation standards set forth by the American Council for Construction Education (ACCE). The university will initiate the accreditation process five years after launching the program, which is the earliest opportunity per ACCE policy.

The major program consists of:
University General Education: 38 credits
Required Construction Core: 53 credits
Required Business & Management Core: 15 credits
Electives for Four Different Emphases: 12 credits
Experience Learning / Internship: 2 credits
Total: 120 credits (Minimal 120 credits required)

1) UI General Education Courses (38 credits) (The General Education courses listed below are recommended, but students can substitute other general education courses if desired.)

In Mathematical Ways of Knowing (3 credits)
- MATH 1143 Pre-Calculus I: Algebra (3 credits)

In Written Communication (6 credits)
- ENGL 1101 Writing and Rhetoric I (3 credits)
- ENGL 1102 Writing and Rhetoric II (3 credits)

In Scientific Ways of Knowing (8 credits)

- PHYS 1111 General Physics I (3 credits)
- PHYS 1111L General Physics I Lab (1 credit)
- GEOL 1101 Physical Geology (3 credits)
- GEOL 1101L Physical Geology Lab (1 credit)

In Oral Communication (3 credits)

- COMM 1101 Fundamentals of Oral Communication (3 credits)

In Humanistic and Artistic Ways of Knowing (6 credits from two disciplines)

- LARC 1500 Landscape, Culture and the Environment (3 credits)
- ARCH 1510 Introduction to the Built Environment (3 credits)

In Social and Behavioral Ways of Knowing (6 credits, from two different disciplines)

- Econ 2202 Principles of Microeconomics (3 credits)
- GEOG 1650 Human Geography (3 credits)

In American Experience (one course)

- Choice of the student (3 credits)

In International course or an approved study abroad experience (one course)

- Choice of the student (3 credits)

2) Construction Core (**53 credits**)

- MATH 1144 Pre-Calculus II: Trigonometry (1 credit)
- MATH 1170 Calculus I (4 credits)
- MATH 1153 Introduction to Statistical Reasoning (3 credits)
- ARCH 2660 Materials and Methods (3 credits)
- CE 1110 Civil Engineering Drafting (3 credits)
- *CMBE 2015 Introduction to Construction Management (1 credit) – New course*
- *CMBE 3015 Principles of HVAC, Electrical, and Plumbing Systems (3 credits) – New course*
- *CMBE 3025 Construction Budgeting and Cost Control (3 credits) – New course*
- *CMBE 3035 Construction Planning & Scheduling (3 credits) – New course*
- *CMBE 3045 Construction Safety Management (3 credits) – New course*
- *CMBE 3055 Construction Legal Issues (3 credits) – New course*
- *CMBE 3065 – Construction Management Professional Practice (3 credits) – New course*
- *CMBE 4505 – Construction Management Capstone Project (3 credits) – New course*
- ARCH 4610 Building Assemblies (3 credits)
- ARCH 4630 Principles of Environmental Building Design (4 credits)
- ARCH 4640 Environmental Building Performance (4 credits)
- CE 2110 Engineering Surveying (3 credits)
- CE 4510 Construction Management (3 credits) proposed number (currently a special topics course)

3) Business and Management Core (**15 credits**)

- ACCT 2010 Introduction to Financial Accounting (3 credits)
- ACCT 2020 Introduction to Managerial Accounting (3 credits)
- FIN 3010 Financial Resources Management (3 credits)
- MGT 3100 Leading Organizations and People (3 credits)
- BUS 1900 Integrated Business and Value Creation (3 credits)

4) Technical Electives /Specializations (students will choose one of the following four emphases based on which best aligns with their interests and career goals, with 12 credits for each emphasis.)

A. Operational Management Emphasis (12 credits):

- OM 3700 Introduction to Operations and Supply Chain Management (3 credits)
- OM 3780 Project Management (3 credits)
- MKTG 3210 Marketing (3 credits)
- Choose one from the following:
  - MGT 4110 Acquiring Human Capital (3 credits)
  - MGT 4170 Deploying and Developing Human Capital (3 credits)
  - MGT 4410 Maintaining Employee and Labor Relations (3 credits
  - OM 4650 Procurement and Resource Management (3 credits)
  - OM 4700 Supply Chain Analytics (3 credits)
  - ORGS 4410 Human Relations in the Workplace (3 credits)

B. Integrated Project Delivery Emphasis (12 credits):

- CE 4840 Engineering Law and Contracts (3 credits)
- BIA 4400 Data Visualization for Managerial Decision Making (3 credits)
- OM 4850 Managing and Operating Growth Enterprises (3 credits)
- *CMBE 4125 Advanced BIM for Integrated Delivery (3 credits) – New course*

C. Land Development Emphasis (12 credits):

- CE 4720 Land Use and Transportation Planning (3 credits)
- LARC 2510 Introduction to Principles of Site Design (3 credits)
- ARCH 4170 Designing Net-Zero Spaces (3 credits)
- *CMBE 4135 Facility Programming & Design (3 credits) – New course*

D. Digital Delivery & Modeling Emphasis (12 credits):

- *VTD 4180 Digital Design & Fabrication (3 credits) – New course*
- CMBE 3950 GIS Applications for Landscape Planning (3 credits)-Cross listed with LARC 3950 (4 credits) OR GEOG 3850 Foundations of GIS (3 credits)
- *CMBE 4115 Virtual Construction Modeling (3 credits) - New course*
- *CMBE 4125 Advanced BIM for Integrated Delivery (3 credits) – New course*

5) Experiential Learning /internship (2 credits – choose one of the below)

- *CMBE 4980 Internship (2 credits)*
- *CMBE 4225 Alternative Experiential Learning (2 credits) – New course*

Total: 120 Credits

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

Students will be required to complete a capstone project course that requires them to apply and integrate skills and knowledge gained in prior courses. In addition, students will be required to complete an experiential learning or internship before graduation.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

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

The following Student Learning outcomes are based on the ACCE accreditation standards outlined in ACCE Document 103, Standards and Criteria for the Accreditation of Construction Education Programs:

1. Create written communications appropriate to the construction discipline.
2. Create oral presentations appropriate to the construction discipline.
3. Create a construction project safety plan.
4. Create construction project cost estimates.
5. Create construction project schedules.
6. Analyze professional decisions based on ethical principles.
7. Analyze methods, materials, and equipment used to construct projects.
8. Apply electronic-based technology to manage the construction process.
9. Apply basic surveying techniques for construction layout and control.
10. Understand different methods of project delivery and the roles and responsibilities of all constituencies involved in the design and construction process.
11. Understand construction accounting and cost control.
12. Understand construction quality assurance and control.
13. Understand construction project control processes.
14. Understand the legal implications of contract, common, and regulatory law to manage a construction project.
15. Understand the basic principles of sustainable construction.
16. Understand the basic principles of structural behavior.
17. Understand the basic principles of HVAC, electrical, and plumbing systems.

17. Assessment plans.

a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

The program will use a combination of direct and indirect measures to collect data and develop a complete picture of student achievement. The direct measure assesses student skills and knowledge demonstrated. It is based on student achievements on specific assessments of learning in core courses, including key assignments, projects, and exams, as well as evaluation of students' capstone projects. The indirect measure assesses students' perception of their own learning and the program's effectiveness. It includes

student surveys containing questions that are directly mapped to the learning outcomes, alumni surveys to track the graduates' career progression, and focus group interviews to gather qualitative feedback.

The assessment findings will be used to improve the program through the following steps:

1. Assessment data will be collected, reviewed, and discussed in a three-year cycle by the program faculty.
2. A formal action plan with specific goals, steps, strategies, and timelines will be developed.
3. Changes to the program based on the action plan will be documented.
4. The subsequent assessment will explicitly analyze the documented changes and create a follow-up refinement to ensure continuous improvement.
5. Input from students, alumni, advisory board members, professional partners, and employers will be integrated in the action plan to ensure comprehensive improvement.
6. Assessment results and improvement plans will be shared with the participating colleges, units, and university assessment teams to ensure alignment with broader institutional goals and accreditation standards.

The program will be assessed by both direct and indirect measures.

Direct measures include the following components:

- Course-embedded assessments including exams, assignments, projects, papers, and presentations scored with grading rubrics.
- Systematic observations of student learning behaviors (such as presentation, group discussion, etc.)
- Capstone project assessment of students' final senior project by faculty and industry panels to evaluate multiple student learning outcomes at once.
- Internship /practicum assessment completed by internship supervisor or supervising professionals based on criteria related to professional competencies.
- Student performance on the Certified Associate Constructor (CAC) Level I exam.
- Internship employer evaluations or feedback or effectiveness of degree to prepare for employment skills
- Feedback /survey by advisory board and/or employers

Indirect measures include the following components:

- End of semester student course evaluations
- Alumni survey of effectiveness of degree to prepare for employment
- Honors and awards earned by students.
- Annual student surveys
- Graduating senior exit survey administered to graduating students asking them to self-rate their confidence or perceived level of career preparation.
- Retention, graduation, and placement data to track student career development over time.
- Career placement rates for graduates from the program
- Student participation rates in research and outreach activities related to construction management and the built environment.

Assessment activities occur over different timescales:

The primary assessment activities will happen in the following timelines:

- Each semester – course-embedded assessment data from selected core courses will be collected and reviewed.
- Annually – at the end of the spring semester, the program faculty will conduct an annual curriculum review by collecting both direct and indirect measures from the relevant academic years, including course-embedded assessments, capstone project assessments, student surveys, student course evaluations, etc. The faculty will review and analyze the compiled data against the ACCE's student learning rubrics, which will result in a documented set of annual curriculum reports with validated ACCE outcome coverage and action items based on assessment data. These reports will also be added to ACCE documentation files per accreditation requirements.
- Every three years – The program will make a complete assessment every three years per ACCE's accreditation requirements. In this complete assessment, the program will form a triennial assessment committee with program leaders, faculty members, industry advisory board members, and representatives from participating colleges to gather, review, evaluate, and analyze both direct and indirect evidence of student learning for all ACCE Student Learning Outcomes (SLOs) and to draft a three-year assessment report about the program's health, effectiveness and areas for improvement. The draft will be shared with all participating faculty and colleges as well as the advisory board for feedback. Based on the three-year assessment report, a detailed new three-year plan will be developed. Both documents will be added to ACCE documentation files per accreditation requirements.
- Every 3-5 years – the program faculty will conduct alumni and other surveys of the advisory board, professional partners, and employers to gather feedback and investigate specific issues identified in other types of assessment data. Also, the program will periodically conduct a comprehensive review to synthesize multi-year assessment results, evaluate the program's overall performance, and ensure the alignment with the goals of the accreditor, the university, and the participating colleges.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.[2]

18. **Physical Facilities and Equipment:** Describe the provisions for physical facilities and equipment.

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

The University of Idaho possesses a solid foundation of existing physical resources to successfully launch and support the proposed B.S. in Construction Management & the Built Environment Program. Grounded in the collaborative strength of the participating colleges, this foundation ensures all program needs will be fully met for the first two years following launch with expected enrollment of 5 to 20 students each year.

[2] 2 Financial Impact shall mean the total financial expenditures, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of establishing, modifying, or discontinuing a new instructional program, instructional unit, or administrative unit. *Revised per Board Policy III.G, June 2024.*

i. Classroom spaces – In the first two years, the program's classroom needs will be fully met by existing instructional spaces on UI's Moscow campus. Both general-purpose classrooms and college-specific teaching spaces provide sufficient capacity and instructional technology to accommodate lecture-based courses. No new classroom construction or renovation is required in the first two years to deliver the proposed curriculum.
ii. Laboratory spaces – Laboratory components of the curriculum in the first two years will be supported through established facilities within the participating colleges. These existing facilities will support hands-on learning in construction materials, building science, and engineering fundamentals.
iii. Laboratory Instruments and field equipment – A wide range of laboratory equipment and field equipment is already available to support the program in its first two years.
iv. Computers and digital technologies – Computer labs across each college will provide sufficient support to the first two years of the curriculum.

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

With the expected student enrollment of 5 to 20, the proposed program is expected to have minimal impact on existing academic programs in its first two years following launch, as it will primarily utilize classrooms, laboratories, and equipment that currently have available capacity across the participating colleges. Most of the existing courses within the proposed curriculum are delivered regularly.

1. Classroom – Existing general-purpose and college-specific classrooms have sufficient capacity to absorb the additional course sections and student numbers associated with the proposed program. The impact will be reduced through strategic scheduling and shared use. Most of the program's curriculum in the first two years is based on existing course offerings. New core courses will be scheduled in existing, general-purpose classrooms during non-peak hours to avoid conflict with high-demand periods for other programs.

2. Laboratory – Laboratories in the College of Art and Architecture and College of Engineering can support the modest increase in student numbers from the proposed program. Laboratory schedules and capacity will be adjusted to integrate lab sessions for the Construction Management & the Built Environment Program and accommodate additional students.

3. Computer and digital technology – Existing computer workstations and labs and software licenses within the participating colleges currently have sufficient capacity to support the initial cohorts of Construction Management & the Built Environment students without requiring a significant immediate expansion.

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

While the program is fully supported at launch, the university recognizes that the program's success will drive student enrollment growth. Therefore, UI will strategically scale resources in direct response to enrollment growth after the initial two years. To ensure continued excellence and quality of student experience, a proactive, phased plan will be implemented to scale resources in parallel with the student population size. As part of this commitment, the University will allocate $20,000 annually in the first two years, $25,000 in Year 3 and $27,000 in Year 4 to fund any unmet facilities, computer and software needs, as well as field equipment to support ongoing instructional quality and program development. These funds will be used to:

1. Increase classroom capacity: allocate additional and dedicated classrooms with sufficient technologies to accommodate growing core course enrollments and support team-based projects. Classroom improvements will be supported through the University's regular classroom upgrade and maintenance funds, which are allocated on a regular basis to ensure learning spaces remain up-to-date and conductive to instruction.
2. Expand access to laboratory facilities: enhance existing laboratories' support for students majoring in the proposed program and explore the potential of developing a lab space specifically for the Construction Management & the Built Environment program, supporting both software works (e.g., BIM, centralized scheduling) and hands-on learning activities (e.g., project review, material mock-ups). This space will include collaborative workstations and secure storage for program specific equipment.
3. Increase and improve inventory of computers and specialized software licenses: This effort will ensure that upper-division students have access to hardware and technology capable of supporting their learning.
4. Augment field equipment and kits: This effort will expand and enhance the inventory of field equipment and kits that support team-based field exercises and personal protective equipment (PPE) to outfit all students for site visits and lab activities.

Following the initial four years of program implementation, the University will continue to support and maintain the physical resources necessary for the program's ongoing success.

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

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

The university's library currently provides substantial support that is adequate for the proposed program. The anticipated increase in library usage from students in the proposed program is expected to have minimal impact on existing library programs.

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

1. Specialized databases and subscriptions related to Construction Management and the built environment.
2. Standards & codes related to construction management and the built environment
3. Books and journals collections related to construction management and the built environment.
4. Essential software and multimedia collections related to construction management and the built environment
5. A designated physical collection of construction management and the built environment

There will be $6,000 annual budget in the first two years, $9,000 in Year 3 and $10,000 in Year 4 to support library resources.

20. Faculty/Personnel resources

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

Based on the enrollment of 5 students in the first year and the annual enrollment of 20 students afterward for the proposed program, there is minimal impact on departments that offer high-capacity supporting courses, as they can absorb a small number of additional students without requiring new sections. In the first year, there is no need for additional faculty resources. However, one additional dedicated section may be required for approximately 5-7 key existing courses per academic year starting from Year 2. In all participating colleges, a regular full-time faculty's teaching load is four courses per academic year. We estimate a staffing need of 1.25-1.75 instructor FTE (equivalent to roughly 1 full-time faculty plus 2 graduate TAs) to deliver the additional sections of existing courses. The deans of the participating colleges will allocate funds to hire temporary faculty based on which courses have enrollment increases that require addition of another section. Thus, the colleges where temporary hires are located will be determined by which courses need an added section due to increased enrollment.

The proposed curriculum uses primarily existing courses and adds 15 new courses. Among the 15 new courses, 9 are core courses, while 6 are elective courses. According to the curriculum proposal, all new courses except one (which will be delivered in Year 2) will be delivered in Year 3 of the program's implementation. This will give the program 1-2 years to prepare teaching resources for the new course development and delivery. Considering the current average faculty teaching load in the participating colleges (4 courses per year), the program requires a base total of four new full-time faculty members (one located in each collaborative college) and 4 graduate TAs dedicated to teaching the new proposed courses since Year 2 of the program's implementation.

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

The University of Idaho has a strong foundation of existing instructional and administrative resources that will be strategically leveraged to ensure the successful launch and sustainability of the Construction Management and the Built Environment Program. The interdisciplinary structure of this program distributes the teaching, administrative and advising workload across the participating colleges, utilizing primarily existing faculty expertise and staff support, with potentially new faculty hires if warranted by enrollment growth.

We have received a $500,000 start-up fund through UI's Strategic Plan Initiative Grant Program to launch the proposed BS Construction Management & the Built Environment. This funding will sustain the program during its first three years. Our approach is to address each college's instructional needs as enrollment grows. For example, if the Mechanical Drafting course gains 20 additional students, we will open a new section taught by a temporary instructor or TA. In subsequent semesters, we may support expanded offerings in Engineering and Business or develop new construction management courses in Architecture or Law. As the major grows, increased tuition revenue will help meet program needs and benefit the University as a whole.

- Existing Instruction Support Resources: the program will draw upon the established expertise of current faculty in College of Art & Architecture, College of Engineering, and College of Business & Economics. Most of the program's foundational, core, and elective courses are already offered and

taught within the participating colleges. Because new enrollments will be spread across colleges in each of the proposed program's four emphases, the participating colleges collectively have the capacity to absorb the projected additional enrollment. UI's Center for Excellence in Teaching & Learning (CETL) will support new and existing faculty in developing effective pedagogical strategies for the program's learning models. Existing classrooms and laboratories can support the program's introductory and technical components.

- Existing Student Support Resources: This program will use the university's centralized academic advising framework, which provides students with guidance on course selection, degree progress, and university policies. The university's Tutoring and Learning Center already offers assistance in foundational subjects like Math, Writing, and Communication courses and has committed to the proposed program. Students will also have full access to the university's Career Services office, which helps students connect with internships and employment opportunities in the construction industry. The Counseling & Mental Health Center delivers comprehensive mental health support with its wellness programs and disability support to ensure students' personal and academic success. The UI Library will provide dedicated research and learning support on coursework and research related to Construction Management and the Built Environment.
- Existing Administrative Support Resources: The proposed program will be supported by the established administrative infrastructure of the four participating colleges, distributing operational burdens, managing the accreditation process, overseeing curriculum, and conducting academic assessment. Each college has established processes for course scheduling, faculty workload management, and enrollment planning that will be used to support the program. The university's centralized IT services provide classroom technology support, software management, and technical assistance for faculty and students in the program. The proposed program will fully utilize existing offices for admission, the registrar, financial aid, and human resources. Offering it requires no new administrative units.

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

The impacts on existing personnel resources from this proposed program are manageable and phased. They include the following:

- Impacts on faculty & advisors:
  - Increase demand for existing core courses that are prerequisites or required for the program.
  - Increase course enrollment and student diversity
  - Slight increase in advising workload
  - Minimal impact on teaching loads for units that offer high-capacity supporting courses.
  - Potential need for one additional course section for 5-7 key courses.
  - If a college has sufficient capacity to reassign existing service commitments, appointing faculty to serve on the governing committee will not create additional workload. However, if such capacity does not exist, faculty appointed to represent their college on the governing committee may incur additional service responsibilities.
  - Additional advising for several faculty members who supervise student internships and capstone projects.

- Impacts on administrative staff
  - Increase workload for academic advising and student services
  - Additional duties related to budget management, course scheduling, and faculty hiring.
  - Additional responsibilities related to student recruitment, retention, and admission.

To protect and sustain the excellence of existing academic programs on UI campus, this proposed Construction Management and the Built Environment Program will be managed through a deliberate and resource-conscious process, including the key measures below:

- Balance workload planning for existing faculty to ensure that they are not overloaded
- Make new hires, strategically use adjunct faculty, and use new graduate TAs to reduce existing faculty's additional workloads.
- Manage shared and coordinated academic scheduling across colleges and departments to avoid potential conflicts and allow students from all programs to enroll in required courses.
- Make phased implementation of the controlled enrollment of 5 students in Year 1 and 20 students per year afterwards allowing for a gradual introduction of the program and enabling the university to monitor its impact on existing facilities and services.
- Strengthen academic advising support by adding personnel and resource support for student advising for both existing and new students.
- Maintain strong intercollege collaboration and communication to foster interdisciplinary opportunities and to early identify potential issues.

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

To ensure successful implementation of the proposed program, the following new personnel must be hired:

- Full-time Faculty (1 FTE) at Year 1, (3 FTE) at Year 3 and total (4 FTE) at Year 4 of the program's implementation: to deliver 15 newly developed courses, the program will require 4 new full-time faculty with expertise in Construction Management & the Built Environment. The university will need to hire one faculty in Year 1, two additional faculty in Year 3, and one additional faculty in Year 4.
- Adjunct faculty (1-5 FTE): to prepare one new course delivered in Year 2 of the program's implementation and deliver one additional section each for 5-7 key courses and support potential additional courses when the student enrollment grows. There is $65,000 in Year 1 and 2, $45,000 in Year 3, and $35,000 in Year 4 from the start-up fund to support the hiring of adjunct faculty in the first four years of the program's implementation.
- Graduate Teaching Assistants (4 students) : the graduate teaching assistants will support teaching and delivery of the additional section of existing courses and the delivery of new courses in the program. The exact number depends on the level of instruction and actual enrollment numbers. There is a $70,000 annual budget from the $500,000 start-up grant to support the hiring of graduate teaching assistants for the first four years of the program's implementation.
- Administrative support staff (1 FTE): One administrative staff is needed to support the additional student services and advising. There is $55,000 from the start-up grant to support the hiring of one administrative staff since Year 1.

Other operational expenditures:

- Faculty Travel: Funding is needed to support faculty travel for professional development, industry engagement, accreditation activities, and field-based learning opportunities that strengthen the program's quality and relevance. There is a $2,000 annual travel fund in Year 1, and it will be increased $2,000 each year for Year 2, Year 3, and Year 4 when the program is growing.
- Digital Campaign: The proposal includes $40,000 per year in the first four years for a comprehensive digital marketing campaign that will enhance program exposure, reach key audiences, and strengthen recruitment pipelines.
- Operational Materials & Supplies: An allocation of an annual $1,000 in the first two years and an

annual $2,500 in Year 3 and 4 is included in the budget for materials and supplies necessary to support day-to-day program activities and instructional needs.

21. Revenue Sources

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

Students will take course work from a number of disciplines. The program has received start-up funding from UI Strategic Plan Initiatives in Pillar 1 Ignite Student Success, $500,000, to support temporary instructors in new courses and additional sections of existing courses. It is expected that some existing courses will have increased enrollment and thus, need to staff an additional section. In such cases, start-up funds will be used to support additional TAs.

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

The university does not currently plan to request a state appropriation for this program.

c) **Non-ongoing sources**:

i. If the funding is to come from one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when that funding ends?

Not Applicable

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

Not Applicable

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R.,3.b.

Not applicable

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

Please See attached Budget Template Sheet.

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

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

Reference:

Idaho Department of Labor. (2024). *Idaho Employer Business Climate Survey*. (Appendix #2).

Lightcast. (2025a) *Highest Ranked Occupations: Top 20 Occupations (5 – Digit) in Idaho*. (Appendix #1).

Lightcast. (2025b). *Construction Managers in Idaho*. (Appendix #4).

Lightcast (2025c) *Occupation Overview: Construction Managers in 5 States.* (Appendix #3).

Lightcast (2025d) *Institution Info – BSU Construction Management.* (Appendix #7).

Lightcast (2025e) *Institution Info – BYU-I Construction Management* (Appendix # 8).

US Bureau of Labor Statistics. (2025). *Occupational Outlook Handbook: Construction Managers.*

Retrieved from https://www.bls.gov/ooh/Management/Construction-managers.htm on Nov. 20, 2025.

Program Resource Requirements.

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

I. PLANNED STUDENT ENROLLMENT

	FY 2027		FY 2028		FY 2029		FY 2030	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	5	5	18	22	20	42	20	62
B. Shifting enrollments			4	4	3	2	3	3
Total Enrollment	5	5	22	26	23	44	23	65

II. REVENUE

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds		$360,000.00		$140,000.00				
3. Federal								
4. New Tuition Revenues from Increased Enrollments	$54,874.00		$277,588.00		$611,256.00		$697,202.00	
5. Student Fees								
6. Other (i.e., Gifts)								
Total Revenue	$54,874	$360,000	$277,588	$140,000	$611,256	$0	$697,202	$0

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

III. EXPENDITURES

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE		7.50		7.50		8.00		8.50
2. Faculty		$75,000.00		$75,000.00		$225,000.00		$300,000.00
3. Adjunct Faculty		$ 65,000		$ 65,000		$ 45,000		$ 35,000
4. Graduate/Undergrad Assistants		$ 70,000		$ 70,000		$ 70,000		$ 70,000
5. Research Personnel								
6. Directors/Administrators								
7. Administrative Support Personnel		$ 55,000		$ 55,000		$ 55,000		$ 55,000
8. Fringe Benefits		$61,295		$61,295		$91,364		$106,398
9. Other:								
Total Personnel and Costs	$0	$326,295	$0	$326,295	$0	$486,364	$0	$566,398

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								
1. Travel	$2,000.00		$4,000.00		$8,000.00		$10,000.00	
2. Professional Services	$40,000.00		$40,000.00		$40,000.00		$40,000.00	
3. Other Services								
4. Communications								
5. Materials and Supplies	$1,000.00		$1,000.00		$2,500.00		$2,500.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$43,000	$0	$45,000	$0	$50,500	$0	$52,500	$0

	FY 2027		FY 2028		FY 2029		FY 2030	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$6,000.00		$ 6,000.00		$9,000.00		$10,000.00	
2. Equipment		$20,000.00		$20,000.00		$25,000.00		$27,000.00
Total Capital Outlay	$6,000	$20,000	$6,000	$20,000	$9,000	$25,000	$10,000	$27,000

	FY 2027		FY 2028		FY 2029		FY 2030	
	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:	$49,000	$346,295	$51,000	$346,295	$59,500	$511,364	$62,500	$593,398
Net Income (Deficit)	$5,874	$13,706	$226,588	-$206,295	$551,756	-$511,364	$634,702	-$593,398
		$19,580		$20,294		$40,393		$41,304

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

Section 1 (A.B.)	Enrollment numbers calculated as follow- 5 Year 1, 26 year 2, 44 Year 3, and 65, Year 4
Section II 2.	FY27- untilizing $360K from the initial $500K start-up, FY28- remaining $140K from initial start-up
Section II 4.	Tuition/fees based off of enrollment number- calculation & 2/3 Idaho resident and 1/3 WUE
Section III A1.	Estimated FTE per year- includes faculty, temp faculty, graduate students, and staff
Section III A2.	One new faculty year for years 1 & 2, three for year 3, and four year 4- Proposing Clinical faculty hires
Section III A3.	Adjunct Faculty hires, year 1 higher and decrease per year 4 as full-time TT/Clinical hires are made
Section III A4.	Graduate TA hires assisting with instructional needs
Section III A7.	1. FTE Administrative Suport for the new Program
Section III A8.	Fringe Benefits: Faculty- 29.5%, Staff- 36.7%, Student-3.2%
Section III B1.	Annual Recruitment and Conference Travel
Section III B2.	Annual Marketing Campaign
Section III B5.	Materials & Supplies. Software licensing, PPE,
Section III C1.	Journal subscription costs
Section III C2.	Equipment- Computers, Specialized building equipment

Highest Ranked Occupations

Top 20 Occupations (5-Digit) in Idaho

Lightcast Q3 2025 Data Set

November 2025

University of Idaho

875 Perimeter Drive
Moscow, Idaho 83843

Parameters

Regions:

Code	Description
16	Idaho

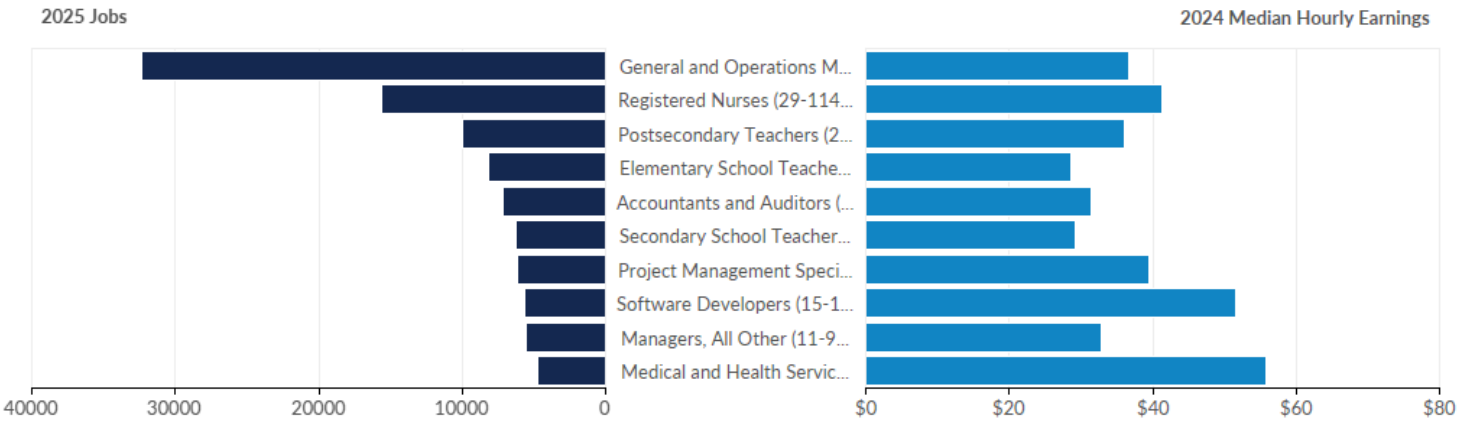
Education Levels:

Description	Description
Bachelor's degree	Doctoral or professional degree
Master's degree	

Timeframe: 2025 - 2035

Datarun: 2025.3 – QCEW Employees, Non-QCEW Employees, and Self-Employed

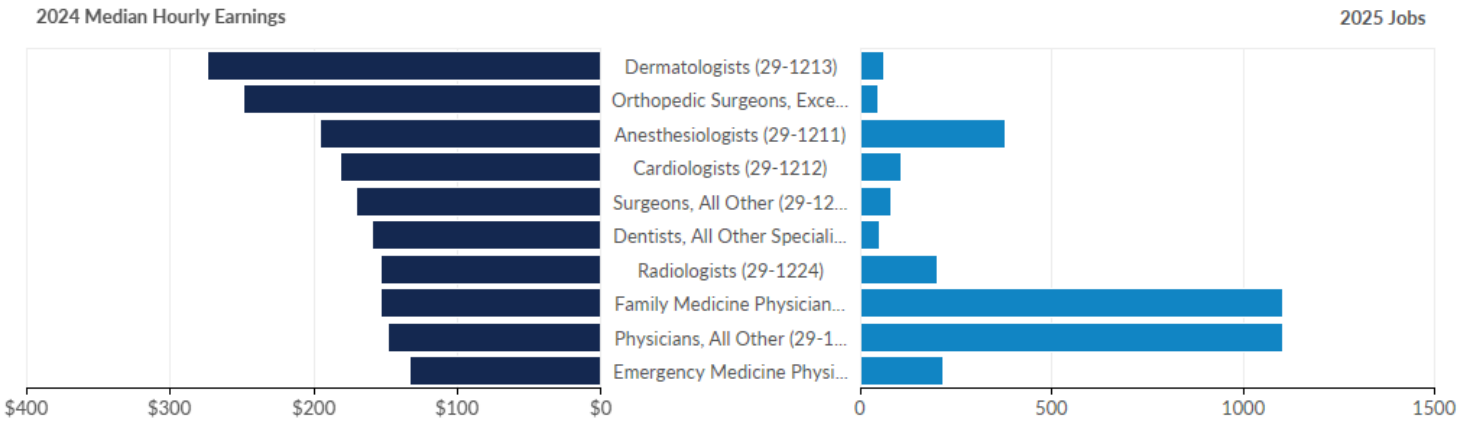
Largest Occupations



Occupation	2025 Jobs	2035 Jobs	Change in Jobs (2025-2035)	% Change	2024 Median Hourly Earnings
General and Operations Managers	32,388	35,607	3,219	10%	$36.68
Registered Nurses	15,616	18,346	2,730	17%	$41.38
Postsecondary Teachers	9,982	11,733	1,751	18%	$36.02
Elementary School Teachers, Except Special Education	8,204	8,487	283	3%	$28.64
Accountants and Auditors	7,118	8,339	1,221	17%	$31.51
Secondary School Teachers, Except Special and Career/Technical Education	6,234	6,473	239	4%	$29.28
Project Management Specialists	6,159	7,111	952	15%	$39.54
Software Developers	5,642	7,174	1,532	27%	$51.57
Managers, All Other	5,501	6,592	1,091	20%	$32.89
Medical and Health Services Managers	4,776	6,187	1,411	30%	$55.88
Human Resources Specialists	4,021	4,612	591	15%	$30.68
Construction Managers	4,015	5,045	1,030	26%	$40.55
Management Analysts	3,997	4,837	840	21%	$39.32
Chief Executives	3,994	4,435	441	11%	$78.52
Market Research Analysts and Marketing Specialists	3,879	4,586	707	18%	$28.00
Business Operations Specialists, All Other	3,551	4,181	630	18%	$35.62

Financial Managers	3,160	3,994	834	26%	$58.74
Substitute Teachers, Short-Term	2,989	3,155	166	6%	$15.77
Lawyers	2,888	3,251	363	13%	$48.32
Civil Engineers	2,845	3,191	346	12%	$45.72

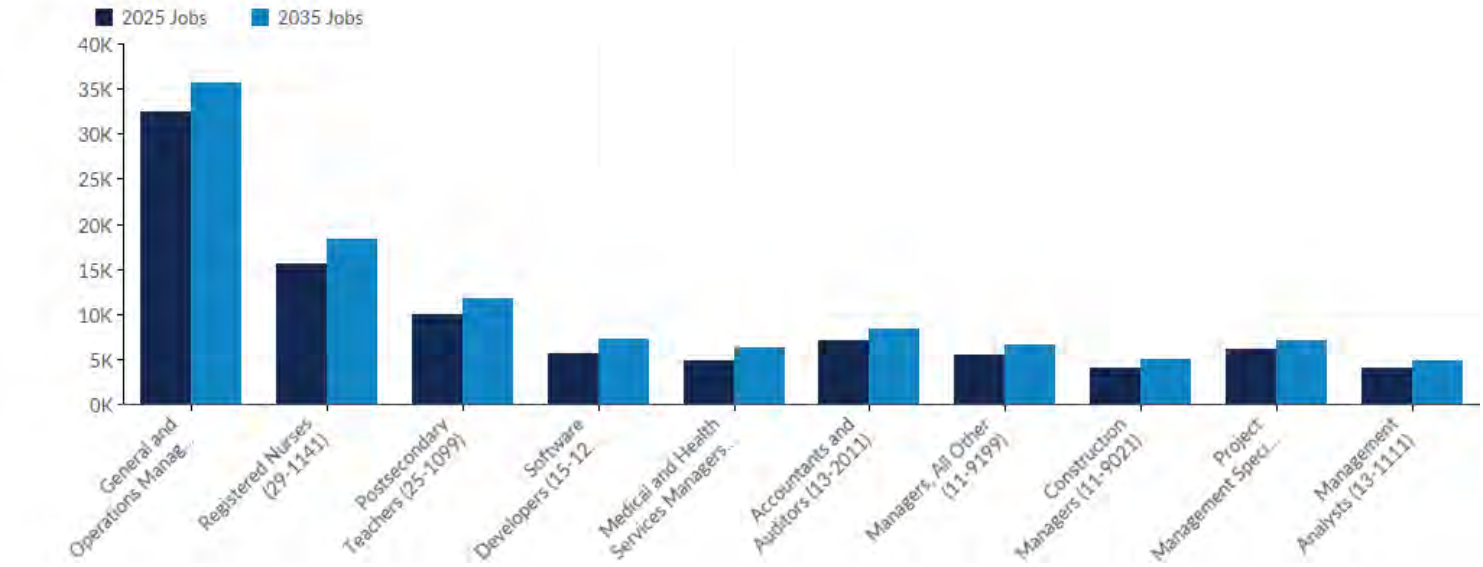
Highest Paying Occupations



Occupation	2025 Jobs	2035 Jobs	Change in Jobs (2025-2035)	% Change	2024 Median Hourly Earnings
Dermatologists	60	68	8	13%	$274.43
Orthopedic Surgeons, Except Pediatric	44	51	7	16%	$249.22
Anesthesiologists	377	407	30	8%	$195.92
Cardiologists	104	113	9	9%	$181.43
Surgeons, All Other	80	91	11	14%	$170.54
Dentists, All Other Specialists	49	53	4	8%	$159.03
Radiologists	202	221	19	9%	$153.62
Family Medicine Physicians	1,102	1,197	95	9%	$153.17
Physicians, All Other	1,103	1,306	203	18%	$147.76
Emergency Medicine Physicians	214	237	23	11%	$132.58
General Internal Medicine Physicians	372	420	48	13%	$129.95
Obstetricians and Gynecologists	69	76	7	10%	$115.14
Airline Pilots, Copilots, and Flight Engineers	523	580	57	11%	$111.71
Psychiatrists	143	159	16	11%	$109.50
Ophthalmologists, Except Pediatric	124	132	8	6%	$96.80
Pediatricians, General	113	134	21	19%	$91.44
Nurse Anesthetists	220	273	53	24%	$89.79
Orthodontists	12	14	2	17%	$81.36

Chief Executives	3,994	4,435	441	11%	$78.52
Dentists, General	900	1,025	125	14%	$78.32

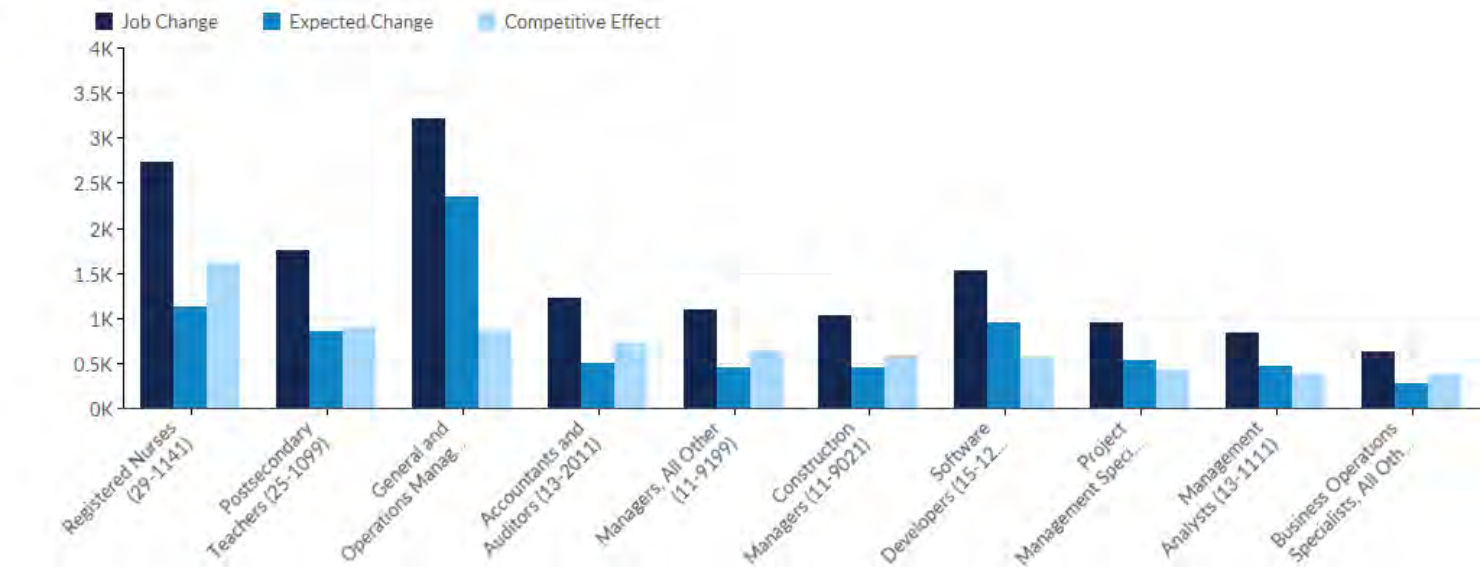
Fastest Growing Occupations



Occupation	2025 Jobs	2035 Jobs	Change in Jobs (2025-2035)	% Change	2024 Median Hourly Earnings
General and Operations Managers	32,388	35,607	3,219	10%	$36.68
Registered Nurses	15,616	18,346	2,730	17%	$41.38
Postsecondary Teachers	9,982	11,733	1,751	18%	$36.02
Software Developers	5,642	7,174	1,532	27%	$51.57
Medical and Health Services Managers	4,776	6,187	1,411	30%	$55.88
Accountants and Auditors	7,118	8,339	1,221	17%	$31.51
Managers, All Other	5,501	6,592	1,091	20%	$32.89
Construction Managers	4,015	5,045	1,030	26%	$40.55
Project Management Specialists	6,159	7,111	952	15%	$39.54
Management Analysts	3,997	4,837	840	21%	$39.32
Financial Managers	3,160	3,994	834	26%	$58.74
Nurse Practitioners	1,770	2,577	807	46%	$61.96
Market Research Analysts and Marketing Specialists	3,879	4,586	707	18%	$28.00
Business Operations Specialists, All Other	3,551	4,181	630	18%	$35.62
Human Resources Specialists	4,021	4,612	591	15%	$30.68

Substance Abuse, Behavioral Disorder, and Mental Health Counselors	2,611	3,199	588	23%	$30.86
Computer and Information Systems Managers	1,896	2,449	553	29%	$71.37
Chief Executives	3,994	4,435	441	11%	$78.52
Data Scientists	1,167	1,606	439	38%	$52.23
Training and Development Specialists	2,301	2,711	410	18%	$27.77

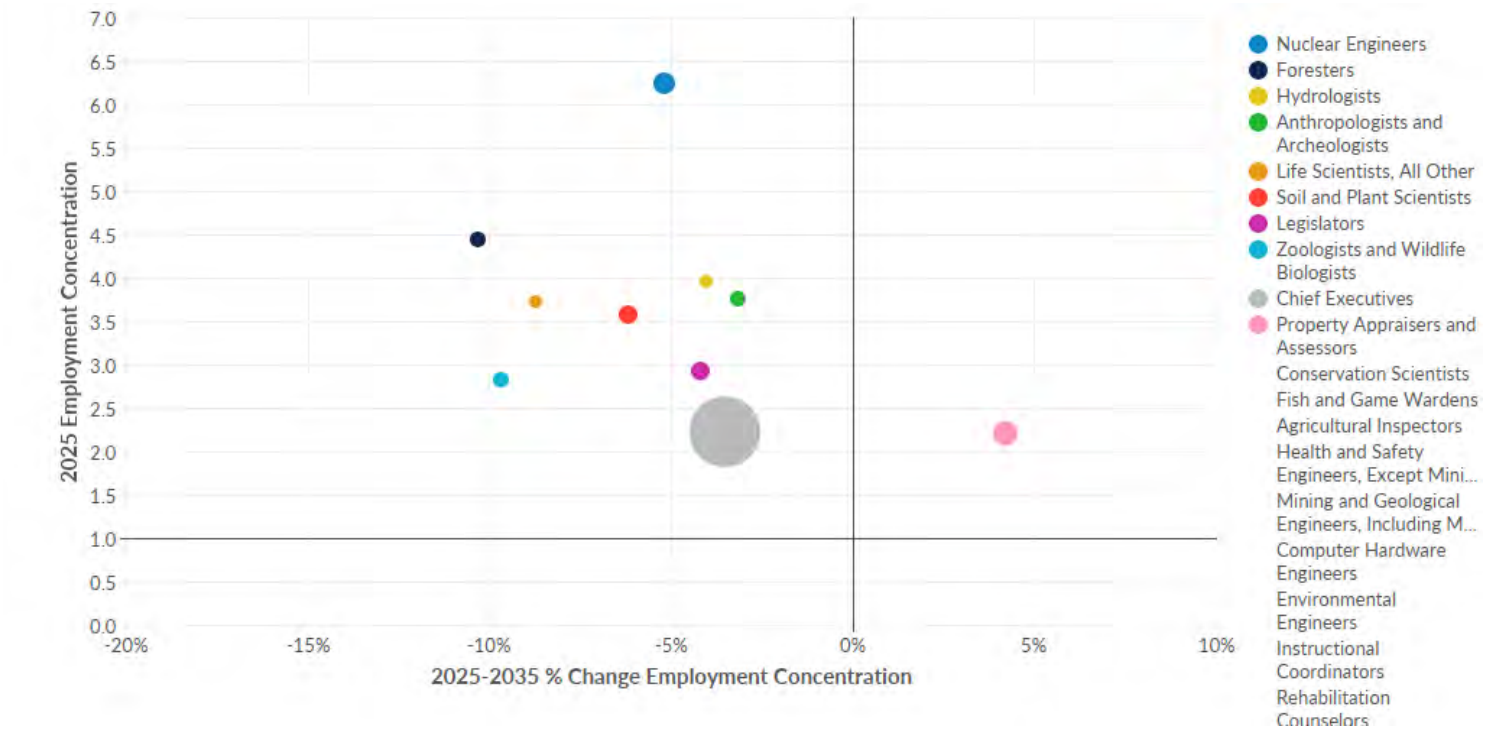
Most Competitive Occupations



Occupation	Job Change	Occ Mix Effect	Nat Growth Effect	Expected Change	Competitive Effect	2024 Median Hourly Earnings
Registered Nurses	2,730	215	916	1,131	1,599	$41.38
Postsecondary Teachers	1,751	273	586	859	892	$36.02
General and Operations Managers	3,219	444	1,900	2,344	875	$36.68
Accountants and Auditors	1,221	74	418	492	730	$31.51
Managers, All Other	1,091	132	323	455	636	$32.89
Construction Managers	1,030	207	236	443	587	$40.55
Software Developers	1,532	621	331	952	581	$51.57
Project Management Specialists	952	175	361	536	415	$39.54
Management Analysts	840	235	235	470	370	$39.32
Business Operations Specialists, All Other	630	58	208	266	364	$35.62
Financial Managers	834	300	185	485	349	$58.74
Market Research Analysts and Marketing Specialists	707	150	228	378	330	$28.00
Computer and Information Systems Managers	553	196	111	307	245	$71.37
Human Resources Specialists	591	115	236	351	240	$30.68

Medical and Health Services Managers	1,411	900	280	1,180	230	$55.88
Lawyers	363	-28	169	141	222	$48.32
Sales Managers	384	28	148	176	208	$60.52
Buyers and Purchasing Agents	368	51	115	166	202	$31.66
Marketing Managers	297	53	77	130	167	$51.54
Pharmacists	282	12	105	117	166	$66.63

Highest Occupation Employment Concentration



Occupation	2025 Jobs	2035 Jobs	% Change	2025 Employment Concentration	2035 Employment Concentration	% Change Employment Concentration	2024 Median Hourly Earnings
Nuclear Engineers	687	695	1%	6.25	5.92	-5%	$62.58
Foresters	334	331	-1%	4.46	4.00	-10%	$29.79
Hydrologists	172	184	7%	3.96	3.80	-4%	$36.05
Anthropologists and Archeologists	234	263	12%	3.76	3.64	-3%	$35.29
Life Scientists, All Other	187	189	1%	3.73	3.40	-9%	$46.63
Soil and Plant Scientists	467	495	6%	3.58	3.36	-6%	$42.47
Legislators	580	605	4%	2.93	2.81	-4%	$13.31
Zoologists and Wildlife Biologists	327	327	0%	2.83	2.56	-10%	$34.94
Chief Executives	3,994	4,435	11%	2.23	2.16	-4%	$78.52
Property Appraisers and Assessors	970	1,028	6%	2.21	2.30	4%	$30.10
Conservation Scientists	388	414	7%	2.15	2.04	-5%	$34.23
Fish and Game Wardens	87	71	-18%	2.10	1.71	-18%	$33.77

Agricultural Inspectors	163	170	4%	2.03	1.93	-5%	$23.35
Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	264	284	8%	1.91	1.83	-4%	$46.20
Mining and Geological Engineers, Including Mining Safety Engineers	93	108	16%	1.88	1.96	5%	$50.13
Computer Hardware Engineers	844	850	1%	1.80	1.62	-10%	$61.34
Environmental Engineers	401	425	6%	1.73	1.63	-6%	$41.06
Instructional Coordinators	2,315	2,484	7%	1.73	1.70	-2%	$26.11
Rehabilitation Counselors	929	939	1%	1.71	1.58	-7%	$22.66
Judges, Magistrate Judges, and Magistrates	271	285	5%	1.67	1.64	-2%	$72.09

Appendix A - Data Sources and Calculations

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

State Data Sources

This report uses state data from the following agencies: Idaho Department of Labor



IDAHO
DEPARTMENT OF LABOR
BRAD LITTLE, GOVERNOR
JANI REVIER, DIRECTOR

Idaho Employer Business Climate Survey

Idaho Department of Labor
Research and Communications Bureau

December 2024

IDAHO
DEPARTMENT OF LABOR
BRAD LITTLE, GOVERNOR
JANI REVIER, DIRECTOR

Idaho Employer Business Climate Survey, 2024

Report prepared by
Seth Harrington, labor economist
Lisa Grigg, labor economist
Brandon Duong, labor economist

Authors and project partners
This survey and accompanying report were the collaborative effort of the Idaho Department of Labor's regional labor economist team.

The regional labor economist team comprises six members who each cover one of the labor market areas in Idaho from each region's main office in addition to their supervisor stationed at the central office in Boise:

- Craig Shaul, research analyst supervisor
- Sam Wolkenhauer, regional labor economist
- Lisa Grigg, regional labor economist
- Jan Roeser, regional labor economist
- Seth Harrington, regional labor economist
- Brandon Duong, regional labor economist
- Ryan Whitesides, regional labor economist

For more information, contact Seth Harrington at (208) 696-2364 or seth.harrington@labor.idaho.gov.

December 2024

A proud partner of the americanjobcenter network

This project is funded by the U.S. Department of Labor for SFY25 as part of a Workforce Information Grant (40%) and state/nonfederal funds (60%) totaling $885,703. The Idaho Department of Labor is an equal opportunity employer and service provider. Reasonable accommodations are available upon request. Dial 711 for Idaho Relay Service.

Executive summary

This report presents the results of the second Idaho Business Climate Survey conducted by the Idaho Department of Labor. The intent is to measure and understand the top concerns of Idaho businesses and the current and near-term outlook of Idaho's labor market and economy in real time on an annual basis.

Idaho's economy has been undergoing a transition in the past decade. Its labor and housing markets have been among the hottest in the country due to its strong economy. Idaho was among the first to experience trends of a tight labor market, aging demographics and changing work set ups for companies and their employees enabled by technological advancements. The COVID-19 pandemic in 2020 accelerated these trends and seemed to make them permanent. Slow workplace transformations have been replaced by dynamic and fast-paced shifts that are rewriting norms.

Data from the U.S. Census Bureau, the U.S. Bureau of Labor Statistics and other sources that can be used to explain these shifts takes time to be gathered, analyzed and distributed, if it is available at all. This survey captured information in real time. It was developed as a method to resolve questions for which there is scarce data and knowledge. The results establish a benchmark for an annual survey with the same questions to measure changes and understand shifts in the economic landscape for employers.

The survey asked a series of core questions to gauge views on the current and near-term future of Idaho's labor market and economy. Additional questions to enhance the survey's investigation of the business climate includes the following:

- Top business concerns and reasons for labor turnover.
- Demand for current and future employee skills.
- The workplace arrangements of employees.

Key takeaways

- 45% of respondents reported their employment neither grew nor shrunk the past five years despite the COVID-19 pandemic while 50% of respondents expected to gain workers over the next five years.
    - Expectations for future employment growth were correlated with the experience of the past five years. Generally, businesses expecting future growth were those who had grown through the pandemic, while those expecting future reductions also experienced recent reductions. However, this correlation was weaker than in 2023. It appears as the economy has slowed expectations have tempered as well.
- Almost half of respondents (47%) had a top concern involving labor, either high turnover or the supply/cost of workers.
    - Labor concerns were prevalent across both goods- and service-producing

industries.
  - Other top concerns included economic uncertainty; supply or cost of nonlabor inputs; and taxes, regulations and other public policies.

- 46% of respondents cited job switching as the top reason for labor turnover.
  - Job switching was a commonly cited top reason among goods- producing industries as well as several customer-facing service industries.
  - Retail trade, manufacturing, and health care and social assistance had the greatest share of cited employees leaving to return to school or enroll in a job training program.
  - Retirements were the fastest growing reason for labor turnover from 2023-2024.
  - Only 15% of respondents cited an employer-initiated decision as a top reason for labor turnover such as discharge/termination or internal promotion.

- Idaho employers continue to see deficiencies in workers' soft skills and expect their need for these skills to grow.
  - Leadership/managerial and time management skills were top ranked in current skills deficiencies and will be a growing need over the next five years.
  - Job-specific English, reading and writing, as well as math, appear to be least deficient of the skills considered, the same as in 2023.

- About nine out of 10 people who work for an Idaho employer do so in person instead of remotely or hybrid.
  - Industries with a larger share of remote and hybrid workers included those centered around the creation, exchange and curation of knowledge and data.
  - Industries with a smaller share of hybrid or remote workers included goods-producing industries as well as many typically customer-facing service industries.
  - Following national trends, remote work is being pulled back in favor of hybrid work arrangements.

Business climate and core concerns

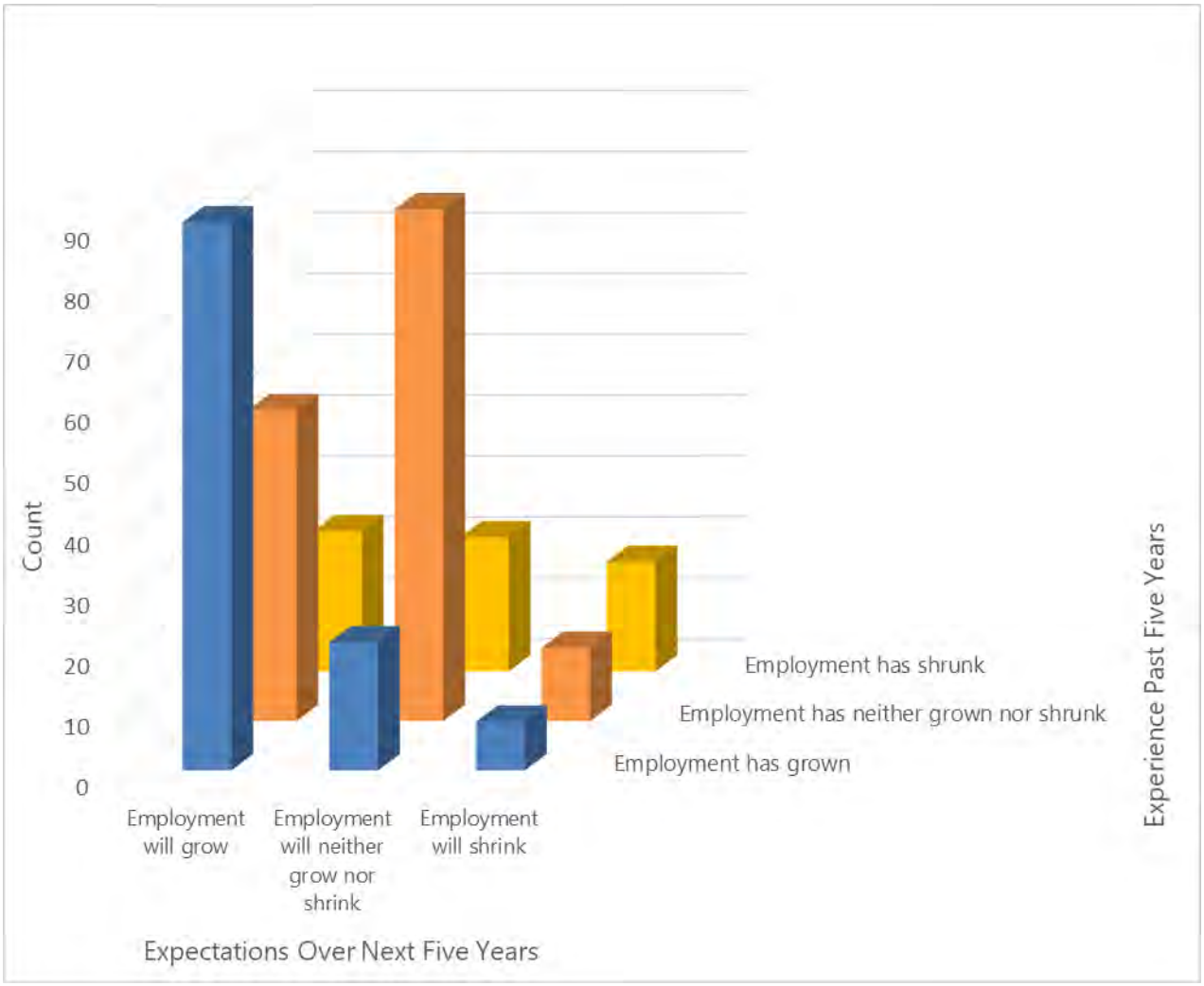
The state's regional labor economist team wanted to learn about the experience of Idaho employers during the COVID-19 pandemic and how it might affect their expectations over the next several years with the pandemic now behind us. The survey focused on changes in employment levels and asked respondents two questions: 1.) "Has your employment grown or shrunk over the past five years?"; and 2.) "What expectations do you have for changes in your employment over the next five years?" Figure 4 provides a three-dimensional bar graph of responses to the two questions.

Looking at Idaho entrepreneurs' experiences over the past five years, the largest share of respondents reported employment having neither increased nor decreased (45%), followed by those who said employment grew (36%). However, over a quarter of respondents reported employment shrunk since the onset of the pandemic (19%).

Yet Idaho business owners are still feeling confident about their employment outlook, as half of respondents expected their business' employment to grow over the next five years (50%), followed by those who expected no change (39%) and finally those who expected employment to shrink (11%). Industries with relatively more pessimistic employment outlooks were construction, health care and social assistance, educational services, and finance and insurance. Respondents expecting employment to grow dropped 6% while respondents expecting either no change or for employment to shrink grew 4% and 2% respectively. Overall, while entrepreneurs are still expecting employment growth, it appears that expectations are more tempered than 2023.

Finally, as seen in Figure 4, future employment expectations appear somewhat correlated with the business' past employment experience. A majority of respondents expecting employment growth said their employment has grown in the past five years. Similarly, a majority of respondents expecting neither growth nor shrinkage also said their employment neither grew nor shrunk over the past five years. Continuing the trend, a majority of respondents with negative employment outlooks were those who said they lost workers in the past five years.

Figure 4: Past and future expected employment change



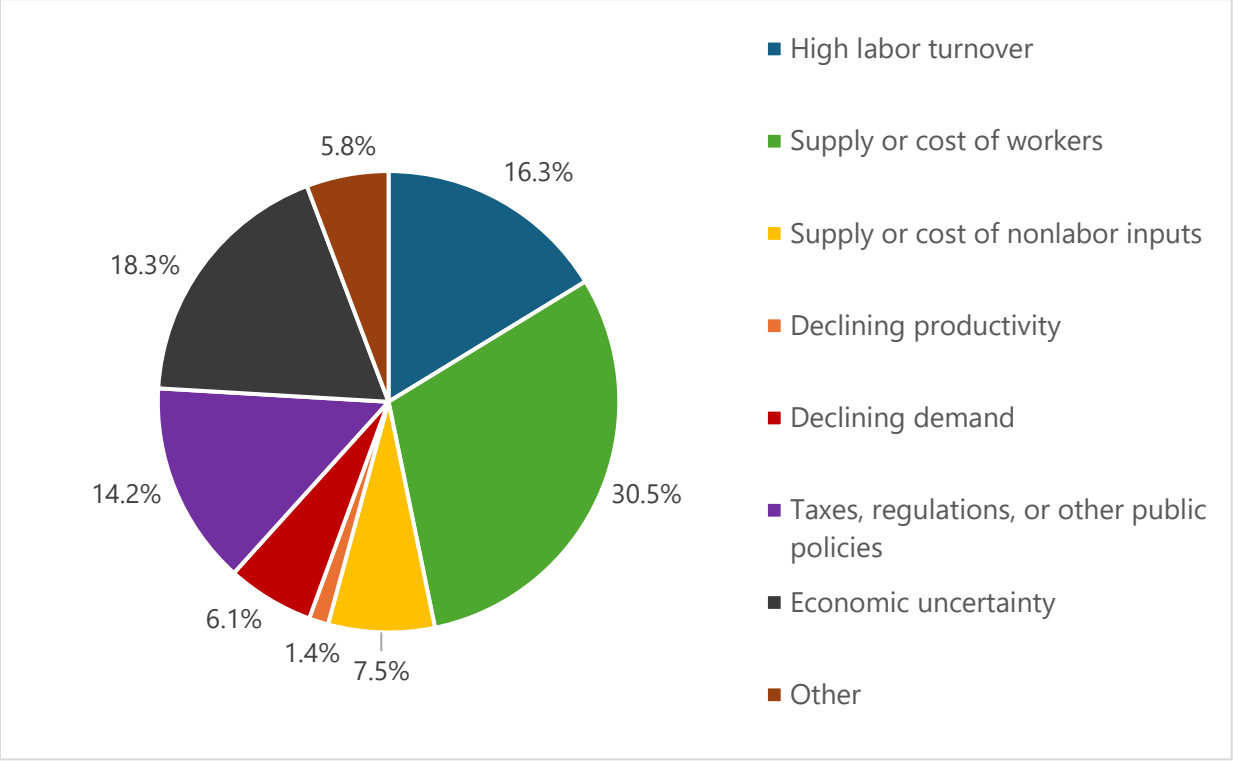
Source: 2024 Idaho Business Climate Survey

Top business concerns

Even before the pandemic, the department was hearing about labor concerns from local businesses, but wanted to know if these concerns were widespread. To quantify this, survey respondents were asked to rank eight business concerns in the order of importance along with the option to provide an open-ended response to the concern if they wished to elaborate further. Figure 5 provides a breakdown of respondents' top concern by rank.

Almost half of respondents who answered the question reported some labor-related issue as their top concern, with 30.5% choosing "Supply or cost of workers" and 16% selecting "High labor turnover." This corroborates ongoing trends of a tight labor market even with the rising unemployment rate. Common open-ended responses included fierce competition among employers for talent, rising operating costs, widespread job switching as workers shop for more attractive pay and benefits, in addition to poor talent pipelines for certain specialized occupations within the state.

Figure 5: Top business concerns



Source: 2024 Idaho Business Climate Survey
Note: Numbers represent re-weighted sample based on respondent industry and the number of known establishments from the 2023 Quarterly Census of Employment and Wage

Several industries indicated labor turnover and the supply of workers as their top concerns, as shown in Figure 6.

Figure 6: Top concern as % of respondents

Industry	Labor turnover	Supply of workers
Health care and social assistance	35%	30%
Construction	14.6%	40%
Educational services	13.3%	40%
Other services (except public administration)	18.8%	31.1%
Utilities	25%	25%
Retail trade	16.1%	32%

Source: 2024 Idaho Business Climate Survey

The most common concern unrelated to labor was "Economic uncertainty" at 18.3%. This survey was conducted in August 2024, a month before the first interest rate cut since March 2020 was on the horizon but was unknown to respondents at the time. Interest rate cuts weren't the only factor as 2024 was also an election year, which brought uncertainty and anxiety to both firms and consumers. In their open-ended responses, many respondents who selected economic uncertainty as their top concern cited recession worries, government over spending, changing taxes and regulations, and potential political or civil unrest with the election.

Among the industries where economic uncertainty was the top concern were finance and insurance (42.9% of industry respondents); real estate, rental and leasing (41.7%); and manufacturing (33.3%).

Rounding out respondents' top concerns by share were "Taxes, regulations, and other public policies" with 14.2% of respondents, "Supply or cost of nonlabor inputs" at 7.5%, "Declining demand" at 6.1%, and "Declining productivity" at 1.4%.

Reasons for labor turnover

When considering the cause of high labor turnover, it is important to note the decision of a worker to separate from their job or an employer to let an employee go is complex and personal, so the department included a similar ranking question.

Respondents were asked to rank nine possible reasons for labor turnover at their business along with the ability to provide open-ended responses if they desired to elaborate. Figure 7 provides a pie chart of respondents' top reason for churn among their workers.

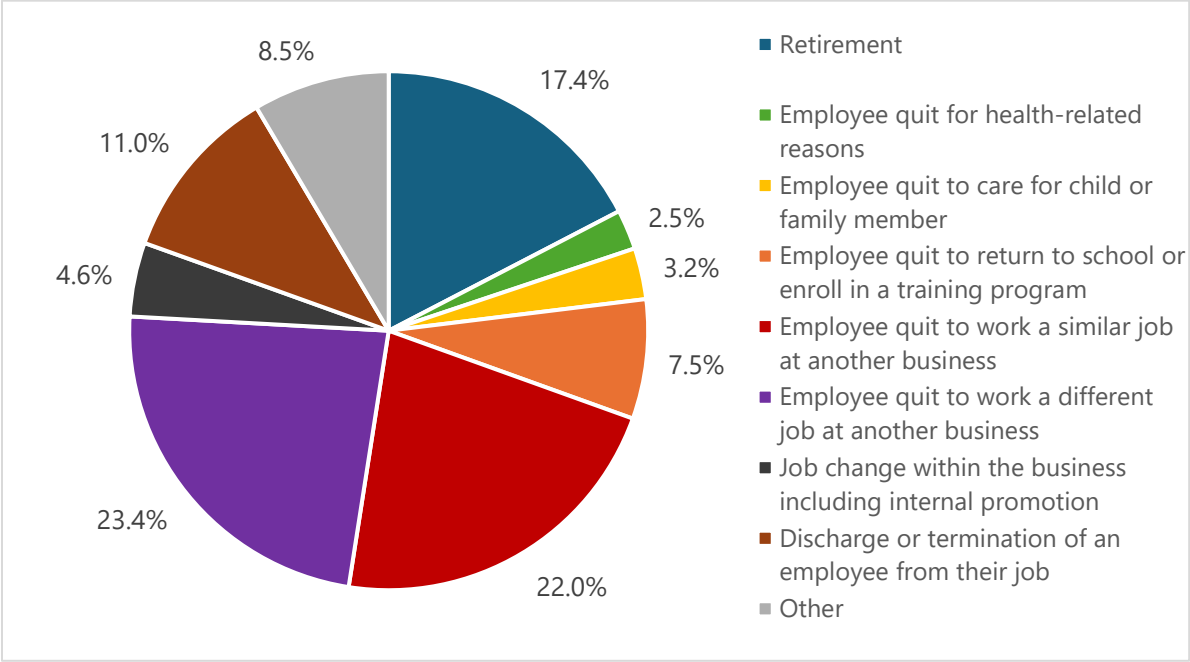
Most respondents cited some form of job switching as the main reason for labor turnover, with

23.4% citing "Employee quit to work a different job at another business," and 22% citing "Employee quit to work a similar job at another business." This is consistent with other evidence that suggests the labor market continues to be tilted in workers' favor with employees often ending an employment relationship with their employer. In a job-seekers market, workers with an abundance of employment options will shop for the best match. Job hopping is still occurring, even in the current labor market that has slowed from post-pandemic highs and has a higher unemployment rate than 2023.

While job switchers of some kind were the most cited turnover reason among all respondents, some industries appear more impacted than others. A majority of respondents within transportation and warehousing (66%); health care and social assistance (57.9%); educational services (55.6%); accommodation and food services (52.6%); retail trade (51.6%); and arts, entertainment, and recreation (50.1%) gave job switching as the top reason for labor turnover within their business.

Though 8.5% of respondents chose the "Other" reason, many open-ended responses stated labor turnover was not an issue for the business. The next most commonly cited top reason was "Retirement" at 17.4%, owing in part to an ongoing demographic transition as the baby boomer generation exits the workforce. Industries with notably large shares of respondents citing retirements as a top reason for labor turnover included finance and insurance (30.8%); professional, scientific, and technical services (30%); construction (25.5%); real estate, rental and leasing (25%); and educational services (25%).

Figure 7: Top reason for labor turnover



Source: 2024 Idaho Business Climate Survey
Note: Numbers represent re-weighted sample based on respondent industry and the number of known establishments from the 2023 Quarterly Census of Employment and Wages

Rounding out the list of top reasons for labor turnover were "Discharge or termination of an employee from their job" (11%), "Employee quit to return to school or enroll in a training program" (7.5%), "Job change within the business including internal promotion" (4.6%), "Employee quit to care for child or family member" (3.2%), and "Employee quit for health-related reasons" (2.5%).

Some industry examples include:

- 21.1% of those in accommodation and food services and 12.9% in other services (except public administration) cited employees quitting to return to school or enroll in training as their top reason for employee turnover.
- 10.5% of respondents in health care and social assistance cited workers quitting to care for children or family.

Worker skills assessment

While labor concerns are important, employers also desire workers with a degree of requisite skills. Although it is beyond the scope of this survey to look at technical skills in detail, the survey did include two questions to assess the current and future needs of Idaho employers when it comes to several more general skills.

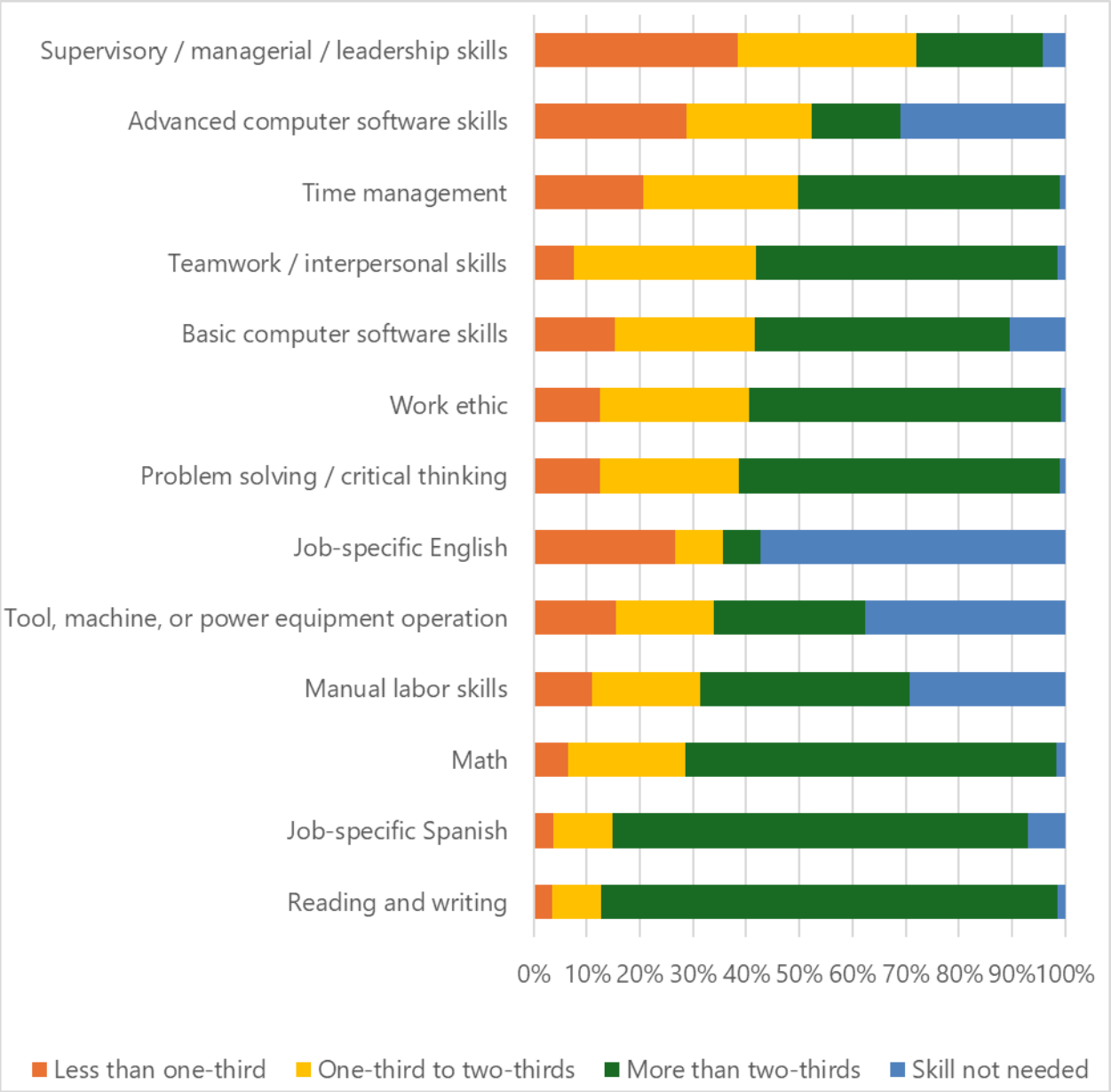
Figure 8 provides a breakdown of how employers perceive their employees' skill levels in different areas. Employers ranked the share of their employees who possess each skill as less than one-third (shown in orange), one-third to two-thirds (yellow) and more than two-thirds (green). The chart shows the percentage of employers who chose specific rankings in each skill.

At the top of the list of deficient skills are a cluster of soft skills including supervisory/ managerial/leadership, time management, teamwork/interpersonal skills, and technical skills like basic and advanced computer software skills.

Ignoring basic computer software skills, these most deficient skills are difficult to replace by automation and difficult to learn and develop beyond exercising them. At the other end of the spectrum is the more traditional cluster of reading and writing, job-specific English and math skills with far larger shares of respondents reporting more than two-thirds of their workers having the desired competency.

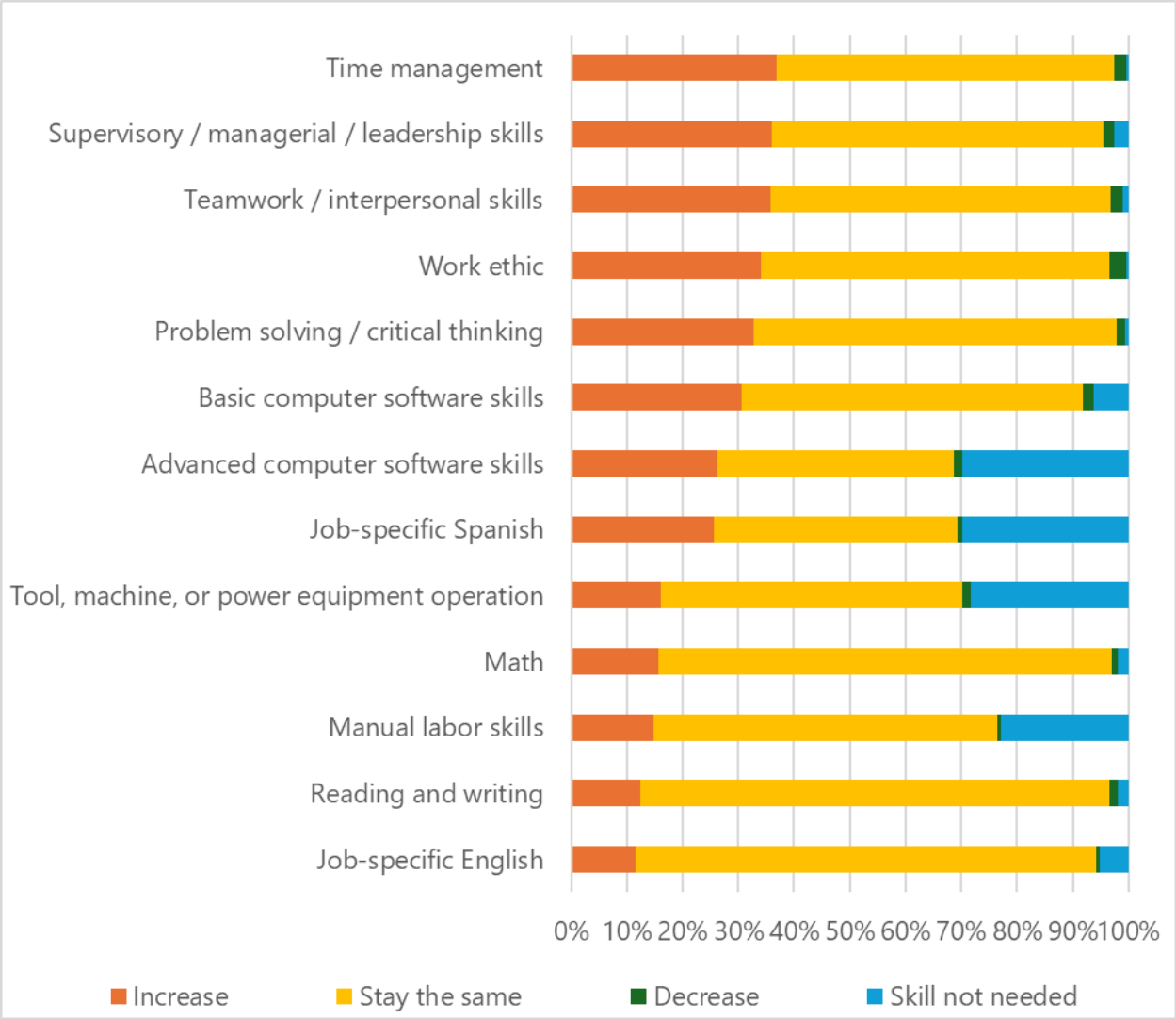
The survey also asked respondents to rank these skills according to how their needs will change over the next five years. Figure 9 shows the top skills currently seen as deficient and expected to be growing in need are all soft skills — "Time management," "Supervisory/managerial/leadership skills," "Teamwork/interpersonal skills," "Work ethic," and "Problem solving/critical thinking" being the top five respectively.

Figure 8: Share of workers adequately possessing skills



Source: 2024 Idaho Business Climate Survey
Note: Numbers represent re-weighted sample based on respondent industry and the number of known establishments from the 2023 Quarterly Census of Employment and Wages

Figure 9: Need for skills over next five years



Source: 2024 Idaho Business Climate Survey
Note: Numbers represent re-weighted sample based on respondent industry and the number of known establishments from the 2023 Quarterly Census of Employment and Wages

Part of the reason for the high demand for workers with leadership skills could reflect an aging workforce and the expected retirement of many experienced leaders and supervisors from the workforce over the coming years.

Remote and hybrid work

The remote working model existed in Idaho before the COVID-19 pandemic. Adaptation to the disruption caused by COVID-19 accelerated this trend by decades in redefining the nature of where work happens. The flexibility on when and where work can happen — remotely from the office versus at the workplace — varies depending on the industry and specific occupations. The survey team attempted to find the level of Idaho employers who embraced full remote or hybrid schedules for their workers and how different industries have employed this employment trend.

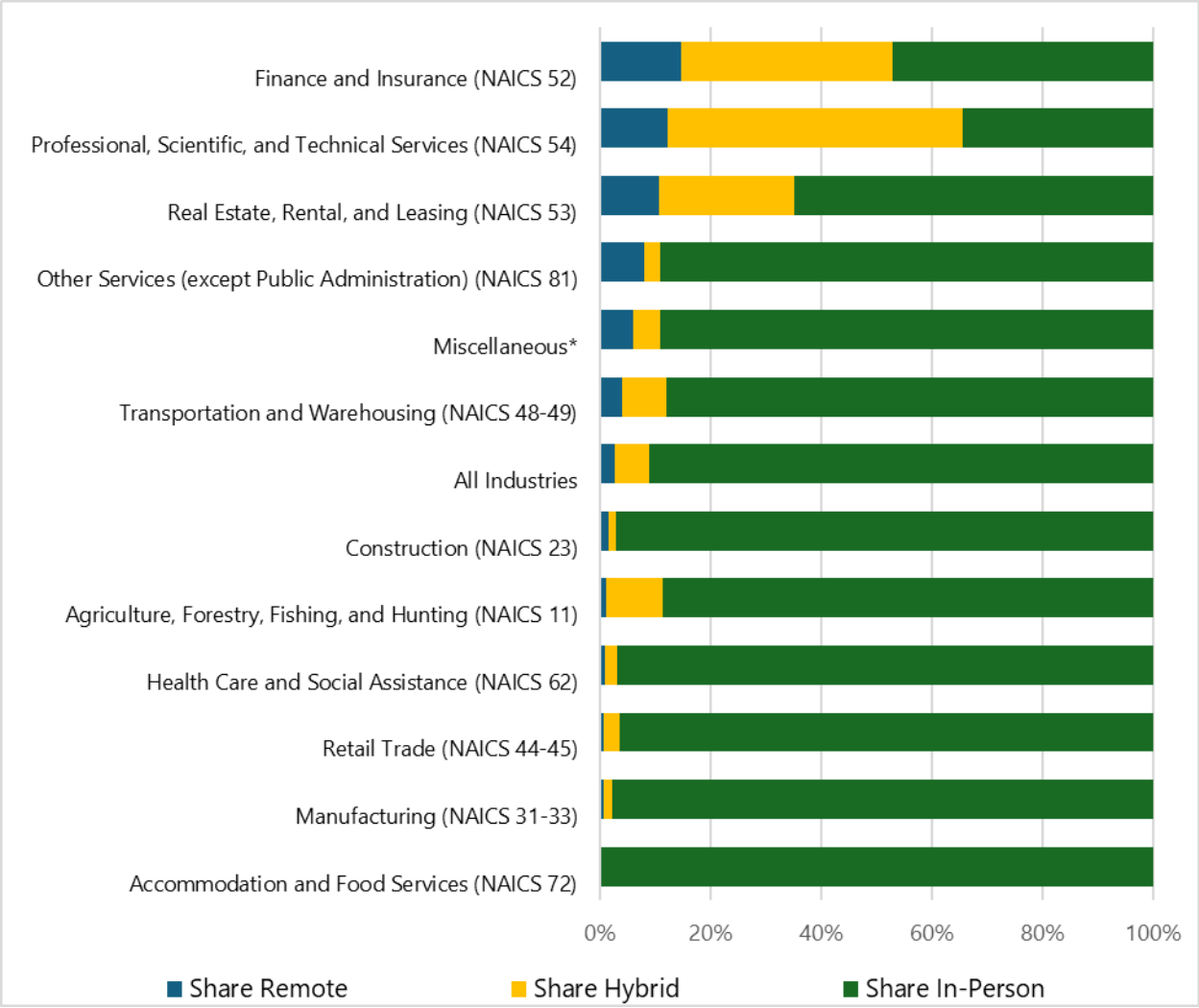
The survey indicates that 9% of total employers in Idaho work remotely (2.7%) or have a hybrid workplace arrangement (6.2%).

Unsurprisingly, remote options differ between Idaho's industries. Businesses with jobs involving a physical aspect of goods being made or services being performed are not conducive to telework arrangements and have the smallest share of remote or hybrid employment.

Accommodation and food service industry respondents had the smallest portion with just 0.3% of employment in a hybrid set up. Only 2.1% of manufacturing, 3.2% of health care and social assistance, and 3.5% of retail trade jobs represented in the survey have workplace arrangements other than in-person.

On the opposite end, industries centered around the creation, exchange and curation of knowledge and data had a much larger portion of employees working remote or on a hybrid schedule. The finance and insurance industry and the professional, scientific and technical services industry were the only two industries with a minority of employees working exclusively in person at 47% and 34.4% respectively. Professional, scientific and technical services was the only industry to report a majority of employees (53.3%) working in a hybrid arrangement in Idaho.

Figure 10: Share of employees by work arrangement, industry

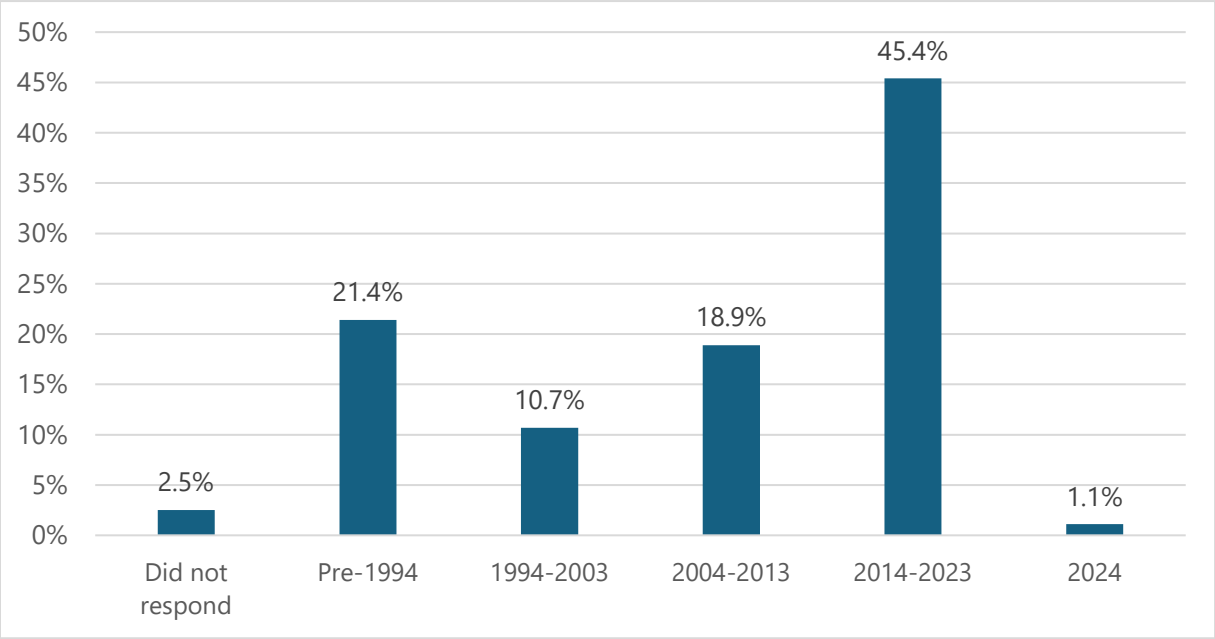


Source: 2024 Idaho Business Climate Survey
**Miscellaneous industry bin contains administrative and support and waste management, information, management of companies and enterprises, mining, public administration and wholesale trade.*
Note: Numbers represent re-weighted sample based on respondent industry and the number of known establishments from the 2023 Quarterly Census of Employment and Wages.

Age of locally operated businesses

Of the businesses surveyed, 65% operate in a single county within Idaho while 2% operate statewide. Looking exclusively at respondents who operate out of a single county, nearly half first began operations in Idaho within the past 10 years and about seven out of 10 within the past 20 years (see Figure 11).

Figure 11: Start-up year of locally operated business



Source: 2024 Idaho Business Climate Survey
Note: Percentages represent respondents who only operated in a single Idaho county.

2023-2024 Over the year survey analysis

With 2024 being the second year of the survey, the labor economist team can now monitor the year-over-year changes in how Idaho employers observe the business climate. A year-over-year analysis allows for a better understanding of how employer attitudes in Idaho have evolved over the years.

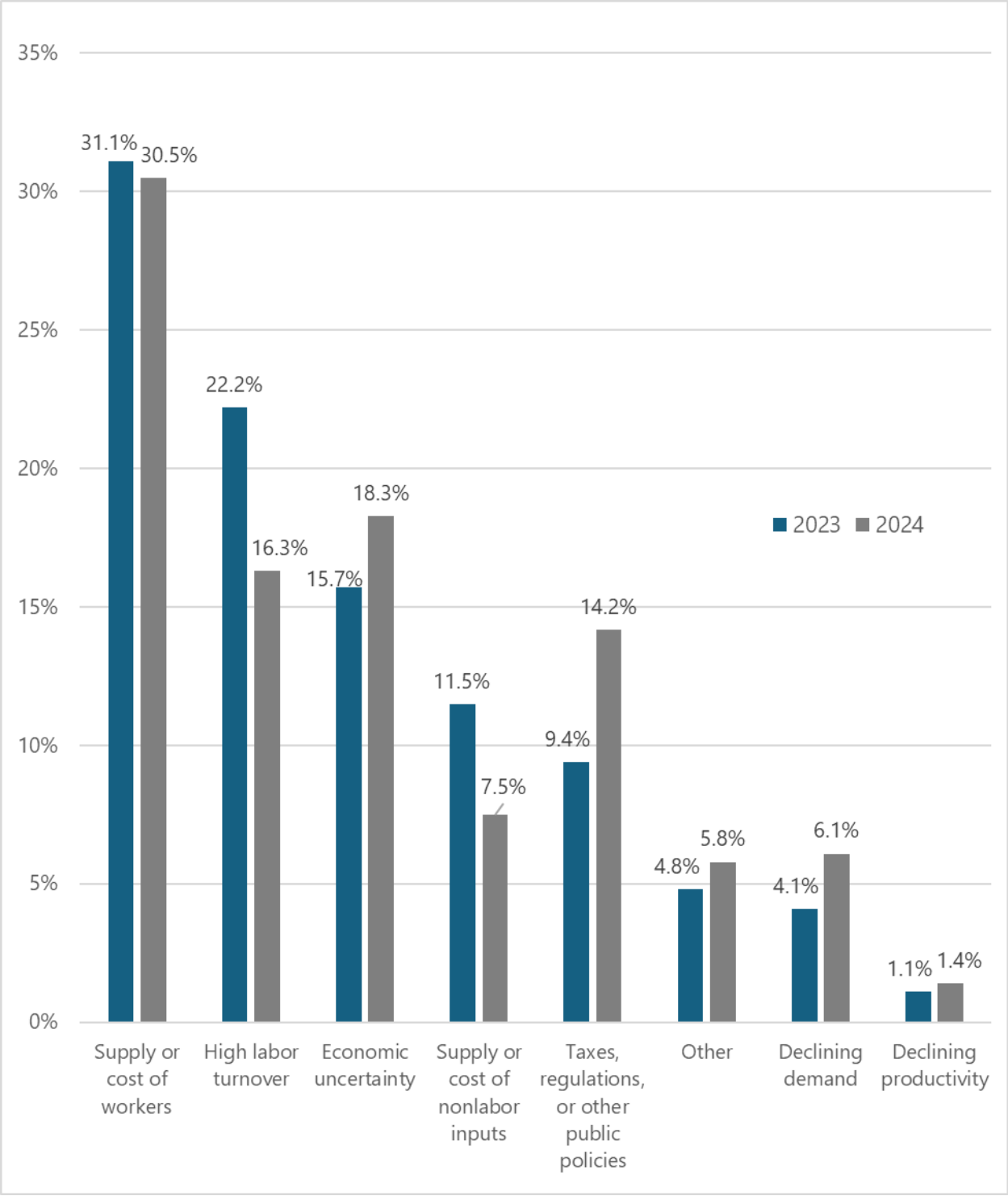
Top business concerns

Labor concerns, whether it be the supply or cost of workers or high labor turnover, were the largest concerns of employers in both 2023 and 2024. However, "High labor turnover" as a top concern decreased by almost 6% year over year, as shown in Figure 12. This, along with the unemployment rate rising all year, indicates increasing employer power in the labor market. "Economic uncertainty" as a concern increased in 2024, likely due to the election and the speculation around interest rate cuts. As this survey was conducted in August, a month before the first interest rate cut since March 2020, interest rate speculation could have been top of mind for many employers.

The 4% year-over-year decline in employers' concern for "The supply or cost of nonlabor inputs" indicates the economy is normalizing as inflation rates have mostly flattened outside of housing costs. However, "Declining demand" has grown as a concern as the economy has begun to cool with a near normalized inflation rate in addition to a slowly growing unemployment rate, pointing to a growing slack in the demand for labor. As the economy cools, spending will decline as consumers pull back on non-essential spending.

In 2024, external factors were the fastest growing business concerns for Idaho employers. Interest rates, normalizing inflation, volatile energy prices due to international conflicts and an election year are all examples of external factors that create general uncertainty and anxiety for employers and consumers alike.

Figure 12: Top business concerns, 2023-2024



Source: 2023 and 2024 Idaho Business Climate Survey

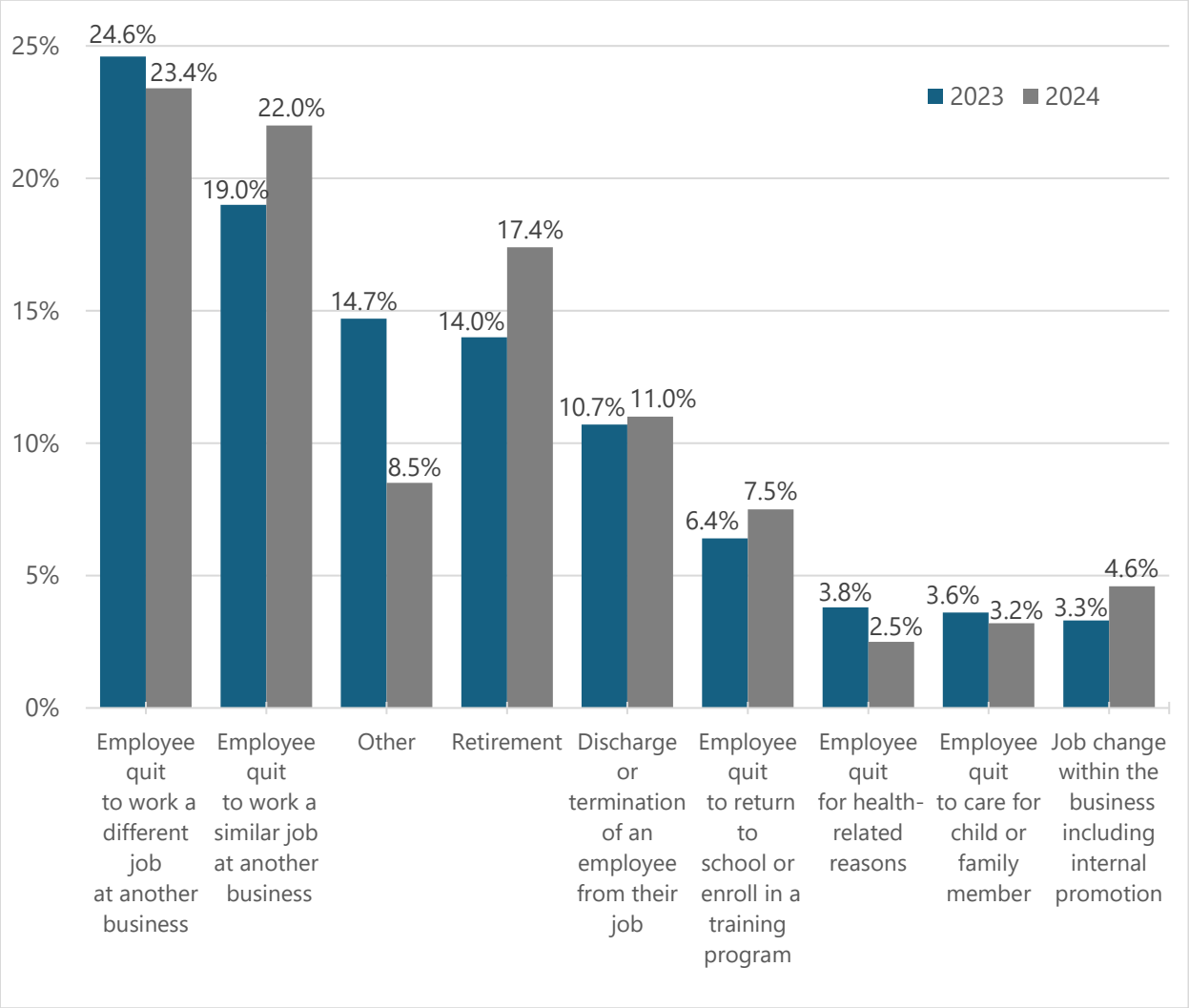
Top reason for employee turnover

Job switching, where an employee switches to either a similar or different job at another business, was the largest reason for employee turnover in both 2023 and 2024.

The response of "Employee quit to work a similar job at another business" grew 3% year over year, indicating even though the labor market has tightened from 2023, employees still have the option to shop around for a better wage/benefits.

The top reason for employee turnover that grew the most year over year was retirement at over 3%. Retirements being a growing reason for employee turnover highlights the state and nation's aging population trend. According to Idaho Department of Labor's 2022-2032 population projection, Idaho's under 15 population is projected to grow 5.7% over the observed 10-year period while Idaho's 65 and older population is projected to grow 31%. Idaho's aging demographics will continue to be a structural challenge for Idaho's labor force.

Figure 13: Top reasons for employee turnover, 2023-2024



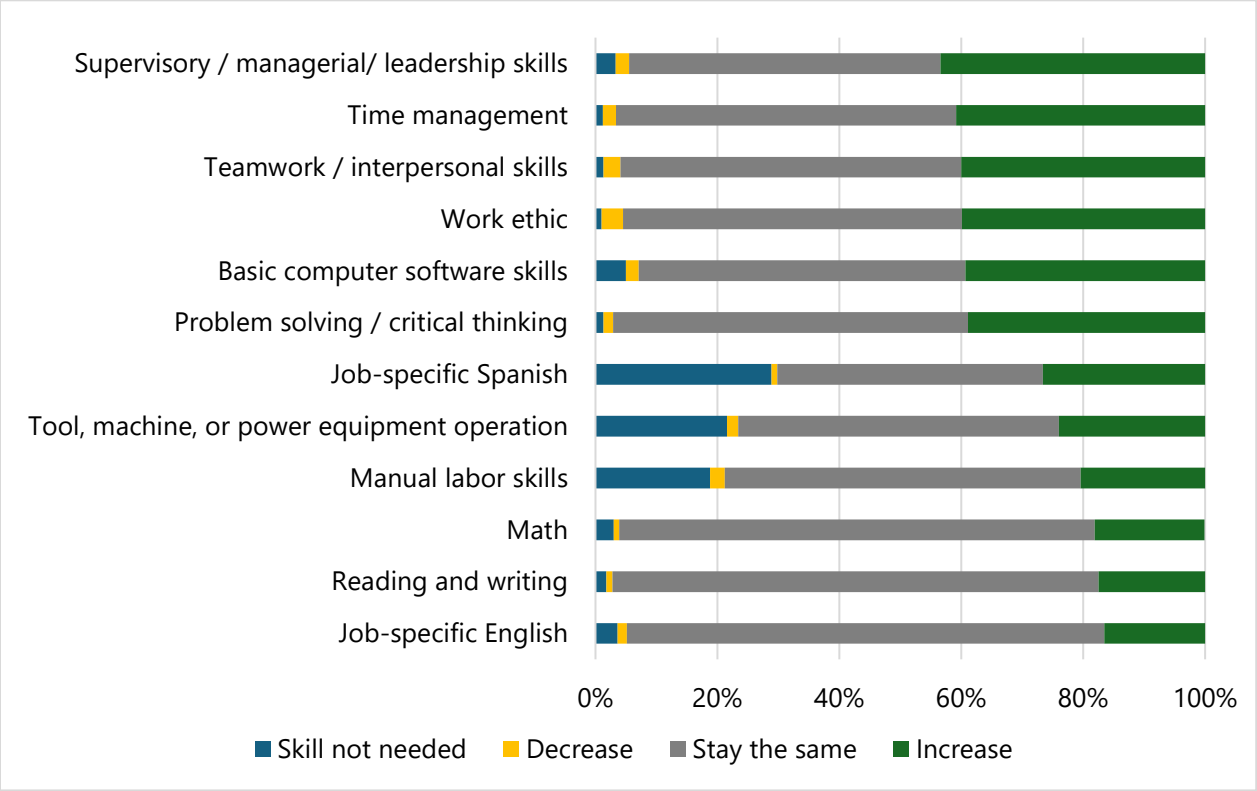
Source: 2023 and 2024 Idaho Business Climate Survey

Expected need for select skills in the next five years

In both 2023 and 2024, employers expected to see an increase in soft skills such as time management, work ethic, teamwork and interpersonal skills, and management and leadership skills. This makes sense as soft skills are applicable in all occupations in all industries, while skills like manual labor skills and tool, machine, or power equipment operation are more niche skills. The rising demand in supervisory/managerial/leadership skills is correlated to most management occupations being held by older workers, who are likely to retire soon, creating a need to cultivate a new management team.

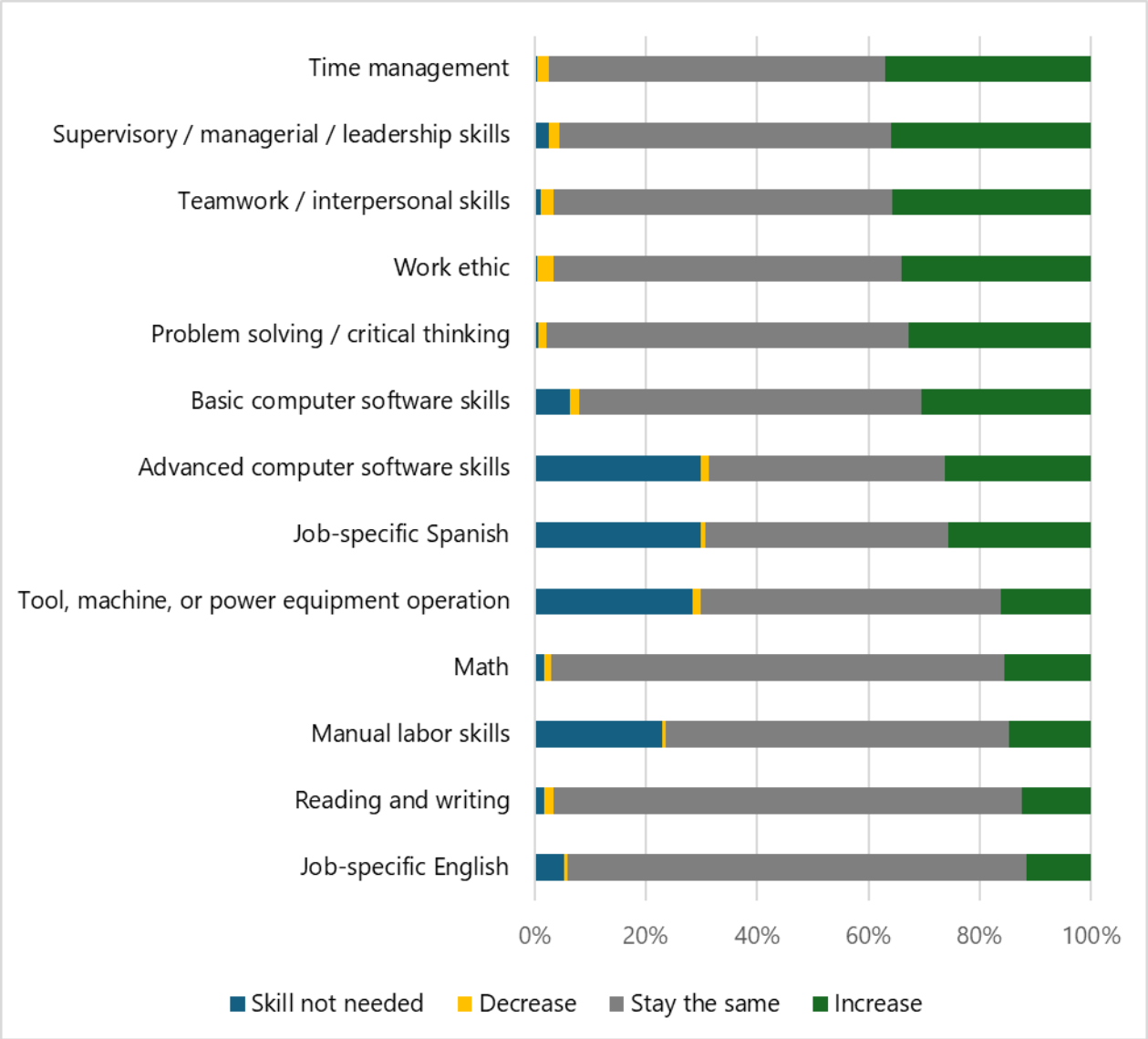
Technical skills are expected to have less demand than soft skills in both 2023 and 2024 but are still crucial to the economy. Basic computer software skills — defined by Microsoft office, email and video conference software like Zoom — and advanced computer software skills — defined by industry specific software, AI powered tools and programming knowledge — were both technical skills in 2023 and 2024's survey with the highest expectation for growth (advanced computer software skills was a new category to the 2024 survey). Computer software skills are the most broadly applicable technical skill, followed by tool, machine, or power equipment operation; math; and manual labor skills. Job-specific Spanish is both a skill many employers don't have a need for, and one that many expect to grow. This illustrates that not all businesses need this skill but the ones that do need it are expected to need it badly.

Figure 14: Expected need for select skills over the next five years, 2023



Source: 2023 Idaho Business Climate Survey

Figure 15: Expected need for select skills over the next five years, 2024



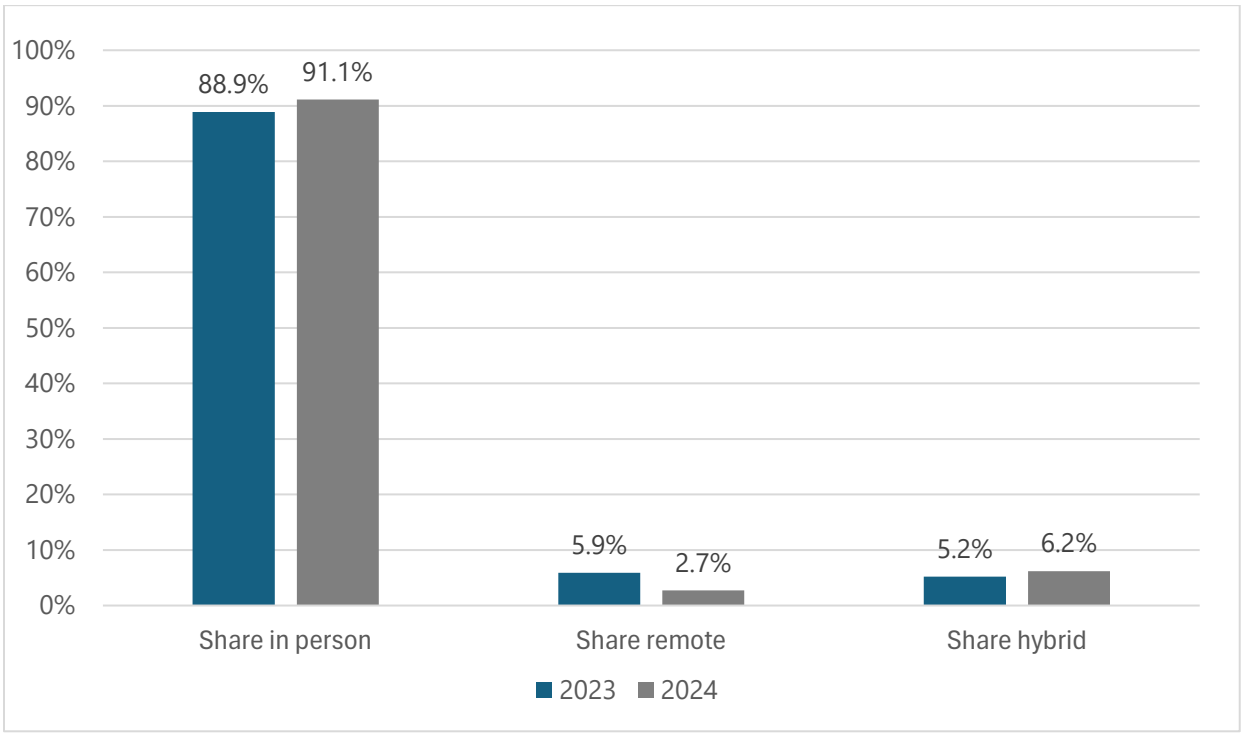
Source: 2024 Idaho Business Climate Survey

Work arrangements

Remote and hybrid work arrangements were popularized during the pandemic but have seen a pullback on the national level as employers are leaning in favor of hybrid work arrangements or even a total return to the office. The year-over-year data reflects remote work has declined as hybrid and in person work arrangements have increased from 2023.

Idaho has a smaller share of remote and hybrid work than the national level. According to the 2023 Current Population Survey provided by the U.S. Census Bureau, 80% of the nation's workforce works in person, 9.6% works in a hybrid arrangement and 10.4% works remotely. This shows Idaho has a more "blue-collar" workforce, which is required to be on-site more than the national workforce.

Figure 16: Idaho work arrangements (all industries), 2023-2024



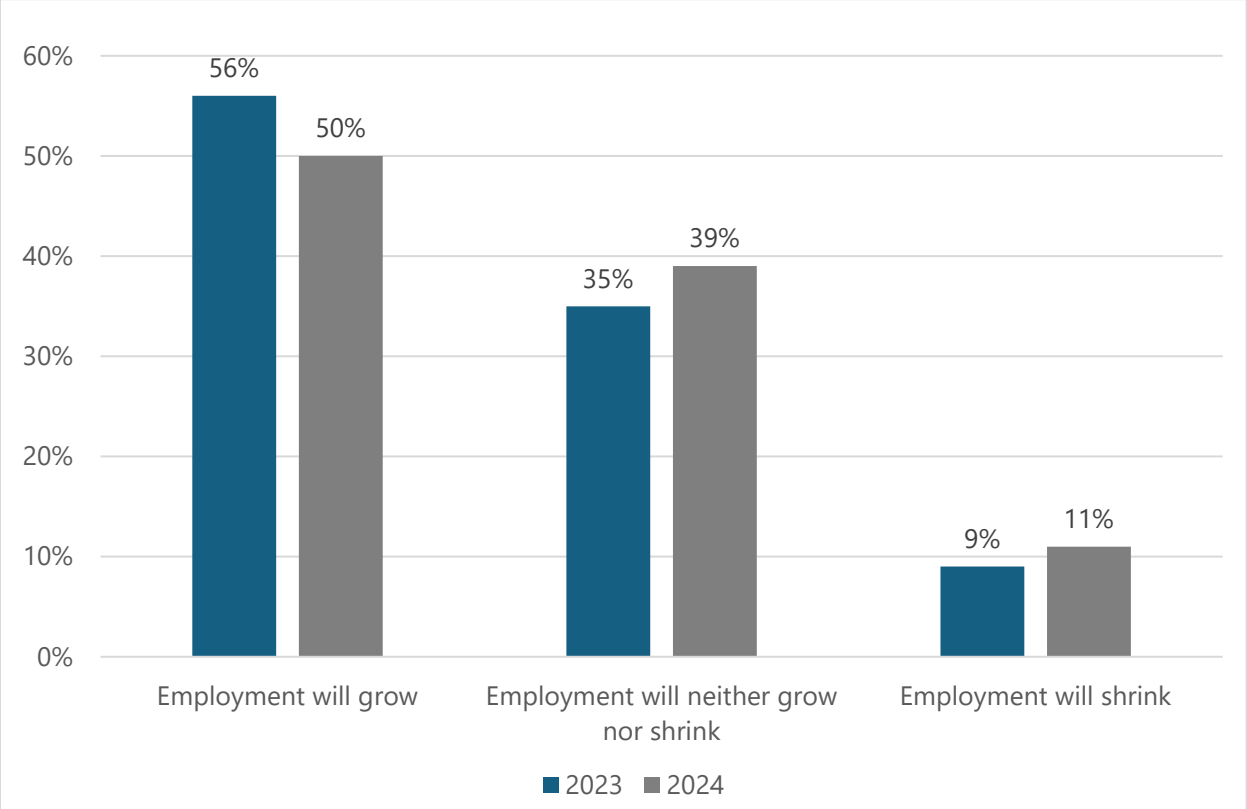
Source: 2023 and 2024 Idaho Business Climate Survey

Future employment expectations over the next five years

Idaho employers' future employment expectations are optimistic overall, with half of respondents in both 2023 and 2024 reporting they expected employment to grow. However, 2024's respondents had more tempered expectations than 2023, with the categories of "Employment will shrink" and "Employment will neither grow nor shrink" increasing 2% and 4% respectively.

2024 was a year defined by many external factors that created economic uncertainty such as interest rate cuts, international conflicts and an election. This uncertainty is evident with the tempering of employment expectations from 2023 to 2024. Despite this, the employment outlook was bright as a majority of respondents predicted growing employment in both 2023 and 2024.

Figure 17: Future employment expectations over the next five years, 2023-2024



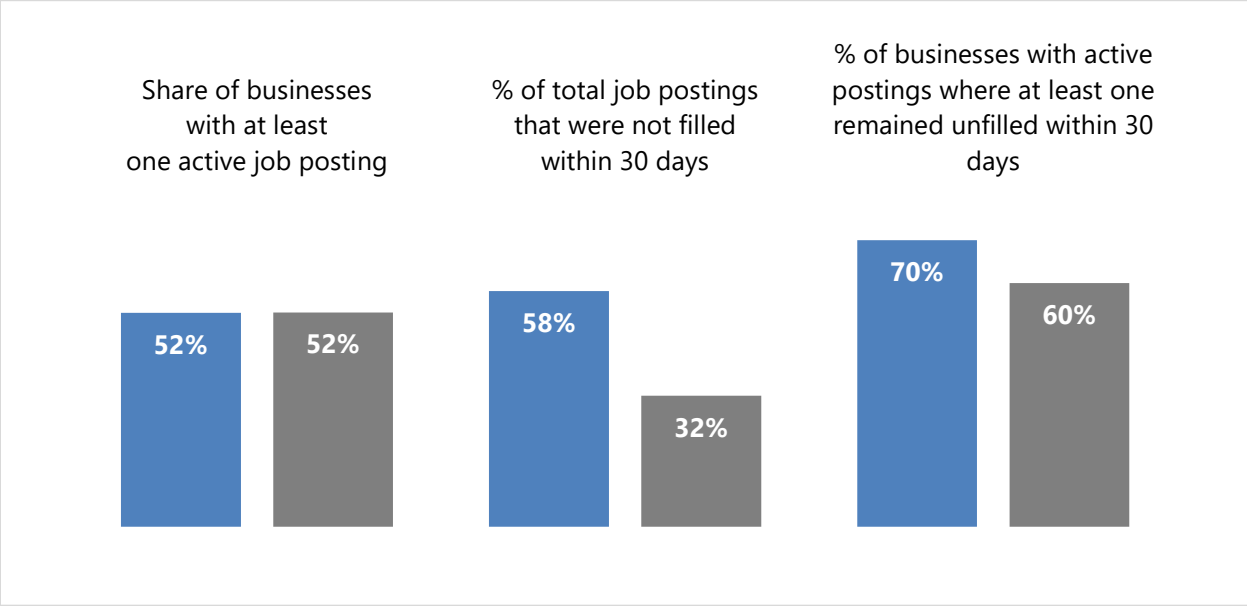
Source: 2023 and 2024 Idaho Business Climate Survey

Businesses with listed job openings

At the end of the survey, the labor economist team asked respondents about their current hiring situation, as well as how long job postings remain unfilled. In both 2023 and 2024, 52% of respondents had at least one active job posting, illustrating the demand for labor is still widespread. However, the percentage of total job postings that were not filled within 30 days declined by 26% year over year, demonstrating the labor market has begun to slow and job seekers had less options in 2024 than 2023. The percentage of businesses with active postings where at least one remained unfilled within 30 days declined 10% year over year.

The figure below highlights the trend in the overall labor market in 2024. While labor demand still remained a big concern and the labor market was still very competitive, there was significantly more slack in the labor market in 2024 than 2023 or the post-pandemic hiring boom of 2021-2022.

Figure 18: Various job posting questions, 2023-2024



Source: 2023 and 2024 Idaho Business Climate Survey

Appendix A: Methodology

The survey asked a series of core questions to gauge views on the current and near-term future of the state's labor market and economy. Additional questions to enhance the survey's investigation of the business climate includes the following:

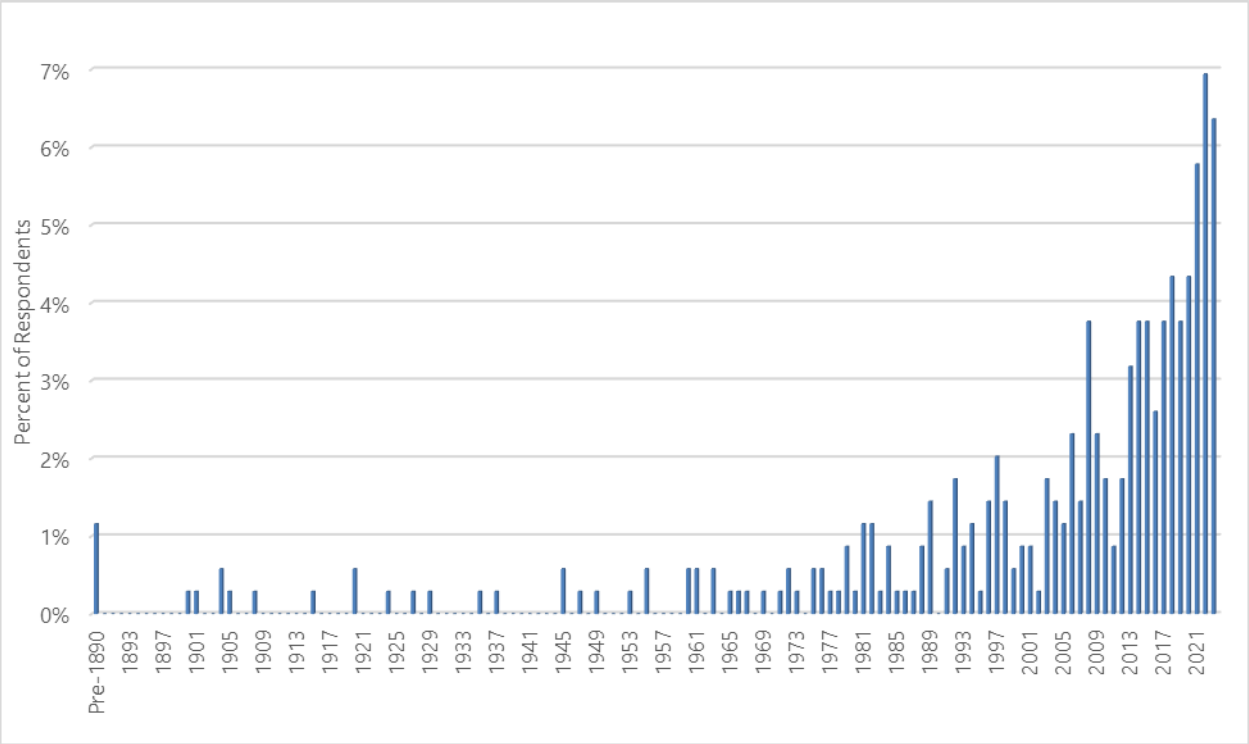
- Top business concerns and reasons for labor turnover.
- Demand for current and future employee skills.
- The workplace arrangements of employees.

The survey was distributed via email to 5,000 unique emails pooled from within Idaho Labor on Aug. 28, 2024, with a follow-up email sent on Sept. 5 and a final call on Sept. 11. The survey was closed to responses on Sept. 18, 2024. During this time, 371 responses were collected, which the research team was satisfied with given the relative newness of this study and the time frame for which it was open producing a significantly reduced sample size from 2023. Future surveys will be conducted with a more robust sample, in hopes of obtaining a more granular look at region and industry.

Composition of survey respondents

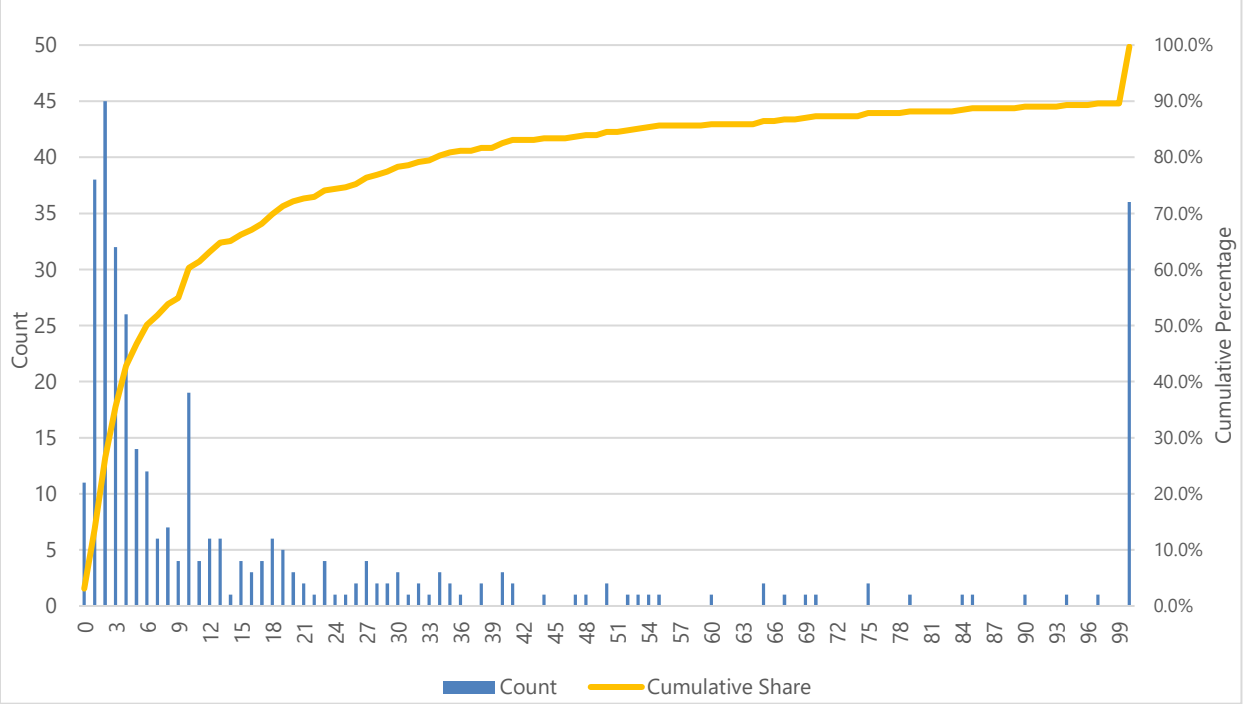
- Of the 371 responses collected:
    - 94% represented private businesses.
    - 6% were from public agencies or state-owned enterprises.
    - 55% were from private corporations or other private incorporated entities.
    - 91% of the private business respondents were for-profit entities.
    - About half began operating in Idaho before 2013 (see Figure 1).
    - 73% were businesses with 20 or fewer workers; about 10% had 100 or more (see Figure 2).
    - Industry representation skewed toward construction, retail trade, educational services, and other services (except public administration) (see Figure 3).
- Where appropriate, aggregated responses were weighed by industry at the state level.

Figure 1: Year respondent first began operating in Idaho



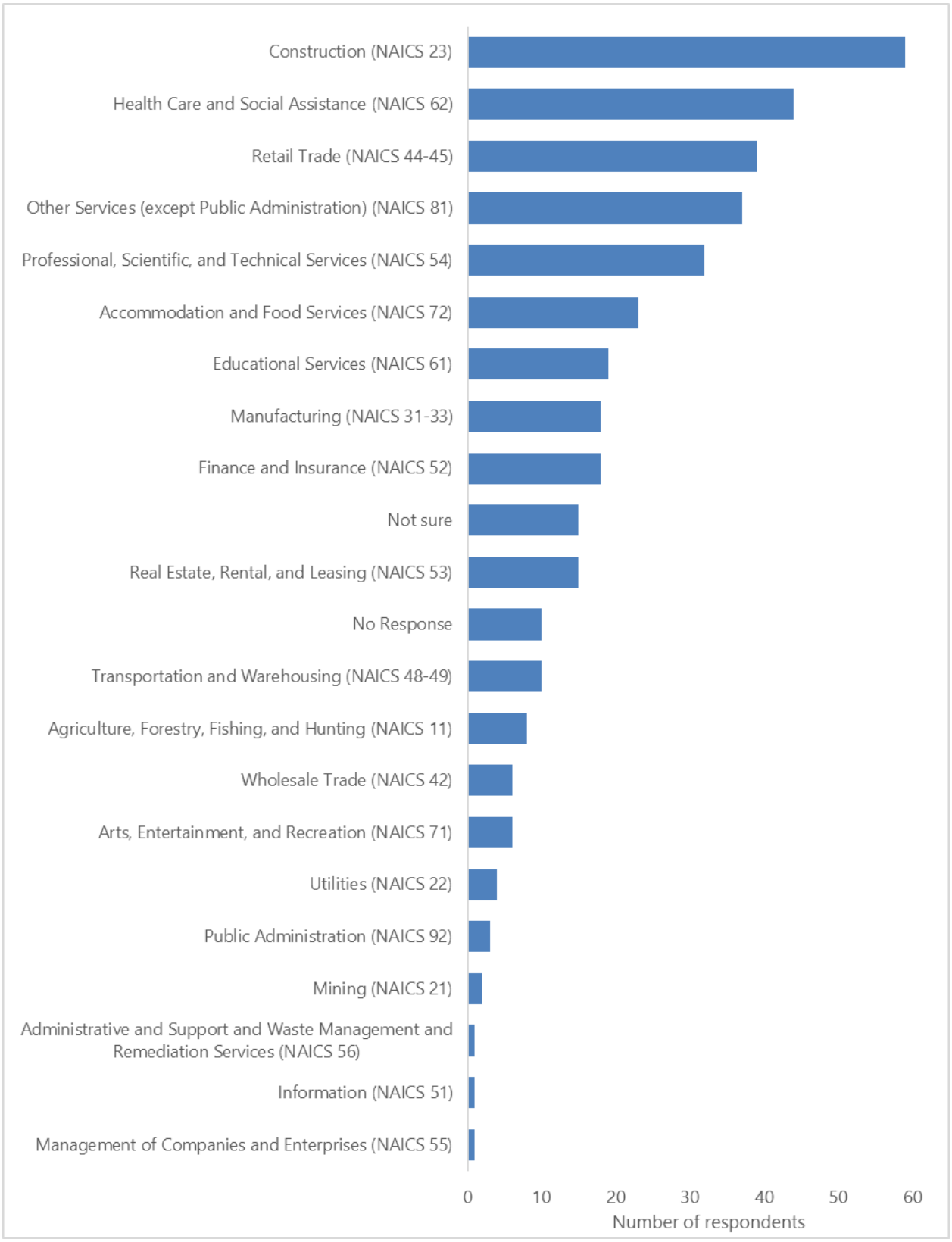
Source: 2024 Idaho Business Climate Survey

Figure 2: Number of workers per respondent



Source: 2024 Idaho Business Climate Survey

Figure 3: Industry of respondents



Source: 2024 Idaho Business Climate Survey

IDAHO
DEPARTMENT OF LABOR
BRAD LITTLE, GOVERNOR
JANI REVIER, DIRECTOR

A proud partner of the americanjobcenter network.

This publication is funded by the U.S. Department of Labor for SFY25 as part of the Workforce Information Grant (40%) and state/nonfederal funds (60%) totaling $885,703. The Idaho Department of Labor is an equal opportunity employer and service provider. Reasonable accommodations are available upon request. Dial 711 for Idaho Relay Service.

December 2024

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. The product was created by the recipient and does not necessarily reflect the official position of the U.S. Department of Labor. The U.S. Department of Labor makes no guarantees, warranties, or assurances of any kind, express or implied, with respect to such information, including any information on linked sites and including, but not limited to, accuracy of the information or its completeness, timeliness, usefulness, adequacy, continued availability, or ownership. This product is copyrighted by the institution that created it. Internal use by an organization and/or personal use by an individual for non-commercial purposes is permissible. All other uses require the prior authorization of the copyright owner.

The Federal Government reserves a paid-up, nonexclusive and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use for federal purposes: i) the copyright in all products developed under the grant, including a subgrant or contract under the grant or subgrant; and ii) any rights of copyright to which the recipient, subrecipient or a contractor purchases ownership under an award (including but not limited to curricula, training models, technical assistance products, and any related materials). Such uses include, but are not limited to, the right to modify and distribute such products worldwide by any means, electronically or otherwise. Federal funds may not be used to pay any royalty or license fee for use of a copyrighted work, or the cost of acquiring by purchase a copyright in a work, where the Department has a license or rights of free use in such work, although they may be used to pay costs for obtaining a copy which is limited to the developer/seller costs of copying and shipping.

Lightcast Occupation Overview



Construction Managers
in 5 States

Contents

What is Lightcast Data? 1
Report Parameters 2
Executive Summary 3
Jobs 4
Compensation 7
Job Posting Activity 8
Demographics 13
Occupational Programs 16
Appendix A 18

What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.













Report Parameters

1 Occupation

11-9021	Construction Managers

5 States

8	Colorado	49	Utah
16	Idaho	53	Washington
41	Oregon		

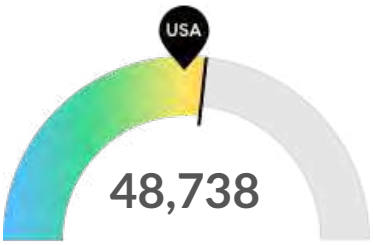
Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupation and geographical areas.

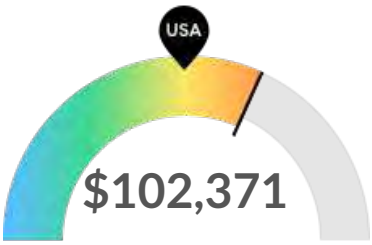
Executive Summary

Aggressive Job Posting Demand Over an Average Supply of Regional Jobs



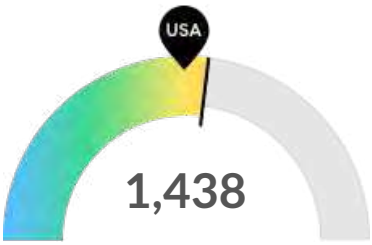
Jobs (2025)

Your area is about average for this kind of job. The national average for an area this size is 44,105* employees, while there are 48,738 here.



Compensation

Earnings are high in your area. The national median salary for Construction Managers is $89,540, compared to $102,371 here.



Job Posting Demand

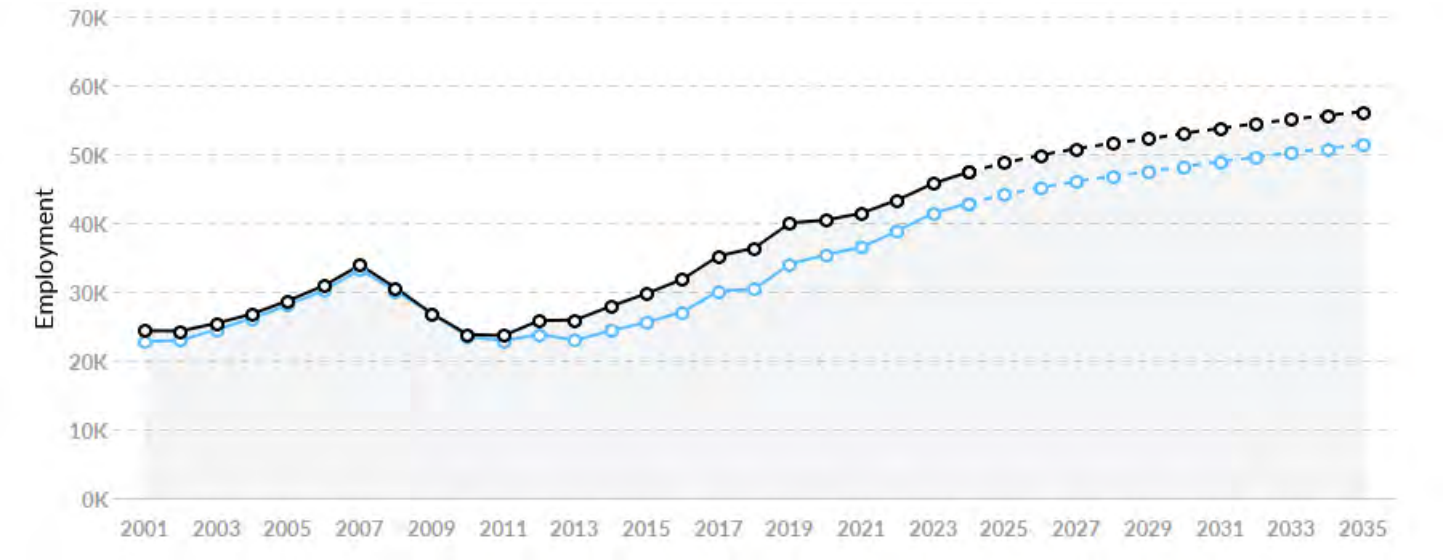
Job posting activity is high in your area. The national average for an area this size is 1,285* job posting/mo, while there is 1,438 here.

*National average values are derived by taking the national value for Construction Managers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

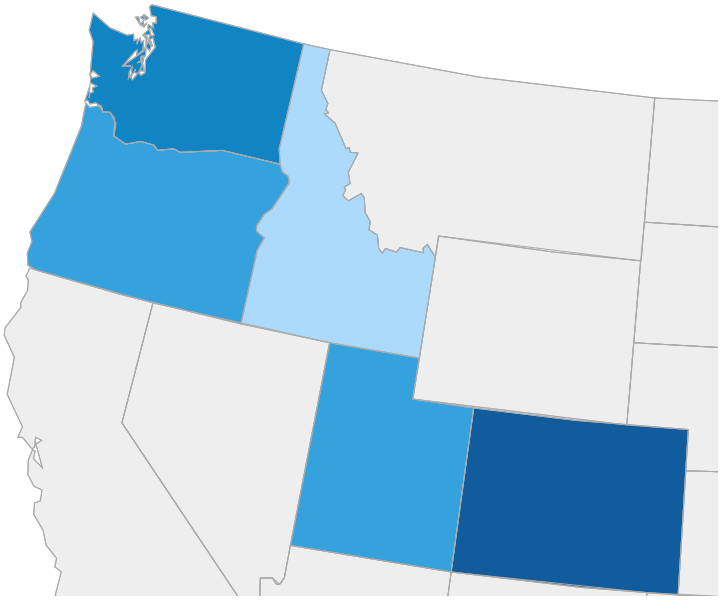
An average area of this size typically has 44,105* jobs, while there are 48,738 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



	Region	2025 Jobs	2035 Jobs	Change	% Change
●	5 States	48,738	56,161	7,423	15.2%
●	National Average	44,105	51,369	7,264	16.5%

*National average values are derived by taking the national value for Construction Managers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



State	2025 Jobs
Colorado	18,281
Washington	11,691
Oregon	7,503
Utah	7,248
Idaho	4,015

Most Jobs are Found in the Residential Building Construction Industry Sector

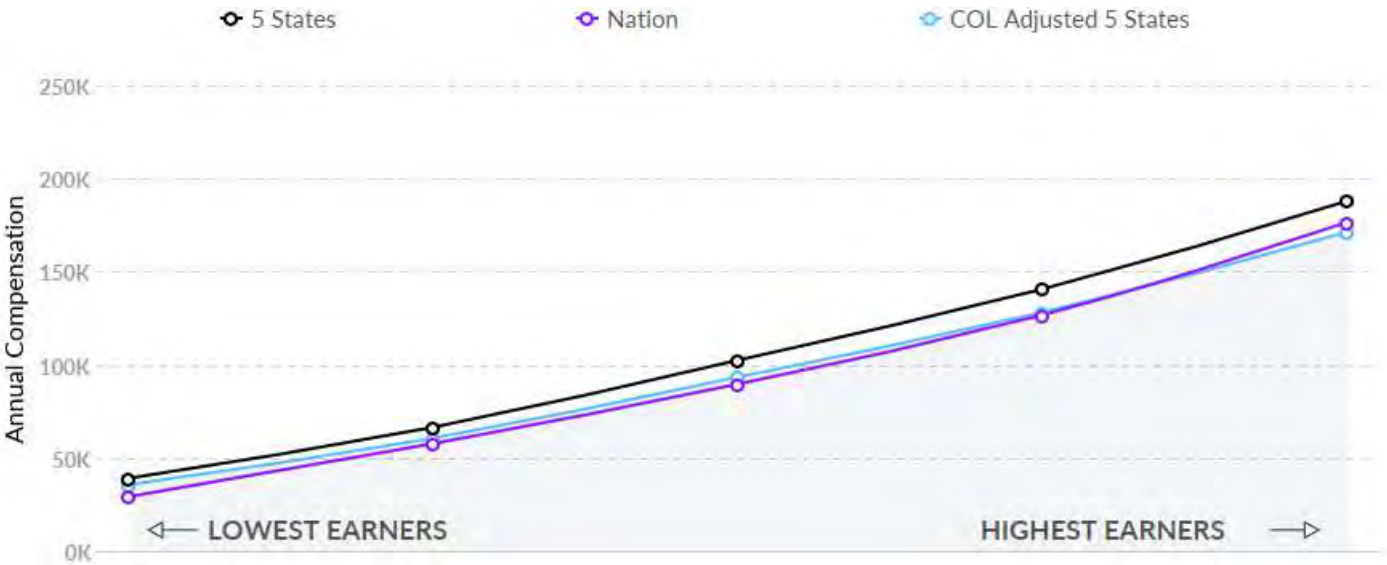


Industry	% of Occupation in Industry (2025)
Residential Building Construction	22.8%
Nonresidential Building Construction	15.5%
Building Equipment Contractors	11.5%
Other Specialty Trade Contractors	10.8%
Building Finishing Contractors	10.2%
Foundation, Structure, and Building Exterior Contractors	8.2%
Other	20.9%

Compensation

Regional Compensation Is 14% Higher Than National Compensation

For Construction Managers, the 2024 median wage in your area is $102,371, while the national median wage is $89,540.



Job Posting Activity

14,375 Unique Job Postings

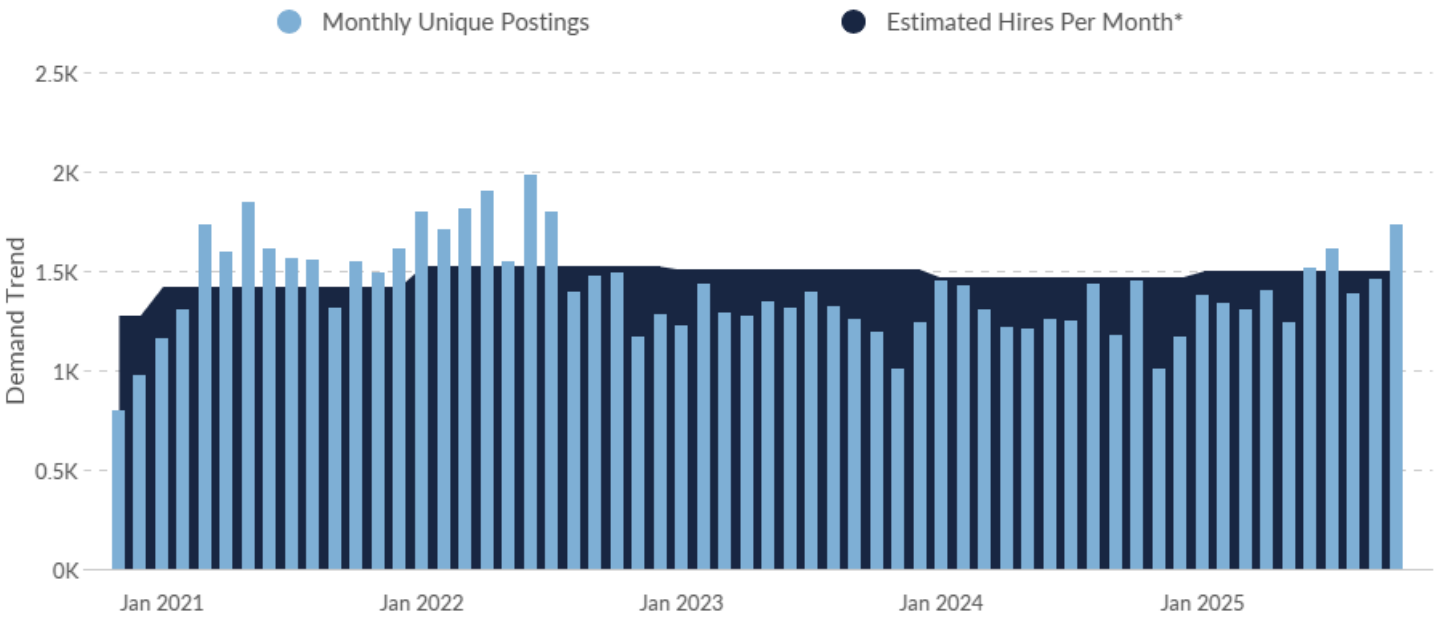
The number of unique postings for this job from Jan 2025 to Oct 2025.

3,635 Employers Competing

All employers in the region who posted for this job from Jan 2025 to Oct 2025.

25 Day Median Duration

Posting duration is 2 days longer than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2025 - Oct 2025)	Avg Monthly Hires (Jan 2025 - Oct 2025)
Construction Managers	1,438	1,504

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

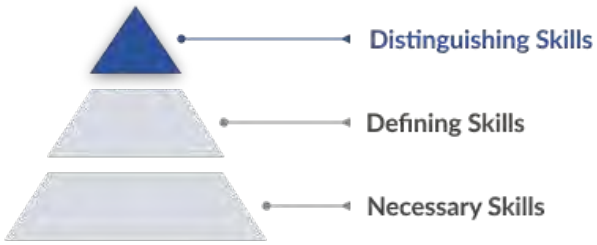
Lightcast Occupation Overview

Top Companies	Unique Postings
GPAC	1,231
CyberCoders	292
Actalent	170
Amazon	132
Energy Jobline	124
Sturgeon Electric Company	122
PageGroup	121
Jkl Associates	82
Kiewit Corporation	62
CBRE	56

Top Job Titles	Unique Postings
Construction Project Managers	1,369
Construction Managers	967
Superintendents	855
Construction Superintendents	709
Commercial Construction Super...	307
Project Managers/Construction ...	227
Electrical Construction Project ...	192
Commercial Construction Projec...	188
Site Managers	181
Assistant Superintendents	160

Top Distinguishing Skills by Demand

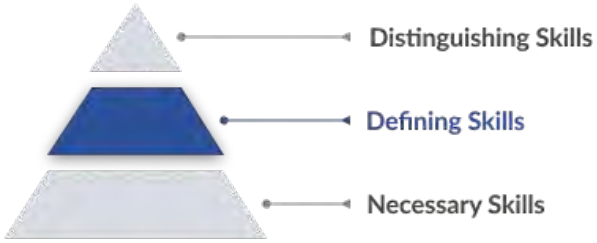
An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
30-Hour OSHA General Industry Card	✗	946	+19.3%	Growing
Site Inspection	✓	911	+24.2%	Rapidly Growing
Construction Management Software	✗	883	+9.3%	Growing
Constructability	✓	854	+29.3%	Rapidly Growing
Primavera (Software)	✗	772	+19.6%	Rapidly Growing
Project Closure	✓	713	+12.5%	Growing
Residential Construction	✗	676	+3.1%	Lagging
Architectural Drawing	✗	665	+19.0%	Growing
Value Engineering	✗	617	+8.1%	Stable
Mechanical Electrical And Plumbing (MEP) Systems	✓	475	+18.1%	Growing

Top Defining Skills by Demand

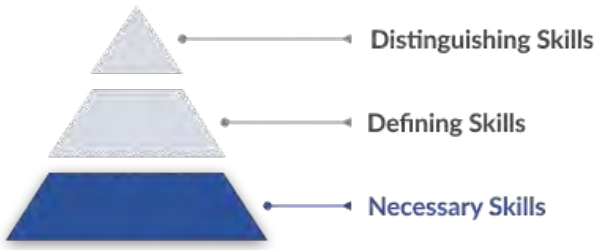
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Construction	✗	9,890	+10.5%	Growing
Project Management	✗	8,926	+19.8%	Rapidly Growing
Subcontracting	✗	6,684	+9.4%	Growing
Construction Management	✓	5,759	+18.4%	Growing
Valid Driver's License	✗	3,365	+7.5%	Stable
Project Schedules	✗	3,018	+17.0%	Growing
Change Orders	✓	2,656	+18.7%	Growing
Commercial Construction	✗	1,777	+22.8%	Rapidly Growing
Building Codes	✗	1,609	+9.0%	Growing
Procore	✗	1,529	+34.5%	Rapidly Growing

Top Necessary Skills by Demand

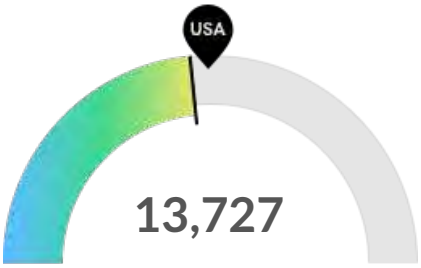
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Procurement	✖	1,682	+13.8%	Growing
Invoicing	✖	1,112	+16.2%	Growing

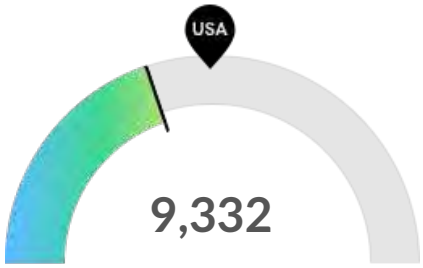
Demographics

Retirement Risk Is About Average, While Overall Diversity Is About Average



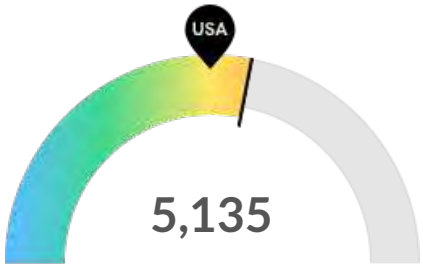
Retiring Soon

Retirement risk is about average in your area. The national average for an area this size is 15,038* employees 55 or older, while there are 13,727 here.



Racial Diversity

Racial diversity is low in your area. The national average for an area this size is 12,812* racially diverse employees, while there are 9,332 here.

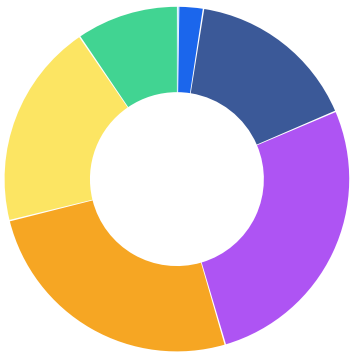


Gender Diversity

Gender diversity is high in your area. The national average for an area this size is 4,318* female employees, while there are 5,135 here.

*National average values are derived by taking the national value for Construction Managers and scaling it down to account for the difference in overall workforce size between the nation and your area. In other words, the values represent the national average adjusted for region size.

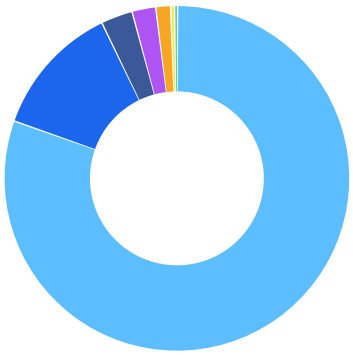
Occupation Age Breakdown



	% of Jobs	Jobs
14-18	0.1%	41
19-24	2.3%	1,097
25-34	16.1%	7,638
35-44	26.9%	12,757
45-54	25.7%	12,167
55-64	19.3%	9,175
65+	9.6%	4,553

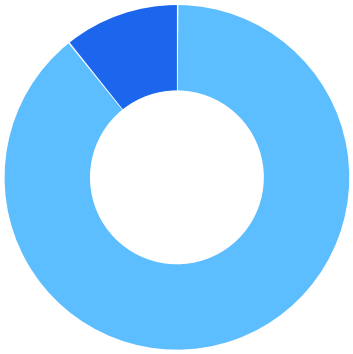
Lightcast Occupation Overview

Occupation Race/Ethnicity Breakdown



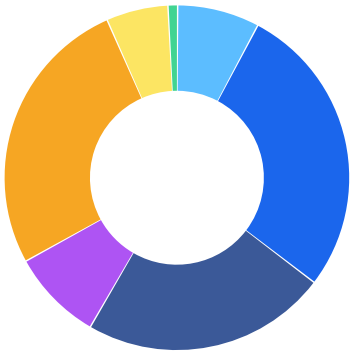
	% of Jobs	Jobs
White	80.3%	38,096
Hispanic or Latino	12.4%	5,904
Two or More Races	3.0%	1,409
Asian	2.2%	1,054
Black or African American	1.4%	650
American Indian or Alaska Native	0.4%	177
Native Hawaiian or Other Pacific Islander	0.3%	137

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	89.2%	42,293
Females	10.8%	5,135

National Educational Attainment



	% of Jobs
Less than high school diploma	7.7%
High school diploma or equivalent	27.6%
Some college, no degree	23.0%
Associate's degree	8.6%
Bachelor's degree	26.4%
Master's degree	5.8%
Doctoral or professional degree	0.9%

Occupational Programs



11 Programs

Of the programs that can train for this job, 11 have produced completions in the last 5 years.



5,880 Completions (2023)

The completions from all regional institutions for all degree types.



5,580 Openings (2023)

The average number of openings for an occupation in the region is 2,247.

CIP Code	Top Programs	Completions (2023)
52.0101	Business/Commerce, General	3,772
52.2001	Construction Management, General	400
15.1001	Construction Engineering Technology/Technician	361
52.0205	Operations Management and Supervision	347
46.0000	Construction Trades, General	320
15.0101	Architectural Engineering Technologies/Technicians	173
46.0412	Building/Construction Site Management/Manager	168
46.0415	Building Construction Technology/Technician	131
52.9999	Business, Management, Marketing, and Related Support Ser...	111
14.3301	Construction Engineering	81

Lightcast Occupation Overview

Top Schools	Completions (2023)
University of Oregon	570
Boise State University	335
University of Denver	283
Salt Lake Community College	282
Gonzaga University	277
Washington State University	263
Colorado State University-Fort Collins	168
Front Range Community College	161
Oregon State University	155
Brigham Young University-Idaho	139

Appendix A

Construction Managers (SOC 11-9021):
Plan, direct, or coordinate, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of structures, facilities, and systems. Participate in the conceptual development of a construction project and oversee its organization, scheduling, budgeting, and implementation. Includes managers in specialized construction fields, such as carpentry or plumbing.

Sample of Reported Job Titles:
Construction Superintendent
Construction Manager
Site Manager
Job Superintendent
Construction Services Manager
Construction Foreman
Construction Area Manager
Concrete Foreman
Street Supervisor
Construction Project Manager

Related O*NET Occupation:
Construction Managers (11-9021.00)

Appendix B - Data Sources and Calculations

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Lightcast Occupation Overview



Construction Managers
in Idaho

Contents

What is Lightcast Data? 1
Report Parameters 2
Executive Summary 3
Jobs 4
Compensation 7
Job Posting Activity 8
Demographics 13
Occupational Programs 16
Appendix A 17

What is Lightcast Data?

Lightcast data is a hybrid dataset derived from official government sources such as the US Census Bureau, Bureau of Economic Analysis, and Bureau of Labor Statistics. Leveraging the unique strengths of each source, our data modeling team creates an authoritative dataset that captures more than 99% of all workers in the United States. This core offering is then enriched with data from online social profiles, resumés, and job postings to give you a complete view of the workforce.

Lightcast data is frequently cited in major publications such as *The Atlantic*, *Forbes*, *Harvard Business Review*, *The New York Times*, *The Wall Street Journal*, and *USA Today*.













Report Parameters

1 Occupation

11-9021 Construction Managers

1 State

16 Idaho

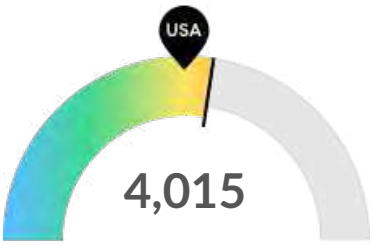
Class of Worker

QCEW Employees, Non-QCEW Employees, and Self-Employed

The information in this report pertains to the chosen occupation and geographical area.

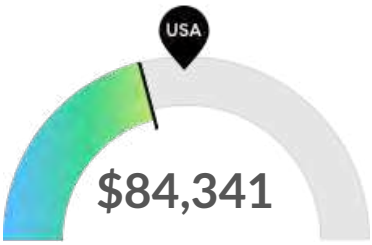
Executive Summary

Aggressive Job Posting Demand Over a Deep Supply of Regional Jobs



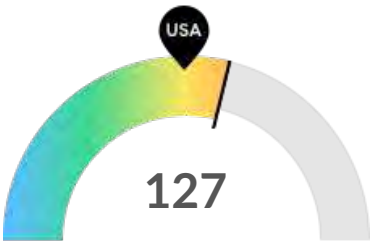
Jobs (2025)

Idaho is a hotspot for this kind of job. The national average for an area this size is 3,505* employees, while there are 4,015 here.



Compensation

Earnings are about average in Idaho. The national median salary for Construction Managers is $89,540, compared to $84,341 here.



Job Posting Demand

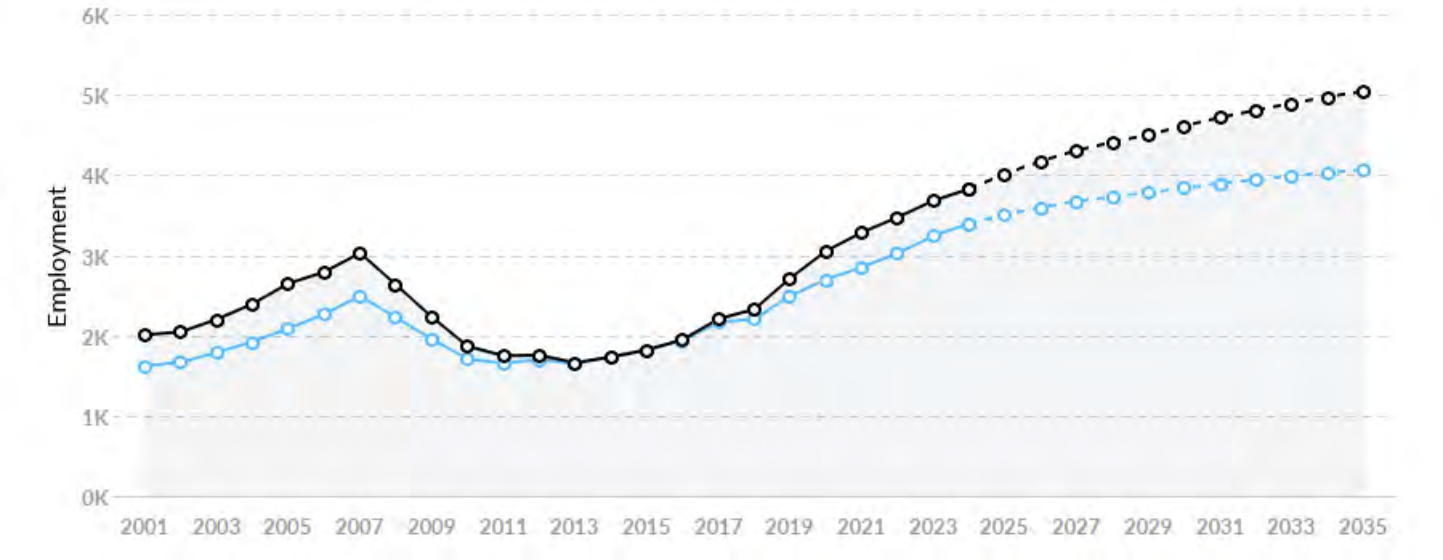
Job posting activity is high in Idaho. The national average for an area this size is 102* job postings/mo, while there are 127 here.

*National average values are derived by taking the national value for Construction Managers and scaling it down to account for the difference in overall workforce size between the nation and Idaho. In other words, the values represent the national average adjusted for region size.

Jobs

Regional Employment Is Higher Than the National Average

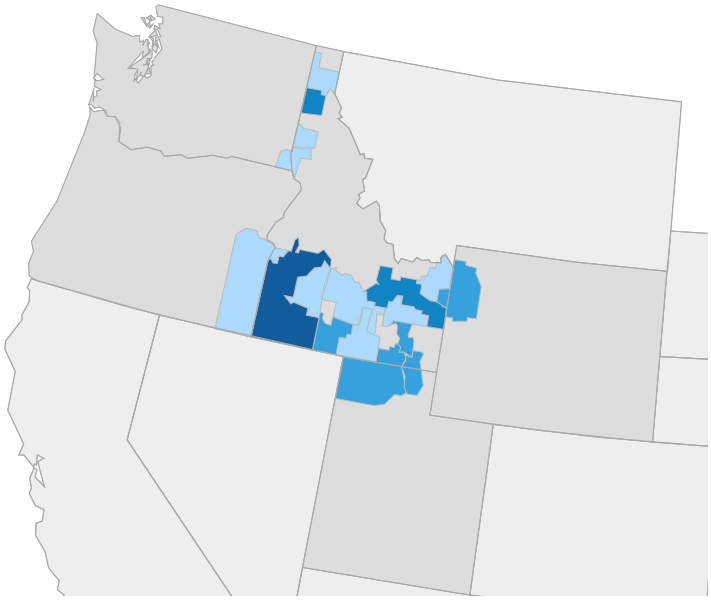
An average area of this size typically has 3,505* jobs, while there are 4,015 here. This higher than average supply of jobs may make it easier for workers in this field to find employment in your area.



	Region	2025 Jobs	2035 Jobs	Change	% Change
●	Idaho	4,015	5,045	1,030	25.7%
●	National Average	3,505	4,065	560	16.0%

*National average values are derived by taking the national value for Construction Managers and scaling it down to account for the difference in overall workforce size between the nation and Idaho. In other words, the values represent the national average adjusted for region size.

Regional Breakdown



MSA	2025 Jobs
Boise City, ID	1,775
Coeur d'Alene, ID	411
Idaho Falls, ID	348
Jackson, WY-ID	235
Logan, UT-ID	227

Most Jobs are Found in the Residential Building Construction Industry Sector

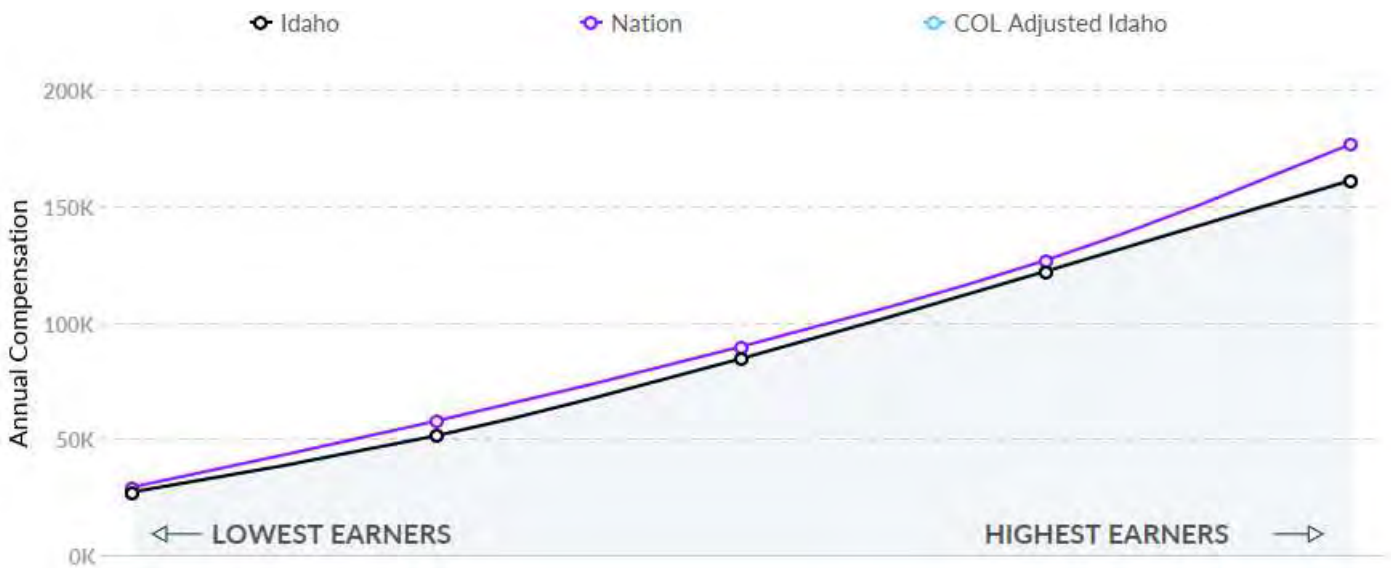


Industry	% of Occupation in Industry (2025)
Residential Building Construction	24.6%
Other Specialty Trade Contractors	17.1%
Building Finishing Contractors	13.4%
Nonresidential Building Construction	13.1%
Foundation, Structure, and Building Exterior Contractors	9.8%
Building Equipment Contractors	9.8%
Other	12.3%

Compensation

Regional Compensation Is 6% Lower Than National Compensation

For Construction Managers, the 2024 median wage in Idaho is $84,341, while the national median wage is $89,540.



Job Posting Activity

1,266 Unique Job Postings

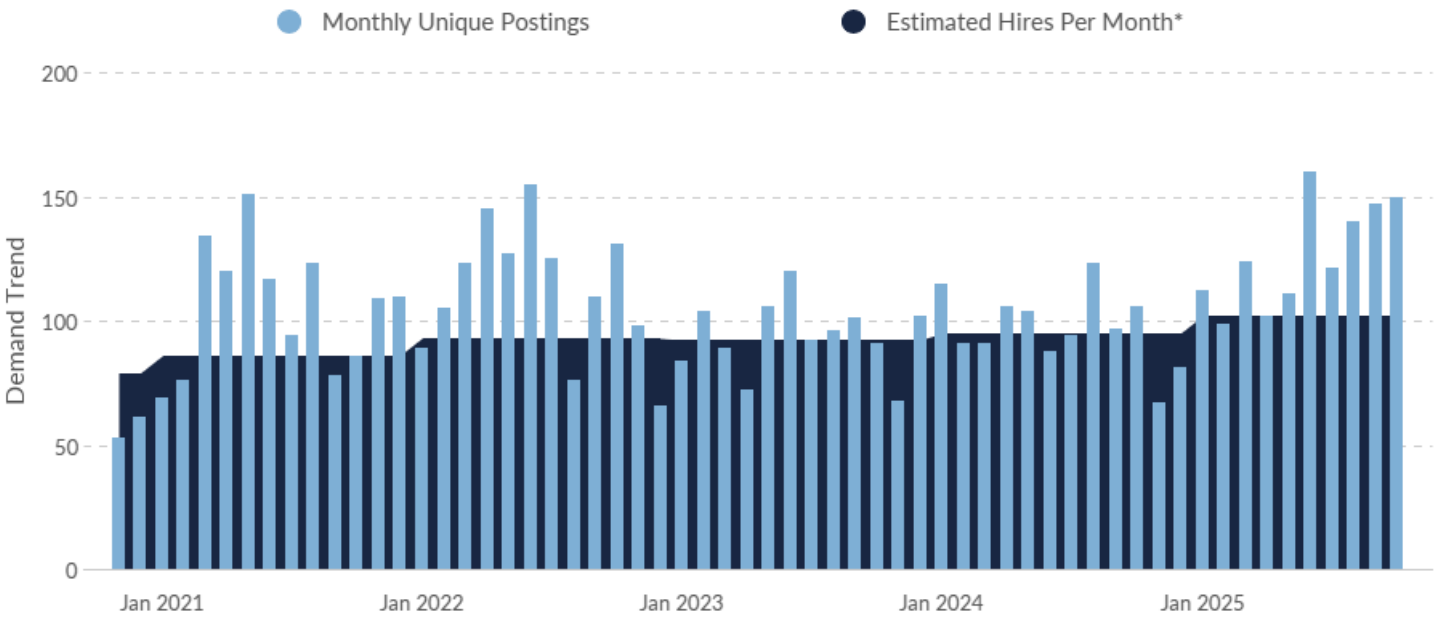
The number of unique postings for this job from Jan 2025 to Oct 2025.

399 Employers Competing

All employers in the region who posted for this job from Jan 2025 to Oct 2025.

25 Day Median Duration

Posting duration is 2 days longer than what's typical in the region.



Occupation	Avg Monthly Postings (Jan 2025 - Oct 2025)	Avg Monthly Hires (Jan 2025 - Oct 2025)
Construction Managers	127	102

*A hire is reported by the Quarterly Workforce Indicators when an individual's Social Security Number appears on a company's payroll and was not there the quarter before. Lightcast hires are calculated using a combination of Lightcast jobs data, information on separation rates from the Bureau of Labor Statistics (BLS), and industry-based hires data from the Census Bureau.

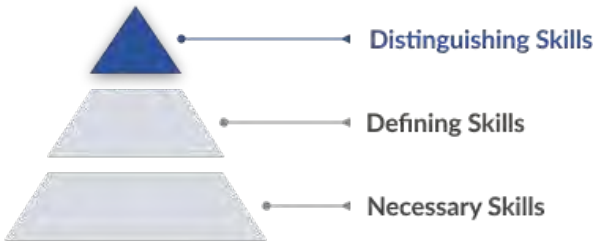
Lightcast Occupation Overview

Top Companies	Unique Postings
GPAC	99
Amentum	45
CDM Smith	34
CyberCoders	30
CRH Americas	25
CBRE	21
Lariviere	19
Evans Construction	18
Kiewit Corporation	17
Jkl Associates	16

Top Job Titles	Unique Postings
Construction Project Managers	130
Construction Managers	83
Superintendents	77
Construction Superintendents	60
Commercial Construction Super...	37
Heavy Civil Project Managers	23
Project Managers/Construction ...	22
Commercial Construction Projec...	20
Land Development Project Man...	20
Electrical Superintendents	17

Top Distinguishing Skills by Demand

An occupation's Distinguishing Skills are the advanced skills that are called for occasionally. An employee with these skills is likely more specialized and able to differentiate themselves from others in the same role.

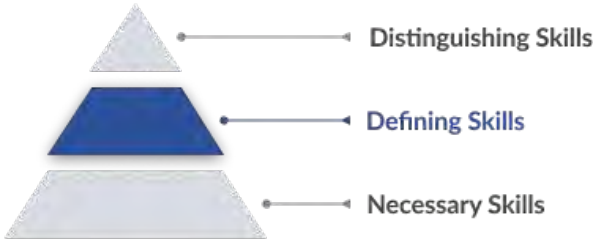


Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
30-Hour OSHA General Industry Card	✗	107	+19.3%	Growing
Site Inspection	✓	97	+24.2%	Rapidly Growing
Primavera (Software)	✗	91	+19.6%	Rapidly Growing
Constructability	✓	73	+29.3%	Rapidly Growing
Construction Management Software	✗	69	+9.3%	Growing
Architectural Drawing	✗	49	+19.0%	Growing
Residential Construction	✗	46	+3.1%	Lagging
Project Closure	✓	46	+12.5%	Growing
Mechanical Electrical And Plumbing (MEP) Systems	✓	40	+18.1%	Growing
Shop Drawing	✗	29	+12.7%	Growing

Lightcast Occupation Overview

Top Defining Skills by Demand

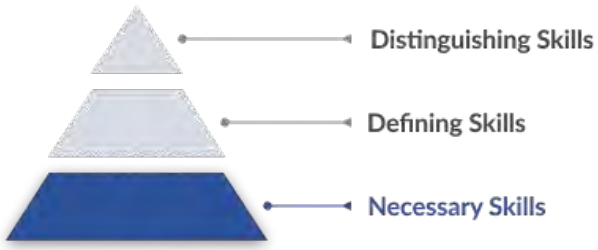
An occupation's Defining Skills represent the day-to-day tasks and responsibilities of the job. An employee needs these skills to qualify for and perform successfully in this occupation.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Construction	✗	842	+10.5%	Growing
Project Management	✗	767	+19.8%	Rapidly Growing
Subcontracting	✗	562	+9.4%	Growing
Construction Management	✓	504	+18.4%	Growing
Valid Driver's License	✗	319	+7.5%	Stable
Change Orders	✓	263	+18.7%	Growing
Project Schedules	✗	256	+17.0%	Growing
Commercial Construction	✗	161	+22.8%	Rapidly Growing
Submittals (Construction)	✗	146	+19.4%	Growing
Procore	✗	126	+34.5%	Rapidly Growing

Top Necessary Skills by Demand

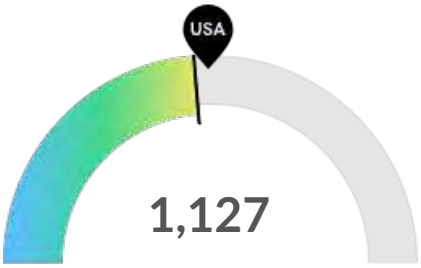
An occupation's Necessary Skills are the specialized skills required for that job and relevant across other similar jobs. An employee needs these skills as building blocks to perform the more complex Defining Skills.



Skill	Salary Boosting	Job Postings Requesting	Projected Growth	Growth Relative to Market
Procurement	✖	188	+13.8%	Growing
Invoicing	✖	107	+16.2%	Growing

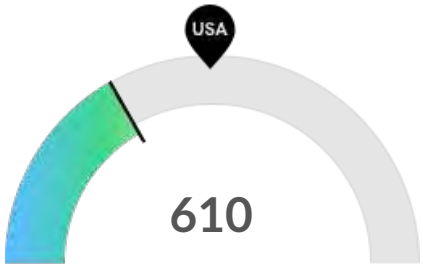
Demographics

Retirement Risk Is About Average, While Overall Diversity Is Low



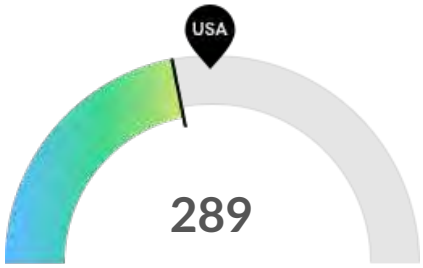
Retiring Soon

Retirement risk is about average in Idaho. The national average for an area this size is 1,214* employees 55 or older, while there are 1,127 here.



Racial Diversity

Racial diversity is low in Idaho. The national average for an area this size is 1,034* racially diverse employees, while there are 610 here.

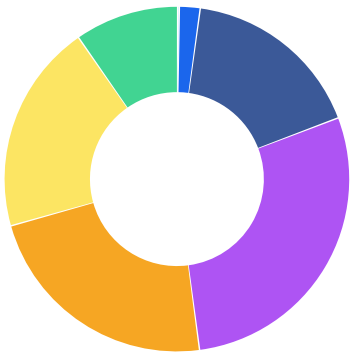


Gender Diversity

Gender diversity is low in Idaho. The national average for an area this size is 348* female employees, while there are 289 here.

*National average values are derived by taking the national value for Construction Managers and scaling it down to account for the difference in overall workforce size between the nation and Idaho. In other words, the values represent the national average adjusted for region size.

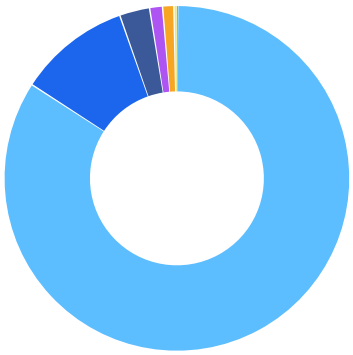
Occupation Age Breakdown



	% of Jobs	Jobs
14-18	0.2%	6
19-24	1.9%	74
25-34	17.1%	653
35-44	28.7%	1,097
45-54	22.7%	870
55-64	19.7%	754
65+	9.7%	373

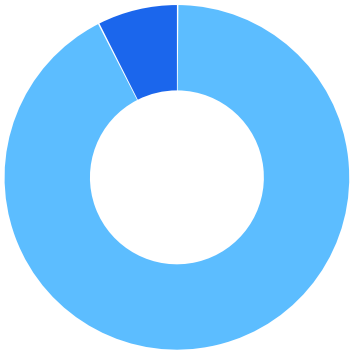
Lightcast Occupation Overview

Occupation Race/Ethnicity Breakdown



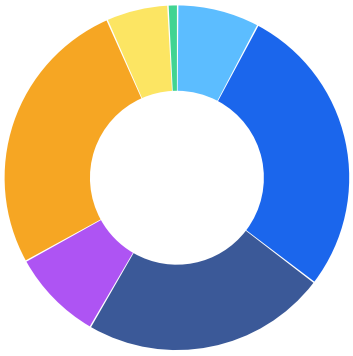
	% of Jobs	Jobs
White	84.1%	3,217
Hispanic or Latino	10.5%	402
Two or More Races	2.8%	108
Black or African American	1.2%	46
Asian	1.1%	40
American Indian or Alaska Native	0.3%	12
Native Hawaiian or Other Pacific Islander	0.0%	1

Occupation Gender Breakdown



	% of Jobs	Jobs
Males	92.4%	3,538
Females	7.6%	289

National Educational Attainment



	% of Jobs
Less than high school diploma	7.7%
High school diploma or equivalent	27.6%
Some college, no degree	23.0%
Associate's degree	8.6%
Bachelor's degree	26.4%
Master's degree	5.8%
Doctoral or professional degree	0.9%

Occupational Programs



7 Programs

Of the programs that can train for this job, 7 have produced completions in the last 5 years.



640 Completions (2023)

The completions from all regional institutions for all degree types.



451 Openings (2023)

The average number of openings for an occupation in the region is 207.

CIP Code	Top Programs	Completions (2023)
52.0101	Business/Commerce, General	416
52.2001	Construction Management, General	172
15.0101	Architectural Engineering Technologies/Technicians	31
52.0205	Operations Management and Supervision	9
46.0000	Construction Trades, General	5
46.0415	Building Construction Technology/Technician	4
52.9999	Business, Management, Marketing, and Related Support Ser...	3

Top Schools	Completions (2023)
Boise State University	335
Brigham Young University-Idaho	139
College of Western Idaho	94
Idaho State University	30
North Idaho College	29
University of Idaho	9
Lewis-Clark State College	3
College of Southern Idaho	1

Appendix A

Construction Managers (SOC 11-9021):
Plan, direct, or coordinate, usually through subordinate supervisory personnel, activities concerned with the construction and maintenance of structures, facilities, and systems. Participate in the conceptual development of a construction project and oversee its organization, scheduling, budgeting, and implementation. Includes managers in specialized construction fields, such as carpentry or plumbing.

Sample of Reported Job Titles:
Construction Superintendent
Construction Manager
Site Manager
Job Superintendent
Construction Services Manager
Construction Foreman
Construction Area Manager
Concrete Foreman
Street Supervisor
Construction Project Manager

Related O*NET Occupation:
Construction Managers (11-9021.00)

Appendix B - Data Sources and Calculations

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Staffing Patterns Data

The staffing pattern data in this report are compiled from several sources using a specialized process. For QCEW and Non-QCEW Employees classes of worker, sources include Occupational Employment Statistics, the National Industry-Occupation Employment Matrix, and the American Community Survey. For the Self-Employed and Extended Proprietors classes of worker, the primary source is the American Community Survey, with a small amount of information from Occupational Employment Statistics.

Cost of Living Data

Lightcast's cost of living data is based on the Cost of Living Index published by the Council for Community and Economic Research (C2ER).

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Program Overview

Construction Management, General

Lightcast Q3 2025 Data Set

November 2025

University of Idaho



875 Perimeter Drive
Moscow, Idaho 83843

Parameters

Completions Year: 2023

Jobs Timeframe: 2025 - 2035

Job Postings Timeframe: Nov 2021 - Oct 2025

Programs:

Code	Description
52.2001	Construction Management, General

Regions:

Code	Description	Code	Description
8	Colorado	41	Oregon
16	Idaho	49	Utah
30	Montana	53	Washington

Education Level:

Description	Description
Bachelor's degree	Ph.D. or professional degree
Master's degree	

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

7	326	Completions Distribution
Institutions	Completions	19 — Average: 46.6 — 95
0% Growth (2019-2023)	13% Growth (2019-2023)	Median: 31

Program Overview



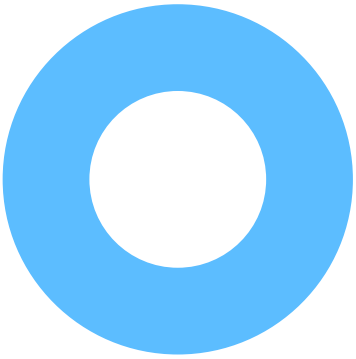
	Completions (2023)	% Completions	Institutions (2023)	% Institutions
All Programs	326	100%	7	100%
Distance Offered Programs	19	6%	1	14%
Non-Distance Offered Programs	307	94%	6	86%

Market Share by Institution Type



Institution Type	Completions (2023)	Market Share
Public, 4-year or above	165	50.6%
Private not-for-profit, 4-year or above	161	49.4%

Market Share by Program



Program	Completions (2023)	Market Share
Construction Management, General (52.2001)	326	100.0%

Completions by Institution

Institution	Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
Brigham Young University-Idaho	95	14.5%	29.1%	$4,656	
Brigham Young University	66	6.5%	20.2%	$6,496	
Boise State University	64	23.1%	19.6%	$8,782	
Central Washington University	31	-18.4%	9.5%	$9,192	
Metropolitan State University of Denver	29	3.6%	8.9%	$10,780	
Weber State University	22	83.3%	6.7%	$6,391	
Colorado State University Pueblo	19	0.0%	5.8%	$9,401	

Regional Trends



	2012 Completions	2023 Completions	% Change
Distance Offered Programs	0	19	Insf. Data
Non-Distance Offered Programs	355	307	-13.5%
All Programs	355	326	-8.2%

Regional Completions by Award Level



Award Level	Completions (2023)	Percent
Bachelor's Degree	326	100.0%
Master's Degree	0	0.0%
Post-masters certificate	0	0.0%
Doctor's Degree	0	0.0%

Similar Programs

23	9,775
Programs (2023)	Completions (2023)

CIP Code	Program	Completions (2023)
14.1901	Mechanical Engineering	3,701
52.0101	Business/Commerce, General	2,375
27.0101	Mathematics, General	1,491
04.0902	Architectural and Building Sciences/Technology	715
15.1001	Construction Engineering Technology/Technician	309
52.0205	Operations Management and Supervision	304
14.1801	Materials Engineering	265
14.3601	Manufacturing Engineering	140
52.0399	Accounting and Related Services, Other	131
52.9999	Business, Management, Marketing, and Related Support Services, Other	107

Target Occupations

*Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree, Master's degree, or Doctoral or professional degree

38,515	+11.1%	$41.53/hr $86.4K/yr	3,711
*Jobs (2025)**	*% Change (2025-2035)**	Median Earnings	*Annual Openings**
*13% above National average**	*Nation: +6.5%**	Nation: $38.03/hr; $79.1K/yr	

Occupation	*2025 Jobs**	*Annual Openings**	Median Earnings	*Growth (2025 - 2035)**	*Employment Concentration (2025)**
Construction Managers	*17,229*	*1,657*	$48.71/hr	*+15.25%*	*1.09*
First-Line Supervisors of Construction Trades and Extraction Workers	*9,111*	*838*	$40.35/hr	*+10.54%*	*1.19*
Cost Estimators	*8,642*	*787*	$38.56/hr	*+3.91%*	*1.23*
Construction and Building Inspectors	*3,534*	*429*	$36.79/hr	*+10.19%*	*1.00*

Job Postings Summary

46,573	3 : 1	6,508	29 days
Unique Postings	Posting Intensity	Employers Competing	Median Posting Duration
116,719 Total Postings	Regional Average: 3 : 1	255,457 Total Employers	Regional Average: 27 days

There were **116,719** total job postings for your selection from November 2021 to October 2025, of which **46,573** were unique. These numbers give us a Posting Intensity of **3-to-1**, meaning that for every 3 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

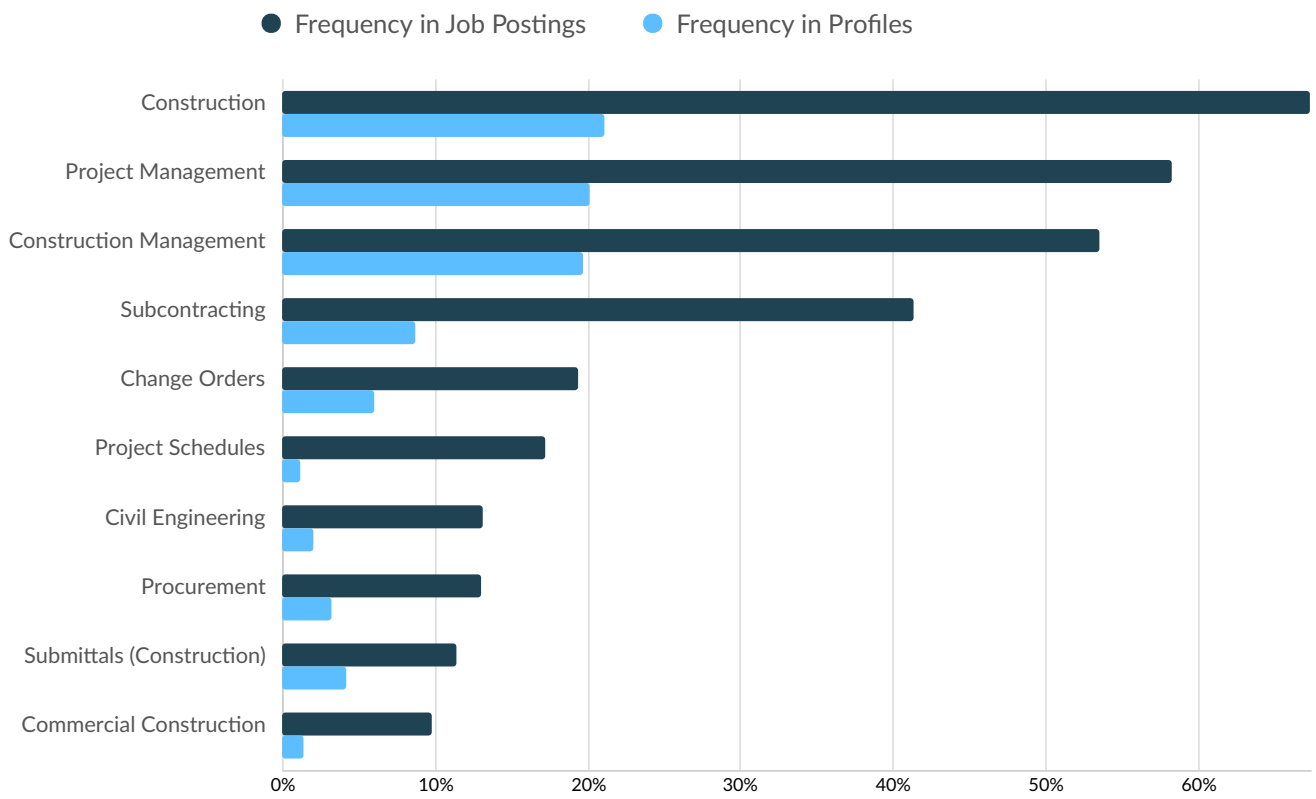
Top Companies Posting

Company	Total/Unique (Nov 2021 - Oct 2025)	Posting Intensity	Median Posting Duration
GPAC	7,242 / 3,399	2 : 1	33 days
CyberCoders	2,285 / 716	3 : 1	28 days
Jobot	1,457 / 612	2 : 1	24 days
CDM Smith	740 / 501	1 : 1	27 days
Black & Veatch	491 / 426	1 : 1	24 days
Sturgeon Electric Company	1,150 / 421	3 : 1	19 days
Actalent	791 / 312	3 : 1	22 days
Amazon	1,748 / 302	6 : 1	33 days
Jacobs Solutions	738 / 278	3 : 1	34 days
M. A. Mortenson Company	826 / 267	3 : 1	23 days

Top Posted Job Titles

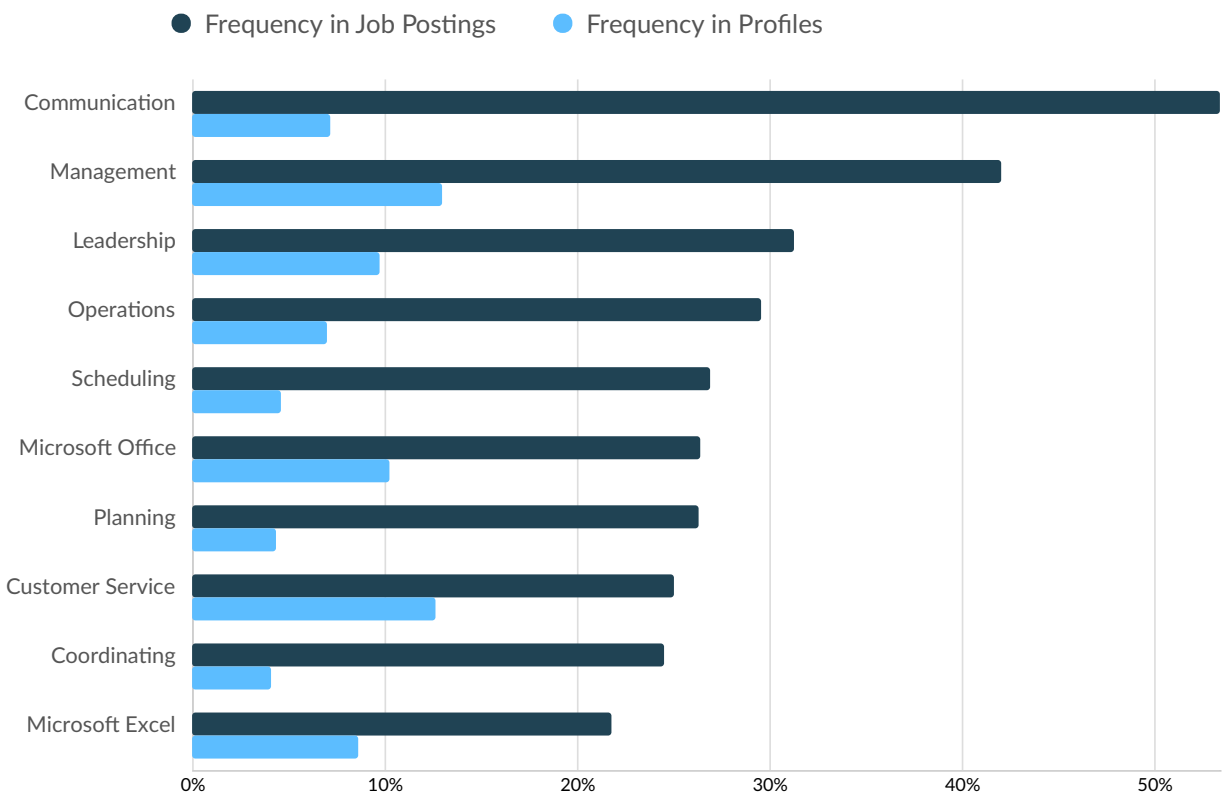
Job Title	Total/Unique (Nov 2021 - Oct 2025)	Posting Intensity	Median Posting Duration
Construction Project Managers	9,141 / 3,636	3 : 1	30 days
Estimators	6,852 / 2,893	2 : 1	28 days
Construction Managers	6,723 / 2,727	2 : 1	27 days
Superintendents	3,435 / 1,373	3 : 1	29 days
Construction Estimators	2,969 / 917	3 : 1	29 days
Construction Superintendents	1,991 / 802	2 : 1	27 days
Project Managers/Construction Managers	1,799 / 755	2 : 1	27 days
Electrical Estimators	1,689 / 686	2 : 1	31 days
Project Managers/Estimators	1,166 / 567	2 : 1	32 days
Commercial Construction Project Managers	1,509 / 549	3 : 1	31 days

Top Specialized Skills



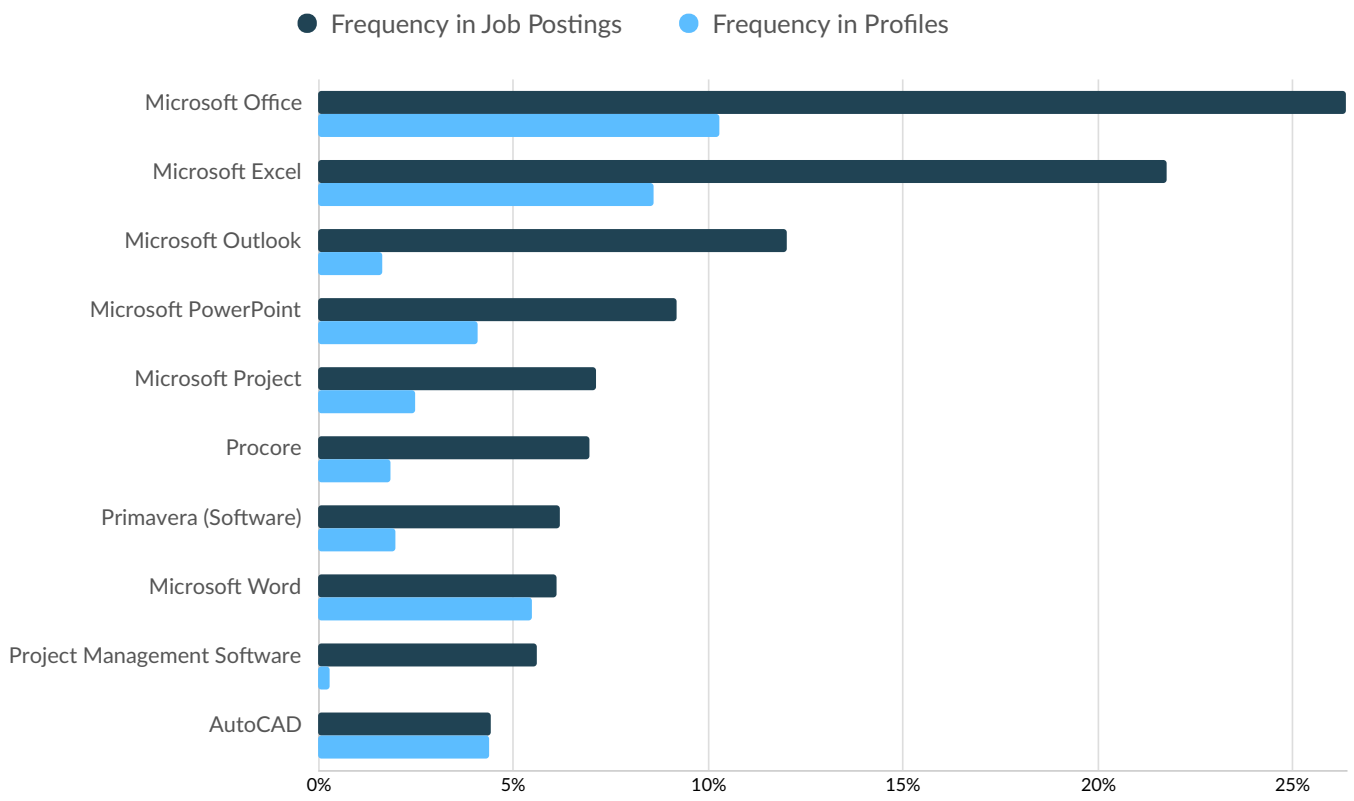
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Construction	31,380	67%	15,340	21%	+10.5%	Growing
Project Management	27,144	58%	14,677	20%	+19.8%	Rapidly Growing
Construction Management	24,960	54%	14,368	20%	+18.4%	Growing
Subcontracting	19,282	41%	6,326	9%	+9.4%	Growing
Change Orders	9,033	19%	4,382	6%	+18.7%	Growing
Project Schedules	8,012	17%	827	1%	+17.0%	Growing
Civil Engineering	6,129	13%	1,495	2%	+26.2%	Rapidly Growing
Procurement	6,090	13%	2,337	3%	+13.8%	Growing
Submittals (Construction)	5,343	11%	3,094	4%	+19.4%	Growing
Commercial Construction	4,564	10%	1,045	1%	+22.8%	Rapidly Growing

Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Communication	24,865	53%	5,184	7%	+3.6%	Lagging
Management	19,566	42%	9,413	13%	+5.3%	Stable
Leadership	14,558	31%	7,052	10%	+8.5%	Stable
Operations	13,773	30%	5,096	7%	+8.1%	Stable
Scheduling	12,541	27%	3,361	5%	+16.4%	Growing
Microsoft Office	12,292	26%	7,476	10%	+18.5%	Growing
Planning	12,234	26%	3,139	4%	+10.9%	Growing
Customer Service	11,648	25%	9,177	13%	+5.2%	Stable
Coordinating	11,429	25%	2,988	4%	+14.7%	Growing
Microsoft Excel	10,145	22%	6,245	9%	+17.7%	Growing

Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	12,292	26%	7,476	10%	+18.5%	Growing
Microsoft Excel	10,145	22%	6,245	9%	+17.7%	Growing
Microsoft Outlook	5,597	12%	1,193	2%	+25.0%	Rapidly Growing
Microsoft PowerPoint	4,282	9%	2,964	4%	+26.1%	Rapidly Growing
Microsoft Project	3,326	7%	1,795	2%	+3.4%	Lagging
Procore	3,241	7%	1,342	2%	+34.5%	Rapidly Growing
Primavera (Software)	2,887	6%	1,440	2%	+19.6%	Rapidly Growing
Microsoft Word	2,850	6%	3,974	5%	+7.2%	Stable
Project Management Software	2,620	6%	217	0%	+7.6%	Stable
AutoCAD	2,074	4%	3,194	4%	+16.9%	Growing

Top Qualifications

Qualification	Postings with Qualification
Valid Driver's License	8,825
30-Hour OSHA General Industry Card	1,758
Project Management Professional Certification	1,703
Cardiopulmonary Resuscitation (CPR) Certification	1,476
First Aid Certification	1,459
10-Hour OSHA General Industry Card	1,097
Professional Engineer (PE) License	1,047
LEED Accredited Professional (AP)	742
Security Clearance	596
OSHA Certification	477

Appendix A

Program Selection Details

CIP Code	Program Name
52.2001	Construction Management, General

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Colorado Department of Labor and Employment; Idaho Department of Labor; Montana Department of Labor and Industry; Oregon Employment Department; Utah Department of Workforce Services; Washington State Employment Security Department

Program Overview

15 Programs

Lightcast Q3 2025 Data Set

November 2025

University of Idaho



875 Perimeter Drive
Moscow, Idaho 83843

Parameters

Completions Year: 2023

Jobs Timeframe: 2025 - 2035

Job Postings Timeframe: Nov 2021 - Oct 2025

Lightcast Occupations:

Code	Description
141111	Construction Manager

Regions:

Code	Description
8	Colorado
16	Idaho
30	Montana
41	Oregon
49	Utah
53	Washington

Education Level:

Description
Bachelor's degree
Master's degree
Ph.D. or professional degree

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

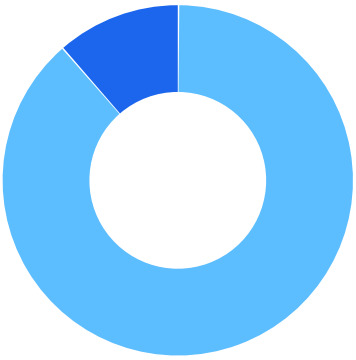
37	3,651	Completions Distribution
Institutions	Completions	Average: 98.7
12% Growth (2019-2023)	-1% Growth (2019-2023)	6 — 487
		Median: 31

Program Overview



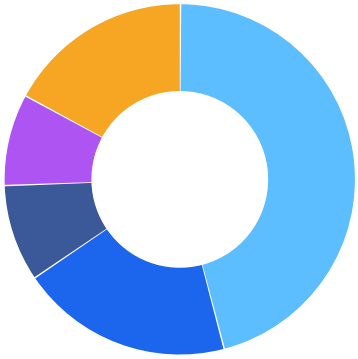
	Completions (2023)	% Completions	Institutions (2023)	% Institutions
All Programs	3,651	100%	37	100%
Distance Offered Programs	582	16%	7	19%
Non-Distance Offered Programs	3,069	84%	36	97%

Market Share by Institution Type



Institution Type	Completions (2023)	Market Share
Public, 4-year or above	3,232	88.5%
Private not-for-profit, 4-year or above	419	11.5%

Market Share by Program



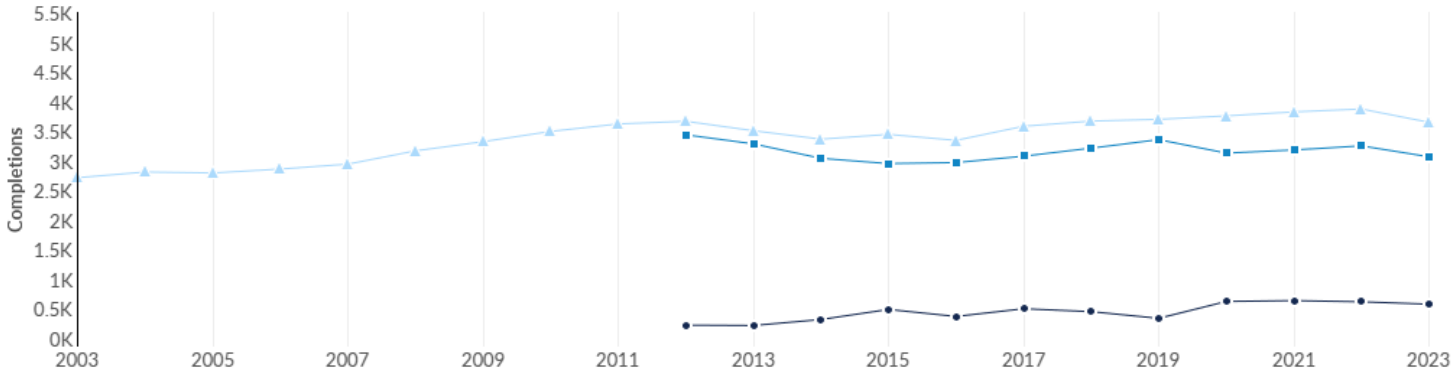
Program	Completions (2023)	Market Share
Civil Engineering, General (14.0801)	1,674	45.9%
Architectural and Building Sciences/Technology (04.0902)	715	19.6%
Construction Management, General (52.2001)	326	8.9%
Construction Engineering Technology/Technician (15.1001)	309	8.5%
Other	627	17.2%

Completions by Institution

Institution	Completions (2023)	Growth % YOY (2023)	Market Share (2023)	IPEDS Tuition & Fees (2023)	Completions Trend (2019-2023)
University of Washington-Seattle Campus	487	6.6%	13.3%	$12,643	
Washington State University	468	1.3%	12.8%	$12,997	
Colorado State University-Fort Collins	290	-16.2%	7.9%	$13,009	
Oregon State University	278	-23.6%	7.6%	$13,494	
University of Colorado Denver/Anschutz Medical Campus	234	-0.4%	6.4%	$10,017	
Montana State University	189	6.2%	5.2%	$8,083	
Brigham Young University	166	3.1%	4.5%	$6,496	
University of Utah	157	-3.1%	4.3%	$9,315	
University of Colorado Boulder	150	-24.6%	4.1%	$15,556	
Brigham Young University-Idaho	131	17.0%	3.6%	$4,656	
Colorado School of Mines	124	3.3%	3.4%	$21,186	
University of Idaho	122	-2.4%	3.3%	$8,816	
Boise State University	121	22.2%	3.3%	$8,782	
Portland State University	115	-23.8%	3.1%	$10,617	
University of Oregon	109	0.0%	3.0%	$14,751	
Utah State University	83	-5.7%	2.3%	$8,305	
Montana Technological University	37	48.0%	1.0%	$7,993	
Oregon Institute of Technology	35	-25.5%	1.0%	$12,687	
Central Washington University	31	-18.4%	0.8%	$9,192	
Utah Valley University	30	30.4%	0.8%	$6,270	
Metropolitan State University of Denver	29	3.6%	0.8%	$10,780	
Gonzaga University	26	-23.5%	0.7%	$53,500	

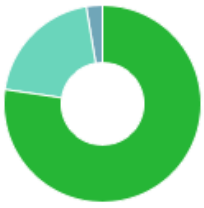
University of Portland	25	4.2%	0.7%	$54,900	
Seattle University	24	-17.2%	0.7%	$54,285	
Weber State University	22	83.3%	0.6%	$6,391	
United States Air Force Academy	21	-56.3%	0.6%	N/A	
Western Washington University	21	-47.5%	0.6%	$9,286	
Saint Martin's University	20	-20.0%	0.5%	$44,210	
Colorado Mesa University	19	-48.6%	0.5%	$9,712	
Colorado State University Pueblo	19	0.0%	0.5%	$9,401	
Carroll College	14	600.0%	0.4%	$40,352	
Southern Utah University	14	40.0%	0.4%	$6,770	
Idaho State University	13	30.0%	0.4%	$8,356	
Bellingham Technical College	7	-72.0%	0.2%	$4,226	
Clover Park Technical College	7	40.0%	0.2%	$6,634	
Walla Walla University	7	0.0%	0.2%	$33,027	
George Fox University	6	-68.4%	0.2%	$40,940	

Regional Trends



	2012 Completions	2023 Completions	% Change
Distance Offered Programs	228	582	+155.3%
Non-Distance Offered Programs	3,440	3,069	-10.8%
All Programs	3,668	3,651	-0.5%

Regional Completions by Award Level



Award Level	Completions (2023)	Percent
Bachelor's Degree	2,823	77.3%
Master's Degree	731	20.0%
Doctor's Degree	97	2.7%
Post-masters certificate	0	0.0%

Similar Programs

304	123,472
Programs (2023)	Completions (2023)

CIP Code	Program	Completions (2023)
52.0201	Business Administration and Management, General	21,008
42.0101	Psychology, General	7,284
11.0701	Computer Science	6,655
26.0101	Biology/Biological Sciences, General	4,419
51.0701	Health/Health Care Administration/Management	4,017
14.1901	Mechanical Engineering	3,701
11.1003	Computer and Information Systems Security/Auditing/Information Assurance	3,203
11.0103	Information Technology	3,131
45.1001	Political Science and Government, General	2,621
52.0801	Finance, General	2,516

Target Occupations

*Filtered by the proportion of the national workforce in these occupations with a Bachelor's degree, Master's degree, or Doctoral or professional degree

759,682	+14.5%	$44.99/hr $93.6K/yr	72,846
*Jobs (2025)**	*% Change (2025-2035)**	Median Earnings	*Annual Openings**
*4% above National average**	*Nation: +8.7%**	Nation: $44.07/hr; $91.7K/yr	

Occupation	*2025 Jobs**	*Annual Openings**	Median Earnings	*Growth (2025 - 2035)**	*Employment Concentration (2025)**
Postsecondary Teachers	*125,678*	*12,429*	$37.14/hr	*+14.45%*	*0.93*
General and Operations Managers	*114,837*	*11,558*	$51.75/hr	*+14.45%*	*0.84*
Business Operations Specialists, All Other	*88,256*	*8,703*	$40.70/hr	*+10.83%*	*1.43*
Project Management Specialists	*83,875*	*7,266*	$50.12/hr	*+12.84%*	*1.37*
Management Analysts	*66,024*	*7,092*	$49.21/hr	*+20.08%*	*0.94*
Managers, All Other	*48,673*	*4,575*	$53.80/hr	*+13.68%*	*0.91*
Computer and Information Systems Managers	*39,396*	*3,969*	$87.68/hr	*+25.96%*	*1.00*
Civil Engineers	*36,955*	*2,841*	$48.31/hr	*+13.51%*	*1.35*
Construction Managers	*17,229*	*1,657*	$48.71/hr	*+15.25%*	*1.09*
Architectural and Engineering Managers	*14,666*	*1,200*	$82.75/hr	*+13.04%*	*1.05*
Architects, Except Landscape and Naval	*14,295*	*1,006*	$42.98/hr	*+9.91%*	*1.43*
Engineers, All Other	*10,815*	*784*	$59.30/hr	*+12.33%*	*0.95*
Logisticians	*10,130*	*1,185*	$44.56/hr	*+23.70%*	*0.98*
First-Line Supervisors of Construction Trades and Extraction Workers	*9,111*	*838*	$40.35/hr	*+10.54%*	*1.19*
First-Line Supervisors of Production and Operating Workers	*8,726*	*923*	$34.03/hr	*+8.09%*	*0.92*
Cost Estimators	*8,642*	*787*	$38.56/hr	*+3.91%*	*1.23*
First-Line Supervisors of Mechanics, Installers, and Repairers	*7,434*	*692*	$40.52/hr	*+9.78%*	*1.00*
Industrial Production Managers	*6,779*	*587*	$60.58/hr	*+11.54%*	*0.73*

Operations Research Analysts	*6,776*	*667*	$45.23/hr	*+27.73%*	*0.99*
Urban and Regional Planners	*6,773*	*602*	$43.85/hr	*+10.72%*	*1.94*
Transportation, Storage, and Distribution Managers	*4,566*	*473*	$52.06/hr	*+16.29%*	*0.76*
Environmental Engineers	*4,509*	*367*	$53.49/hr	*+12.57%*	*1.56*
Purchasing Managers	*3,798*	*363*	$71.16/hr	*+15.85%*	*0.86*
Construction and Building Inspectors	*3,534*	*429*	$36.79/hr	*+10.19%*	*1.00*
Life, Physical, and Social Science Technicians, All Other	*3,321*	*480*	$27.37/hr	*+11.86%*	*1.05*
Labor Relations Specialists	*3,272*	*308*	$48.48/hr	*+7.92%*	*0.97*
Architectural and Civil Drafters	*2,778*	*265*	$32.41/hr	*+9.29%*	*1.17*
Landscape Architects	*2,235*	*203*	$35.04/hr	*+9.35%*	*1.26*
Civil Engineering Technologists and Technicians	*1,606*	*162*	$34.19/hr	*+11.27%*	*1.18*
Petroleum Engineers	*1,564*	*103*	$74.90/hr	*+7.80%*	*1.10*
Operating Engineers and Other Construction Equipment Operators	*1,509*	*148*	$30.50/hr	*+9.87%*	*1.12*
Mining and Geological Engineers, Including Mining Safety Engineers	*1,183*	*80*	$51.38/hr	*+8.79%*	*2.08*
Surveying and Mapping Technicians	*739*	*105*	$25.56/hr	*+11.23%*	*1.41*

Job Postings Summary

585,865	2 : 1	32,684	27 days
Unique Postings	**Posting Intensity**	**Employers Competing**	**Median Posting Duration**
1.42M Total Postings	Regional Average: 3 : 1	255,457 Total Employers	Regional Average: 27 days

There were **1.42M** total job postings for your selection from November 2021 to October 2025, of which **585,865** were unique. These numbers give us a Posting Intensity of **2-to-1**, meaning that for every 2 postings there is 1 unique job posting.

This is close to the Posting Intensity for all other occupations and companies in the region (3-to-1), indicating that they are putting average effort toward hiring for this position.

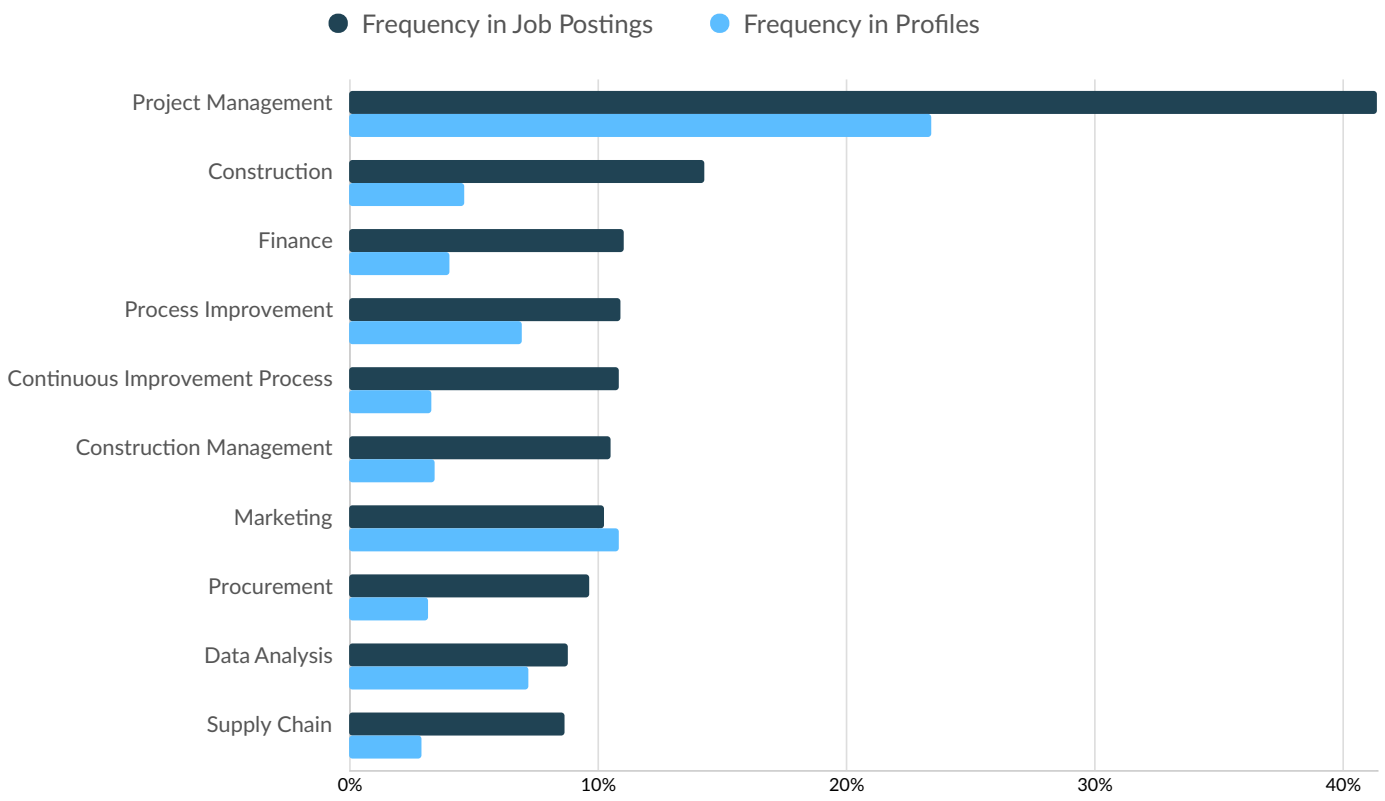
Top Companies Posting

Company	Total/Unique (Nov 2021 - Oct 2025)	Posting Intensity	Median Posting Duration
Amazon	47,681 / 14,037	3 : 1	30 days
GPAC	16,600 / 8,076	2 : 1	33 days
Boeing	19,556 / 6,183	3 : 1	20 days
Northrop Grumman	16,693 / 4,857	3 : 1	26 days
University of Colorado System Office	12,480 / 3,876	3 : 1	25 days
Blue Origin	7,726 / 3,590	2 : 1	29 days
State of Washington	5,920 / 3,590	2 : 1	21 days
University of Washington	9,948 / 3,353	3 : 1	34 days
CDM Smith	4,905 / 3,247	2 : 1	31 days
Microsoft	10,245 / 2,998	3 : 1	26 days

Top Posted Job Titles

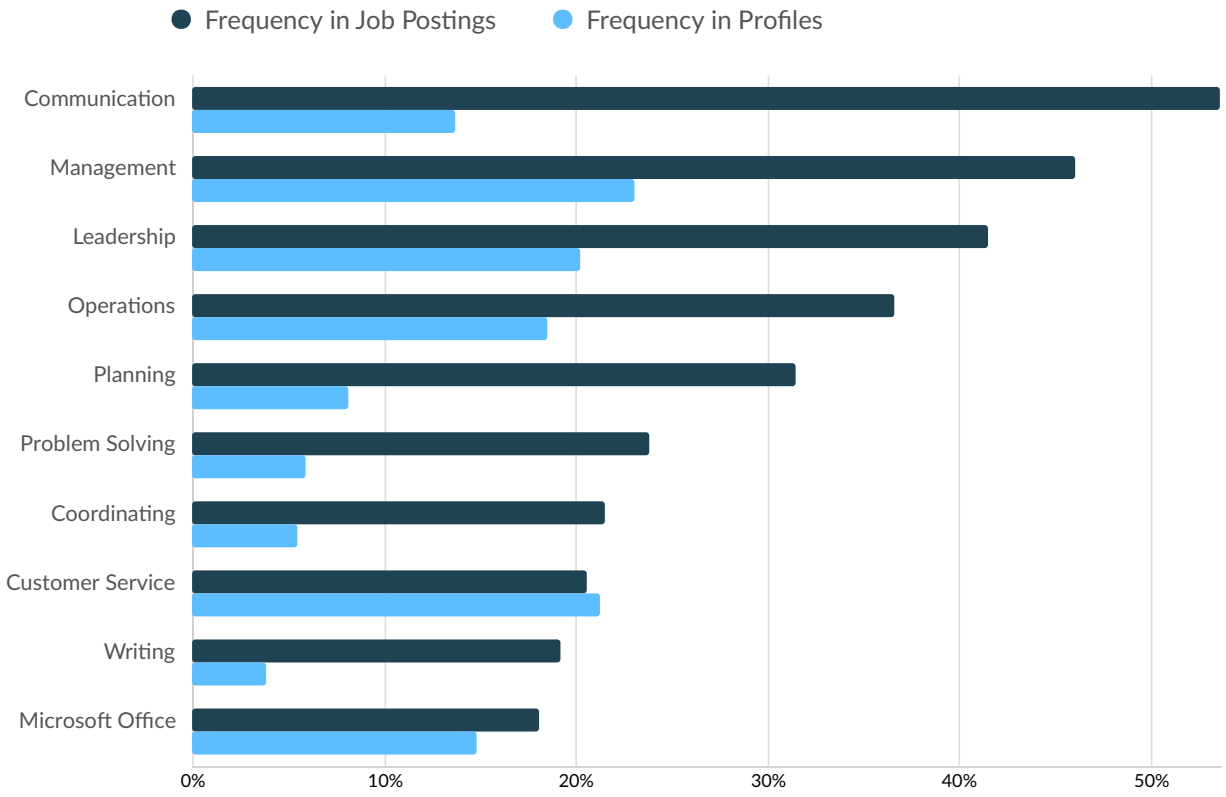
Job Title	Total/Unique (Nov 2021 - Oct 2025)	Posting Intensity	Median Posting Duration
Project Managers	52,076 / 23,572	2 : 1	25 days
Program Managers	19,305 / 8,146	2 : 1	24 days
Business Analysts	16,909 / 8,060	2 : 1	24 days
Operations Managers	16,289 / 5,814	3 : 1	27 days
Project Engineers	11,058 / 4,993	2 : 1	28 days
Project Coordinators	9,574 / 4,107	2 : 1	26 days
Business Systems Analysts	7,585 / 3,864	2 : 1	22 days
Civil Engineers	9,725 / 3,810	3 : 1	30 days
Construction Project Managers	9,310 / 3,719	3 : 1	30 days
Structural Engineers	9,367 / 3,572	3 : 1	28 days

Top Specialized Skills



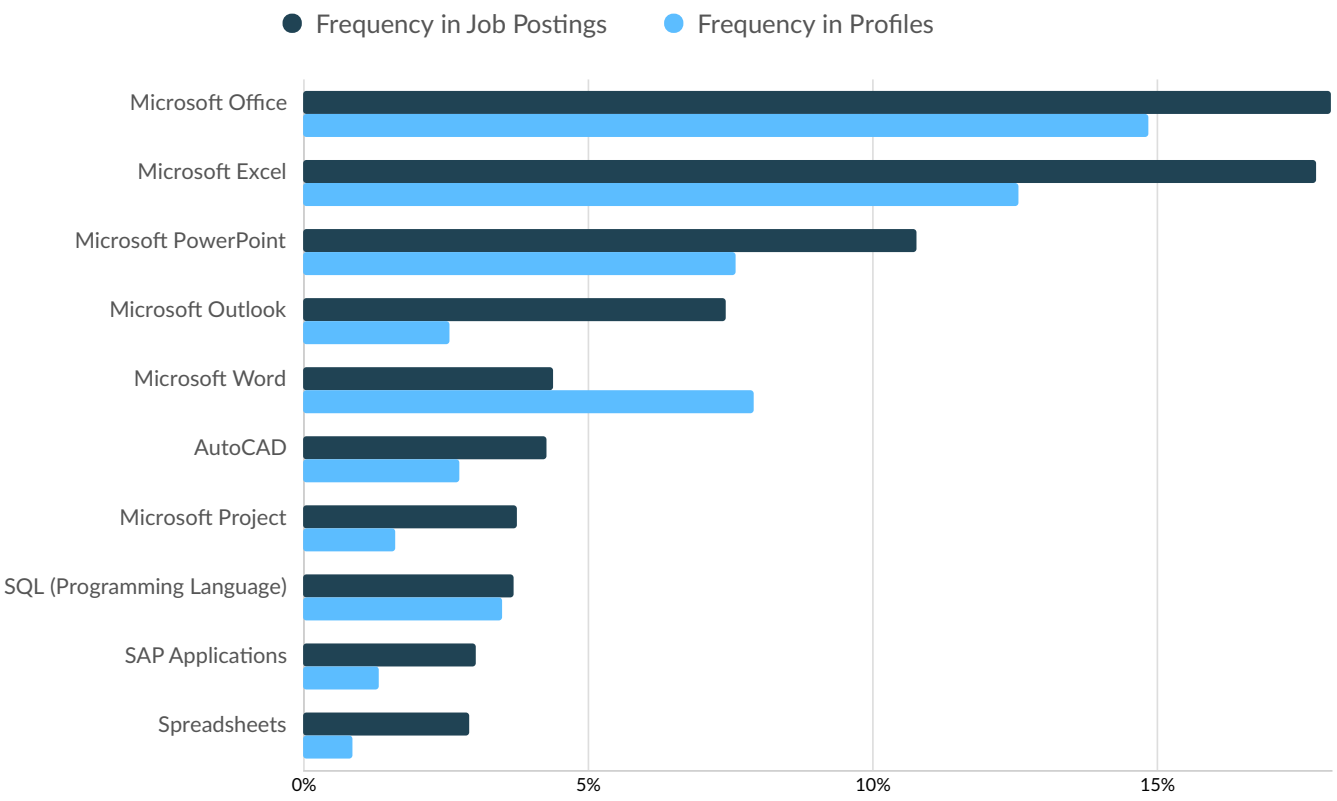
Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Project Management	242,638	41%	354,860	23%	+19.8%	Rapidly Growing
Construction	83,956	14%	70,382	5%	+10.5%	Growing
Finance	64,695	11%	60,768	4%	+27.3%	Rapidly Growing
Process Improvement	63,963	11%	105,536	7%	+27.0%	Rapidly Growing
Continuous Improvement Process	63,515	11%	50,528	3%	+23.4%	Rapidly Growing
Construction Management	61,599	11%	51,911	3%	+18.4%	Growing
Marketing	60,255	10%	164,739	11%	+23.0%	Rapidly Growing
Procurement	56,516	10%	48,460	3%	+13.8%	Growing
Data Analysis	51,785	9%	109,051	7%	+25.8%	Rapidly Growing
Supply Chain	50,887	9%	44,545	3%	+22.3%	Rapidly Growing

Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Communication	313,978	54%	207,929	14%	+3.6%	Lagging
Management	269,768	46%	349,428	23%	+5.3%	Stable
Leadership	243,027	41%	306,195	20%	+8.5%	Stable
Operations	214,405	37%	280,185	19%	+8.1%	Stable
Planning	184,247	31%	123,087	8%	+10.9%	Growing
Problem Solving	139,430	24%	90,189	6%	+11.3%	Growing
Coordinating	126,123	22%	82,459	5%	+14.7%	Growing
Customer Service	120,350	21%	321,792	21%	+5.2%	Stable
Writing	112,715	19%	58,040	4%	+11.8%	Growing
Microsoft Office	105,889	18%	225,022	15%	+18.5%	Growing

Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Microsoft Office	105,889	18%	225,022	15%	+18.5%	Growing
Microsoft Excel	104,356	18%	190,533	13%	+17.7%	Growing
Microsoft PowerPoint	63,247	11%	115,214	8%	+26.1%	Rapidly Growing
Microsoft Outlook	43,604	7%	38,833	3%	+25.0%	Rapidly Growing
Microsoft Word	25,820	4%	120,124	8%	+7.2%	Stable
AutoCAD	25,001	4%	41,700	3%	+16.9%	Growing
Microsoft Project	21,983	4%	24,650	2%	+3.4%	Lagging
SQL (Programming Language)	21,748	4%	52,962	3%	+6.4%	Stable
SAP Applications	17,740	3%	20,329	1%	+21.6%	Rapidly Growing
Spreadsheets	17,129	3%	13,026	1%	+22.2%	Rapidly Growing

Top Qualifications

Qualification	Postings with Qualification
Valid Driver's License	59,984
Project Management Professional Certification	35,713
Master Of Business Administration (MBA)	26,288
Professional Engineer (PE) License	23,076
Security Clearance	14,640
Secret Clearance	9,545
Engineer in Training	8,219
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	7,600
Cardiopulmonary Resuscitation (CPR) Certification	6,062
Project Management Certification	5,863

Appendix A

Program Mapping Details

LOT Code	LOT Name	CIP Code	Program Name
141111	Construction Manager	04.0201	Architecture
141111	Construction Manager	04.0299	Architecture, Other
141111	Construction Manager	04.0403	Sustainable Design/Architecture
141111	Construction Manager	04.0902	Architectural and Building Sciences/Technology
141111	Construction Manager	14.0401	Architectural Engineering
141111	Construction Manager	14.0801	Civil Engineering, General
141111	Construction Manager	14.0803	Structural Engineering
141111	Construction Manager	14.0899	Civil Engineering, Other
141111	Construction Manager	14.3301	Construction Engineering
141111	Construction Manager	15.1001	Construction Engineering Technology/Technician
141111	Construction Manager	44.0402	Public Works Management
141111	Construction Manager	52.0205	Operations Management and Supervision
141111	Construction Manager	52.2001	Construction Management, General
141111	Construction Manager	52.2002	Construction Project Management
141111	Construction Manager	52.2099	Construction Management, Other

Appendix B - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Lightcast Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Colorado Department of Labor and Employment; Idaho Department of Labor; Montana Department of Labor and Industry; Oregon Employment Department; Utah Department of Workforce Services; Washington State Employment Security Department

BSU Construction Management

Lightcast Q3 2025 Data Set

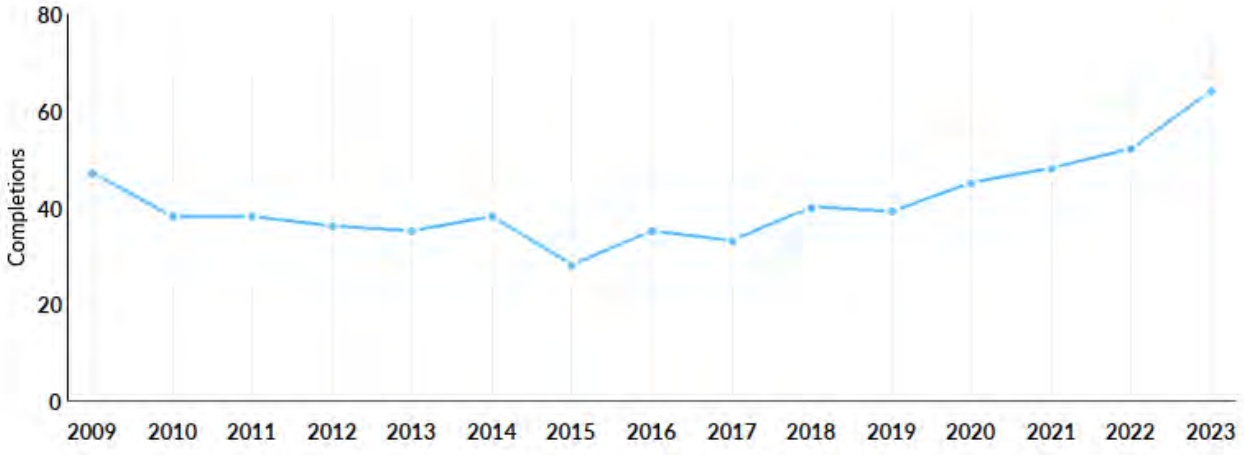
November 2025

University of Idaho



875 Perimeter Drive
Moscow, Idaho 83843

Boise State University | Completions in Construction Management, General (52.2001)



Award Level	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Award of less than 1 academic year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 1 but less than 2 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 2 but less than 4 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bachelor's Degree	47	38	38	36	35	38	28	35	33	40	39	45	48	52	64
Postbaccalaureate certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-masters certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Doctor's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	47	38	38	36	35	38	28	35	33	40	39	45	48	52	64

Institution Info

Address: 1910 University Dr
Boise, ID 83725

Website: www.boisestate.edu/

Phone: 208-426-1000

** Institution Completions - Settings*

Institution Completions - Settings

Region Name: 6 States
Timeframe: 2025 - 2035
Selection Type: CIP 2020 Programs
Selection:

CIP 2020 Code	Name
52.2001	Construction Management, General

Class of Worker Categories: QCEW Employees + Non-QCEW Employees + Self-Employed
Dataset Version: 2025.3
Education Levels: Bachelor's Degree, Master's Degree, Post-masters certificate, Doctor's Degree
States:
Colorado (CO)
Idaho (ID)
Montana (MT)
Oregon (OR)
Utah (UT)
Washington (WA)

Appendix A - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

BYU-I Construction Management

Lightcast Q3 2025 Data Set

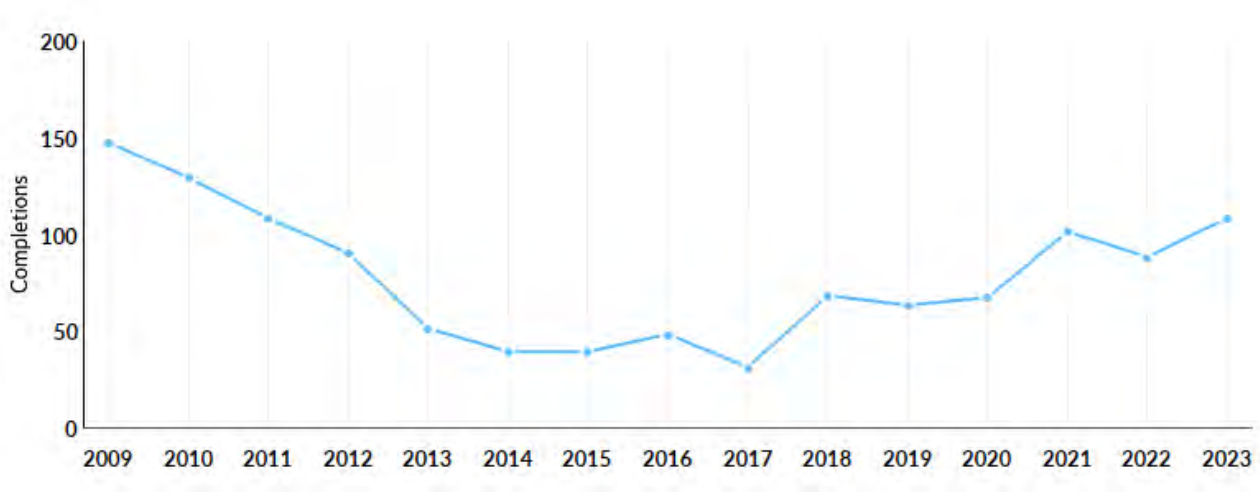
November 2025

University of Idaho



875 Perimeter Drive
Moscow, Idaho 83843

Brigham Young University-Idaho | Completions in Construction Management, General (52.2001)



Award Level	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Award of less than 1 academic year	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Award of at least 1 but less than 2 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Associate's Degree	0	0	0	0	0	0	0	0	0	0	0	4	4	5	13
Award of at least 2 but less than 4 academic years	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bachelor's Degree	147	129	108	90	51	39	39	48	31	68	63	63	97	83	95
Postbaccalaureate certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Master's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Post-masters certificate	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Doctor's Degree	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	147	129	108	90	51	39	39	48	31	68	63	67	101	88	108

Institution Info

Address: 525 S Center
Rexburg, ID 83460

Website: www.byui.edu/

Phone: 208-496-1411

** Institution Completions - Settings*

Institution Completions - Settings

Region Name: 6 States
Timeframe: 2025 - 2035
Selection Type: CIP 2020 Programs
Selection:

CIP 2020 Code	Name
52.2001	Construction Management, General

Class of Worker Categories: QCEW Employees + Non-QCEW Employees + Self-Employed
Dataset Version: 2025.3
Education Levels: Bachelor's Degree, Master's Degree, Post-masters certificate, Doctor's Degree
States:
Colorado (CO)
Idaho (ID)
Montana (MT)
Oregon (OR)
Utah (UT)
Washington (WA)

Appendix A - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Initial Studies on Construction Management (CM) Program

Sept. 2025

1. Key Features of BSCM Programs

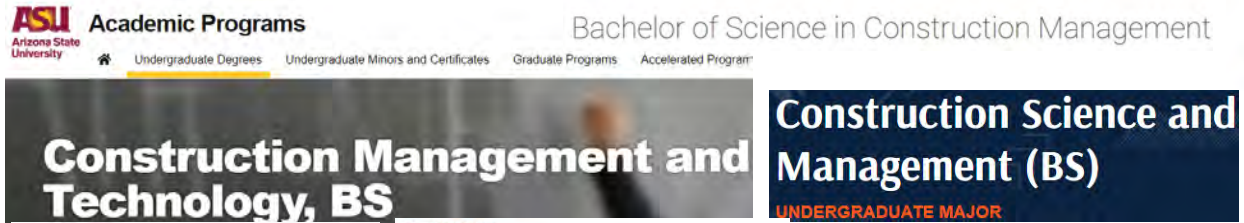
- Typical Goal: to prepare students for leadership roles in the construction industry, blending technical engineering knowledge with business and management principles, for the entire lifecycle of a construction project.
- Typical name: **B.S. Construction Management** (most common)
  - B.S. Construction Science & Management
  - B.S. Construction Management Technology
  - B.S. Construction Engineering & Management
  - B.S. Construction Management & Technology























- Some names indicating certain focused areas:

a. Business:
   B.S. Business Administration – Construction Management
   B.S. Administrative Science – Construction Management

b. Engineering /Technical：
   B.S. Construction Engineering & Management （CEM）
   B.S. Building Construction
   B.S. Construction Technology

c. Architectural Engineering:
   B.S. Architectural Engineering & Construction Management
   B.S. Architectural Construction Management

d. Industry-focused:
   B.S. Integrated Delivery & Construction Management
   B.S. Construction Management & Delivery

- Curricular features:

a. Accreditation – **ACCE's** (American Council for Construction Education) mandated coverage of 20 specific Student Learning Outcomes (SLOs) focused on technical, managerial, and professional skills

   Some programs housed in engineering colleges may go with **ABET** accreditation (Applied & Natural Science Accreditation Commission)

b. Total: **120-130 credits** (4-year path)

c. Common Curricular Structure:

   General Education (30-40 credits)

   Math and Science Foundations (10-15 credits)

   Construction Core (45-55 credits)

   Business and Management (12-18 credits)

   Technical Electives /Specialization (6-12 credits)

   Experiential Learning /internship (0-6 credits, many schools required)

- Typical models of B.S. CM Program in the US

a. **Traditional Accreditation-based** model (most common)

-- Home: a variety of colleges
-- Curriculum: based on **ACCE"s minimum standards** for credit hours and **student learning outcomes** (SLOs).
-- Courses are **balanced** between tech, business, core, and G. Eds.
-- A strong **course sequence** (fundamentals to more advanced topics)
-- mainly **lecture-based instruction** with labs
-- **a capstone project** series at the final year
-- Primarily **on-campus instruction** with some hybrid options.
-- **Advantages**: to provide **a broad employability** (many have 80-90%+ placement rates).
-- **Disadvantages**: not respond to emerging changes of industry needs
-- **Career outcomes**: a wide range of positions related to construction industry
-- **Example**: Univ. of Florida, Eastern Washington University

b. **Technology-based** model (common, close tie to design disciplines)

-- Home: a variety of colleges (sometimes within Architecture or Business)

-- Accreditation: often **ACCE** (American Council for Construction Education)
-- Courses focusing on **applied technology** and **business core**.
-- **Fewer STEM** but **more hand-on techniques**
-- more courses cover building materials & methods, building codes, and BIM
-- business core tailored to the construction industry
-- Some require Arch courses.
-- Primarily **on-campus instruction** with some hybrid options.
-- **Advantages**: hand-on experience and real-world application; can directly get into the field; easy transfer credits from a two-year associate's degree program.
-- **Disadvantages**: high program cost and resource intensity; graduates less competitive for administrative or executive roles.
-- **Career outcomes**: the most versatile and common pathway into the construction industry, including engineer, superintendent, estimator, or technology-driven roles.
-- **Example**: Boise State Univ, BYU-Idaho, WSU

C. **Engineering-based** model

-- Home: a **college of engineering,** often closely affiliated with **Civil Engineering**
-- Many state universities and polytechnic institutes follow this model.
-- Accreditation: **ACCE** (American Council for Construction Education) or **ABET** (Accreditation Board for Engineering and Technology)
-- Courses focusing on structural mechanics, soil mechanics, statics, strength of materials, & building systems.
-- Integrated with **civil engineering design** components
-- **more lab-based** deliveries.
-- **a capstone project** series at the final year
-- Heavily weighted towards **STEM subjects**
-- Primarily **on-campus instruction** with some hybrid options.
-- **Advantages**: STEM related; good job market, higher starting salaries.
-- **Disadvantages**: strong STEM requirements may limit accessibility; higher program cost.
-- **Career outcomes**: highly technical roles, such as Project Engineer, Field Engineer, etc. A good path to a licensed Professional Engineer (P.E.).
-- **Example**: Univ. of Utah, Virginia Tech, Texas A & M Univ.

d. **Business-based** model (less common)

-- Home: a **college of Business**
-- Accreditation: some with **ACCE**; some without professional accreditation
-- Courses focusing more on the **management and financial aspects**, real estate, and business development.
-- **Lighter** technical load.
-- Mainly **lecture-based instruction**
-- Small program size
-- Flexible course delivery: **on-campus instruction, online courses, hybrid courses**.
-- **Advantages**: easily start; better accessibility with less STEM requirement.
-- **Disadvantages**: smaller job market.
-- **Career outcomes**: Business side of the construction industry, such as estimators, schedulers, etc.
-- **Example**: Univ of Denver, Wentworth Institute of Technology

e. **Design-based** model (less common, distinct)

-- Home: a **college of Architecture, Design, or Environmental Design**
-- Accreditation: some with **ACCE**; some with **NAAB** with dual-degree programs
-- Courses focusing on integrating design, pre-construction phases, building systems, and the collaboration with architects, contractors, and clients.
-- **More** course loads on design and design + construction integration
-- **More** elements in sustainability and project presentation
-- Interdisciplinary capstone focus
-- Often associated with **dual-degree programs** or **accelerated programs**
-- Primarily **on-campus instruction**
-- **Advantages**: bridging design & construction, more opportunities in green design, good fit for design-build/construction firms, in-house architects, BIM professionals
-- **Disadvantages**: narrower career scope, high resource demands, complicated integration process, potential accreditation challenge
-- **Career outcomes**: Business side of the construction industry, such as estimators, schedulers, etc.
-- **Example**: Univ. of Washington, Clemson University

f. **Focus areas /tracks** within a Degree Program

-- Many schools provide **multiple tracks/focus areas** for students with different interests.

-- Each track provide **some specialized courses** in an area of construction management.

-- Those courses /credits are often placed in the **3rd and 4th year** curriculum.

-- Some common focus areas: residential, highway /infrastructure, Arch design, landscape construction, etc.

2. Comparison of CM Programs in the region

•BSU

-- Only ACCE accredited program within the State

-- within the College of Engineering

-- focus on construction methods, technologies, and management principles

-- mainly serve the Treasure Valley areas

-- **Advantage**: Location -- the state's largest economic hub; high local demands; alumni network

-- **Disadvantage**: Boise's rising cost of living; no design components; less national recognition

•BYU-Idaho

-- a highly practical program

-- focus more on residential and smaller commercial construction

-- teaching focus (less research focus)

-- mainly serve eastern Idaho

-- **Advantage**: affordable education, job-ready graduates,

-- **Disadvantage**: no ACCE accreditation, limited exposure to emerging technologies and large-scale project;

- **WSU**
  -- focus on practical and hand-on experience
  -- offer a comprehensive curriculum
  -- ACCE accredited
  -- **Advantage:** good industry reputation; strong alumni network; more affordable than UW
  -- **Disadvantage:** Location – rural, limited internship

- **UW**
  -- An interdisciplinary approach combining engineering, arch, and business
  -- strong focus on technology (BIM, VDC) and sustainability
  -- Curriculum: balanced, driven by tech industry
  -- Access to advanced facilities (like UW's Construction Engineering Research Center)
  -- **Advantage:** elite reputation with the strongest alumni network, location – a major construction hub
  -- **Disadvantage:** expensive education expenses and high cost of living, highly competitive admission, large course size, complicated quarter system (not friendly to transfer students).

- **Montana State Univ.**
  -- BS Construction Engineering Technology
  -- Accredited by ABET
  -- within its engineering Technology program
  -- focus on practical application of engineering principles and industry readiness
  -- **No business/management focus**
  -- relatively smaller program
  -- **Advantages**: opportunity for resort, mountain tourism, and recreational construction, local demand
  -- **Disadvantages**: limited exposure to emerging technology and significant projects, fewer course options, less recognized outside the region.

- **Univ. of Utah**
  -- BS Construction Engineering
  -- recently accredited by ABET
  -- within the Dept. of Civil & Environmental Engineering
  -- **No business/management focus**
  -- Small program
  -- Advantage: location – a booming construction market; opportunities in construction technology and material science; pathway to grad program
  --Disadvantage: overshadowed by BYU, expensive for out-of-state, geographic weather

3. Precedent Studies

a. B.S. Construction Management – **University of Minnesota**

-- Home: College of Continuing & Professional Studies

-- Required credits: 120

-- Application requirement: students with 30 credits

-- Size: 84 enrolled (AY23-24)

-- Accreditation: ABET

-- Three tracks: commercial; Highway Heavy/Civil Work
residential

-- An upper-division heavy program (flexible for transfer students and adult/working students)

-- Hybrid course delivery

-- No full-time faculty: use **adjunct faculty model**

UNIVERSITY OF MINNESOTA
Driven to Discover℠

College of Continuing & Professional Studies



- Lesson we can learn from this case:

  -- adjunct faculty model (less resources invested / but challenges to hire adjunct and to have in-person course delivery)

  -- three tracks (flexibility of learning / but requires more efforts to develop and maintain)

  -- targeted market: students who have already completed certain credits (they are more matured and know what they want to do)

  -- hybrid course delivery (better efficient course teaching /but require more tech and faculty supports).

b. B.S. Construction Management – University of Washington



-- Home: College of Built Environment
-- Required credits: 180 (quarter system)
-- Size: 180 enrolled (AY23-24)
-- Accreditation: ACCE
-- Also offer dual degree**: B.A. in Arch + B.S. in CM** (not accredited by ACCE).
-- Three entry pathways: Freshman Direct Admission, Early Admission (business early & STEM early), Upper-division Admission
-- Also offer **B.S. C.M. Degree with Arch Design focus**
-- Curricular credit breakdown

G Ed. (67-68)
Major (95) – Lower-division (17-18)
Foundation (78)
Business (4-5)
Capstone (7)
Construction elective (6)

- Lesson we can learn from this case:

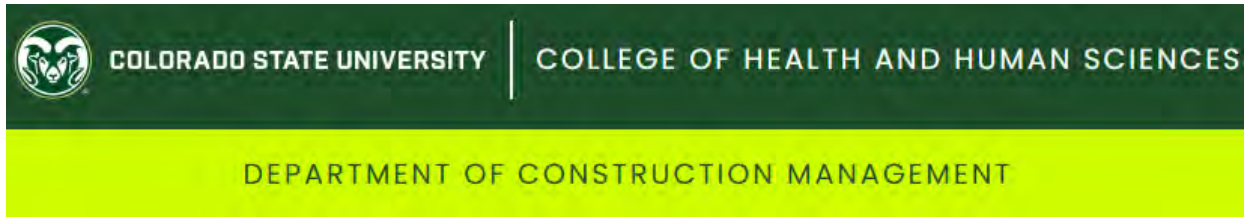
  -- design-based focus & dual degree: strong connections to design disciplines(but require active engagements from faculty in multiple disciplines)

  -- multiple admission pathways: flexibility of educational opportunity (increase the complexity of student advising)

  -- research-driven: bring good values and reputations to the program – make the program unique (more research investments)

C. B.S. Construction Management – Colorado State University

-- Home: College of Health & Human Science
-- Required credits: 120
-- Size: 800+ enrolled (F24)
-- Accreditation: ACCE



-- One of the oldest CM Program in the nation: founded in 1946
-- Focus on sustainable construction and mechanical systems
-- Leverage expertise in green building (LEED), energy efficiency, and building science
-- Students begin in “pre-CM” before entering the major; Internship required
-- Curricular credit breakdown

Pre-CM: 13-16 (Composition, math, physics, intro CM courses)
1st Yr: 30 (General education + intro CM courses)
2nd yr: 33 (Core technical CM foundation)
3rd yr: 27 (Advanced CM topics + required internship)
4th yr: 30 (Capstone integration, electives, writing, leadership)

- Lesson we can learn from this case:

  -- sustainability focus: fit UI's existing capability and approach; easily related to research outcomes; respond to emerging needs; make the program unique

  -- pre-CM & CM program: fit the curricular structures of most design disciplines within CAA; students are more matured and motivated (but more complicated for academic advising)

  -- balanced curriculum: a good balance between theoretic and practical training (but requires more engagements from different disciplines)

- B.S. Construction Engineering & Management – **Virgina Tech**

-- Home: Myers-Lawson School of Construction (jointly founded by College of Architecture & Urban Studies and College of Engineering)
-- Required credits: 124
-- Size: 200-300 (60+ students per yr)
-- Accreditation: ABET
-- Curriculum: 80% engineering +20% management/business
-- Focus on BIM and heavy civil virtual design and construction (VDC)
-- Three pillars: Engineering competence; Construction management proficiency; Technology & innovation
-- offers graduate programs (MS CEM.)
-- Curricular credit breakdown
1st Yr: 32 (Engineering fundamentals, general education, intro to CEM)
2nd yr: 30 (Construction documentation, safety, site analysis)
3rd yr: 32 (Estimating, Lean methods, smart technology, sustainability/global focus)
4th yr: 30 (Design-build capstone, robotics/AI/data, advanced safety & industry foresight)

VIRGINIA TECH®
MYERS-LAWSON SCHOOL OF CONSTRUCTION

- Lesson we can learn from this case:

  -- a joint venue between design disciplines and engineering: fit UI's resources and situation

  -- integration of VDC and BIM: fit UI's strength and offering; make the program unique; respond to emerging demands and changes; could potentially lead to dual-degree programs (but requires more engagements from different disciplines)

  -- graduate program: additional support to the BS program; student recruitment and retention (but requires more investments)

4. Possible models for UI's BSCM Program

- Avoid models
  a. Pure-engineering-based

  – have stiff competition from established, top-tier engineering schools and schools in the region with same/similar offerings

  -- too narrow for the diverse Idaho market

b. Pure-design-based:

-- complicated process, not fit current structure of design programs

-- not reflect the need of job market

-- require a lot of resources from CAA

c. Pure-business-based

-- does not meet the needs of Idaho market

-- narrowing career path

-- hard to fit current business majors offered on UI campus

Suggest a Blended-plus Model

Possible components that can be added into the model:

a. **Design-Research-Integrated Construction Management Component –** align with existing university strengths and resources

   Possible focus areas: green building design; integrated project delivery; Virtual Design and Construction (VDC); BIM; etc.

b. **State & Regional Need Responsive Component –** aligning with the state's & regional priority and demands

   possible focus areas: heavy/civil projects (infrastructure); commercial projects; residential projects

c. **Integrated Technology & infrastructure component –** align with both our existing resources and the state's demands

   possible focus areas: community-based development, heavy/civil projects; VDC; Prefabricated Construction;

d. Industrial Partnership Component – develop partnership with industry embedding with applied research and innovation

-- possible co-op curricular pipelines

-- use our CM program to connect our research labs, centers to construction informatics, advanced building materials, construction safety, etc.

-- clear pathway to graduate schools

f. **Hybrid Delivery Component** – support transferring /non-traditional students

-- (Moscow-based + online courses + regional co-op placements)

-- 2+2 or transfer-friendly pathways from community colleges

-- develop outreach components with UI extension centers to develop partnership with industry and community

- **The Four possible tracks:**

a. Operational Management

b. Integrated Project Delivery (Design+Supply+ Build; the EPC Service - Engineering, Procurement, and Construction Service)

c. Heavy Civil Project / Commerical Project / Residential Project

d. Digital Delivery & Modeling (BIM-Building Information Modeling & VDC-Virtual Development and Construction)

Idaho State Board of Education
650 W State St 3rd floor,
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of my landscape architectural firm, Don Brigham Plus Associates to express my strong support for the University of Idaho's proposed Bachelor of Science in Construction Management the Built Environment program. My firm is engaged in public parks, schools and private projects throughout northern Idaho and we have extensive experience working within Idaho's construction and built environment sectors.

Construction management professionals possess talents that will NOT be replaced by artificial intelligence in the future. Based on our direct industry experience, Idaho continues to face a growing demand for well-qualified construction management professionals. This demand is driven by ongoing population growth, infrastructure investment, housing development, and increasing project complexity. Employers across the state are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

The construction industry is evolving rapidly, with increased emphasis on advanced project delivery methods, digital technologies, sustainability, safety, regulatory compliance, and cost and schedule control. These changes require graduates who possess not only technical knowledge, but also strong leadership, communication, and problem-solving skills.

In our organization, we value new professionals who demonstrate competencies in estimating, scheduling, cost management, contract administration, construction methods, building systems, and team coordination, along with an understanding of emerging tools and technologies. The proposed Construction Management program and the Built Environment program at the University of Idaho is well positioned to deliver these skills through a combination of academic rigor and applied learning.

The University of Idaho's proposed program offers distinct value by expanding access to construction management education within the state and by strengthening connections between education, industry, and regional workforce needs. The program will provide students with clear career pathways, practical experience, and opportunities for

professional engagement, while helping employers develop a more reliable and locally rooted talent pipeline.

The benefits of this program extend beyond individual students and employers. A strong construction management workforce contributes to our economic development, infrastructure quality, community resilience, and the efficient delivery of public and private projects across Idaho.

Our organization would welcome opportunities to engage with the program through internships, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, we respectfully express our support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. We believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Sincerely,

Don Brigham, Jr.

Owner/Principal

Don Brigham Plus Associates

Clarkston, WA

Donbrigham6969@gmail.com 509-552-9646

Idaho State Board of Education
650 W State St 3rd floor,
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of Castellaw Kom Architects, LLC, where I serve as Principal Architect, to express our strong support for the University of Idaho's proposed Bachelor of Science in Construction Management the Built Environment program. As an architectural firm, and we have extensive experience working within Idaho's construction and built environment sectors.

Based on our direct industry experience, Idaho continues to face a growing demand for well-qualified construction management professionals. This demand is driven by ongoing population growth, infrastructure investment, housing development, and increasing project complexity. Employers across the state are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

The construction industry is evolving rapidly, with increased emphasis on advanced project delivery methods, digital technologies, sustainability, safety, regulatory compliance, and cost and schedule control. These changes require graduates who possess not only technical knowledge, but also strong leadership, communication, and problem-solving skills.

Our firm values new professionals who demonstrate competencies in estimating, scheduling, cost management, contract administration, construction methods, building systems, and team coordination, along with an understanding of emerging tools and technologies. The proposed Construction Management program and the Built Environment program at the University of Idaho is well positioned to deliver these skills through a combination of academic rigor and applied learning.

The University of Idaho's proposed program offers distinct value by expanding access to construction management education within the state and by strengthening connections between education, industry, and regional workforce needs. The program will provide students with clear career pathways, practical experience, and opportunities for professional engagement, while helping employers develop a more reliable and locally rooted talent pipeline.

The benefits of this program extend beyond individual students and employers. A strong construction management workforce contributes to our economic development, infrastructure quality, community resilience, and the efficient delivery of public and private projects across Idaho.

Our organization would welcome opportunities to engage with the program through internships, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, we respectfully express our support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. We believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Sincerely,

Greg Castellaw, AIA

Principal Architect

Castellaw Kom Architects, LLC

Lewiston, ID 83501

gcastellaw@ckarchitects.com

(208) 746-0183

CASTELLAW ◆ KOM
ARCHITECTS

1126 Main Street
Lewiston, Idaho 83501
(208) 746-0183
www.ckarchitects.com

January 23, 2026

Re: *Letter of Support for Proposed B.S. in Construction Management and the Built Environment*

Idaho State Board of Education
650 W. State Street
Boise, ID 83702

Dear Members of the Idaho State Board of Education,

I am pleased to offer my support for the University of Idaho's proposed Bachelor of Science in Construction Management and the Built Environment. In my role as a Project Manager at Castellaw Kom Architects, I am actively involved in overseeing construction efforts across Northern Idaho and Eastern Washington. Based on my day-to-day work in the industry, it is evident that there is an increasing need for professionals who are equipped to lead complex construction projects and work collaboratively with a wide range of disciplines.

Over the past two years, my work has focused primarily on municipal, state, higher education, and housing development projects. The largest of these efforts has been a multi-year deferred maintenance program for the State of Idaho. This program has included projects for, but not limited to, the Idaho Military Division, Idaho Department of Lands, Idaho Department of Veterans Services, Idaho Department of Labor, and Lewis-Clark State College. The work is being delivered under a design-build contract, with Castellaw Kom Architects contracted through a general contractor.

These projects have required close coordination among designers, contractors, owners, and regulatory agencies. In working with the various agencies and private companies, we have observed a trend of limited design–construction coordination skills, limited construction management experience, and a general lack of practical construction knowledge among individuals entering project management roles. This trend highlights a shortage of professionals with integrated training across disciplines.

The proposed program at the University of Idaho directly addresses these workforce gaps. Its emphasis on applied learning and career readiness—through internships, industry partnerships, and collaborative, team-based projects—will better prepare graduates for professional practice. Opportunities to intern and work alongside real-world design-build teams will provide graduates with highly valuable, hands-on experience as they enter the workforce.

Importantly this program is necessary for the future of our region. Every year our firm attends the design-build forum held at Washington State University. This an all-day summit held to deepen relationships and to streamline workflows between the University and design-build professionals around the region. One of the main focuses of this year's summit was to highlight

CASTELLAW ◆ KOM
ARCHITECTS

1126 Main Street
Lewiston, Idaho 83501
(208) 746-0183
www.ckarchitects.com

the schools desire to promote small business and local workers. In order for the University to be able to deliver on this goal we must have a pool of experienced and qualified design-build professionals. With the University of Idaho offering a program such as this, it would give our region the ability to train and also retain these qualified professionals.

For these reasons, I strongly support the proposed Bachelor of Science in Construction Management and the Built Environment and respectfully encourage the Idaho State Board of Education to approve this program. I am confident it will strengthen Idaho's workforce, support regional economic development, and provide meaningful benefits to employers and communities throughout North Idaho and the Pacific Northwest.

Sincerely,



Connie Boyer, Project Manager
CASTELLAW KOM ARCHITECTS
1126 Main Street
Lewiston, ID 83501
ph. (208) 746-0183
cboyer@ckarchitects.com

MILLERSTAUFFER
ARCHITECTS

Idaho State Board of Education
650 W State St 3rd floor,
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of Miller Stauffer Architects to express our staunch support for the University of Idaho's proposed Bachelor of Science in Construction Management and the Built Environment program. Our organization is engaged in providing full architectural services in both private and public sectors. As the founding principal of Miller Stauffer, I have been actively engaged in architecture and the construction industry for over fifty years.

My current role is providing Construction Administration services for the $75 million mixed-use high rise currently under construction in Coeur d'Alene, Idaho. Spokane based, Garco Construction is the general contractor and several of their key personnel overseeing the project have construction management degrees. With this complex project, I have seen first-hand the importance of this educational background.

Based on our direct industry experience, Idaho continues to face a growing demand for well-qualified construction management professionals. This demand is driven by ongoing population growth, infrastructure investment, housing development, and increasing project complexity. Employers across the state are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

The construction industry is evolving rapidly, with increased emphasis on advanced project delivery methods, digital technologies, sustainability, safety, regulatory compliance, and cost and schedule control. These changes require graduates who possess not only technical knowledge, but also strong leadership, communication, and problem-solving skills.

In our organization, we value new professionals who demonstrate competencies in estimating, scheduling, cost management, contract administration, construction methods, building systems, and team coordination, along with an understanding of emerging tools and technologies. The proposed Construction Management program and the Built Environment program at the University of Idaho is well positioned to deliver these skills through a combination of academic rigor and applied learning.

MILLERSTAUFFER.COM
601 FRONT AVE STE 201 // COEUR D'ALENE, ID 83814
P 208 + 664 1773 // F 208 + 667 3174 // E MSA@MILLERSTAUFFER.COM

The University of Idaho's proposed program offers distinct value by expanding access to construction management education within the state and by strengthening connections between education, industry, and regional workforce needs. The program will provide students with clear career pathways, practical experience, and opportunities for professional engagement, while helping employers develop a more reliable and locally rooted talent pipeline.

The benefits of this program extend beyond individual students and employers. A strong construction management workforce contributes to our economic development, infrastructure quality, community resilience, and the efficient delivery of public and private projects across Idaho.

Our organization would welcome opportunities to engage with the program through internships, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, we respectfully express our support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. We believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Professionally,

Monte Miller, Principal
Miller Stauffer Architects, PA.
Coeur d'Alene, Idaho
Email: monte@millerstauffer.com
V. (208) 664-1773

NAC

January 25, 2026
Idaho State Board of Education
650 W. State Street
Boise, ID 83702

Re: Support for the Proposed B.S. in Construction Management and the Built Environment

Dear Members of the Idaho State Board of Education,

I am pleased to offer my strong support for the University of Idaho's proposed Bachelor of Science in Construction Management and the Built Environment. I am currently employed as a Project Manager and Project Designer with NAC Architecture, where I contribute to construction projects spanning North Idaho, the Pacific Northwest, California, and Ohio. Through this professional involvement, I have observed an increasing demand for individuals who possess both technical knowledge and leadership skills to guide complex construction efforts.

My recent work has primarily involved design–build, integrated project delivery, and accelerated construction delivery models across higher education, student housing, civic, and recreation projects. These approaches require early collaboration, strong communication, and an in-depth understanding of construction processes from design through completion. On active projects such as the Pasco Aquatic Center, we experienced notable challenges related to the limited availability of qualified project management staff. These staffing constraints contributed to delays and added pressure on project teams, reflecting a broader industry-wide shortage of professionals trained in integrated project delivery.

The University of Idaho's proposed program responds directly to this critical workforce need. Its curriculum draws from architecture, engineering, business, and legal studies, closely mirroring the interdisciplinary environment in which construction projects are delivered today. Graduates who are trained in BIM coordination, digital project workflows, estimating, scheduling, and contract administration will be well positioned to reduce risk, improve efficiency, and add immediate value to professional teams. From an employer perspective, this comprehensive preparation is both highly desirable and increasingly difficult to find among entry-level candidates.

The program's applied orientation and flexible structure further enhance its value. The inclusion of focused specialization tracks acknowledges the varied demands of today's construction industry, particularly within North Idaho and the greater Pacific Northwest. In practice, a solid understanding of construction execution following the completion of bridging documents is essential, yet this competency is often lacking among new professionals. The proposed program's emphasis on experiential learning and interdisciplinary collaboration addresses this gap effectively.

> 1203 West Riverside Avenue, Spokane, WA 99201-1107
509 838 8240 nacarchitecture.com
Columbus Los Angeles Seattle Spokane

Currently, Idaho does not offer a comparable construction management program with a strong emphasis on integrated and design–build delivery. The University of Idaho is uniquely positioned to address this absence by leveraging its existing academic strengths and industry partnerships. The proposed degree represents an important step toward strengthening Idaho's workforce, supporting regional economic growth, and meeting the evolving needs of the construction and design professions.

For these reasons, I strongly encourage the Idaho State Board of Education to approve the Bachelor of Science in Construction Management and the Built Environment. I am confident the program will deliver lasting benefits to students, employers, and communities throughout Idaho and the surrounding region.

Thank you for your consideration.

Sincerely,

Lupe Barajas
Project Manager / Project Designer
NAC Architecture

University of Idaho Alumni, Class of 2005
Spokane, WA
(208) 596-3619
lbarajas@nacarchitecture.com

NAC
ARCHITECTURE

NORTH ROOT ARCHITECTURE
Sandpoint, ID
208-255-8041
northrootarchitecture.com

1/25/26

Subject: Letter of Support for Proposed B.S. in Construction Management and the Built Environment

Idaho State Board of Education
650 W. State Street
Boise, ID 83702

Dear Members of the Idaho State Board of Education,

I am writing to express my strong support for the University of Idaho's proposal to establish a Bachelor of Science in Construction Management and the Built Environment. As the owner of North Root Architecture and a licensed architect, I work on construction projects throughout Northern Idaho, ranging geographically from Bonners Ferry, to Coeur d' Alene. From my professional experience, there is a clear and growing need for graduates who are prepared to manage complex construction projects and collaborate across disciplines.

In recent years, I have been involved in commercial projects, townhome designs and single family residences. Many of these projects have relied on modified design-build methods, requiring close coordination among architects, contractors, owners, and regulatory agencies. On multiple residential projects and currently one large scale commercial project for a non-profit (Panhandle Special Needs Inc.), we are seeking qualified individuals to join the team with project management experience to represent the client, and cannot fill the position due to a lack of qualified individuals.

The proposed program at the University of Idaho directly addresses these workforce gaps. Its interdisciplinary curriculum—drawing on architecture, engineering, business, and law—mirrors how projects are delivered in practice. For example, graduates with experience in cost estimating, schematic design, scheduling and construction administration would be better prepared to represent my clients, join the project team and foster better project delivery for all scales of commercial and residential projects, reducing project risk and improving efficiency. This type of preparation is something our organization actively seeks to achieve on projects but can lack due to a missing experience, either internally to our firm or externally and hired by clients.

From an industry standpoint, the program is particularly strong in its structure and focus. The availability of multiple specialization tracks aligns well with the diverse needs of

NORTH ROOT ARCHITECTURE
Sandpoint, ID
208-255-8041
northrootarchitecture.com

employers in North Idaho and the Pacific Northwest. In my experience, project coordination, business acumen, and an understanding of construction processes is an area where well-prepared graduates are especially needed. The program's emphasis on applied learning and collaboration will help ensure students are ready to contribute immediately to professional environments.

Importantly, no other institution in Idaho offers a comparable, fully integrated design–build-focused construction management program. The University of Idaho is uniquely positioned to bring together the breadth of expertise required to educate professionals who can meet the evolving needs of our region's construction industry.

For these reasons, I strongly support the proposed Bachelor of Science in Construction Management and the Built Environment and respectfully encourage the Idaho State Board of Education to approve this program. I am confident it will strengthen Idaho's workforce, support regional economic development, and provide meaningful benefits to employers and communities throughout North Idaho and the Pacific Northwest.

Sincerely,



Reid Weber
Architect and Owner, AIA North Chair
North Root Architecture

412 Pine St

Sandpoint, ID 83864

208 255 8041
reid@nortrootarchitecture.com

To the Idaho State Board of Education, 650 W State St 3rd floor, Boise, ID 83720

Re: Request for Support: Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I'm writing to endorse and request that you please consider approval of the University of Idaho's proposed degree track for the **Bachelor of Science in Construction Management in the Built Environment program**.

I am a Partner and Senior Vice President of the interdisciplinary firm, Otak, Inc (www.otak.com), based in the Western US. Our firm strongly supports this proposed program. We provide civil engineering, architecture, landscape architecture, and project management and construction management services, and we can attest to the important need for professionals educated in Construction Management.

Based on our continuous daily experience in the industry, we are experiencing a growing demand for well-qualified Construction Management professionals, not only in Idaho, but throughout the western US and beyond. As our cities and communities grow—some of them as the fastest growing places in the country—we are seeing an increase in infrastructure, residential, and commercial investment and construction and a greater level of project complexity. This in turn is creating a demand for more intensive and advanced construction management protocols and services. Many employers, including our firm, are seeking graduates who understand how to mange projects efficiently and who can adapt to the dynamic construction industry, and who are adept at problem solving and managing overlapping issues.

The Construction Management degree will provide educate students in cost estimating and understanding fluctuations in pricing that occur geographically and seasonally and that are influenced by the supply chain and other external dynamics. Graduates of the CMBE degree will also bring valuable knowledge in managing interdisciplinary relationships through strong communication and collaboration. They will learn about scheduling, cost management, contract administration, construction methods, building systems, and emerging tools and technologies.

The Construction Management degree at the University of Idaho will be well positioned to deliver these skills through a combination of academic rigor and applied learning. The program will help build a strong construction management workforce that increases career opportunities for individuals throughout our region and beyond and that strengthens the quality of our built environments in a sustainable, economic manner.

On behalf of Otak, I can also confirm that we would welcome opportunities to engage with the program through internships, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement. Please consider us as strong supporters for the proposed B.S. in Construction Management at the University of Idaho, and feel free to contact me if you would like to speak personally about this matter. Thank you for your consideration of this important opportunity!

With my sincerest regards,



Amanda (Mandi) C. Roberts, Senior Vice President and Principal, Otak, Inc. (Headquarters based in Portland, Oregon), Phone 206-949-2741 Email: mandi.roberts@otak.com

DAHLGREN
Industrial

January 12, 2026

Idaho State Board of Education
650 W State St
3rd Floor
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of Dahlgren Industrial, where I serve as a Project Executive, to express our strong support for the University of Idaho's proposed Bachelor of Science in Construction Management and the Built Environment. As a Pacific Northwest-based General Contractor focused nationally on the industrial sector, we have extensive experience within Idaho's construction landscape. Our company regularly attends the University of Idaho (among other career fairs) and maintains a consistent workforce throughout Idaho and the surrounding region.

Much of our work involves the manufacturing and food processing plants that help feed our country, many of which are delivered via Design-Build. Idaho's manufacturing sector—driven by food processing, wood products, and electronics—has experienced 29% growth over the past decade, far outpacing the national average. With this growth comes a critical challenge: a generation of skilled construction managers is retiring, creating a gap that must be filled by modern, skilled professionals. Based on our industry experience, Idaho faces an escalating demand for construction management professionals driven by rapid population growth and the resulting need for housing and infrastructure. Employers across the region, including Dahlgren Industrial, are seeking "career-ready" graduates prepared to step into these roles immediately. Construction services are an ever-moving target, with constant pressure for safer practices, faster completion, and cost efficiency. As new technologies emerge for estimating and cost tracking, the "void" left by retiring Baby Boomers must be filled by graduates who possess a modern understanding of the built environment.

At Dahlgren Industrial, we operate as an "inception-to-completion" contractor. Our personnel market, estimate, schedule, and build each project. This broad skill set is essential to the construction process and aligns perfectly with the goals of this proposed program. An accredited, multidisciplinary program at the University of Idaho would provide the well-rounded graduates necessary to support the Pacific Northwest and the nation.

In our experience at career fairs, we often struggle to find candidates who fit our path, as many students focus solely on narrow tracks of engineering or architecture. We have observed a national trend where graduates lack a comprehensive understanding of the built environment; we see CM graduates who struggle to read detailed drawings and Architecture graduates who do not realize how a design detail can negatively impact a project's schedule or cost.

13975 Interurban Avenue S, Suite 100
Tukwila, WA 98168

DAHLGREN
Industrial

We believe this program will provide an education that is a step ahead of others. As Idaho grows, this program will become an integral cog in the wheel of progress. We would happily collaborate with the University regarding internships, advisory board participation, and other areas where we can provide value. With this program we anticipate the capacity to host a few interns annually from this specific track.

I am a proud alumnus of the College of Art and Architecture, the College of Natural Resources, and the College of Graduate Studies. I personally attempted to piece together a multidisciplinary education during my time at Idaho and sincerely wish this program had existed then. We respectfully express our full support for the B.S. in Construction Management and the Built Environment.

Sincerely,



Cale Valentine
Project Executive
Dahlgren Industrial
Tukwila, WA 98168
calev@dahlgrenindustrial.com
206.446.8492

Idaho State Board of Education
650 West State Street, 3rd Floor
Boise, ID 83720-0037

Re: Support for the Proposed B.S. in CM and the Built Environment Program

Dear Members of the Idaho State Board of Education,

I am writing to express my strong support for the University of Idaho's proposed Bachelor of Science in Construction Management and the Built Environment. I am a proud graduate of the University of Idaho and currently serve as the Managing Director of Design at KEO International Consultants with a focus on building design, engineering, and construction of large scale commercially driven developments.

Idaho and the broader region are facing a significant and growing demand for construction management professionals with employers increasingly needing graduates who can step into roles that require technical understanding, project leadership, design coordination, and problem-solving skills in the design and build sector. This workforce demand is expected to intensify as the state continues to experience growth in housing, infrastructure, and commercial development. Meanwhile, the field is undergoing rapid change, shaped by integrated project delivery, digital technologies, sustainability goals, regulatory complexity, and evolving project delivery models. These shifts require a new generation of professionals who are adaptable, technologically literate, and capable of managing complex projects across disciplines.

In my organization, we seek graduates who demonstrate strengths in estimating, scheduling, cost control, contract administration, safety management, communication, and teamwork, along with a solid understanding of construction methods and building systems. The proposed new program at the University of Idaho is well aligned with these needs and reflects the competencies required for today and tomorrow's construction professionals.

The value of this program is particularly compelling given the University of Idaho's role as the state's land-grant institution. The planned integration with the broader built environment disciplines and emphasis on applied learning make it both distinctive and highly impactful providing students with clear career pathways, strong industry connections, and the preparation needed for long-term professional success. This program will help address workforce shortages, strengthen project delivery capacity, and support innovation in construction practice while contributing to economic development, infrastructure quality, community resilience, and the responsible stewardship of Idaho's built environment.

I am enthusiastic about opportunities to engage with the program through internships, advisory board participation, guest lectures, and collaborations that connect students with real-world practice. For these reasons, I offer my full endorsement of the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho.

Sincerely,

Darryl Custer, AIA
Managing Director
Bachelor of Architecture, University of Idaho, 1990

Idaho State Board of Education
650 W State St 3rd floor,
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of University of Idaho College of Art and Architecture Advisory Board, where I serve as Chair, as well as a University of Idaho Foundation Board member, to express our, and my personal, strong support for the University of Idaho's proposed Bachelor of Science in Construction Management the Built Environment program. As a former practicing architect, initially licensed in Idaho but also licensed in Washington and Montana, I have extensive experience working within Idaho's and the Pacific Northwest's construction and built environment sectors. As a former architecture firm owner, principal and project team leader, I have deep experience in not only design and construction but also in project management, project budgeting, construction cost estimating, construction oversight, A/E (architect and engineer) team leadership and client relations.

Based on my direct industry experience, the State of Idaho and the Pacific Northwest Region continue to face a growing demand for well-qualified construction management professionals. This demand is driven by ongoing population growth, infrastructure investment, housing development, and increasing project complexity. Employers across the state and region are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

The construction industry is evolving rapidly, with increased emphasis on advanced project delivery methods, digital technologies, sustainability, safety, regulatory compliance, and cost and schedule control. These changes require graduates who possess not only technical knowledge, but also strong leadership, communication, and problem-solving skills.

In my former firm (as I am now retired), we valued new professionals who demonstrate competencies in estimating, scheduling, cost management, contract administration, construction methods, building systems, and team coordination, along with an understanding of emerging tools and technologies. The proposed Construction Management program and the Built Environment program at the University of Idaho is well positioned to deliver these skills through a combination of academic rigor and applied learning.

The University of Idaho's proposed program offers distinct value by expanding access to construction management education within the state and by strengthening connections between education, industry, and regional workforce needs. The program will provide students with clear career pathways, practical experience, and opportunities for professional engagement, while helping employers develop a more reliable and locally rooted talent pipeline.

The benefits of this program extend beyond individual students and employers. A strong construction management workforce contributes to our economic development, infrastructure quality, community resilience, and the efficient delivery of public and private projects across Idaho.

I would welcome opportunities to engage with the program through professional office and construction site visits, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, I respectfully express my support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. I believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Sincerely,

David L. Huotari

Retired Architect (from a +/- 50 person firm where I was Owner and Principal for 20 years)

Current University of Idaho College of Art and Architecture Advisory Board Chair

Current University of Idaho Foundation Board member

Former AIA (American Institute of Architects) Northwest and Pacific Region Director and National Strategic Council member.

Residence - Valleyford WA 99036

dlhuotari@yahoo.com / (509) 953-3372

Garrett Paul Lyons
Construction Project Manager
The Church of Jesus Christ of Latter-Day Saints
50 E North Temple Salt Lake City UT, 84150
garrett.lyons@churchofjesuschrist.org | (801)-503-6091
7 January 2026

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

Re: Strong Support for Proposed Bachelor of Science in Construction Management and the Built Environment at the University of Idaho

Dear Members of the Board:

As a proud alumnus of the University of Idaho and a Construction Project Manager at The Church of Jesus Christ of Latter-Day Saints where a Nonprofit church that has its headquarters in Salt Lake City Utah. I write to offer my full and enthusiastic endorsement for the proposed Bachelor of Science in Construction Management and the Built Environment program. My 13 years in the construction and design industry have provided me with a clear perspective on the critical need for this program.

The demand for skilled construction management professionals in Idaho and the broader region has never been higher. Our state and bordering states rapid growth, coupled with ambitious infrastructure and development projects, has created a significant workforce gap. We currently compete fiercely for a limited pool of graduates from out-of-state programs, which is unsustainable. The future of our industry hinges on integrating advanced technologies like Building Information Modeling (BIM), sustainable building practices, lean construction, and sophisticated project finance software. To navigate this evolution, we need graduates who possess not only core competencies in scheduling, estimating, and safety but also skills in digital collaboration, sustainability, and strategic leadership.

The proposed UI program is distinctively positioned to meet this need. The University of Idaho's legacy in engineering, architecture, and business provides a formidable foundation for an interdisciplinary, hands-on curriculum. This program will produce versatile professionals, not just trained in current methods but educated to adapt and lead. For students, this creates a clear, in-state pathway to high-demand, high-reward careers. For industry, it provides a reliable pipeline of talent that understands Idaho's unique economic and geographic landscape, increasing project efficiency and innovation.

The public benefits are profound. A highly skilled local workforce will keep more project dollars within our communities, foster safer and more resilient built environments, and support the responsible stewardship of resources that is vital to our state's identity and future.

I personally am committed to supporting this initiative with capstone projects support, guest lectures, and participation in an industry advisory board to ensure the curriculum remains at the forefront of industry needs.

In closing, the University of Idaho's proposed Construction Management and the Built Environment program is a strategic investment in Idaho's economic future, its built environment, and its next generation of leaders. It addresses a direct industry crisis with a solution rooted in our state's proudest institution. Thank you for the consideration.

Respectfully submitted,

Garrett P Lyons

Garrett P Lyons

University of Idaho, Class 2019

The Church of Jesus Christ of Latter-Day Saints Construction Project Manager 2

January 12, 2026

Cushing Terrell

Idaho State Board of Education
650 W State St 3rd floor
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of Cushing Terrell, where I serve as Principal and Vice President, to express our strong support for the University of Idaho's proposed Bachelor of Science in Construction Management the Built Environment program. Our organization is a Professional Architecture and Engineering practice with offices in Boise, Caldwell and 15 other western US locations. We have extensive experience working within Idaho's construction and built environment sectors.

Based on our direct industry experience, Idaho continues to face a growing demand for well-qualified construction management professionals. This demand is driven by ongoing population growth, infrastructure investment, housing development, and increasing project complexity. Employers across the state are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

The construction industry is evolving rapidly, with increased emphasis on advanced project delivery methods, digital technologies, sustainability, safety, regulatory compliance, and cost and schedule control. These changes require graduates who possess not only sophisticated technical knowledge, but also strong leadership, communication, and problem-solving skills.

In our organization, we value new professionals who demonstrate competencies in estimating, scheduling, cost management, contract administration, construction methods, building systems, and team coordination, along with an understanding of emerging tools and technologies. The proposed Construction Management program and the Built Environment program at the University of Idaho is well positioned to deliver these skills through a combination of academic rigor and applied learning.

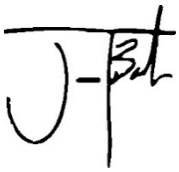
The University of Idaho's proposed program offers distinct value by expanding access to construction management education within the state and by strengthening connections between education, industry, and regional workforce needs. The program will provide students with clear career pathways, practical experience, and opportunities for professional engagement, while helping employers develop a more reliable and locally rooted talent pipeline.

The benefits of this program extend beyond individual students and employers. A strong construction management workforce contributes to our economic development, infrastructure quality, community resilience, and the efficient delivery of public and private projects across Idaho.

As a current advisory board member for the College of Art and Architecture, our organization would welcome opportunities to engage with the program through advisory board partnership, internships, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, we respectfully express our support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. We believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Sincerely,



Jason Butler, AIA, LEED AP
Principal
Cushing Terrell

Idaho State Board of Education
650 W State St 3rd floor,
Boise, ID 83720

7 January 2026

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of Hansen-Rice, Inc., where I serve as Director of Design and Engineering, to express our strong support for the University of Idaho's proposed Bachelor of Science in Construction Management the Built Environment program. Our organization is engaged in single-source, design/build construction, and we have extensive experience working within the following built environment sectors in Idaho and beyond:

- Heavy Industrial Manufacturing facilities
- Food and Beverage Manufacturing facilities
- Cold Storage and Distribution facilities

Hansen-Rice is well-positioned to respond to the needs of the modern consumer, and the proposed CMBE Bachelor's Degree curriculum will be well-positioned to respond to the needs of our company, as well as that of our peers.

Based on our direct industry experience, Idaho continues to face a growing demand for well-qualified construction management professionals. This demand is driven by ongoing population growth, infrastructure investment, housing development, and increasing project complexity. Employers across the state are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

The construction industry is evolving rapidly, with increased emphasis on advanced project delivery methods, digital technologies, artificial intelligence, sustainability, safety, regulatory compliance, and cost and schedule control. These changes require graduates who possess not only technical knowledge, but also strong leadership, communication, and problem-solving skills.

In our organization, we value new professionals who demonstrate competencies in the interdisciplinary nature of design and engineering as well as estimating, scheduling, cost management, contract administration, construction methods, building systems, and team coordination, along with an understanding of emerging tools and technologies. The proposed Construction Management program and the Built Environment program at the University of

Idaho is well positioned to deliver these skills through a combination of academic rigor and applied learning.

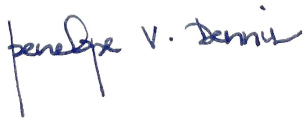
The University of Idaho's proposed program offers distinct value by expanding access to construction management education within the state and by strengthening connections between education, industry, and regional workforce needs. The program will provide students with clear career pathways, practical experience, and opportunities for professional engagement, while helping employers develop a more reliable and locally rooted talent pipeline.

The benefits of this program extend beyond individual students and employers. A strong construction management workforce contributes to our economic development, infrastructure quality, community resilience, and the efficient and well-executed delivery of public and private projects across Idaho.

Our organization would welcome opportunities to engage with the program through internships, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, we respectfully express our support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. We believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Sincerely,



Penny Dennis, AIA, NCARB, DBIA, LEED AP
Director of Design & Engineering
Hansen-Rice, Inc.
1717 E. Chisholm Dr.
Nampa, ID. 83687
Email: penny.dennis@hansen-rice.com
Phone: 208-519-0272

January 14, 2026

Idaho State Board of Education
650 W State St 3rd floor,
Boise, ID 83720

Re: Support for the Proposed Bachelor of Science in Construction Management and the Built Environment at University of Idaho

Dear Members of the Idaho State Board of Education,

I am writing on behalf of JR Merit Industrial Contractors, where I serve as Power Generation Division Leader, to express our strong support for the University of Idaho's proposed Bachelor of Science in Construction Management the Built Environment program. Our organization specializes in industrial construction across market sectors, including Power Generation, Water Resources, Advanced Manufacturing, Food & Beverage Production, and Industrial Manufacturing. We have experience in many complex construction projects within Idaho's Power Generation & Manufacturing Infrastructure.

Based on our direct industry experience, we are observing tremendous growth in Idaho's economy across industry sectors. Overwhelming investment in industry and accompanying infrastructure is demanding qualified professionals with the problem-solving skills to help facilitate growth. Employers across the state are seeking graduates who are prepared to manage projects efficiently, collaborate across disciplines, and adapt to changing construction practices.

The construction industry is evolving rapidly, with increased emphasis on advanced project delivery methods, digital technologies, sustainability, safety, regulatory compliance, and cost and schedule control. These changes require graduates who possess not only technical knowledge, but also strong leadership, communication, and problem-solving skills.

In our organization, we value new professionals who demonstrate competencies in estimating, scheduling, cost management, contract administration, construction methods, building systems, and team coordination, along with an understanding of emerging tools and technologies. We strongly support programs that prioritize critical thinking and learning through practical real-world experience to solve

problems. The proposed Construction Management program and the Built Environment program at the University of Idaho are well positioned to deliver these skills through a combination of academic rigor and applied learning.

The University of Idaho's proposed program offers distinct value by expanding access to construction management education within the state and by strengthening connections between education, industry, and regional workforce needs. The program will provide students with clear career pathways, practical experience, and opportunities for professional engagement, while helping employers develop a more reliable and locally rooted talent pipeline.

The benefits of this program extend beyond individual students and employers. A strong construction management workforce contributes to our economic development, infrastructure quality, community resilience, and the efficient delivery of public and private projects across Idaho.

Our organization would welcome opportunities to engage with the program through internships, advisory board participation, guest lectures, applied projects, and other forms of collaboration that support student learning and industry advancement.

Therefore, we respectfully express our support for the proposed B.S. in Construction Management and the Built Environment program at the University of Idaho. We believe this program represents a timely and valuable investment in Idaho's workforce and communities.

Sincerely,



Rich Spratt
Power Generation Division Leader
JR Merit Industrial Contractors
Vancouver, WA
Rich.spratt@jrmerit.com

Planned New Programs

University of Idaho

Please fill out information on planned new degree programs (**Section 1**) and new certificates (**Section 2**). Responses should be concise, and it is understood that programs in "exploratory" and "on horizon" status may have less detail in cetrain areas than those in "planning" status.

SECTION 1: New Degrees (Associate, Baccalaureate, Graduate)

Program Name	Degree Designation	Program Description	CIP Code	Intended Modality	Anticipated Delivery Date	Disciplinary Accreditation	Evidence of Student Demand	List of Related Occupations	Industry Partner Support	Existing Concentration or Minor	Faculty	Facilities	Region	Legislative Funding	Status	Academic or Career Technical Education
List planned programs for each year (add rows as needed).	e.g., AAS, BS, PhD	Provide a brief summary of the program. (Limited to 50 words.)	Provide the program 6-digit CIP code, if known.	Indicate if the program will be "On Campus" and/or "Online" (more than 90% of all educational activities are online).	Indicate program effective date.	Specify any disciplinary accreditors for this program (if none, leave blank).	Provide evidence of a reasonable student market for this program or strategies for increasing student demand.	List up to 5 occupations for graduates of this program. If an occupation is an "In-Demand Career" as determined by the Idaho Workforce Development Council, indicate with an asterisk and include the SOC code. See https://nextsteps.idaho.gov/assets/uploads/2023/09/In-Demand-Career-List-Approved-9-13-2329.pdf	List any industry advisory councils or other industry stakeholders who have been consulted about the need for this program.	Identify whether the program will be built from an existing concentration, minor, or other program(s) at the institution.	Indicate whether ***existing and/or new*** faculty lines will be required to deliver the program within the first 5 years.	Indicate whether ***existing, new, and/or renovated*** space will be required to deliver the program within the first 5 years.	Provide the regional area (and specific location, if applicable) for each proposed program as defined in Board Policy III.Z. If a Statewide Program, indicate "Statewide."	Does the institution plan to request legislative funding to support any aspect of this program? If yes, what is the estimated amount to be requested?	Enter "Planning," "Exploring," or "On Horizon" to indicate the level of intention for each program.	Enter "Academic" or "CTE" to indicate the nature of this program.
Year One (AY 2026-2027)																
Data Science	B.S.	We plan to modify our B.S. Mathematics--modeling and data science option, to create a new B.S. Data Science to meet growing workforce needs and student interest		On campus	Fall 2026								Region II (Moscow)	No	Exploring	Academic
Construction Management and the Built Environment	B.S.	120 credit hours of interdisciplinary content focusing on the wholistic design, development, and management of the built environment emphasizing the design build process, construction processes and technology, integrative building systems, architecture and engineering building sciences and technology, construction and operations management, and legal and business processes. American Council for Construction Education (ACCE) accredition would be secured within five years.	52.2001	On Campus	Fall 2026	ACCE and supporting accreditations ABET, NAAB. LAAB, CIDA, AACSB, and ABA.	The State of Idaho has two four year accredited construction management degrees focusing on project management at BSU in Boise and BYU Idaho in Rexburg. Additional two year programs are located at BYU Idaho, NIC, and the College of Southern Idaho. This new program is a wholistic and interdisciplinary program comprised from four discipines - Engineering, Architecture, Business, and Law and addresses the need for increased four year degree opportunities in the Northern Regions indicated in a 2023 marketing study completed by Lightcast.	In Demand. Construction Manager, Project Manager, Design Build Manager, Operations Manager, Facilities Manager; 11-9021 Construction Managers 330	CAA advisory board, external stakeholders and alumni in architecture and design build firms from the 1970-2000's, regional and world wide architecture and engineering industry representatives	Existing courses from the Colleges of Art and Architecture, Engineering, Business, and Law will be initially used to develop the curriculum. Some new interdisciplinary seminars may be added. Examples of current course content include contract law, real estate development law, accounting, project management, introduction to the built environment, construction materials and processes, civil engineering technologies and processes, principals of site design, interior materials and systems, environmental lifecycle assessment, finanical management and processes, business and management leadership, and soil and site evaluation. A faculty committee will be charged with developing the interdisciplinary curriculum supported by feedback from an external stakeholder group.	Existing. Engineering and CAA have made recent hires with experience and interest in the design build process and construction technologies and processes. As program enrollment grows new faculty lines with specific areas of expertise (AI digial twins) will be considered.	Existing	Region II (Moscow)	Not at this time, however support for new/remodeled fabrication labs may be sought in the future.	Planning	Academic
American Indian Studies	Ph.D	The interdisciplinary Ph.D. in American Indian Studies prepares graduates to conduct advanced and applied scholarly research from a cross-cultural perpective; develop innovative theories, methodologies, and research tools useful to sovereign tribes and Indigenous peoples; and lead in		On campus	Fall 2026		1.Sept-August of 2024 University of Idaho's Cultivating Indigenous Research Communities for Leadership in Education and STEM (CIRCLES) program began to accept applications for students. We had 13 applicants and 18 inquires. The proposed AIST Ph.D. Program will be built off this model.	1.P 13-1041 Compliance Officers 2.39-3051 Urban and Regional Planners 3.39-3091 Anthropologist and Archeologist	1.(Fort Hall Business Council 2.(Nez Perce Circle of Elders 3.(University of Idaho's Native American	1.American Indian Studies Minor (AIST) 2.Certificate in Indigenous Research and Education (CIRE) 3.Cultivating Indigenous Research Communities for	Existing faculty will deliver the program	Existing facilities will deliver the program	Region II (Moscow)		Planning	Academic
Law	BA/BS	The Law BA/BS provides legal training within a liberal arts framework. It is designed for those planning to enter careers in which a legal background is highly relevant but the 3-year JD isn't needed, such as accounting, human resources, criminology, natural resource management, and other heavily regulated		On Campus and online	Fall 2026	Establishment of this program will require ABA acquiescence	Outreach to other law schools with undergraduate programs in law show strong student interest: Univ. of Buffalo, which established a program 5 years ago, has approximately 330 Majors and 100 Minors; Drexel, after 3 years, has 110 Majors; Nova Southeastern, after 3 years, has 157 Majors; and USC, after 3 years, has 166 Majors.	Accountants and Auditors* (13-2011) Human Resources Managers* (11-3121) Medical and Health Services Managers* (11-9111)	Conversations are in process. Industry areas to be consulted include but are not limited to insurance, agriculture, natural resources,	The program will intersect with other programs, as a number of the course requirements will be fulfilled through enrolling in existing law-related courses taught by	Yes. The College of Law anticipates needing 2-3 additional faculty hires to launch and then grow the program.	We anticipate that existing space will be adequate for the program. Given JD enrollment numbers in	Region II (Moscow)	No	Planning	Academic
Industrial and System Engineering	BS	This is new B.S. program that will prepare students to use basic engineering, mathematical, statistical and scientific methods to optimizing complex industrial and manufacturing processes.	14.3501	On campus (in the future will add online option)	Fall 2026	ABET	The current Industrial Technology program offered in Idaho Falls (Region V) has recorded reduced student enrollments in the last several years. We plan to redesign this program as an Industrial Engineering degree program focused predominantly on the Idaho SBOE reations I and II. This onprarm will include a strone emphasis on systems, automation.	17-2112	Schweitzer Engineering Labs (SEL), Idaho National Laboratory (INL), Micron Technology, Power Engineers, Boeing, etc.	Industrial Technology, Technology Management	Two currently vacant positions will help to support the program. Additional needs are currently being explored.	To be explored	Region I (Coeur d'Alene) Region II (Moscow)	No	Exploring	Academic
Industrial and System Engineering	MS	This is new M.S. program that will prepare students to use advanced engineering, mathematical, statistical and scientific methods to optimizing complex industrial and manufacturing processes.	14.3501 / 14.2701	On campus	Fall 2026		Some of the graduates from the Industrial and Systems Engineering BS program will choose to pursue an MS degree.	17-2112	Schweitzer Engineering Labs (SEL), Idaho National Laboratory (INL), Micron Technology, Power Engineers, Boeing, etc.	Industrial Technology, Technology Management	Two currently vacant positions will help to support the program. Additional needs are currently being explored.	To be explored	Region I (Coeur d'Alene) Region II (Moscow)	No	Exploring	Academic
Industrial and System Engineering	M.Engr	This is new M.Engr. program that will prepare students to use advanced engineering, mathematical, statistical and scientific methods to optimizing complex industrial and manufacturing processes.	14.3501/14.2701	On campus	Fall 2026		Some of the graduates from the Industrial and Systems Engineering BS program will choose to pursue an M.Engr. degree. This program is also likely to attract full-time engineers enrolling in this program as part-time long-distance students. The program will be delivered long-distance via our Engineering Outreach service.	17-2112	Schweitzer Engineering Labs (SEL), Idaho National Laboratory (INL), Micron Technology, Power Engineers, Boeing, etc.	Industrial Technology, Technology Management	Two currently vacant positions will help to support the program. Additional needs are currently being explored.	To be explored	Region I (Coeur d'Alene) Region II (Moscow)	No	Exploring	Academic
Geological and Mining Engineering	BS	This will be an expansion and rebranding of the Geological Engineering BS Program (approved 1/2025)	14.3901 - Geological/Geophysical Engineering	On campus	Fall 2026	ABET	There is an increased trend to revive the mining of various resources in Idaho and beyond in the Pacific Northwest to help manufacturing industries and advanced technology firms and reduce the reliance on international supply chains. The two main resources targeted by Idaho mining companies are gold and silver. The mining for other resources, such as additional	47-2073, 17-2051, 17-2081 (Geology and Mining Engineering are not explicity listed on the on-demand career in the Launch list. However, we	Hecla Mining, Idaho Strategic Resources, Integra Resources, DeLamar Mining Co (a subsidiary of Integra), Barr Engineering,	Geological Engineering (BS)	Two new faculty positions will be needed	To be explored	Region I (Coeur d'Alene) Region II (Moscow)	Yes	Planning	Academic
Cybersecurity	PhD	This is an **expansion** to in-person delivery in Idaho Falls (Region 5) of the currently approved PhD in Cybersecurity program for in-person delivery in Moscow and Coeur D'Alene. The program trains students to advance the state-of-the-art in cybersecurity by learning the foundations and	11.1003 - 11.1003	On campus	Fall 2026		There is strong demand for this program chiefly from INL employees. We also have a few students enrolled in the PhD program in Computer Science in Idaho Falls, who would like to switch to a PhD in Cybersecurity, while staying in Idaho Falls. The BS and MS programs have consistently seen increased enrollments in the last few years. In te last two years, the	15-1251	Idaho National Laboratory (INL), SCIENTECH, Micron Technology, Power Engineers, Schweitzer Engineering Laboratories, Pacific	Ph.D. in Cybersecurity currently offered in-person in Coeur D'Alene and Moscow	None.	To be explored	Region V (Pocatello)	No.	Planning	Academic
Aerospace Engineering Minor	Minor	This will expand our Aerospace program offerings in the Mechanical Engineering Department. We currently have a 12-crd Aerospace Engineering Certificate	17-2141	On campus + potential Engineering Outreach (EO) (long-distance)	Fall 2026		There has been a strong demand for the Aerospace Engineering UG certificate in the ME department, with 15+ enrollees the first year of its' offering. This makes it the most popular certificate in the College of Engineering. Also, advertisements for Aerospace have generated the most applications, from April 9th: Carnegie Dartlet shared updated performance		TBD, but Mechanical Engineering advisory board was supportive of the Aerospace Certificate. Also, there is significant Aerospace	The UG Aerospace Certificate is 12-credit. The minor will likely be 18 credits, requiring 2 more classes.	None.	N/A	Region II (Moscow + EO)	No.	Exploring	Academic
Bioinformatics and Computational Biology	M.S.	This degree will add an online, non-thesis M.S. degree option to the existing Bioinformatics & Computational Biology (BCB) graduate program. Graduates will pursue careers in bioinformatics, geonomics, computational biology, and data science. It will leverage the interdisciplinary BCB		online	Summer 2026								Region II (Moscow)		Exploring	Academic
Climate Change and Solutions	M.S.	The Department of Earth and Spatial Sciences plan to add an online (non-thesis) M.S. in Climate Change and Solutions to accompany the B.S. program in the same subject that was approved in May 2023. The degree will prepare graduates with the in-depth scientific understanding needed to 1. assess		online	Summer 2026								Region II (Moscow)		Exploring	Academic
School Psychology	Ed.S.	This online program will prepare graduates to serve as licensed school psychologists and support students' academic, emotional, and behavioral well-being by conducting assessments, providing counseling, developing interventions, and collaborating with teachers, parents, and administrators.	42.2805	online	Summer 2026	National Association of School Psychologists (NASP)	The National Association of School Psychologists (NASP) recommends a ratio of one school psychologist per 500 students. In Idaho, the student-to-school psychologist ratio is approximately 1,700:1, which is more than three times the recommended ratio.	School psychologist, licensed psychologist, behavior specialist/interventionist, psychoeducational evaluator, special education	Idaho School Psychology Association (ISPA), National School Psychology Association (NASP)	not built from an existing concentration, minor, or other program	new faculty will be required to deliver this program	No new space is needed	This is planned as a fully online program.	Yes, we will request legislative funding. $350,000	Planning	Academic
School Counseling	M.A.	This online program will prepare graduates to serve as licensed school counselors. Graduates will be prepared to advocate for students' success, promote resilience and wellness, support career planning, implement prevention and intervention strategies, facilitate counseling programs, and evaluate		Online	Summer 2026	Council for the Accreditation of Counseling and Related Educational Programs (CACREP)				not built from an existing concentration, minor, or other program	Three faculty lines in the areas of school counseling or school psychology will be needed to ensure national	No new space is needed	This is planned as a fully online program.	Yes, we will request legislative funding. $250,000	Exploring	Academic
Plant Pathology	*PhD*	This degree existed previously in CALS prior to the consolidation of Plant Pathology and Entomology into Plant, Soil and Entomological Sciences (PSES) in 1982. This degree provides graduates with a Ph.D. program that reflects their department and the discipline they study. **MODE: F2F**		*On campus*	*Fall 2026*		No graduate degree-awarding institution in Idaho currently offers a Ph. D. in Plant Pathology. With Plant Pathology faculty at each UI research and extension center, as well as on the Moscow campus, the University of Idaho is poised to deliver a Ph.D. in Plant Pathology upon approval. Currently, students in Idaho who wish to complete a degree in Plant Pathology	*Natural Sciences Managers, Soil & Plan Scientists, Conservation Scientists, Life Scientists,*	*Faculty maintain a close association (and have consulted with) multiple commodity commissions that include economically*	*The department offers an M.S. degree in Plant Pathology but no minor or concentration. We will build upon the M.S. requirements following the same model we use for our M.S.*	We are not requesting any new faculty positions. The department and college will re-allocate personnel as needed.	*We are not requesting any new space. The current laboratory space (on campus and at the*	Region II (Moscow)	*No*	*Planning*	*Academic*

SUBJECT

America's Next 250 Update

REFERENCE

October 2025	The Board held a work session on the relevance of postsecondary education. Board staff were directed to develop a plan and coordinate a second work session.
December 2025	The Board approved *America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho* plan.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III. B – Academic Freedom and Responsibility
Idaho Code §33-101 – Responsibility of the State Board of Education
Idaho Code §33-107 – General Powers and Duties of the Board

BACKGROUND / DISCUSSION

America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho, adopted by the Board in December 2025, establishes a framework for sustained attention to and improvement of postsecondary civics education in three areas: civic knowledge, civil discourse, and civic engagement. Institutions will be embedding this work strategically throughout general education, in new coursework, and through co-curricular activities. The first phase (2026-2027) focuses on building institutional infrastructure: a coordinating committee, course development, and civic events. Institutions have already made significant strides in their efforts in all three areas.

The initiative builds on national momentum around civic renewal and aligns with Idaho's broader goals for workforce readiness, democratic participation, and community resilience.

IMPACT

The institutions' engagement with *America's Next 250* will strengthen civic literacy and engagement among Idaho's postsecondary students, fortifying our democratic republic with a more informed and active citizenry. It will also support institutional efforts to meet accreditation standards related to civic outcomes and provide opportunities for interdisciplinary collaboration.

This Board update highlights the unique approaches each institution is taking as they develop goals and programming consistent with their students' interests, their communities, and their mission.

ATTACHMENTS

Attachment 1 – America's Next 250 Plan: Board Update

Attachment 2 – American's Next 250 Plan Update Presentation

STAFF COMMENTS AND RECOMMENDATIONS

Staff are regularly engaged with each institution's Next 250 Committee. Regular updates will be provided as needed.

BOARD ACTION

This item is for informational purposes.

The Next 250 Plan: Board Update

Overview

In December, the Board passed the "America's Next 250: Enhancing Postsecondary Civic Knowledge and Engagement in Idaho" plan. Idaho's colleges and universities responded quickly and already have committees established to facilitate the implementation of America's Next 250 as envisioned by the Board's plan. The Board's plan positions college students as critical contributors to the next 250 years of the United States' democracy. Bolstered by one-time funds to implement dedicated coursework, engage in curriculum redesign, host celebratory events, and develop other civics projects, each of Idaho's eight public postsecondary institutions has crafted unique proposals for engaging students in civics education. Together, these proposals represent a targeted Phase One investment in civic knowledge, civil discourse, and civic engagement. The breadth and pace of participation across our state institutions is encouraging, and the approach outlined in each proposal is as creative as it is reflective of local and institutional strengths.

All institutions are participating in course development projects led by an academic leader at Boise State: Dr. Andrew Finstuen. Four-year institutions are focused on a 300-level *Reading the Republic* course focused on key texts of democracy, while the community colleges will be revising existing general education coursework to more explicitly address civics education. All eight institutions will host a number of civic engagement projects and civil dialogue events. Below are just a few selected institutional highlights of institutional proposals:

Boise State University

- Deploying the Constructive Dialogue Institute's *Perspectives* digital tool across University Foundations courses to build structured civil discourse skills.
- Launching a peer mentor program that trains undergraduate students to facilitate civic discussions in introductory courses.

Idaho State University

- Developing a civil discourse workshop for New Student Orientation, developed by faculty and designed to train other trainers for long-term delivery.

- Building a civics component into Bengal Bridge, the state's largest summer bridge program, through stipends for all six Bridge faculty.
- Hosting a spring teaching symposium featuring a speaker who will cover the interplay of civics and AI.

College of Southern Idaho

- Coordinating a campus and community read of *Declaring Independence: Why 1776 Matters*, with round table discussions and a Constitution Day kickoff speaker.
- Hosting three documentary film screenings: *Undivide Us*, *Public Enemies Private Friends*, and *Join or Die*. Each will be followed by panel discussions open to the campus and greater community.

College of Eastern Idaho

- Expanding Law Day and Constitution Day events with guest speakers and student programming.
- Partnering with Idaho Falls city government as well as the Chamber of Commerce for field trips and a special themed edition of *The Falcon Quill*.

College of Western Idaho

- Piloting a civics micro-curriculum mapped to the statewide General Education framework, culminating in a portable badge students earn upon completion.
- Already leveraging a separate NEA Big Reads grant for an April 9 civil discourse event, demonstrating strong capacity to layer funding sources.

Lewis-Clark State College

- Piloting a comprehensive civics course-marking system for the catalog, so students can identify civics-relevant courses at a glance.
- Hosting a "Democracy Day" for area high school students and a public forum with the LC State Speech & Debate team.
- Inviting K-12 students for theater productions and LC State Choir events featuring patriotic themes.

North Idaho College

- Partnering with College Presidents for Civic Preparedness to deliver civil discourse training at Fall 2026 and Spring 2027 convocations.
- Integrating this training into new faculty onboarding through NIC's teaching and learning center, ensuring sustainability beyond one-time funding.

University of Idaho

- Building an "Idaho Politics" Canvas module covering all five branches and levels of Idaho government, designed to deploy across at least eight political science and education courses.

- Assembling a digital exhibit of Idaho's foundational documents, hosted permanently on the open-source Digital Library of Idaho, which is built to outlast the America 250 anniversary and will be accessible to the public statewide.

Looking Ahead

Cumulatively, these proposals reveal eight institutions moving independently but in the same direction through meaningfully different approaches, which is exactly what a sustainable statewide initiative should look like. A few state-wide themes to watch as Phase One unfolds:

- Pilot courses are expected to launch in Spring or Fall 2027 across all institutions, producing the first wave of shared learning.
- Several institutions are building toward general education policy changes and piloting course-marking systems and micro-credentialing. These are projects that will carry civics education well beyond this initial funding cycle.
- The statewide professional learning community forming around the Reading the Republic Course Institute will connect faculty across institutions who are teaching similar material for the first time, creating organic knowledge-sharing infrastructure.

America's Next 250

Idaho Postsecondary Civics Plan Update

April 15-16, 2026 · Idaho State Board of Education
Instruction, Research and Student Affairs

Four-Year Institutions

Up to $50,000 each

Boise State University

- Deploying the *Perspectives* tool across in University Foundation courses to build student civil discourse skills
- Launching a peer mentor program training undergrads to lead civic discussions

Knowledge | Discourse

University of Idaho

- Curating a lasting public digital exhibit of Idaho's founding documents with the open-source Digital Library of Idaho
- Developing an “Idaho Politics” Canvas module covering all branches of state government for 8+ courses

Knowledge | Engagement

Idaho State University

- Embedding civics training in New Student Orientation and the state's largest summer bridge program (Bengal Bridge)
- Hosting a speaker on the interplay of civics and AI at the spring teaching symposium

Knowledge | Discourse | Engagement

Lewis-Clark State College

- Showcasing civic themes in theater and music with performances for local high school students.
- Hosting a “Democracy Day” for high school students featuring a public forum with the LC Speech & Debate team

Knowledge | Discourse | Engagement

Two-Year Institutions

Up to $25,000 each

College of Western Idaho

- Piloting a curriculum pathway that culminates in a portable civics badge tied to GEM 6 general education outcomes
- Hosting a civil discourse event with support from multiple funding sources to stretch the Next 250 funding further

Knowledge | Engagement

College of Southern Idaho

- Facilitating a campus-community read of *Declaring Independence*
- Hosting three civics documentary screenings with panel discussions

Knowledge | Engagement

College of Eastern Idaho

- Partnering with Idaho Falls city government and the Chamber of Commerce for field trips
- Expanding Law Day and Constitution Day events to include guest speakers and student programming

Knowledge | Discourse | Engagement

North Idaho College

- Partnering with College Presidents for Civic Preparedness to train faculty at convocation
- Embedding civil discourse training into new faculty onboarding for lasting sustainability

Knowledge | Discourse

Looking Ahead

- Pilot courses launch Spring or Fall 2027, producing the first wave of shared learning
- General education policy changes, course-marking systems, and micro-credentialing pilots will carry civics education well beyond Phase One
- A statewide faculty professional learning community, forming around the Reading the Republic Course Institute, will connect instructors across all institutions
- ISU's civics-and-AI focus and UI's digital primary documents initiative point to emerging dimensions worth tracking in Phase Two

TAB	DESCRIPTION	ACTION
1	IRSA – ESTABLISHED PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCOR) ANNUAL REPORT	Information Item
2	IRSA – HIGHER EDUCATION RESEARCH COUNCIL (HERC) ANNUAL REPORT	Information Item
3	IRSA – SEMI-ANNUAL REPORT OF APPROVED PROGRAM REQUESTS	Information Item
4	PPGA – UNIVERSITY OF IDAHO ANNUAL REPORT	Information Item
5	PPGA – NORTH IDAHO COLLEGE ANNUAL REPORT	Information Item

SUBJECT

Established Program to Stimulate Competitive Research (EPSCoR) Annual Report

REFERENCE

August 2016	EPSCoR provided their annual report to the Board
October 2017	EPSCoR provided their annual report to the Board
October 2018	EPSCoR provided their annual report to the Board
October 2019	EPSCoR provided their annual report to the Board
October 2020	EPSCoR provided their annual report to the Board
October 2021	EPSCoR provided their annual report to the Board
October 2022	EPSCoR provided their annual report to the Board
October 2023	EPSCoR provided their annual report to the Board
February 2025	EPSCoR provided their annual report to the Board

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

The Established Program to Stimulate Competitive Research (EPSCoR) is a federal-state partnership designed to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. Through EPSCoR, participating states are building a high-quality academic research base that is serving as a backbone of a scientific and technological enterprise.

Idaho EPSCoR is led by a state committee composed of 16 members, appointed by the Board, with diverse professional backgrounds from both the public and private sectors and from all regions in the state. The Idaho EPSCoR committee oversees the implementation of the Idaho EPSCoR program and ensures program goals and objectives are met. The Idaho EPSCoR office and the Idaho EPSCoR Project Director are located at the University of Idaho. Partner institutions are Boise State University and Idaho State University.

The purpose of EPSCoR awards is to provide support for lasting improvements in a state's academic research infrastructure and its research and education capacity in areas that support state and university Science and Technology Strategic Plans. Idaho EPSCoR activities include involvement in K-12 teacher preparation and research initiatives and projects ranging from undergraduate research through major state and regional research projects.

Consistent with Board Policy III.W.2.d., EPSCoR has prepared an annual report regarding current EPSCoR activities that details all projects by federal agency source, including reports of project progress from the associated external Project Advisory Board (PAB).

ATTACHMENTS

Attachment 1 – EPSCoR Annual Report FY2025
Attachment 2 – External Project Advisory Board (PAB) Report

STAFF COMMENTS AND RECOMMENDATIONS

A full presentation and discussion of the EPSCoR Annual Report was provided to the Instruction, Research, and Student Affairs Committee on April 2, 2026.

BOARD ACTION

This item is for informational purposes only.



Idaho Established Program to Stimulate Competitive Research (EPSCoR):

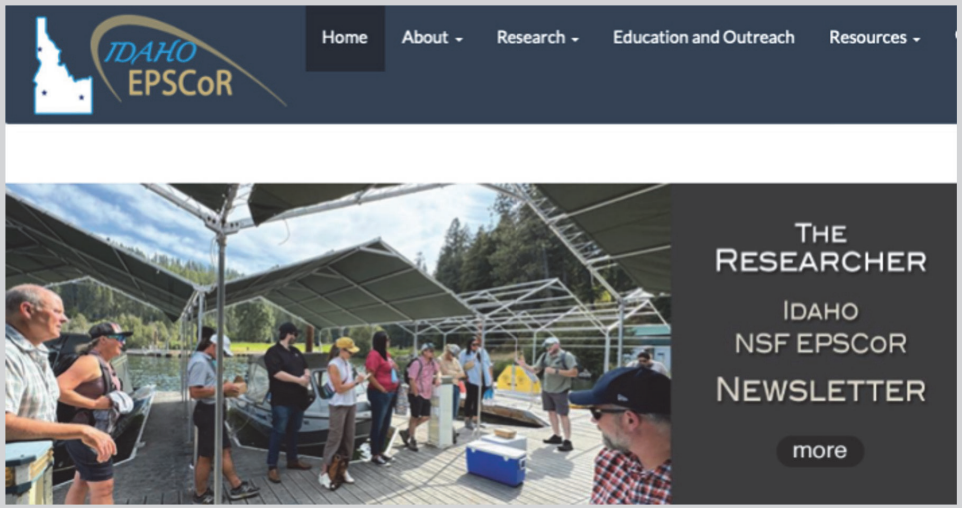
Annual Report-2025

DAVE TUTHILL, IDAHO EPSCOR COMMITTEE CHAIRMAN
ANDREW KLISKEY, PROJECT DIRECTOR
RICK SCHUMAKER, ASSOCIATE PROJECT DIRECTOR

IDAHO STATE BOARD OF EDUCATION: IRSA COMMITTEE
April 2, 2026

Idaho EPSCoR - 2025 Annual Report

- EPSCoR/IDeA National Context
- NSF RII Track-1 update “I-CREWS”
- Idaho post-Track-1 research ecosystem development



www.idahoepscor.org



www.idahocrews.org

IDAHO EPSCoR

Idaho EPSCoR - 2025 Annual Report

Federal EPSCoR / IDeA Funding for All Eligible States

Agency	FY23 Enacted	FY24 Enacted	FY25 Enacted	FY26	FY27 Coalition Goal
NSF	$245	$250	$250	$250	$270
NIH	$426	$431	$431	$451	$475
DOE	$35	$35	$35	$35	$40
USDA	15%	15%	15%	15%	15%
NASA	$26	$26	$26	$26	$30
DOD	$20	$20	$20	$20	$40
Total	$752+	$762+	$762+	$782+	$855+

Dollars in Millions.
Source: EPSCoR/IDeA

Creating Helpful Incentives to Produce Semiconductors (CHIPS) Act 2022 – H.R. 4346

NSF (Section 10325)

- 20% set aside for **EPSCOR** states, but ramps up from 15.5% to 20% over 7 years;
- Set aside relates to Congress' allocation under the Research and Related Activities and STEM Education Accounts (minus the Antarctic Facilities) only, rather than the whole of NSF.

- FY22: - **(13.7%)**
- FY23: 15.5% **(15.9%)**
- FY24: 16% **(19.6%)**
- FY25: 16.5%
- FY26: 17%
- FY27: 18%
- FY28: 19%
- FY29: 20%

Idaho EPSCoR - 2025 Annual Report

Recent active awards resulting from new EPSCoR-related Opportunities

$7,442,092

Faculty win largest National Science Foundation award in university history to create semiconductor workforce center

September 17, 2025

https://www.boisestate.edu/news/2025/09/17/faculty-win-largest-national-science-foundation-award-in-university-history-to-create-semiconductor-workforce-center/

U of I lands $1.4M grant to train next generation of wildland fire scientists

NSF EPSCoR Fellowship will support strengthening research and community resilience across Idaho and beyond

August 5, 2025

https://www.uidaho.edu/newsroom/wildland-fire-doctorates

Idaho State Among First Institutions to Receive NSF EPSCoR Graduate Fellowship Program Grant

October 9, 2025

https://www.isu.edu/news/2025-fall/idaho-state-among-first-institutions-to-receive-nsf-epscor-graduate-fellowship-program-grant.html

Idaho EPSCoR - 2025 Annual Report

NSF EPSCoR
ADVANCING GEOGRAPHIC DIVERSITY IN STEM

Active EPSCoR/IDeA Awards in Idaho: NSF Track-1 and Track-2 FEC

Agency	Title	Years	Institution(s)	Award Amount
NSF	**Track-1**: Idaho Community-engaged Resilience for Energy-Water Systems (I-CREWS)	2023-28	U of I (w/ Boise State, Idaho State, CDA Tribe, S-B Tribes)	$20,000,000
NSF	**RII FEC**: Intermountain Natural and Working Lands: Sustainable Practices for Ecosystems and Resilience Enhancement	2024-28	U of I w/MT, Tribes in MT and ID	$2,999,956
NSF	**Track-2 RII FEC**: Local and Place Based Adaptation to Climate Change in Underserved Rural Communities	2023-27	U of I w/ NV, SC	$2,435,509
NSF	**Track-2 RII FEC**: Developing a Circular Bio-Based Framework For Architecture, Engineering and Construction Through Additive Manufacturing	2021-25	U of I w/AL	$3,974,309
NSF	**RII FEC**: Good Fire: Enhance Spatial and Temporal Efficacy of Prescribed Fire and Managed Wildfire Use	2025-29	Boise State, w/ID,NM,OK	$3,999,959
NSF	**RII FEC**: Transforming wastes Into Economic Assets for Sustainability, Resilience, and Prosperity by a Novel Negative Emission Technology	2024-28	U of I w/AL, NM	$1,005,042

IDAHO EPSCoR

Active EPSCoR/IDeA Awards in Idaho: NSF Track-4 Research Fellows

Agency	Title	Years	Institution(s)	Award Amount
NSF	**RII Track-4: EPSCoR Research Fellows**: NSF: Enhancing Water Budget Simulations across CONUS: Modeling Vegetation Uptake of Rock Moisture	2025-27	U of I	$300,000
NSF	**EPSCoR Research Fellows**: Incorporating Knowledge Graphs and Reasoning Capabilities for Enhanced Visual Data Exploration in Mineral Evolution	2025-26	U of I	$213,433
NSF	**EPSCoR Research Fellows**: NSF: Modeling Human Preparation and Anticipation Processes	2025-26	U of I	$164,597
NSF	**EPSCoR Research Fellows**: NSF: Heterogeneous Integration of Wide Bandgap Semiconductor Chips for High Temperature Applications	2025-26	U of I	$299,938
NSF	**EPSCoR Research Fellows**: NSF: Enhanced Predictive Understanding of Wildfire Ignitions in the Face of Changing Socioenvironmental Landscape	2024-26	Boise State	$297,813
NSF	**EPSCoR Research Fellows**: Obtaining Data Science Expertise to Support Evidence-based Policymaking for Public Lands Counties	2025-27	U of I	$178,506

Idaho EPSCoR - 2025 Annual Report

Active EPSCoR/IDeA Awards in Idaho: NSF Graduate Fellowship Program (EGFP)

Agency	Title	Years	Institution(s)	Award Amount
NSF	**EPSCoR Graduate Fellowship Program (EGFP):** Idaho Student Excellence in Education and Research (I-SEER)	2025-28	Idaho State	$954,000
NSF	**EPSCoR Graduate Fellowship Program (EGFP):** Idaho WildFIRE QUEST	2025-28	U of I	$1,431,000

Total award amount for currently active direct NSF EPSCoR program-funded awards:

$38,254,062

Idaho EPSCoR - 2025 Annual Report

Active NSF EPSCoR Co-Funded Awards to Idaho

Start Year	# Co-Funded Awards	*NSF CAREER	Total Project $
2020	2	2	$1,096,552
2021	2	-	$19,287,470
2022	5	2	$2,059,895
2023	10	1	$4,767,906
2024	14	3	$7,493,986
2025	3	2	$1,478,965
Total	**36**	**10**	**$36,184,774**

Total award amount for NSF EPSCoR Co-funded awards:

$36,184,774

- Includes 10 prestigious NSF CAREER awards to early-career faculty at Boise State and U of I



Megan Cattau

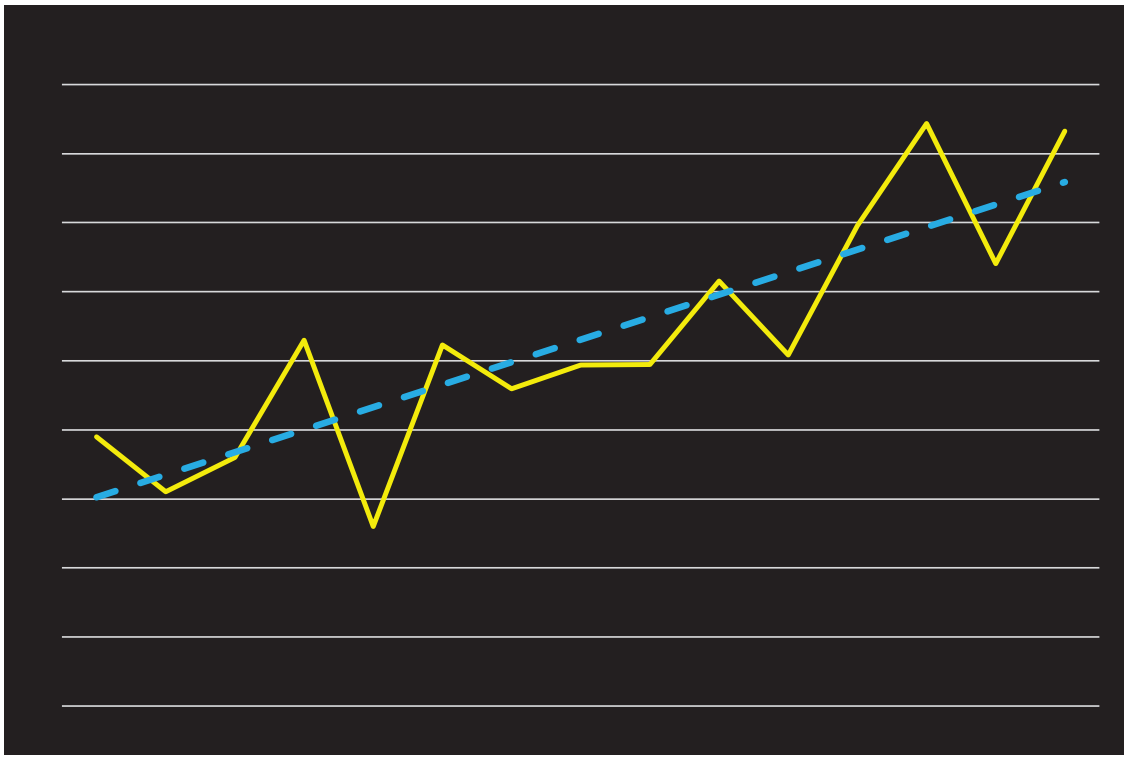


Leonora Bittleston

- 2 awards to NSF EPSCoR Track-1 GEM3 Project New Hires (2018-2024)

Idaho EPSCoR - 2025 Annual Report

Idaho's Growing Research Competitiveness at NSF



Total NSF funding to Idaho (FY24) = **$41.6M**,
68% increase from FY18

18% of Idaho's total NSF FY20-24 funding is EPSCoR (down from 22% thru FY19)

NSF EPSCoR eligibility is <0.75% share of total NSF funding, excluding EPSCoR RII+
Idaho's share (FY20-24) = **0.36%**
(up from 0.33% for FY19-23

See: https://www.nsf.gov/funding/initiatives/epscor/epscor-criteria-eligibility

Idaho EPSCoR - 2025 Annual Report

U.S. DEPARTMENT OF ENERGY | Office of Science

Active EPSCoR/IDeA Awards in Idaho: Department of Energy

Agency	Title	Years	Institution(s)	Award Amount
DOE	Neuromorphic Systems for Power Grid Cyber-Resilience	2022-26	Boise State	$708,985
DOE	Mechanistic and Kinetic Analysis of Polymer Deconstruction and Modification by Irradiation for Polymer Upcycling	2022-26	Idaho State	$583,930
DOE	DNA-Controlled Dye Aggregation – A Path to Create Quantum Entanglement	2019-26	Boise State	$12,500,000
DOE	Effect of the Electrical Double Layer (EDL) in Understanding the Correlation of Metal Plating/Stripping and Electrolyte Decomposition at Metal/Electrolyte Interfaces	2025-27	Boise State	$2,400,006

Total award amount for currently active DOE EPSCoR awards:

$16,192,921

IDAHO EPSCoR

Idaho EPSCoR - 2025 Annual Report

BASIC RESEARCH | RESEARCH DIRECTORATE
OFFICE OF THE UNDER SECRETARY OF DEFENSE FOR RESEARCH & ENGINEERING

Active EPSCoR/IDeA Awards in Idaho: Department of Defense

Agency	Title	Years	Institution(s)	Award Amount
DOD	Unraveling the Molecular Basis for Superior Ice Nucleation Activity	2024-27	Boise State	$578,389
DOD	Enhancing Research Capacity for Microelectronics in Extreme Conditions	2025-27	Boise State	$1,495,564

Total award amount for currently active DEPSCoR awards:

$2,073,953

IDAHO EPSCoR

Idaho EPSCoR - 2025 Annual Report

NIH National Institute of General Medical Sciences

Active EPSCoR/IDeA Awards in Idaho: National Institutes of Health

Agency	Title	Years	Institution(s)	Award Amount
NIH	Idaho INBRE	2001-2030	U of I lead	$109,757,454
NIH	COBRE: Convergent Engineering and Biomolecular Science (Phase 1)	2023-28	Boise State	$10,211,743
NIH	COBRE: Modeling Complex Interactions (Phase 1, 2, 3)	2015-30	U of I	$28,482,623
NIH	COBRE: Matrix Biology (Phase 1,2,3)	2014-29	Boise State	$28,047,940
NIH	COBRE: Nutrition and Women's Health (Phase 1)	2024-29	U of I	$11,928,535
NIH	CTR-D: Healthy Idaho Clinical & Translational Research Development Program	2025-30	Boise State, ISU, U of I, VAMC	$10,650,149

Four institutions form Healthy Idaho Clinical and Translational Research Development Program with $10.7 million from NIH -November 3, 2025

https://www.boisestate.edu/news/2025/11/03/

Total award amount for currently active continuing NIH IDeA awards:

$199,078,444

IDAHO EPSCoR

Idaho EPSCoR - 2025 Annual Report

Active EPSCoR/IDeA Awards in Idaho: NASA

Agency	Title	Years	Institution(s)	Award Amount
NASA RID	Research Infrastructure Development (RID)	2022-27	U of I	$1,000,000
NASA Research	CryoIdaho: Building Idaho's Cryosphere Research Community through Analysis of Terrain Effects on Snow and Ice Meltwater Fluxes	2021-25	Boise State	$750,000
NASA Research	On-Demand Manufacturing of Smart Systems for Structural Health Monitoring	2022-26	Boise State	$750,000
NASA Research	IDEAS: LA: IDaho Exploration And Science Lunar Analog	2023-26	Idaho State	$750,000
NASA Research	Improving global dryland streamflow modeling by better characterizing vegetation use of deepwater resources using NASA's GRACE/GRACE-FO, SWOT, and LIS	2025-27	U of I	$750,000
NASA Research	Advanced 3D Packaging and Integration of SiC and Emerging Ultrawide-Bandgap Semiconductors for Extreme Venus Surface Missions	2025-28	U of I	$750,000

Idaho EPSCoR - 2025 Annual Report

Active EPSCoR/IDeA Awards in Idaho: NASA

Agency	Title	Years	Institution(s)	Award Amount
NASA – ISS Flight Op	Evaluation of Biofilm Resistant Coatings for Spacecraft Water Systems	2022-26	U of I	$100,000
NASA – R3	Detection and Characterization of Spore-Forming Anaerobic Bacteria in an Aerospace Clean Lab	2024-25	Idaho State	$100,000
NASA – R3	Effects of Lunar and Martian Regolith Simulants on Growth, Survival, and Fitness of Vertebrates: Acute and Chronic Exposure Zebrafish Models	2023-26	Idaho State	$100,000

Total award amount for currently active NASA EPSCoR awards:

$5,050,000

Idaho EPSCoR - 2025 Annual Report

ACTIVE EPSCoR/IDeA Awards in Idaho: USDA

Agency	# EPSCoR of AFRI Awards	Years	Institution(s)	EPSCoR Award Amount ($)
USDA	3 of 3	FY20	U of I	$10,995,000
USDA	3 of 6	FY21	U of I	$1,122,733
USDA	5 of 11	FY22	U of I, Boise State	$2,799,817
USDA	10 of 14	FY23	U of I, Boise State	$4,955,794
USDA	9 of 13	FY24	U of I, Boise State	$4,116,363
USDA	1 of 2	FY25	U of I	$53,801

AFRI = Agriculture and Food Research Initiative

$24,043,508

in EPSCoR set-aside funds to Idaho in currently active awards

Idaho EPSCoR - 2025 Annual Report

ACTIVE EPSCoR/IDeA Awards in Idaho - combined

Agency	# EPSCoR of Awards	Institution(s)	EPSCoR Award Amount ($)
Department of Energy (DOE)	4 awards	BSU & ISU	$16,192,921
Department of Defense (DOD)	2 awards	BSU	$2,073,953
National Institutes of Health (NIH)	6 awards	BSU, ISU, & U of I	$199,078,444
National Aeronautics and Space Administration (NASA)	9 awards	BSU, ISU, & U of I	$5,050,000
United States Department of Agriculture (USDA)	31 awards	BSU & U of I	$24,043,508

$246,438,826

funds to Idaho in currently active awards

Idaho EPSCoR - 2025 Annual Report

ONE Idaho
Innovation • Integration • Inspiration

Idaho EPSCoR: Infrastructure Improvement Strategy



- I-CREWS Track-1: Year 3
- Capacity-building – education, research, WFD, broadening participation, partnerships

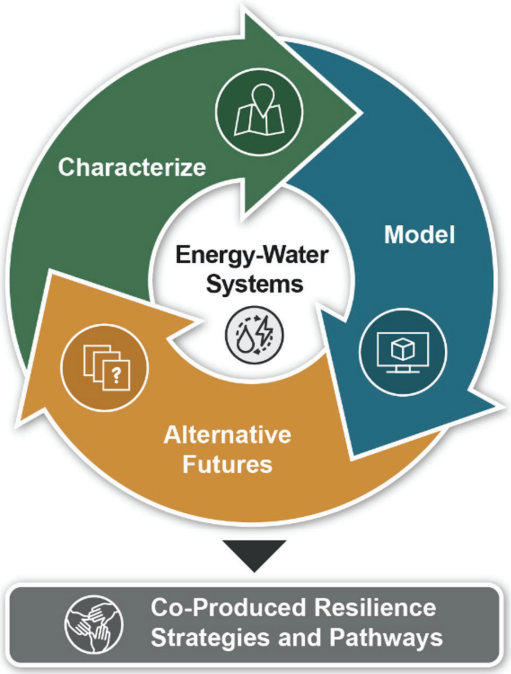




IDAHO EPSCoR

Idaho EPSCoR - 2025 Annual Report

RII Track-1 Current Award:
Idaho Community-Engaged Resilience for Energy-Water Systems (I-CREWS)



Critical national and state need: enhancing access for communities to diagnostic science for proactively addressing impacts of climate, population, and technological change on the interplay between energy and water

Scientific vision: build a world class capacity to characterize, model, and assess a range of futures to promote the resilience of E-W systems to climate, population, and technological change

Awarded: Aug 1, 2023 (thru July 31, 2028)



IDAHO EPSCoR

I-CREWS Student Research Stories



Kent Merrill,
Undergraduate Student at Idaho State University
Research Focus: Earth and Environmental Sciences
Hometown: Rupert, ID

Research focus:

Kent's summer research explored the role of persistent springs in ensuring reliable water flows during dry summers and droughts. Mountain springs create a refugia for organisms throughout Southern Idaho's semi-arid climate and its dry summers. By understanding water sources, we can better predict areas that will contain a larger amount of biodiversity in both plants and animals. We can also predict how springs will be affected by the ever-changing climate.

"I have an affection for water quality and how the organic and inorganic processes contribute to the health of water which ultimately impacts the ecosystem it provides for. By studying mountain springs, I am able to study both the water quality and its effects on the ecosystem."



Kaleb Rounsevel,
Undergraduate Student at University of Idaho
Research Focus: Water Science and Management
Hometown: St. Maries, ID

Research Focus:

Kaleb's research interest is in applying a unique, holistic approach to the challenges of hydrology, specifically concerning water quantity and quality in the face of new environmental challenges. The research addresses the critical need to understand how the Palouse Basin aquifer is recharged by analyzing wells located at the mountain-basin interface.
This research helps to create targeted strategies that protect our most vital recharge areas, ensuring the long-term security of the water that sustains our communities.

"My ultimate goal is to work in direct partnership with communities to listen to their concerns, understand their priorities, and work together to develop monitoring and management strategies. By combining my technical and scientific skills with their local knowledge, I aim to help communities navigate a future of increasing hydrologic uncertainty and build more resilient systems."

Idaho EPSCoR - 2025 Annual Report

I-CREWS Student Research Stories



Jade Mokry,
Undergraduate Student at University of Idaho
Research Focus: Ecology and Ecosystem Sciences, Aquatic Emphasis
Hometown: Coeur d'Alene Indian Reservation, ID

Research focus:

Jade's research involved exploring satellite-derived indices for assessing crop field performance in the Hangman Creek Watershed on the Coeur d'Alene Indian Reservation. The Hangman Creek agricultural field study provided insight into relative field-level crop productivity to guide future land management practices. As a culturally significant watershed, this work is important to understand and identify agricultural lands suitable for decommissioning to support the Coeur d'Alene Tribe's restoration goals of improving the ecosystem's water quality and reintroduction of salmon to the area.

"I want to be a good citizen to my tribal, local, and worldwide community. I hope to use my Traditional Ecological Knowledge and growing Western education to guide stewardship and restoration practices in aquatic ecosystems."



Erica Stryker,
Undergraduate Student at Lewis Clark State College
Research Focus: Bioinformatics
Hometown: Pullman, WA

Research Focus:

We are studying air quality and its impacts on communities across Idaho. This includes air toxics in wildfire smoke, other air pollutants, and meteorological events that can increase the concentration of these pollutants in our atmosphere. My project focused on modelling temperature inversions in the Lewis-Clark Valley and the effects of inversions on particulate matter concentration in the air.

This research impacts communities across Idaho. While the Lewis-Clark Valley is particularly prone to temperature inversions, inversion events can happen anywhere and are especially common in valley communities such as Boise or Twin Falls. Temperature inversions can concentrate particulate matter and exacerbate poor air quality from wildfire smoke and other pollutants. Knowing when inversions are likely to occur can help vulnerable populations in these communities better plan for these events.

Idaho EPSCoR - 2025 Annual Report



Tapiwa Mwila,
Graduate student at Boise State University
Mathematical Sciences (emphasis in Data Science)

I-CREWS Research focus:
Tapiwa Mwila, a third-year graduate student in Boise State University's Computing PhD Program, joined I-CREWS in 2024. Upon earning her master's degree in mathematical sciences (with an emphasis in data science) from the African Mathematical Institute (AIMS) in Kigali, Rwanda, Mwila then traveled to Boise, Idaho for her graduate work, allowing her to apply her knowledge of mathematics and data science for I-CREWS.

Working alongside researchers from Boise State, Idaho State University and the University of Idaho, the team works to compile, compute and create data models that will inform state energy-water projects. Focusing on the Treasure Valley Region–specifically, Ada and Canyon counties–Mwila has been studying data related to groundwater flow and resource consumption. The team compared trends in usage rates to population shifts and water policy. This approach allows the modeling team to train machine learning models which forecast future usage.

The I-CREWS team is breaking new ground in how science, technology, and community knowledge come together to solve some of Idaho's biggest challenges in energy and water management. Over the past years, researchers have made major progress toward a key goal—integrating qualitative insights and quantitative data to better model resilience across the state's energy–water systems.

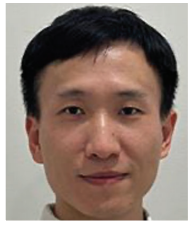
"I really love that we get to work with real-time data," Mwila stated. "I've pictured myself taking up a career in modeling, especially for machine learning. So, I'd say what I'm currently doing is completely in line with my career goals."

IDAHO EPSCoR

Idaho EPSCoR - 2025 Annual Report








I-CREWS New Faculty Hires

Boise State University:

- Data scientist / statistician [Dr. Michael Perlmutter, hired Aug 2023]
- Environmental governance [Dr. Stephanie Lenhart, hired Aug 2025]
- Systems engineer [Search in progress]

Idaho State University:

- Resilience social scientist [Dr. Georgia Hart-Fredeluces, hired Oct 2024]
- Environmental civil engineer [Dr. Tao Huang, hired Aug 2025]

University of Idaho:

- Environmental historian [Dr. Alyssa Kriekemeier, hired Aug 2024]
- Power and water systems modeler [Dr. Angel Monsalve, hired Jan 2024]
- Energy-water resource scientist [Dr. Shanny Spang Gion, hired Aug 2025]

Idaho EPSCoR - 2025 Annual Report

Jean'ne M. Shreeve NSF EPSCoR Research Excellence Award



2025 Award Recipient
Professor Jennifer Forbey
Boise State University

Alistair Smith (2023)
James McNamara (2022)
John Kalivas (2021)
Lillian Alessa (2020)
Colden Baxter (2018)
Lisette Waits (2017)
Ronald Hardy (2016)
Sanford Eigenbrode (2016)
David McIlroy (2014)
Alex Punnoose (2012)
Jean'ne M. Shreeve (2011)





Transition from RII Track-1 Program to Multi-Program



EPSCoR E-CORE

Builds capacity in 1 or more targeted research infrastructure cores

- Research Administration
- Facilities
- Higher Ed Pathways
- STEM Educ Pathways
- Broadening Participation
- Partnerships
- Community engagement & outreach

4 years ($10M) + 4 Years ($8M)

EPSCoR Track-1

Enhance research and capacity-building in topical areas to improve future R&D competitiveness

- Research
- WFD
- Education
- Broadening Participation
- Diversity
- Partnerships
- Communication
- Administration

5 years ($20M)

EPSCoR E-RISE

Supports incubation of research in a scientific field leading to increased research capacity and competitiveness in the topical area and sustainable improvements

- Jurisdiction-wide network of teams of researchers and sectors that incubate high-quality research in a defined STEM disciplinary area
- Develop high quality hypothesis- and problem-driven research projects that will sustain project outcomes beyond the E-RISE RII funding

4 years ($8M) + 3 Years ($4.5M)

E-CORE / E-RISE Implementation in Idaho

- Eligibility has been expanded [universities, colleges, Tribal Nations, non-profits, private institutions]
- All institutions, except U of I, are eligible to lead and submit now
  - U of I can participate as a non-lead sub-awardee (until 2027)
- Jurisdictional governments are now eligible
- E-CORE: $10M over 4-years
- E-RISE: $8M over 4-years
  - No cost match allowed for initial awards, cost match required for renewals
- Intent remains to provide statewide collaboration and coordination [per the current solicitations]

IDAHO EPSCoR

NSF EPSCoR E-CORE and E-RISE proposals from Idaho

Agency	Title	Years	Institution(s)	Award Amount
NSF 2024 Declined	**E-CORE**: Undergraduate-Centered Advancement in Research and Education (U-CARE)	2023-28	CoI, CWI and NNU	$10,000,000
NSF 2025 Pending	**E-CORE**: Idaho Network for Scaling Public Impact Research and Economic Development (INSPIRED)	2026-30	BSU , ITS, ISU, U of I, CWI, Trailhead Boise with WFDC, UW, INL, City of Boise, IDC, Micron …	$9,999,979
NSF 2025 Pending	**E-RISE**: Seasonally snow-covered Landscapes Undergoing Shifting Hydroregimes (SLUSH)	2026-30	ISU with BSU, U of I, and USDA Agricultural Research Service	$8,000,000
NSF 2025 Pending	**E-RISE**: Capacity Building for Resilient Microelectronics for Extreme Environments (XTREME) Program.	2026-30	BSU, U of I with CWI, CSI, CEI, BYU-Idaho, Micron, ID WFDC, NASA, AFRL, Penn State, LaTech	$7,997,728

E-CORE / E-RISE Implications for Idaho

Role of EPSCoR Committee is transitioning

- Expanded representation necessary [Chair Tuthill is leading expansion efforts]
- Expected to provide high-level strategic view of research across Idaho
  - greater collaboration with HERC necessary on State Higher Education Research Strategy
- Approval for submissions NOT required
- Notification of submission is required

Implications

- Statewide coordination, communication, and planning with Idaho institutions remains essential
- Coordination and planning expands to the entire EPSCoR / IDeA program ecosystem

Building Research Competitiveness through EPSCoR/IDeA

Visit Link

Visit Link

Visit Link

Visit Link

Visit Link

Visit Link

Visit Link

Visit Link

IDAHO NSF EPSCOR PROJECT ADVISORY BOARD (PAB) REPORT ON THE IDAHO EPSCOR RESEARCH INFRASTRUCTURE IMPROVEMENT TRACK-1 COOPERATIVE AGREEMENT (#OIA-2242769RII)

YEAR TWO

JULY 2025

TABLE OF CONTENTS

Introduction 2
Strengths 2
Research 2
Education & Workforce Development 3
Challenges & Recommendations 3
Research 3
Distinguishing Integration and Interweaving 4
Moving Ahead with Alternative Futures 6
Education & Workforce Development 8
Conclusions 8

INTRODUCTION

The Research Infrastructure Improvement (RII) project "Idaho Community-engaged Resilience for Energy-Water Systems (I-CREWS)" was funded by the National Science Foundation (NSF) Established Program to Stimulate Competitive Research (EPSCoR) and led to the Idaho RII Track-1 Cooperative Agreement. The Idaho EPSCoR Project Advisory Board (PAB) met as part of the I-CREWS annual meeting to hear progress toward the goals set forth in the Strategic Plan, which was finalized in January 2025. The meeting was hosted by the Coeur d'Alene Tribe and took place May 13-15, 2025. The PAB was asked to provide objective feedback on the progress to date as compared to the milestones for year two from the Strategic Plan. A roster of current PAB members is provided in Appendix A.

NSF EPSCoR funded this 60-month award in August 2023 at $20 million over five years. The State of Idaho has committed to contribute $4 million in additional funds towards the project over the five-year period. The University of Idaho (UI) is the fiscal agent for the award. Dr. Andrew Kliskey is the Idaho EPSCoR/Institutional Development Award (IDeA) Project Director (PD) and the Principal Investigator (PI) for the RII Track-1 Cooperative Agreement. Co-Principal Investigators are Alistair Smith, Karla Eitel, Kathleen Araujo, and Kitty Griswold.

This report is intended to provide feedback to the I-CREWS project team as they work toward their goals and objectives. This report consists of three parts: notable strengths of the project, challenges and recommendations, and conclusions.

STRENGTHS

The main project components—Research and Education & Workforce Development—were strong, as evidenced by the presentations and reports shared with the PAB. Project leadership provides management and support while allowing flexibility in approaches to accomplish key goals. Dr. Kliskey and his team are great facilitators and communicators and are keeping participants moving toward the goals identified in the Strategic Plan. Following are the identified strengths in Research and Education & Workforce Development as documented by the PAB at this I-CREWS annual meeting.

RESEARCH

This is a well-planned and highly ambitious project. A key strength of the initiative is the robustness of the commitment to authentic transdisciplinary engagement, which entails rigorous multi-disciplinary work along with the meaningful engagement of communities - and in particular Tribal communities. The strength of this commitment is represented both in the research culture and in its structural organization. Of note is the use of the term interweaving (as opposed to, for example, integration or convergence), which is used to denote emerging and organic interconnections across project areas, concepts, and participants. The concept of interweaving was embodied in the design of this year's annual meeting, which was held on Tribal land and included field trips to locally important natural resources and energy infrastructure. From a structural perspective, the robustness of the transdisciplinary engagement is demonstrated by the current development of explicitly site-centered cross-functional teams as a key part of the organizational structure, which is elaborated below.

Education & Workforce Development

The team continues to make significant progress in its education and workforce development programs. The new E-W systems literacy framework, combined with the VIP and CIP courses, is establishing a solid base for workforce development. With a strong commitment to engaging undergraduates in STEM education, the project is creating impacts that will sustain beyond the life of the award. Undergraduates are an integral piece of the overall research program and are contributing through the SARE program to summer and academic year research progress. The VIPs and CIPs are providing pathways for students to become engaged in the overall project. Human resource development is a critical part of the program that underlies the programmatic successes. The new ASSERT program is supporting the early career faculty as they become engaged in research and mentor students and postdoctoral researchers.

Challenges & Recommendations

Research

At this point in time, the team is undergoing a conscious inflection. Up until now, the work has been organized according to three interdisciplinary conceptual frameworks: characterize, model, and envision alternative futures. Having made significant progress in the first two of these areas, and realizing that progress in the third will require an evolution in organizational structure and team dynamics, the current shift entails grounding the work in three specific sites: the Coeur d'Alene Tribe reservation in northern Idaho, the Treasure Valley (the area surrounding Boise) in central-western Idaho, and Shoshone-Bannock Tribes' Fort Hall Reservation in southeast Idaho. Along with this shift has been the conscious adoption of the notion of "interweaving" in relation to some of the key objectives as a complement to, and in some cases a replacement for, the notion of "integration." Both interweaving and integrating serve to allow future collaborations and support knowledge co-production. This important work takes a lot of time to establish, and there needs to be a path to agreement on what the successful outcomes of the various types of interactions will be.

Our observation is that a focus on sites and the development of a language and associated practice of interweaving acknowledges the agency of Tribal and other community partners and provides an opening for the formulation of meaningful and relevant framing questions, models, and future visions. We also note that the adoption of a commitment to interweaving may, in some cases, stand in tension with some of the more integration-based language articulated in earlier documents (and still present in the most recent documents). We see value in further discussion regarding what different members of the team, and the group as a whole, *mean* by the concepts of interweaving and integration, as well *how* they will be operationalized in relation to different project objectives. Such discussions have the potential to foster productivity and ensure that the tension embodied by the current shift is a creative one. We also see these types of discussions as having the potential to increase levels of comfort and trust across team members as they approach the challenges of developing framing questions and using them to develop, model, and evaluate alternative futures.

One of the key difficulties is the absence of a shared task that unites all sites in a meaningful way. Without a common focal point, cross-site learning can remain superficial or fragmented. At the same time, forcing uniformity risks erasing the very local knowledge the project seeks to elevate. A community environment has to be created so everyone will trust in what they are doing, which includes an explanation of the success structure as well as a shared understanding of how the team can integrate people and verify that

advancements are being made. The team needs a robust pathway forward to show what they are doing and show how it is leading to success. This includes a clear pathway to quantifying what success might look like, including metrics. There needs to be a broader, more transparent engagement with the technical dimension of the work.

This feedback section is developed in three parts which are intended to offer both conceptual and practical ideas for responding to the opportunities and challenges entailed in the next phase of the project. First, we offer some thoughts on the distinction between interweaving and integrating and the nature of the challenges associated with each. Second, we focus on the development of framing questions as a key boundary object that can link to both integration and interweaving efforts and enable forward traction. Third, we build on these two sections to provide actionable insight into what is arguably the most urgent need for the project—to move forward both appropriately and with expedience on the task of modeling, exploring, and evaluating alternative futures for the energy-water nexus in Idaho.

Distinguishing Integration and Interweaving

In the early stages of this project, the term integration was used to describe the effort to bring together diverse perspectives, data sources, and disciplinary approaches in modeling the energy-water nexus across Idaho. Integration implies a kind of synthesis: combining parts into a coherent whole, often with the goal of producing a unified model or framework. More recently, the term interweaving has emerged in project documents, including the Year 2 Report. We believe this shift is both meaningful and timely. Interweaving suggests a different kind of relationship—one that values the distinctiveness of each thread (discipline, site, stakeholder perspective) while emphasizing the strength and resilience that comes from their patterned interaction. Unlike integration, which can sometimes imply flattening or subsuming differences, interweaving allows for complexity, tension, and multiplicity to remain visible and productive.

This distinction is not merely academic. It has real implications for how the project team approaches its work:

- Integration challenges us to build models, scenarios, and representations that incorporate community perspectives into technical frameworks.

- Interweaving challenges us to foster meaningful connections across sites, disciplines, and knowledge systems—without necessarily forcing them into a single mold.

As the project evolves, two distinct but interconnected challenges have emerged that underscore the importance of distinguishing between integration and interweaving. These challenges are not only technical or logistical—they are conceptual and relational, shaping how the project team collaborates, how knowledge is valued, and how progress is defined.

Challenge 1: Bridging the Community–Modeling Gap (The Integration Challenge)
One of the most persistent and complex challenges facing the project is the difficulty of meaningfully incorporating community knowledge—especially from Tribal nations and other place-based stakeholders—into formal modeling processes. This is not simply a matter of translating local concerns into data points. It is a deeper issue of epistemological alignment: how do we bring together fundamentally different ways of knowing?

Community members often speak from lived experience, cultural memory, and historical observation. These forms of knowledge are rich, nuanced, and deeply grounded—but they do not always conform to

the structures and assumptions of quantitative models. On the other hand, modeling efforts are constrained by what can be measured, simulated, or parameterized. As a result, there is a risk that models may inadvertently exclude or flatten the very perspectives they aim to represent.

Moreover, many modelers are not accustomed to designing models around stakeholder-defined questions. They may lack the tools, training, or institutional support to engage in co-productive processes. This creates a gap—not just in communication, but in purpose and practice.

To address this, we propose a shift in how integration is approached. Rather than attempting to integrate everything, the project should identify focused opportunities where community input can meaningfully shape modeling efforts. This might involve developing narrative-based scenarios that bridge technical and experiential knowledge, or supporting modelers in learning new facilitation and co-design skills. The goal is not to force alignment, but to create bounded spaces where integration is both possible and productive. We will develop more specific recommendations in terms of the development of framing questions and alternative visions for the future below.

Challenge 2: Weaving Across Sites and Knowledge Systems (The Interweaving Challenge) The second challenge is more spatial and relational in nature. It concerns the need to connect insights, practices, and relationships across the three project sites in Idaho. Each site has its own history, its own stakeholders, and its own priorities. What works in one place may not translate directly to another—and that is not a problem to be solved, but a reality to be respected.

This is where the concept of interweaving becomes especially valuable. Unlike integration, which seeks coherence and synthesis, interweaving allows for difference. It values the distinctiveness of each thread while emphasizing the strength that comes from their patterned interaction. But interweaving doesn't happen automatically. It requires intentional design, facilitation, and reflection.

To navigate this, we recommend that, first, the project team take time to reflect on which concept—integration or interweaving—is most appropriate for different project objectives. Doing so can help clarify the following: 1) what kinds of gaps the team is trying to bridge (and how); 2) what kinds of gaps may be better minded (acknowledged and respected); and 3) how different team members can contribute to this work in ways that are both realistic and meaningful.

Second, the team may consider the development of a "meta-site" coordination process—one that supports cross-site dialogue, identifies resonant themes, and surfaces both commonalities and contrasts. Storytelling and narrative tools can play a powerful role here, helping to weave together diverse experiences without demanding uniformity.

Once the team has had a chance to thoughtfully consider their roles in integration vs. interweaving, and created structural spaces for interweaving discussions to happen at the scale of the group as a whole, we anticipate that study areas will have an easier time considering framing questions.

Developing Framing Questions

Framing questions are often overlooked, but represent a fundamental step in properly executing a robust scenario planning process, and therefore alternative futures process. Framing questions need to be focused on a key decision or challenge, be open-ended to allow for multiple plausible futures, be relevant to the engaged participants in the region, and have an actionable time horizon.

As we will explain, we see careful attention to framing questions as both essential for the success of modeling efforts and for ensuring that Tribal and other community members continue to have agency in the way the project unfolds. Thus, both integration and interweaving need to be employed to develop the framing question for each project site, and any framing questions that cross all three sites.

During the meeting, the Shoshone-Bannock study site wrestled with the framing question, but arrived at something that could serve the site well, and provides an example for other study sites to consider. The question, "How might energy development and water resource scarcity impact tribal sovereignty?" is focused on a couple of key challenges, is open-ended enough to support multiple futures, and is certainly relevant to most in the region. However, there is no time frame associated with the question, and some specificity could help the different teams envision how they begin answering this question. Additionally, a close variant of this question could be the overall framing question across the three sites, providing clear opportunities for those who wish to interweave.

Even though the Shoshone-Bannock study site went through that exercise during the annual meeting, this should continue to be workshopped to ensure that all members of the study site team and cross-study site team are comfortable with the framing, especially the modelers. If all three study sites agree this is an appropriate overarching framing question, then we encourage each study site team to explore the ways that interweaving might help clarify roles and responsibilities. For example, hydrologists might be interested in interweaving their understanding of current and future hydrographs with tribal knowledge about how fish might respond. This is uniquely different than an integration approach, where numerical estimates of fish numbers might be coupled with a hydrologic model, or water temperature models are developed using climate projections. Interweaving will allow for stronger intercultural engagement, which will ultimately help teams develop better framing questions.

However, as these discussions are pursued, it is of paramount importance that all members of the team co-produce the framing questions. This will allow for deeper conversations between groups like the modeling team and the local representatives, where modelers can better understand why the framing question is of concern to the local representatives, and the non-modelers can understand how models can be used to answer discrete questions. Similarly, we believe this could assist the translation of community needs into factors able to be modeled, leading to better models with clearer variable definitions.

Moving Ahead with Alternative Futures

Given the core role of alternative futures (AF) to the whole project, we encourage a significant ramp up of efforts supporting the futures work. It was clear from the annual meeting that most modelers knew they were important to the AF work, but were unsure how or when they should interact. Our recommendation is that modelers are engaged early, and often, throughout the process to ensure integration occurs and supports the development of the scenarios that will drive the AF. This should include some training or workshops that allow modelers the opportunity to think not just about the end point, but also all the assumptions going into any given model that supports the AF work.

Building off the two previous recommendations, we believe the AF approach will help solidify the relative role of integrators and interweavers, giving site community members and team members added agency to pursue their ideas and science in a supportive and collaborative environment. We propose that the AF approach could start with interweaving, building off the conversations around the framing questions, allowing common concerns across test cases some "air time." Identifying the obvious commonalities between the sites and whether there are common uncertainties that challenge each site could be an easy entry point for these conversations. Interweaving should be the focus at that initial step, encouraging

multiple knowledge streams to characterize the region and document key concerns, centered primarily on the people of the place. Of paramount importance is the inclusion of modelers so they can begin to understand why various challenges are being expressed the way they are.

Interweaving can honor not only the individual contributions at this step, but could also encourage and include synthesized opinions from other regional efforts, media, and community documents. There are limited examples of how synthesized issues and decisions can be used to develop scenarios, so this could be a way for the I-CREWS team to contribute meaningfully to the scenario and AF literature, while making up for some lost engagement time.

The role of modelers as integrators will become very critical as straw person scenarios are created. Modelers will be essential for thinking about how to properly characterize and integrate the uncertainties into logical, and plausible, scenario narratives. This should all be done by the end of project year 3 in order to facilitate site-level feedback on those characterizations and scenarios. This will necessitate a cross-functional conversation as the modelers begin to develop these integrated models, in case similar representations can serve across sites.

Early in project year 4, we imagine the need to develop all the physical characterizations of the scenarios, allowing for sufficient time for site engagement and local validation of the models. That feedback could go back to the bigger team (across sites) as another thread to interweave into how Idaho thinks about the energy-water nexus. The localized interpretation of integrated models describing water and energy challenges could serve as an opportunity to create a nested framework for addressing these challenges statewide. Thus, we envision this focus on integration and interweaving can help kick start the AF teams within and across the study sites.

By way of conclusion of this section, we offer a tabular representation of the concepts developed above, and how the concepts of interweaving and integrating may support key project tasks and objectives moving forward. Please note however that our foundational feedback is that the team should take ownership of the distinction between the two concepts and make it work for them, so the table should be treated as a point of departure.

Steps in the Development of Alternative Futures	**Interweaving**	**Integrating**
Developing Framing Questions	X	X
Defining or Characterizing Place(s)	X	
Identifying issues and decisions	X	
Defining critical uncertainties	X	
Developing scenario narratives		X

Physical Characterization of Scenarios		X
Impact Models - Exploratory and Normative Engagement with Alternative Futures	X	X

Education & Workforce Development

The I-CREWS education and workforce programs are well-planned, and in the next year these plans should be implemented fully to create strong outcomes. The team should continue their focus on creating opportunities for undergraduate students to engage in authentic research within the interdisciplinary program. The identified challenge of getting SARE students to share their stories via video could be solved by building into the program a component where students are trained to create short videos for use on social media rather than web-based videos. There is a unique opportunity for students to be involved with the interweaving of the disciplinary areas that is unfolding in this project. The project continues to do an excellent job of including Indigenous perspectives at the core of the effort. With the ever-changing landscape within academia, this project team is a thought leader in how to engage across diverse scientific disciplines and cultural traditions. This success should be celebrated and shared broadly so that other institutions can learn from this rich experience.

Conclusions

The I-CREWS project is showing significant progress in its first two years. There are many challenges to integrating and interweaving across cultures and disciplines, but the work being accomplished now is a strong foundation to support the site-based modeling and future state-level discussions. It is critical for the partnering Universities to continue their contributions to the project in both research and education. This I-CREWS team is well-positioned to continue their excellent work in helping to train scientists to fill the workforce needs of Idaho and the country more broadly. The PAB would like to thank the Idaho EPSCoR Statewide Committee, all of the faculty, students, post-doctorates, and staff for allowing the PAB to provide its perspective on your excellent work to date. The PAB looks forward to hearing how the team integrates and interweaves the modeling and characterization work over the next year.

Appendix A. Project Advisory Board Members

Name	Affiliation
Paul Hirsch, PAB Chair	Associate Professor and Graduate Program Director of the Department of Environmental Studies, State University of New York College of Environmental Science and Forestry
E. Jamie Trammell	Associate Professor and the chair of the Environmental Science, Policy, and Sustainability department at Southern Oregon University
J. Nathan Kutz	Director for NSF-funded AI Institute in Dynamic Systems at the University of Washington
Anna Waldron	Education and Evaluation Consultant and Principal at Waldron Educational Consulting, LLC

SUBJECT

Higher Education Research Council Annual Report for Fiscal Year 2025

REFERENCE

February 2017	The Board was provided the annual update of the Higher Education Research Council for FY16 and approved the second reading of amendments to Board Policy III.W.
February 2018	The Board was provided the annual update of the Higher Education Research Council for FY17.
June 2019	The Board was provided the annual update of the Higher Education Research Council for FY18.
June 2020	The Board was provided the annual update of the Higher Education Research Council for FY19.
June 2021	The Board was provided the annual update of the Higher Education Research Council for FY20.
February 2022	The Board was provided the annual update of the Higher Education Research Council for FY21.
February 2023	The Board was provided the annual update of the Higher Education Research Council for FY22.
February 2024	The Board was provided the annual update of the Higher Education Research Council for FY23.
February 2025	The Board was provided the annual update of the Higher Education Research Council for FY24.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.W. Higher Education Research

BACKGROUND/DISCUSSION

Board Policy III.W. Higher Education Research recognizes the significant role research plays in innovation, economic development, and enhanced quality of educational programs. By developing and leveraging the state's unique research expertise and strengths, Idaho's universities and colleges serve as catalysts to spur the creation of new knowledge, technologies, products, and industries. This in turn leads to new advances and opportunities for economic growth.

The Board's Higher Education Research Council (HERC) provides recommendations to the Board regarding statewide collaborative efforts and initiatives to accomplish these goals and objectives. In addition, HERC provides direction for, and oversees the use of, the limited resources allocated by the Board for higher education research by promoting research activities that will have the greatest beneficial effect on the quality of education and the economy of the state.

HERC also administers the Idaho Global Entrepreneurial Mission (IGEM) Fund programs, disbursement of Infrastructure Funds, and the oversight of matching

funds for our Idaho Established Program to Stimulate Competitive Research (EPSCoR) federal grants on the Board's behalf and in compliance with Board Policy III.W.

HERC-IGEM projects are awarded for competitive state university research in support of the goals of the IGEM initiative. These funds are to be used as seed funding for strengthening Idaho's future by strategically investing in the development of expertise, products, and services which result in state economic growth. While these awards may be for up to three years, the funding is contingent upon successful progress as determined by HERC at an annual review of the project.

IMPACT

Taking a strategic approach to invest in the state's unique research expertise and strengths leads to new advances and opportunities for economic growth and enhances Idaho's reputation as a national and international leader in excellence and innovation. This update will provide the Board with the opportunity to provide ongoing input to the Higher Education Research Council on areas of focus and strategic direction.

ATTACHMENTS

Attachment 1 – FY25 HERC Report Presentation Deck
Attachment 2 – FY25 HERC Budget Allocation
Attachment 3 – FY25 Performance Measure Reports
Attachment 4 – FY25 Research Activity Reports
Attachment 5 – FY25 Infrastructure Summary Reports
Attachment 6 – FY25 Undergraduate Research Report
Attachment 7 – FY25 Idaho Conference on Undergraduate Research Report
Attachment 8 – FY25 IGEM Grant Annual Reports

BOARD STAFF COMMENTS AND RECOMMENDATIONS

A full presentation of HERC activities was provided to the Instruction, Research and Student Affairs Committee of the Board on April 2, 2026.

BOARD ACTION

This item is for informational purposes only.

Higher Education Research Council (HERC)

Report on activities from
July 1, 2024 - June 30, 2025
(Fiscal Year 2025)

Dr. Chris Nomura, Chair











Attachments

- FY25 HERC Budget Allocation
- FY25 Performance Measures Reports
- FY25 Research Activity Reports
- FY25 Infrastructure Summary Reports
- FY25 Undergraduate Research Reports
- FY25 Idaho Conference on Undergraduate Research Report
- FY25 IGEM Active Grants & Final and Annual Reports

HERC - Mission

Strengthen the research capabilities at Idaho's public four-year institutions and contribute to the economic development of the state of Idaho.

HERC - Purpose, Vision, and Role

- **Purpose:** To provide vision, leadership, and strategic financial support to the research endeavors at Idaho's higher education institutions.

- **Vision:** Idaho will become a research destination in key discipline areas.

- **Role:** To manage HERC funds, influence the research endeavor in higher education in Idaho, and monitor key factors that might impact the funder and influencer roles HERC plays.

HERC Membership

Higher Education Representatives

Dr. Nancy Glenn, *Boise State University*

Dr. Martin Blair, *Idaho State University*

Dr. Christopher Nomura, *University of Idaho (Chair-Elect)*

Dr. Grace Anderson, *Lewis-Clark State College (Chair)*

Industry Representatives

Todd Combs, *Idaho National Laboratory*

Eileen Barber, *Keynetics*

Heather Messenger, *Life Sciences and Biotech Industry*

Douglas Sayer, *Premier Technology Inc.*

FY25 HERC Budget Allocation

HERC IGEM Grants	$1,899,263
Research Infrastructure Funds	$854,000
Matching Grants (EPSCoR match)	$800,000
Undergraduate Research	$290,000
AI Tools Research	$180,737
Total	**$4,019,000**

Research Infrastructure

Funding to support science, engineering, and other research infrastructure

FY25 Infrastructure Budget - $854,000

Major line items:

- **BSU** – $55,086 for Biomedical Research Vivarium Equipment and $50,000 for Atomic Force Microscopy for Laxman Mainali
- **ISU** – $113,000 for Flow2 (neuroimaging device) equipment and service contract for startup
- **LCSC** – $43,737 for salary and fringe for LC State Librarian to support undergraduate and faculty research efforts
- **UI** – $238,215 for High Resolution Chemical Ionization for the EcoTron project

Undergraduate Research

Funding to support STEM undergraduates in research projects and travel to conferences

FY25 Undergraduate Research Budget - $290,000

61 student research projects supported in FY25:

- **BSU** – 20 students across 15 disciplines supported at $3,000 each
- **ISU** – 14 students across 8 STEM disciplines. Funding covered essential laboratory supplies and conference participation support
- **LCSC** – 8 students received fellowships and were able to present posters at either the LC State Research Symposium or ICUR
- **UI** – 4 students supported for Spring 2025 Semester Awards, 13 students supported for SURF projects, and 2 students supports for SURF-INBRE

Idaho Conference on Undergraduate Research (ICUR)

Funding for a two-day undergraduate conference held each July. Link to ICUR… https://www.boisestate.edu/icur/icur-2025/

FY25 ICUR Budget - $60,000

FY25 ICUR Highlights/Outcomes:

- 590 attendees (2024 = 444 attendees)
- 218 unique project posters, many interdisciplinary (2024 = 181 project posters)
- 623 project collaborators including presenters, co-authors, mentors (2024 = 550 collaborators)
- HERC funding was utilized to pay for transportation and housing for students to attend from across the state and for the space, A/V, and catering for the event

Idaho Global Entrepreneurial Mission Fund (IGEM)

Competitive grant program used as seed funding for strengthening Idaho's future by strategically investing in the development of expertise, products, and services which result in state economic growth.

- 1- to 3-year grants up to $700,000 per year
- FY25 IGEM Grant Budget: $1,899,263
- Active Grants in FY25: 9

FY25 Active IGEM Grants

- **IGEM 23-001:** Reconfigurable Attack-Defend Instructional Computing Laboratory **(RADICL)**
  University of Idaho
  $700,000, for last year of a 3-year project

- **IGEM25-001:** Development of Methodologies, Instrumentation, and Assay Kits for Screening of Toxic Organic Pollutants in Environmental Sources
  Boise State University:
  $187,100 for one-year project

- **IGEM25-002:** A microneedle-based transcutaneous Staphylococcus aureus vaccine
  Boise State University
  $165,600, for one-year project

- **IGEM25-003:** AI Based Quality Control for Potato Harvesting
  Idaho State University
  $95,656, for one-year project

FY25 Active IGEM Grants (Continued)

- **IGEM25-004:** Demonstration of soil thickness and carbon (STC) method
  Idaho State University
  $200,807 for first year of a two-year project

- **IGEM25-005:** Self-healing Composites for Aggressive Environments
  University of Idaho
  $197,600 for 18-month project

- **IGEM25-006:** Flexible Data Collection and Analysis Systems for Precision Agriculture and Environmental Sensing
  University of Idaho
  $119,800 for one-year project

- **IGEM25-007:** Recovery of Critical Materials from E-Waste
  University of Idaho
  $140,000 for one-year project

- **IGEM25-008:** Developing Novel Fungicides for Sustainable Potato Production
  University of Idaho
  $92,700 for one-year project

FY25 IGEM Grant Annual and Final Reports

- See attachment 8 for FY25 annual and final reports

- Also, all current and past HERC-IGEM funded projects can be found in at the following link on the Board webpage: https://boardofed.idaho.gov/board-facts/board-committees/higher-education-research-council-herc/current-herc-projects/

2026 Idaho Conference on Undergraduate Research (ICUR)

Please join students from across the state who will present their work

July 15-16, 2026, at Boise State University

https://www.boisestate.edu/icur/

Example: IGEM26-003: Valorizing Potato Juice and Oat Pulp to Food Ingredients, Boise State

What: Recovers surplus and off-grade potatoes for conversion into protein, fiber, and starch for use as ingredients in consumer products.

Why: There is a glut of potatoes on the market that generate on the order of 1 to 5 dollars per hundredweight as cattle feed. The value add from this project, over animal feed, is about 30 dollars per hundredweight.

Who: Faculty and students along with partners at Genesis Organics, Simplot, and Streamline Precision. Quality testing and industrial scale up occurring in Glenns Ferry.

Impact: Waste reduction, job creation, new markets. Create 21 new jobs and generate $4M in annual revenue by 2030.

Example: I-GEM 25-003. AI Based Quality Control for Potato Harvesting, ISU

What: Proof of Concept: Develop an artificial intelligence (AI) system capable of non-destructive detection and subsequent loss of revenue due to removal of potatoes affected by hollow heart and other abnormalities.

Why: Physiological defects such as hollow heart in a potato crop can be devastating to farmers. Defects may result in an entire shipment of potatoes being rejected at points of inspection.

Who: Three faculty, 3 undergraduate research students and one graduate student (mechanical engineering program) with interest from two Idaho potato producers, Spudnik Equipment Company and Double L LLC.

Impact: For 300+ commercial potato growers in Idaho, reduce the estimated $86 million annual loss due to poor quality, rejected potato crops.

Thank you.

FY 2025 Allocation of HERC Funds

			FY2025
Allocation			**$4,019,000**
HERC IGEM			$1,899,263
Infrastructure Funds			$854,000
Matching Grants (EPSCoR Match)			$800,000
Incubation Fund			$0
Undergraduate Research			$290,000
Administrative Costs			
TOTAL		**Sum**	***$3,843,263***
BALANCE	Balance		**$175,737**
IGEM Funds			
UI	IGEM 23-001		700,000
BSU	IGEM 25-001		187,100
BSU	IGEM 25-002		165,600
ISU	IGEM 25-003		95,656
ISU	IGEM 25-004		200,807
UI	IGEM 25-005		197,600
UI	IGEM 25-006		119,800
UI	IGEM 25-007		140,000
UI	IGEM 25-008		92,700
Total IGEM	***Committed IGEM Funds***		***$1,899,263***
Research Infrastructure Funds			
BSU			$250,000
ISU			$250,000
UI			$250,000
LCSC			$104,000
Total Infrastructure			**$854,000**
Matching Award Grants			
NSF-EPSCoR			$800,000
Total Matching Grants			**$800,000**
Targeted Research			
Total Targeted Research			

Undergraduate Research	
BSU	$65,000
ISU	$65,000
UI	$65,000
LCSC	$30,000
Idaho Conference for Undergraduate Research (ICUR)	$65,000
One-time money	
Total Undergraduate Research	**$290,000**
Administrative Costs	
FY25 Administrative Costs	
Total Administrative Costs	
Total Budget / Allocation	**$3,843,263**

Unused HERC-IGEM funds ($175,737) plus $5000 from the ICUR line that didn't get sent (because only $60,000 was sent with the idea to hold back $5,000 just in case more was needed).

Then at the HERC meeting held on March 24, 2025 it was decided to send the following amounts to the institutions to use for researching AI tools:
BSU: $50,000
ISU: $50,000
LCSC: $30,737
UI: $50,000

Total: 180,737

BOISE STATE FY2025 PERFORMANCE MEASURES REPORT

Performance Measure	FY2021	FY2022	FY2023	FY2024	FY2025	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey, 5 Year Average.	$41,113,857	$43,638,927	$45,960,283	$49,545,213	Not Available	5% average increase across the previous 5 years
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey. % increase over prior 5 yr period.	7.3%	6.1%	5.3%	7.8%	Not Available	5% average increase across the previous 5 years
Number of new sponsored project proposals submitted by an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho institution of higher education (in either direction).	23	26	30	37	27	5% annual increase
Number of new sponsored project awards to an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction).	12	9	13	12	10	3% annual increase
Number of competitive research project per year supported by the Idaho Higher Education Research Council that directly address research opportunities outlined in Higher Education Research Stategic Plan and that involves at least two Idaho public postsecondary institutions.	2	1	0	0	0	1 per year
Statewide amount of awards with the Idaho National Laboratory by the institutions. 5 year average.	$2,760,431	$2,858,774	$2,654,282	$2,589,813	$2,659,488	5% average increase across the previous 5 years
Statewide amount of awards with the Idaho National Laboratory by the institutions. % increase over prior 5 yr period.	5.0%	3.6%	-7.2%	-2.4%	2.7%	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). 5 year average. This funding from private sector only.	10.4	9.2	9.8	9.2	7.4	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). % increase over prior 5 yr period. This funding from private sector only.	-24.6%	-11.5%	6.5%	-6.1%	-19.6%	5% average increase across the previous 5 years

BOISE STATE FY2025 PERFORMANCE MEASURES REPORT

Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). 5 year average. This funding federal pass-through only.	4.2	4.6	4.4	4.8	5.4	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). % increase over prior 5 yr period. This funding federal pass-through only.	10.5%	9.5%	-4.3%	9.1%	12.5%	5% average increase across the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions. 5 year average.	24.2	26.0	32.6	36.8	42.4	5% average increase across the combined institutions from the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions. % increase over prior 5 year period.	-5.5%	7.4%	25.4%	12.9%	15.2%	5% average increase across the combined institutions from the previous 5 years
Number of invention disclosures resulting from research at the institutions. 5 year average.	17.0	16.8	16.0	13.4	11.8	5% average increase across the previous 5 years
Number of invention disclosures resulting from research at the institutions. % increase over prior 5 year period	0.00%	-1.18%	-4.76%	-16.25%	-11.94%	5% average increase across the previous 5 years
Number of invention disclosures vetted through entrepreneurial competitions or industry partnerships resulting from research at the institutions.			6	2	4	2 per year per institution
Number of undergraduate and graduate students at the institutions paid from sponsored projects. 5 year average	1118.0	1215.6	1247.2	1291.6	1319.0	3% average increase across the previous 5 years
Number of undergraduate and graduate students at the institutions paid from sponsored projects. % increase over prior 5 year period	7.25%	8.73%	2.60%	3.56%	2.12%	3% average increase across the previous 5 years
Percentage of degree-seeking undergraduate students at the institutions who had a research experience. 5 year average	39.0%	38.8%	38.1%	36.7%	35.3%	10% average increase across the previous 5 years
Percentage of degree-seeking undergraduate students at the institutions who had a research experience. % increase over prior 5 year period	-0.49%	-0.57%	-1.71%	-3.59%	-4.05%	10% average increase across the previous 5 years
Number of faculty and staff at the institutions paid from sponsored projects. 5 year average	993.2	1066.6	1121.2	1137.4	1135.2	3% average increase across the previous 5 years
Number of faculty and staff at the institutions paid from sponsored projects. % increase over prior 5 year period	6.8%	7.4%	5.1%	1.4%	-0.2%	3% average increase across the previous 5 years

Performance Measure Explanatory Notes:

BOISE STATE FY2025 PERFORMANCE MEASURES REPORT

Note A - Activity with private sector/industry - (a) is funding from private sector, and (b) is funding from private sector, federal flow through.

IDAHO STATE UNIVERSITY FY2025 PERFORMANCE MEASURES REPORT

Performance Measure	FY2023	FY2024	FY2025	FY2026	FY2027	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey,	$7,404,000	$7,569,000	$7,747,171	$0	$0	5% average increase across the previous 5 years
Number of new sponsored project proposals submitted by an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction).	37	36	28	0	0	5% annual increase
Number of new sponsored project awards to an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction).	31	22	20	0	0	3% annual increase
Number of competitive research project per year supported by the Idaho Higher Education Research Council that directly address research opportunities outlined in this strategic plan and that involve at least two Idaho public postsecondary institutions.	0	0	0	0	0	1 per year
Statewide amount of awards with the Idaho National Laboratory by the institutions as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey.	$2,499,045	$2,780,447	$1,252,600	$0	$0	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.).	64	48	35	0	0	5% average increase across the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions.	1	0	1	0	0	5% average increase across the combined institutions from the previous 5 years
Number of invention disclosures resulting from research at the institutions.	1	6	4	0	0	5% average increase across the previous 5 years
Number of invention disclosures vetted through entrepreneurial competitions or industry partnerships resulting from research at the institutions.	1	6	4	0	0	2 per year per institution
Number of undergraduate and graduate students at the institutions paid from sponsored projects.	362	382	424	0	0	3% average increase across the previous 5 years
Percentage of degree-seeking undergraduate students at the institutions who had a research experience.	36%	36%	37%	0%	0%	10% average increase across the previous 5 years

IDAHO STATE UNIVERSITY FY2025 PERFORMANCE MEASURES REPORT

Number of faculty and staff (combined metric) at the institutions paid from sponsored projects.	231	211	235	0	0	3% average increase across the previous 5 years
K-20 Statewide Stratgic Plan Performance Measures						
Percentage of students participating in undergraduate research.	36%	36%	37%	0%	0%	Note: This measure is being requested independently from your IR offices.

LEWIS CLARK STATE COLLEGE FY2025 PERFORMANCE MEASURES REPORT

Performance Measure	FY2024	FY2025	FY2026	FY2027	FY2028	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey, 5 Year Average.*	463000*	470113*				5% average increase across the previous 5 years
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey. % increase over prior 5 yr period.*	N/A	N/A				5% average increase across the previous 5 years
Number of new sponsored project proposals submitted by an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho institution of higher education (in either direction).	0	0				5% annual increase
Number of new sponsored project awards to an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction).	0	0				3% annual increase
Number of competitive research project per year supported by the Idaho Higher Education Research Council that directly address research opportunities outlined in Higher Education Research Strategic Plan and that involves at least two Idaho public postsecondary institutions.	0	0				1 per year
Statewide amount of awards with the Idaho National Laboratory by the institutions. 5 year average.	0	0				5% average increase across the previous 5 years
Statewide amount of awards with the Idaho National Laboratory by the institutions. % increase over prior 5 yr period.*	N/A	N/A				5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). 5 year average. This funding from private sector only. See Note A*	0	0				5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). % increase over prior 5 yr period. This funding from private sector only. See Note A*	N/A	N/A				5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). 5 year average. This funding is federal pass-through only. See Note A*	0	0				5% average increase across the previous 5 years

LEWIS CLARK STATE COLLEGE FY2025 PERFORMANCE MEASURES REPORT

Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). % increase over prior 5 yr period. This funding is federal pass-through only. See Note A*	N/A	N/A				5% average increase across the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions. 5 year average.*	0	0				5% average increase across the combined institutions from the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions. % increase over prior 5 year period.*	N/A	N/A				5% average increase across the combined institutions from the previous 5 years
Number of invention disclosures resulting from research at the institutions. 5 year average.*	0	0				5% average increase across the previous 5 years
Number of invention disclosures resulting from research at the institutions. % increase over prior 5 year period*	N/A	N/A				5% average increase across the previous 5 years
Number of invention disclosures vetted through entrepreneurial competitions or industry partnerships resulting from research at the institutions.	0	0				2 per year per institution
Number of undergraduate and graduate students at the institutions paid from sponsored projects. 5 year average*	28	14				3% average increase across the previous 5 years
Number of undergraduate and graduate students at the institutions paid from sponsored projects. % increase over prior 5 year period*	N/A	N/A				3% average increase across the previous 5 years
Percentage of degree-seeking undergraduate students at the institutions who had a research experience. 5 year average*	11%	8%				10% average increase across the previous 5 years
Percentage of degree-seeking undergraduate students at the institutions who had a research experience. % increase over prior 5 year period*	N/A	N/A				10% average increase across the previous 5 years
Number of faculty and staff at the institutions paid from sponsored projects. 5 year average*	6.00	4.00				3% average increase across the previous 5 years
Number of faculty and staff at the institutions paid from sponsored projects. % increase over prior 5 year period*	N/A	N/A				3% average increase across the previous 5 years

***Data not available for 5 year period. FY24 total amount of research expenditures corrected and FY24 & FY25 includes indirect costs.**

Performance Measure Explanatory Notes:

Note A - Activity with private sector/industry - (a) is funding from private sector, and (b) is funding from private sector, federal flow through.

UNIVERSITY OF IDAHO FY2025 PERFORMANCE MEASURES REPORT

Performance Measure	FY2020	FY2021	FY2022	FY2023	FY2024	Benchmark
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey, 5 Year Average.	$109,640,230	$110,327,710	$111,540,817	$116,402,928	$122,132,257	5% average increase across the previous 5 years
Statewide amount of total annual research and development expenditures as reported in the National Science Foundation (NSF) Higher Education Research and Development Survey. % increase over prior 5 yr period.	2.88%	0.63%	1.10%	4.36%	4.92%	5% average increase across the previous 5 years
Number of new sponsored project proposals submitted by an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho institution of higher education (in either direction).	16	18	17	22	26	5% annual increase
Number of new sponsored project awards to an Idaho University that are collaborative, and have a subaward (or are NSF Collaborative) with another Idaho public postsecondary institution (in either direction).	11	6	6	14	16	3% annual increase
Number of competitive research project per year supported by the Idaho Higher Education Research Council that directly address research opportunities outlined in Higher Education Research Strategic Plan and that involves at least two Idaho public postsecondary institutions.	N/A, new metric	N/A, new metric	2	2	1	1 per year
Statewide amount of awards with the Idaho National Laboratory by the institutions. 5 year average.	25.40	28.60	31.20	34.20	35.40	5% average increase across the previous 5 years
Statewide amount of awards with the Idaho National Laboratory by the institutions. % increase over prior 5 yr period.	11.40%	12.60%	9.09%	9.62%	3.51%	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). 5 year average. This funding from private sector only. See Note A	50.80	52.20	50.60	47.80	41.40	5% average increase across the previous 5 years

UNIVERSITY OF IDAHO FY2025 PERFORMANCE MEASURES REPORT

Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). % increase over prior 5 yr period. This funding from private sector only. See Note A	4.10%	2.76%	-3.07%	-5.53%	-13.39%	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). 5 year average. This funding is federal pass-through only. See Note A	20.40	21.20	21.60	24.00	24.00	5% average increase across the previous 5 years
Number of new sponsored projects with private sector contributions (funds, in-kind, etc.). % increase over prior 5 yr period. This funding is federal pass-through only. See Note A	10.87%	3.92%	1.89%	11.11%	0.00%	5% average increase across the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions. 5 year average.	6.6	7	8.6	10	10.4	5% average increase across the combined institutions from the previous 5 years
Number of technology transfer agreements, as defined the Association of University Technology Managers, resulting from research at the institutions. % increase over prior 5 year period.	-13.16%	6.06%	22.86%	16.28%	4.00%	5% average increase across the combined institutions from the previous 5 years
Number of invention disclosures resulting from research at the institutions. 5 year average.	24.8	27.2	27	24.6	22.6	5% average increase across the previous 5 years
Number of invention disclosures resulting from research at the institutions. % increase over prior 5 year period	20.39%	9.68%	-0.74%	-8.89%	-8.13%	5% average increase across the previous 5 years
Number of invention disclosures vetted through entrepreneurial competitions or industry partnerships resulting from research at the institutions.	N/A, new metric	N/A, new metric	11	8	6	2 per year per institution
Number of undergraduate and graduate students at the institutions paid from sponsored projects. 5 year average	1180	1151.4	1118.6	1079	1080	3% average increase across the previous 5 years
Number of undergraduate and graduate students at the institutions paid from sponsored projects. % increase over prior 5 year period	-1.24%	-2.42%	-2.85%	-3.54%	0.09%	3% average increase across the previous 5 years
Percentage of degree-seeking undergraduate students at the institutions who had a research experience. 5 year average	60%	60%	57%	56%	55%	10% average increase across the previous 5 years

UNIVERSITY OF IDAHO FY2025 PERFORMANCE MEASURES REPORT

Percentage of degree-seeking undergraduate students at the institutions who had a research experience. % increase over prior 5 year period	-0.51%	-1.08%	-3.98%	-2.09%	-1.59%	10% average increase across the previous 5 years
Number of faculty and staff at the institutions paid from sponsored projects. 5 year average	1264.80	1273.80	1286.20	1289.00	1285.40	3% average increase across the previous 5 years
Number of faculty and staff at the institutions paid from sponsored projects. % increase over prior 5 year period	1.49%	0.71%	0.97%	0.22%	-0.28%	3% average increase across the previous 5 years

Performance Measure Explanatory Notes:

Note A - Activity with private sector/industry - (a) is funding from private sector, and (b) is funding from private sector, federal flow through.

BOISE STATE UNIVRSITY Sponsored Project Activity Report FY2025

Awards for the Period July 1, 2024 through June 30, 2025

Activity Type	Federal	State	Industry	Other	Total	% of Grand Total
Instruction:						
Sponsored Programs	$ 1,080,764	$ 1,834,087	$ -	$ 89,036	$ 3,003,887	
State Instruction Appropriations	$ -	$ 9,900	$ -	$ -	$ 9,900	
Subtotal Instruction	$ 1,080,764	$ 1,843,987	$ -	$ 89,036	$ 3,013,787	4.26%
Research:						
Sponsored Programs	$ 42,010,725	$ 987,324	$ 284,238	$ 1,724,413	$ 45,006,700	
State Research Appropriations	$ -	$ 584,000	$ -	$ -	$ 584,000	
Subtotal Research	$ 42,010,725	$ 1,571,324	$ 284,238	$ 1,724,413	$ 45,590,700	64.40%
Other Sponsored Activities:						
Sponsored Programs	$ 15,139,598	$ 4,356,673	$ 223,338	$ 1,718,850	$ 21,438,459	
State Other Sponsored Activities Appropriations	$ -	$ 744,961	$ -	$ -	$ 744,961	
Subtotal Other Sponsored Activities	$ 15,139,598	$ 5,101,634	$ 223,338	$ 1,718,850	$ 22,183,420	31.34%
More Than One Type						
Sponsored Programs	$ -	$ -	$ -	$ -	$ -	
State Other Sponsored Activities Appropriations	$ -	$ -	$ -	$ -	$ -	
Subtotal More Than One Type	$ -	$ -	$ -	$ -	$ -	0.00%
Grand Totals	**$ 58,231,086**	**$ 8,516,945**	**$ 507,576**	**$ 3,532,299**	**$ 70,787,906**	
Percent of Grand Total	***82.26%***	***12.03%***	***0.72%***	***4.99%***	***100%***	***100%***

Expenditures for the Period July 1, 2024 through June 30, 2025

Activity Type	Federal	State	Industry	Other	Totals	% of Grand Total
Instruction:						
Sponsored Programs	$ 1,639,046	$ 1,487,917	$ -	$ 215,921	$ 3,342,885	
State Instruction Appropriations	$ -	$ -	$ -	$ -	$ -	
Subtotal Instruction	$ 1,639,046	$ 1,487,917	$ -	$ 215,921	$ 3,342,885	4.72%
Research:						
Sponsored Programs	$ 40,802,374	$ 891,839	$ 166,839	$ 1,662,980	$ 43,524,032	
State Research Appropriations	$ -	$ 330,595	$ -	$ -	$ 330,595	
Subtotal Research	$ 40,802,374	$ 1,222,434	$ 166,839	$ 1,662,980	$ 43,854,627	61.88%
Other Sponsored Activities:						
Sponsored Programs	$ 18,447,681	$ 3,488,291	$ 98,487	$ 1,540,198	$ 23,574,657	
State Other Sponsored Activities Appropriations	$ -	$ 92,794	$ -	$ -	$ 92,794	
Subtotal Other Sponsored Activities	$ 18,447,681	$ 3,581,085	$ 98,487	$ 1,540,198	$ 23,667,451	33.40%
Grand Totals	**$ 60,889,101**	**$ 6,291,436**	**$ 265,326**	**$ 3,419,099**	**$ 70,864,963**	
Percent of Grand Total	***85.92%***	***8.88%***	***0.37%***	***4.82%***	***100%***	***100%***

Idaho State University

Office for Research

Research Activity Report (FY2025)

Award Breakdown by Funding Agency Type and Project Type July 1, 2024 through June 30, 2025

	Federal	State	Industry	Other/Foundation	Totals	Percent of Total
Research	9,252,775	1,717,273	1,311,498	3,499,078	15,780,624	33%
Training and Instruction	6,786,499	3,362,723	1,411,681	280,885	11,841,788	25%
Other/Public Service	14,499,466	3,742,004	877,610	741,635	19,860,715	42%
Totals	30,538,740	8,822,000	3,600,789	4,521,598	47,483,127	100%
Percent of Total	64%	19%	8%	10%	100%	

State = Awards from state of Idaho agencies, including other state universities and colleges

Other/Foundation = Awards from other funding agecnies, such as foundations, universities from outside of Idaho, local municipalities, non-profits, etc.

Idaho State
University Office for
Research
Research Activity Report
(FY2025)

Expenditures Breakdown by Funding Agency Type and Project Type
July 1, 2024 through June 30, 2025

	Federal	State	Industry	Other/Foundation	Totals	Percent of Total
Research	4,500,420	2,370,151	2,128,260	1,511,248	10,510,079	25%
Training and Instruction	10,111,262	4,426,068	1,503,642	502,760	16,543,732	39%
Other/Public Service	11,946,471	3,236,514	212,765	61,312	15,457,062	36%
Totals	26,558,153	10,032,733	3,844,667	2,075,320	42,510,873	100%
Percent of Total	62%	24%	9%	5%	100%	

University of Idaho - FY2025 Research Activity Report

Awards and Allocations for the Period July 1, 2024 through June 30, 2025

	Federal	State of Idaho	Industry	Other	Institutional	Total	% of Grand Total	% of Sponsor Total
Instruction:								
Sponsored Programs	$ 836,724.64	$ 323,088.24	$ 51,333.75	$ 88,026.25	$ -	$ 1,299,172.88		**1.17%**
	$ 836,724.64	$ 323,088.24	$ 51,333.75	$ 88,026.25	$ -	$ 1,299,172.88	**0.67%**	
Research:								
Sponsored Programs	$ 57,493,055.70	$ 1,954,509.66	$ 913,200.80	$ 5,595,671.10	$ -	$ 65,956,437.26		**59.48%**
Federal Land Grant Appropriations	2,896,334.00					2,896,334.00		
State Other Appropriations	]iu	13,725,532.48				13,725,532.48		
State Restricted Appropriations (CALS,FUR,IGS,EPSCoR,CAES,SHAMP)		26,428,704.27				26,428,704.27		
Other Sources				2,872,338.19	16,187,246.34	19,059,584.53		
Subtotal Research:	$ 60,389,389.70	$ 42,108,746.41	$ 913,200.80	$ 8,468,009.29	$ 16,187,246.34	$ 128,066,592.54	**66.39%**	
Public Service:								
Sponsored Programs	$ 37,594,307.45	$ 3,607,095.44	$ 382,362.00	$ 2,048,944.28	$ -	$ 43,632,709.17		**39.35%**
Federal Land Grant Appropriations	3,150,862.00					3,150,862.00		
State ARPA Appropriation		532,100.00				532,100.00		
State Extension Appropriation		16,221,209.00				16,221,209.00		
Other Sources					487,941.89	487,941.89		
Subtotal Public Service:	$ 40,745,169.45	$ 20,360,404.44	$ 382,362.00	$ 2,048,944.28	$ 487,941.89	$ 63,536,880.17	**32.94%**	
Construction:								
Sponsored Programs	-	-	-	-	$ -	-	**0%**	**0%**
Total Sponsored Programs Awards	**$ 95,924,087.79**	**$ 5,884,693.34**	**$ 1,346,896.55**	**$ 7,732,641.63**	$ -	**$ 110,888,319.31**		
Percent of Total Sponsored Programs Awards	***88%***	***5%***	***1%***	***6%***	***0%***	***100%***		***100%***
Grand Total of All Awards Per Category	**$ 101,971,283.79**	**$ 62,792,239.09**	**$ 1,346,896.55**	**$ 10,604,979.82**	**$ 16,675,188.23**	**$ 192,902,645.59**		
Percent of All Awards	***53%***	***33%***	***1%***	***5%***	***8%***	***100%***	***100%***	

Expenditures for the Period July 1, 2024 through June 30, 2025

	Federal	State of Idaho	Industry	Other	Institutional	Total	% of Grand Total	% of Sponsor Total
Instruction:								
Sponsored Programs	$ 2,931,785.66	$ 61,844.75	$ 54,138.75	$ 296,404.06	$ 468,781.36	$ 3,812,954.58		**3.0%**
	$ 2,931,785.66	$ 61,844.75	$ 54,138.75	$ 296,404.06	$ 468,781.36	$ 3,812,954.58	**1.8%**	
Research:								
Sponsored Programs	$ 69,244,104.49	$ 1,586,166.22	$ 1,322,419.62	$ 4,841,299.52	$ 9,692,849.77	$ 86,686,839.62		**67.8%**
Federal Land Grant Appropriations	2,358,705.97	-	-	-	-	2,358,705.97		
State Research Appropriations (CALS,FUR,IGS,EPSC	-	14,390,859.75	-	-	-	14,390,859.75		
State Other Appropriations		27,754,724.47	-	-	-	27,754,724.47		
Other Sources	-	-	-	2,872,338.19	17,447,805.47	20,320,143.66		
Subtotal Research:	$ 71,602,810.46	$ 43,731,750.44	$ 1,322,419.62	$ 7,713,637.71	$ 27,140,655.24	$ 151,511,273.47	**71.9%**	
Public Service:								
Sponsored Programs	$ 28,634,581.67	$ 1,768,966.24	$ 540,602.96	$ 1,938,322.50	$ 4,417,116.93	$ 37,299,590.30		**29.2%**
Federal Land Grant Appropriations	3,273,082.67					3,273,082.67		
State ARPA Appropriation		433,977.58				433,977.58		
State Extension Appropriations		13,993,150.71				13,993,150.71		
Other Sources					487,941.89	487,941.89		
Subtotal Public Service:	$ 31,907,664.34	$ 16,196,094.53	$ 540,602.96	$ 1,938,322.50	$ 4,905,058.82	$ 55,487,743.15	**26.3%**	
Construction:								
Sponsored Programs	$ -	$ -	$ -	$ -	$ -	$ -	**0.0%**	**0.0%**
Total Sponsored Programs Expenditures	**$ 100,810,471.82**	**$ 3,416,977.21**	**$ 1,917,161.33**	**$ 7,076,026.08**	**$ 14,578,748.06**	**$ 127,799,384.50**		
Percent of Total Sponsored Programs Expenditures	***79%***	***3%***	***2%***	***6%***	***10%***	***100%***		**100%**
Grand Total of All Expenditures Per Category	**$ 106,442,260.46**	**$ 59,989,689.72**	**$ 1,917,161.33**	**$ 9,948,364.27**	**$ 32,514,495.42**	**$ 210,811,971.20**		
Percent of All Expenditures	***51%***	***28%***	***1%***	***5%***	***15%***	***100%***	100%	

FY 2025 INFRASTRUCTURE REPORT SUMMARY – Boise State

Detailed Allocations	
Library Support	
Graduate Research Assistantships/Research Associates	
Post Doctoral Fellows	
Technician Support	
Maintenance Contracts	
Research Equipment	$192,520.56
Competitively Awarded Summer Research Support	$5,924.40
Start-Up Funds for New Hires	$51,460.67
Incentives to Reward Faculty for Research Achievements	
Other (Generative AI needs)	$49,711.82 (includes $2,850.82 in GA support, $2,000 in faculty incentive stipends, $3,843,47 in summer salary support, $40,923.16 in AI equipment and software needs)
Total Allocation	$299,617.45

FY 2025 INFRASTRUCTURE REPORT SUMMARY – Boise State

Detailed Allocations	
Publications in refereed journals	
Presentations at professional meetings and conferences	
Grants Received as a result	2
Grants Pending	4
Student Participation	2 (Graduate Assistants – AI and Jared Talley Research Graduate Assistant)
Faculty Participation	24
Other Participation	100+ faculty and staff utilizing AI software due to these funds (Gemini, ChatGPT, AmplifyAI)
Patents Awarded	
Patents Pending	
Manuscripts Submitted	

FY 2025 INFRASTRUCTURE REPORT SUMMARY – Boise State

Notes:

Start-up funds:
Jared Talley (School of Public Service) Startup Funds– $14,356.56

- Submission of 1 proposal in FY25

Hwan Kim (School of Allied Health Sciences, Director of new Neuroscience Program) Startup Funds- $37,104.11

- Submission of 3 federal proposals, awarding of 2 proposals in FY25

=$51,460.67

Research Equipment:
Eye Tracking Device Equipment for Daibao Guo, matching SEED grant funds for *Elementary Students' Cognitive Processes and Learning Strategies for Reading Illustrated Science Texts: Eye-Movement Measurements.* - $16,160 ($141.95 returned)

- Results informed proposal submission to Spencer Foundation's Research Grants on Education: Large

Evos fluorescence microscope for Department of Biological Sciences use - $25,000
Atomic Force Microscopy for Laxman Mainali - $50,000
Office of Information Technology purchase of Google Gemini for Higher Education, Amplify AI - $46,416.84
Biomedical Research Vivarium Equipment (including anesthesia equipment, somnoflo electronic vaporizer, i-STAT alinity blood machine, laboratory refrigerators for storing samples, and new procedure tables)- $55,085.67

= $192,520.56

Summer Research Support for faculty - $5,924.40

Generative AI Funds - $49,711.82

- $38,583.16 used by Office of Information Technology to further support campus AI initiatives and increase access to systems like Google Gemini, ChatGPT, AmplifyAI for 100+ faculty and staff.

TOTAL: $299,617.45

Returns

- Return of $382.55 to SBOE in August 2025 due to difference in fringe costs from awarded amount compared to actuals for a Graduate Student (paid with Generative AI funds) and summer research support.

TOTAL: ($382.55)

FY 2025 INFRASTRUCTURE REPORT SUMMARY – Boise State

FY25 Total: $300,000

IDAHO STATE UNIVERSITY FY 2025 INFRASTRUCTURE REPORT SUMMARY

ISU FY 2025	Total $	Detailed Allocations
Library Support	$0	None
Graduate Research Assistantships / Research Associates	$0	None
Post-Doctoral Fellows	$0	None
Technician Support	$0	None
Maintenance Contracts	$28,387	Service contract for the Sanger Sequencer (SEQSTUDIO 8 FLEX) in the MRCF, $11,604. Service agreement for ICP-OES spectrometer, $586. DNA sequencer maintenance contract, $16,198.
Research Equipment	$29,571	The ICP-OES instrument is used in both chemistry teaching laboratory classes and for faculty research work. It is used to analyse liquid samples, 18,749. HPGe gamma Spectrometer (partial funded) used in Radiation Safety Department and plays a critical role in federal compliance and is used in training students and departments on radiation measurements techniques. Computers needed in the MCRF for DNA secquencing were purchased due to a Windows 11 upgrade requirement, $4,922.
Competitvely Awarded Summer Research Support	$0	None
Start-Up Funds for New Hires	$178,875	Dr Rotman audiology equipment for startup, $30k. Dr Silva Kernel Flow2 (neuroimaging device) equipment and service contract for startup and he also has a PhD student using this for his dissertation, $113,700. Dr Jones pharmacy startup equipment (BeNano Series is the latest generation of nanoparticle size and zeta potential analyzers and has DLS, ELS, and SLS integrated into the system to measure particle size, zeta potential, and molecular weight), $35,175.
Incentives to Reward Faculty for Research Achievements	$0	None
Other	$13,167	Cost of administractive recovery assessment fees, $899. Various (rotary pump which is part of the Isotope Ratio Mass Spectrometry (IRMS), water purification system) repairs/required updates associated with equipment, 12,268.
Total Allocation	$250,000	

IDAHO STATE UNIVERSITY
FY 2025 INFRASTRUCTURE REPORT SUMMARY

ISU FY 2025	
Publications in Refereed Journals	One in preparation for Journal of Polymer Chemistry associated with the ICP-OES instrument. In connection with the new BeNano 180Zeta Pro Uni instrument, there is on under preparation by Dr Jesse Jones and another under immediate preparation by Dr Ali Habashi.
Presenations at Professional Meetings and Conferences	Three Professional Presentations (in connection with the ICP-OES instrument): One at the American Chemical Society (ACS) national meeting, polymer chemistry section. Two at the ISU Research Symposium, both in the Biochemistry section. In addition, there were two abstracts submitted for the upcoming American Chemical Society Accreditation meetings. In connection with the new BeNano 180Zeta Pro Uni instrument, there was a Poster presentations at Idaho INBRE Meeting July 28-30 2025 (Taedyn Jacobsen, Jesse Jones, Outstanding Poster Presentation Award--Jones Lab); and ASPET 2025 Annual Meeting being held April 3-6, 2025 at the Hilton Portland Downtown in Portland, Oregon, USA (Ali Habashi--Habashi Lab).
Grants Received as a Result	NIH Modulation of Breast Cancer Met (PI: Dr Ali Habashi) with a total award amount of over $700k which is in association with the BeNano 180Zeta Pro Uni instrument.
Grants Pending	In connection with the ICP-OES instrument there was one grant application submitted to the Idaho Space Consortium (NASA), $24,959, and another grant with NSF-EPSCOR in the planning stage. In association with the BeNano 180Zeta Pro Uni instrument there are also the following grants in preparation: R15, R16, and NSF CAREER (Dr Jones).
Student Participation	In connection with the Molecular Research Core Facility (MRCF) DNA sequencers there were at least 81 ISU students and another 177 non-ISU students who were reported to have been served/benefited by these instruments. The new ICP-OES instrument is used in two classes and in several undergraduate research projects and student participation includes: 10+ Student operators, four Student Presentations, two Student funding in grants. The Kernel is being used by a PhD student to design a study looking at the brain network involved in error correction for his dissertation, and also plans to use it to develop a neuroimaging study involving music (by collaborating with the ISU Music dept). There are around 15-20 studnets who use the SIL annually. The DNA sequencer provides data from this instrument impacts many ISU research endeavors with grant funded projects and graduate and undergraduate studies. Students learn nuclear radiation measurement techniques at ISU because we have this. In association with the BeNano 180Zeta Pro Uni instrument there were four graduate students, and six undergraduate students, including one from BYU-I through the INBRE undergrad fellow program. The new High Purity Germanium (HPGe) gamma spectrometer is used as a resource by the Radiation Safety Department for train students in nuclear measurement techniques. Rotary pump which is part of the Isotope Ratio Mass Spectrometry (IRMS) is used by around 15-20 students/year.
Faculty Participation	In connection with the Molecular Research Core Facility (MRCF) DNA sequencers there were 15 ISU faculty PI's who benefited from these instruments. The new ICP-OES instrument has four faculty who are now trained operators, and two faculty and staff are trained maintenance operators. There are around 6-10 faculty who use the SIL annually. Dr Tali Rotman's startup was funded from this award. Dr Silva's startup was funded from this award. Dr Jone's startup support. DNA sequencer provides data for ISU faculty as well as external researchers. In association with the BeNano 180Zeta Pro Uni instrument there were two faculty involved: Dr Jesse Jones and Dr Ali A. Habashi. Rotary pump which is part of the Isotope Ratio Mass Spectrometry (IRMS) is used by around 6-10 faculty/year.
Other Participation	In connection with the Molecular Research Core Facility (MRCF) DNA sequencers there were also 32 non-ISU faculty PI's and 177 non-ISU students from other universities/entities who benefited from these instruments. The List of External Universities includes: BSU, BYU-I, College of Eastern Idaho, Midwestern University, Montana State University, Northwest Nazarene University, Oregon State University, State University of New York, University of Idaho, University of Idaho - Aberdeen, University of Montana, University of Nevada (Las Vegas), University of Nevada (Reno), USDA, Weber State University, Winona State. The SIL is used by 5-10 various federal agencies and other universities annual. The new High Purity Germanium (HPGe) gamma spectrometer is used as a resource by the Radiation Safety Department for train ISU departments in nuclear measurement techniques. Rotary pump which is part of the Isotope Ratio Mass Spectrometry (IRMS) is used by around 5-10 other universities or various federal agencies/year.
Patents Awarded	None
Patents Pending	There is one preliminary patent in the ISU system currently that is associated with work done with the new ICP-OES instrument.

LEWIS CLARK STATE COLLEGE FY 2025 INFRASTRUCTURE REPORT SUMMARY

	Total $	Detailed Allocations	
Library Support	$46,694	See Library Support Detail tab.	
Qualtrics License	$8,691	Annual campus license for survey software for use by students as well as faculty and staff for their survey research.	
Research Symposium	$4,878	Faculty and Student independent research projects presentations	
Salary for Research Librarian	$43,737	Salary and fringe for LC State Librarian to support undergraduate and faculty research efforts.	
Total Expenditures	$104,000		

	Detailed Allocations	
Publications in Refereed Journals		
Presentations at Professional Meetings and Conferences		
Grants Received as a Result		
Grants Pending		
Student Participation	Students utilize the research librarian and the purchased library resources in coursework, undergraduate research activities, and in preparing for the annual LC State Research Symposium. For survey research, Qualtrics survey software was purchased using HERC Infratructure funds for students' use at no cost.	
Faculty Participation	Faculty utilize the research librarian, Qualtrics software products, the purchased library resources and assist students in preparing for the annual LC State Research Symposium.	
Other Participation	Community members, faculty and staff emeritus, and alumni are invited to attend the research symposium each year.	
Patents Awarded		
Patents Pending		

FY 2025 - University of Idaho
INFRASTRUCTURE REPORT SUMMARY

	Total $	Detailed Allocations
Library Support	$0	
Graduate Research Assistantships / Research Associates	$0	
Post-Doctoral Fellows	$0	
Technician Support	$0	
Maintenance Contracts	$0	
Equipment	$288,215	$50,000 -Exxact TensorEX 4U Rackmount Dual AMD 9004/9005 10x GPU Capable Capable Server for Research and Computing Data Sciences unit work on AI initiatives; $238,215 - High Resolution Chemical Ionization for the EcoTron project to ensure scope could be fulfilled as expected.
Start-Up Funds for New Hires	$0	
Incentives to Reward Faculty for Research Achievements	$4,146	$1,646 Excellence in Research Awards; $2,500 Power of Possibility Research Faculty Award;
Other	$7,639	$98 for (1) UI Faculty participant to travel to the NIH R01 program in Lincoln, NE; $7,286 for PostDoc/Faculty Mentor Award; $255 NASA EPSCoR Conference Room upgrades;
Total Allocation	$300,000	

FY 2025 - University of Idaho
INFRASTRUCTURE REPORT SUMMARY

	Detailed Allocations
Publications in Refereed Journals	
Presentations at Professional Meetings and Conferences	1
Grants Received as a Result	
Grants Pending	
Student Participation	58
Faculty Participation	25
Other Participation	1
Patents Awarded	
Patents Pending	

NOTE: Other participation includes postdocs, research scientists, research specialists, and stakeholders.

Higher Education Research Council
Undergraduate Research Fellows
Boise State University
Final Report

Academic Year 2024-2025

Jim Fredricksen, Director, Institute for Inclusive & Transformative Scholarship
Lavanya Seetamraju, Undergraduate Research Project Manager, Institute for Inclusive & Transformative Scholarship
Nico Diaz, Senior Student Initiatives Coordinator, Institute for Inclusive & Transformative Scholarship

Introduction

The Institute for Inclusive & Transformative Scholarship oversaw the HERC Undergraduate Research Fellowship at Boise State University Fall 2024 and Spring 2025. HERC funds were used to support Boise State undergraduate students who had minimal research experience with a 12-week mentored research opportunity during the fall and spring semesters. Funds provided by the Higher Education Research Council supported a total of 20 students across 15 different STEM disciplines.

On behalf of the Institute for Inclusive & Transformative Scholarship, we thank the Higher Education Research Council for their generous support in helping build meaningful experiential learning experiences for Idaho students and supporting faculty research.

The Higher Education Research Council provided $65,000 in funding to support STEM undergraduate research at Boise State University this year. Please see the table below of how stipends and travel awards were dispersed.

HERC Funding:

Stipends	**Amount**	**Details**
Fall Semester Research Stipends	$24,000	8 fellows, receiving $3,000 each
Spring Semester Research Stipends	$36,000	12 fellows, receiving $3,000 each
Travel grants	$5,000	See table below
Total	**$65,000**	

Conference	**Amount**	**Details**
Society for Applied Anthropology	$843.33	Joseph Nigro attended and presented.
American Chemical Society Spring 25 Conference	$800	Erykah Foss attended and presented.
TESOL 2025 International Convention and Expo	$576.35	Grace Nunamaker attended and presented.
American Chemical Society Spring 25 Conference	$800	Kaden Falkner attended and presented.
International Conference on Language Documentation and Conservation	$648.80	Remiah Leppert attended and presented.
International Conference on Language Documentation and Conservation	$666.79	Madison Vosk attended and presented.

Annual Meeting of the Linguistic Society of America	$664.73	Amy Lemmon

The titles and abstracts of the student projects are on the following pages.

Fall 2024 Fellows

Erykah Foss - Chemistry

Title: Utilizing Ultrafast Time-Resolved Vibrational Sum Frequency Generation Spectrometer to Probe Photoinduced Reactions on Surfaces
Abstract: Organic air pollutants are one of the major contributors to the seasonal pollution in the Arctic, known as the "Arctic Haze". However, due to long-range transport – aqueous surfaces, soil, and air – organic pollutants travel to regions where the chemicals are banned. Despite the known importance of organic pollutants on the global environment, interactions and atmospheric reaction mechanisms of organic compounds on aqueous interfaces remain poorly understood. Femtosecond time-resolved sum frequency generation (TR-SFG) spectroscopy is a technique used to observe these ultrafast reactions. Here, we have built a TR-SFG spectrometer to investigate the photolysis of naphthalene, a polycyclic aromatic hydrocarbon, on aqueous interfaces. These will allow for the determination of the adsorption of atmospherically relevant organic pollutants on aqueous interfaces and unraveling of their photo-induced reaction mechanisms.

Karlee Macaw - Mechanical Engineering

Title:,Protecting Ligaments from Overuse Injuries with Periodic Rest and Recovery
Abstract: This study investigates the effects of varying rest durations on the recovery of medial collateral ligaments (MCLs) after cyclic fatigue. By examining multiple rest periods on the same sample through repeated measures, this research aims to minimize variability and isolate the impact of rest durations on fatigue recovery. Bovine MCLs were harvested, prepared into uniform dumbbell-shaped specimens, and subjected to cyclic fatigue at 30% ultimate tensile strength using an ElectroForce 5500 system. Each sample underwent 10,000 loading cycles at 3 Hz to mimic daily physical activity, followed by rest periods in three configurations: 1-5-10 hours, 5-10-1 hours, and 10-1-5 hours. Measures of creep and displacement differences were taken across all rest period orders to compare recovery effects using MATLAB. Expected results will highlight how rest order and duration influence recovery, emphasizing the role of rest in preventing accumulated damage. This study aims to provide quantitative insights into recovery protocols for ligaments under repetitive stress. The findings will enhance understanding of fatigue recovery mechanisms and contribute to the development of evidence-based guidelines for preventing overuse injuries in connective tissues.

Jack Knutson - Biology

Title: Comparing diet composition to lekking sites in Columbian Sharp-Tailed Grouse
Abstract: When it comes to translocating animals, there are a lot of factors that play into the long-term success of that animal's relocation. One of the greatest factors is of course diet, which can be a key factor in

translocation success. I studied the fecal pellets of Columbian Sharp-Tailed Grouse (Tympanuchus phasianellus columbianus) to determine the plant species present in their diets across British Columbia. Fecal pellets were subsampled, sequenced for TRNL data, and the data was compiled into the top ten most common plants consumed on various leks. This data will be later used to inform us of possible translocation spots as well as give us some understanding of these animal's lifestyle choices.

Mackenzie Hutchinson - Biology

Title: What Factors Affect Incubation Behavior in American Kestrels (Falco sparverius)?
Abstract: Incubation and parental care are essential behaviors for the healthy development of offspring. Stressors such as migration and disease can affect parental care resulting in altered egg survival and hatch rates. Therefore, varying individual fitness and life history events may lead to changes in reproductive fitness across a population. We examined the relationship between incubation behavior and blood parasite prevalence, migratory strategy (migrant or resident), mass, and first egg date in a population of American Kestrels in southwest Idaho to determine influences on incubation behavior. We observed incubation behavior using nest box camera images taken during preset daylight times. Individual migration status was determined using stable hydrogen isotope analysis on claw samples taken during the time of breeding. We predicted that stressors would negatively affect incubation behavior, leading to an adult that is not displaying appropriate parental care. We discovered that American Kestrels in southwest Idaho showed a common pattern in incubation behavior, with males incubating for an average of 26.3% and females for 59.1% of the total incubation period, and the eggs were uncovered for 14.6% of the time. Incubation was heavily dependent on female incubation, with the only factor significantly affecting male incubation being female incubation ($p=0.007$). However, female incubation was significantly affected by mass ($p = 0.013$), relative parasite load ($p = 0.003$), and male incubation ($p=0.0005$). There was no effect of migration strategy or nesting phenology on incubation behavior. The relationship between parasite load and female incubation showed a positive correlation, suggesting the stressors of a parasite infection possibly inhibit hunting and defensive behaviors, leading to a greater proportion of time inside the nest box. These results will provide further insight into the relationships between incubation behavior and stress in bird populations of southwest Idaho.

Alicia Johnson - Health Studies

Title: Assessing neural engagement levels when exercising in the virtual-reality and real-world environments
Abstract: A lack of physical inactivity poses significant health risks (e.g., increased risk of chronic disease). Thus, it is crucial to develop effective strategies to promote engagement in physical activity. Commercially available virtual reality (VR) devices offer an accessible, cost-effective, and engaging way to promote physical activity. However, research on the neurophysiological impacts of VR exercise is limited. This study aimed to address two key objectives: (1) to explore the challenges of obtaining reliable neurophysiological data using electroencephologram (EEG) during VR exercise and (2) to investigate how the brain responds to exercise in virtual reality (VR) versus real world (RW) environments. In counterbalanced order, participants completed two 12-minute exercise sessions on a stationary bike in both environments. EEG was recorded during both conditions and perceived exertion, motion sickness, enjoyment, engagement, and motivation were measured. Regarding aim one, we have been able to collect high-quality EEG during both conditions. We accomplished this goal through careful experiment design which included reminding participants to make minimal movements, placing the VR headset over the EEG cap, and being strategic about which electrodes to use.

Regarding aim two, we have been able to collect data from four participants and the next stage of the study will focus on data processing and analysis. Overall, this study contributes to the limited literature of the neural impacts of exercise in both VR and RW environments. Further, it has the potential to provide insights into engagement differences between both environments. These findings may inform strategies for promoting consistent exercise practice using cost-effective VR technologies.

Hassan Mohammed - Chemistry

Title: Efficacy of Cold Atmospheric Pressure Plasma in Inactivating Pathogens on Plant Seeds
Abstract: Plant diseases caused by microbial pathogens pose a significant threat to global food security and contribute to an estimated annual economic loss of $220 billion in agricultural productivity. This study explores the potential of Cold Atmospheric-Pressure Plasma (CAP) as a non-chemical method for seed decontamination of plant pathogens. The research specifically focuses on the inactivation of E. coli 0157H7 on mung beans and radish seeds, as well as Pseudomonas syringae on sweet corn, popcorn, cucumber, and onion seeds. Our research shows that as low as a 30-second treatment of seeds with the plasma device can lead to > 90% inactivation of the Pseudomonas syringae plant pathogen. Additionally, promising results for inactivation of E. coli 0157H7 foodborne pathogen are observed with less than 2 minutes of treatment. Furthermore, the study investigates the potential impact of CAP treatment on seed growth and finds that seed germination and early growth are not adversely affected, indicating that CAP treatment does not inhibit plant development. These results demonstrate that CAP effectively reduces seed contamination without negatively impacting seed vitality, suggesting its potential as a sustainable and safe solution for seed decontamination.

Brynn Elliott - Mechanical Engineering

Title: Biomechanics of Bed Sharing
Abstract: Sudden Unexpected Infant Death (SUID) is a critical public health issue, with half of the 3,500 annual cases in the U.S. involving bedsharing. Despite the frequency of these cases, there is a limited understanding how the adult bed's mechanical environment affects infant movement. This research investigates the mechanical environment and movement patterns of caregiver-infant dyads to better understand the associated risk. Three data collection methods—OpenCap markerless motion capture, Vario thermal camera, and GoPro video camera— were tested for feasibility of recording participants overnight in their homes. OpenCap, despite advanced biomechanical analysis capabilities, was hindered by recording limitations and calibration challenges. The thermal camera effectively captured thermal images and provided a visualization of heat patterns but is expensive and requires significant set-up space which may not be feasible in participants' homes. The GoPro camera emerged as the optimal choice due to its high-resolution video and wide-angle lens, providing clear footage of the entire mattress area. Future steps will include quantifying movement patterns using image analysis. Integrating high-quality video data and advanced computational analysis offers critical insights into bedsharing dynamics, ultimately contributing to the development of safer sleep practices and reducing the incidence of SUID.

Joseph Nigro - History/Anthropology

Title: Bridging Cultures: How Food Bridges Cultural Gaps

Abstract: This study examines how Latin American restaurants in Canyon County, Idaho, embody the American Dream while acting as cultural bridges. Using infrastructure reviews, interviews, and literature analysis, it highlights how business owners channel hard work and resilience into entrepreneurship, reflecting cultural values and bridging gaps between diverse communities. These restaurants foster cultural integration, serve as community hubs, and showcase personal aspirations, illustrating their critical role in rural economic growth and social cohesion.

Spring 2025 Fellows

Tori Abbott - Civil Engineering

Title: The effect of Nailing Patterns on Mechanically Laminated Built-Up Columns
Abstract: This research examines the structural capacity of 2x lumber built-up columns, focusing on the impact of nailing patterns. Current standards allow significant variation in nail spacing and quantity. Additional nails may introduce localized deformations in individual plies, potentially reducing overall column strength. To evaluate this effect, built-up columns will be tested under different nailing patterns to quantify capacity reductions due to additional nails and tighter spacing. The findings aim to improve strength predictions for built-up columns, enhancing building safety, optimizing material use, and refining structural engineering guidelines.

Haley Betterton - Health Studies

Title: Understanding the Physicochemical Behavior of Microplastics in Lipid Model Membranes
Abstract: Microplastics are ubiquitous in the environment and known to cause health threats to humans and animals. Everyday materials fragment into micro-sized particles which are accumulating in our ecosystems leading to negative affects as they are ingested by humans and wildlife, and are known to be vectors for other pollutants such as persistent organic pollutants and bacteria. With large amounts of microplastics in water it is crucial to determine the fundamental interactions of microplastics with model lipid membranes. Here, we utilize surface specific techniques to determine the molecular level interactions of common microplastics, such as polyethylene, polystyrene, and polypropylene, with lipid monolayers. Our surface tension measurements indicate that polyethylene microplastics have a higher affinity for the membrane surface. Moreover, electrostatic interactions govern how the plastics interact with the lipid monolayers. These fundamental insights of microplastics can provide insights to remove microplastics from the environment and human body systems.

Dalia DeLaCruz - Biology and Chemistry

Title: Mechanical Loading Regulates Soft Tissue ECM Gene Expression in Fibroblast-Seeded Collagen Scaffolds
Abstract: Mechanical stimuli are crucial for the remodeling and healing of soft tissues like ligaments and tendons. Previous research has examined this mechanobiological response in-vitro by applying stress- or strain-based stimulation on cell-seeded scaffolds. However, the precise physical mechanisms that control fibroblast-mediated extracellular matrix (ECM) remodeling in response to different loading configurations remain unclear. This lack of understanding limits the establishment of optimal treatment strategies for soft

tissue damage, which affects about 12 million U.S. citizens annually. This research aims to bridge this gap by investigating the effects of different loading configurations on the expression of ECM genes in fibroblast-seeded collagen scaffolds. We hypothesize that fibroblast-seeded collagen scaffolds subjected to combined tension-compression loading will improve collagen synthesis and remodeling-associated genes like transforming growth factor beta 1 (TGF-β1), elastin (E1), Collagen type I α1 (Col1a1), Collagen type II α1 (Col2a1), and Collagen type III α1 (Col3a1). This research will enable the development of fundamental theories for the mechanobiology of tendon and ligament healing, which will help medical professionals develop more effective treatments for soft tissue injuries.

Siena Fox - Biology

Title: Investigating whether big sagebrush (Artemisia tridentata) facilitates native plant diversity via soil conditioning

Abstract: Biodiversity shapes ecosystems' functions, including many that humans rely upon [1]. Some species can increase local biodiversity by creating niches that would be otherwise unavailable in their absence, facilitating the presence of other species [2]. In the western, U.S. big sagebrush (Artemisia tridentata) is a foundational shrub species in arid desert ecosystems. A survey of sagebrush steppe plant species at several experimental plots in Southwest Idaho found higher diversity of plant species beneath sagebrush canopies compared to adjacent areas without sagebrush plants (interspace areas) [3]. This indicates that sagebrush may facilitate plant species diversity, possibly by altering soil properties. To investigate whether sagebrush facilitates native plant diversity by altering local soil properties, I will conduct a manipulative greenhouse experiment. Seed mixes created utilizing eight native forb species will be planted in soil collected from underneath sagebrush plants and in soil from interspace areas at two different sites in Southwest Idaho. I predict that greater richness of the planted species will be observed when grown in sagebrush soils compared to interspace soils. This result would suggest that sagebrush facilitates plant diversity by conditioning soils, and prompt further questions about the mechanisms underlying this phenomenon.

1. Cardinale, B. J., Duffy, J. E., Gonzalez, A., Hooper, D. U., Perrings, C., Venail, P., Narwani, A., Mace, G. M., Tilman, D., Wardle, D. A., Kinzig, A. P., Daily, G. C., Loreau, M., Grace, J. B., Larigauderie, A., Srivastava, D. S., & Naeem, S. (2012). Biodiversity loss and its impact on humanity. Nature, 486(7401), 59–67. https://doi.org/10.1038/nature11148
2. McIntire, E. J. B., & Fajardo, A. (2014). Facilitation as a ubiquitous driver of biodiversity. New Phytologist, 201(2), 403–416. https://doi.org/10.1111/nph.12478
3. Fox, S., Addams, R., Levy, H., deGraff, M., Caughlin, T., Bittleston, L., Simler-Williamson, A. (2024). Interactions between plant community diversity and soil biotic and abiotic properties in sagebrush (Artemisia tridentata) steppe ecosystems. Idaho Conference on Undergraduate Research. Poster.

Teddy Moore - Applied Mathematics and Computer Science

Title: Subsampling Point Clouds Using Poisson Disk Sampling

Abstract: This research focuses on developing efficient algorithms for subsampling point clouds using Poisson disk sampling techniques. Point clouds are unorganized sets of points in 2D or 3D space that represent surfaces of objects, scenes, or areas. These point clouds can consist of hundreds of thousands to millions of points, so reducing their size can make numerically analyzing their properties much more efficient. This reduction, called subsampling, aims to create a smaller set of points that preserves the essential features of the original cloud. An ideal subsampling method would maximize the minimum distance between points,

achieving what is known as the maximal Poisson disk radius. However, this is computationally intractable (NP-hard). Approximate solutions, known as Poisson disk sampling algorithms, can be used to combat this issue. This research specifically focuses on one of these methods, called Weighted Sample Elimination. My project implemented this algorithm and extended it for subsampling point clouds with anisotropic distributions, where point spacing varies depending on the local geometry. This extension could improve efficiency and accuracy in applications with complex spatial data.

Phaedra Roby - Environmental Studies

Title: The Sound of Conservation: Pets and Wildlife
Abstract: When analyzing an ecosystem and exploring different conservation efforts, there is one element of study that can help us better understand the complex interactions present. Soundscapes, the abiotic and biotic acoustic elements in a given area, offer a unique composition of sounds that are not only essential to the wildlife and organisms living there, but also show a relation to human memories, behavior and well-being. In learning about the essence and importance of sounds to a place, we move towards more holistic and encompassing mitigation and conservation techniques, where it is not only recognized as an effected process, but a natural resource that one fights to protect. Furthermore, these can hep researchers, conservationists and community members improve comprehension in the dynamic processes of our landscapes and what behavior and action should look like in today's relationships between wildlife and human.

Mason Scott - Communications/Criminal Justice

Title: Beyond the Minimum: How Long Do Idaho Prisoners Serve Beyond Their Determinate Sentences?
Abstract: Under the Idaho Unified Sentencing Act, individuals sentenced to prison receive both a broad indeterminate sentence and a minimum determinate sentence, which they must serve before becoming eligible for parole. This unique sentencing structure raises an important question: How long are individuals in Idaho's prisons actually staying past their determinate sentence? Despite its significance, this question remains largely unanswered due to limited research, restricted public access to sentencing data, and the complexity of criminal justice legislation, which makes it difficult for the general public to understand. Parole boards ultimately have the discretion to release individuals after their mandatory sentence based on various factors, including offense severity, behavior, and risk assessments. To address this gap in information, this study examines all individuals released from Idaho prisons in 2023. In partnership with the Idaho Department of Corrections, I analyzed the proportion of indeterminate sentences served, how long individuals remained incarcerated compared to their full sentence, and how these patterns varied by crime type. The findings provide essential insights into sentencing outcomes in Idaho, along with policy recommendations, study limitations, and directions for future research.

Emma Stover - Nursing

Title: Navigating Dual Roles: A Qualitative Study of Parental Stress and Perceived Barriers Among Undergraduate Nursing Student-Parents
Abstract: Over the past five years, the proportion of student-parents in undergraduate nursing programs has steadily increased, now comprising 20-25% of the population. Despite this significant representation, there remains a paucity of research examining their unique educational experiences and needs. These individuals navigate complex challenges at the intersection of parental responsibilities and rigorous academic demands. This study aims to identify critical factors influencing both academic achievement and psychological

well-being among nursing students with caregiving responsibilities, addressing a notable gap in the nursing education literature.

Dinh Tran - Biology and Chemistry

Title: Novel Quorum-Sensing Substrates to Investigate Enzymes behind Bacterial Communication in B. mallei

Abstract: At the cellular level, bacteria are constantly engaging in chemical conversations with each other via a complex cellular process called quorum sensing. Using chemical signals called autoinducers, QS enables bacteria to learn about the whereabouts of other bacteria and help all members of a colony collectively transition from a solitary, planktonic lifestyle to a social, biofilm/virulent lifestyle. In the class of gram-negative bacteria, QS is carried out using a unique set of autoinducers called N-acyl-homoserine lactones (AHLs), synthesized by enzymes called AHL synthases. The species-specific BmaI1 AHL synthase uses an 8-carbon chain (C8) acyl-carrier protein (ACP) and a S-adenosylmethionine (SAM) substrate to synthesize their unique autoinducer, an 8-carbon chain AHL signal (C8-HSL). Currently, it is not known how well BmaI1 can utilize substrates other than its own native C8-ACP substrates to synthesize non-native AHL signals, garnering much interest for this investigation. In this project, we aim to purify and prepare an array of non-native, cyclic/aromatic acyl-ACP substrates, providing the groundwork for future investigations into BmaI1 non-native substrate activity. Using protein purification, organic synthesis, and high-performance liquid chromatography (HPLC), we were able to characterize and develop a brand-new, non-native ACP substrate for BmaI1, called cyclohexanoyl-ACP. In the future, we hope to further this investigation by measuring BmaI1 enzyme activity with this new substrate and synthesizing more cyclic/aromatic acyl-ACP substrates.

Miranda Trester - Biology

Title: Development of Novel Acyl-Homoserine Lactone (AHL)-Based Inhibitors of Bacterial Quorum Sensing

Abstract: The rise of antibiotic-resistant bacteria in humans is one of the largest public health threats of the century. The development of new antibiotics utilizing novel molecular scaffolds has been limited and is unlikely to cure virulent infections due to the ability of bacteria to quickly confer resistance to antibiotics. Therefore, more comprehensive methods of antibiotic drug development are necessary, and one potential strategy my project has explored is the development of new drugs that interfere with quorum sensing. When on its own, a bacterium within the immune system does not have the means to become virulent. However, more often, bacteria become virulent by signaling to their neighbors and behave much like a multicellular organism to reach a quorum, fighting off immune responses within the human body. My project involved the chemical synthesis of a library of molecules called AHL (N-acyl-L-homoserinelactone) analogs that will be used in biological assays to determine IC50 (for inhibitors) and EC50 (for activators) for these compounds to inhibit AHL autoinducer synthase enzymes from bacteria. These enzymes signal to their environment for bacteria to reach a quorum. Their inhibition will hypothetically give the immune system enough time to fight off infectious bacteria before they become virulent. Moving forward, we will examine the effects of changing the characteristics of each type of analog, which includes the headgroup, the acyl chain, and acyl chain linkage (amide vs. ester vs isoamide vs

sulfonamide). I will focus on investigating the specificity of my AHL analogs against AHL synthase enzymes found in numerous species of bacteria, which include *Bradyrhizobium japonicum BjaI*, *Burkholderia mallei BmaI1*, *Pseudomonas aeruginosa RhlI*, and *Yersinia pestis YspI*.

Camden Webster - Electrical Engineering

Title: Development of a Ferromagnetic Resonance Measurement System for Microwave-Magnetic Interaction Analysis

Abstract: Ferromagnetic resonance (FMR) is a powerful technique for studying the interaction between microwaves and magnetic materials. Microscopic magnetic phenomena, such as FMR, enable the control and manipulation of magnetic materials through external fields. In this research, an FMR measurement system is being developed to analyze how external magnetic fields induce resonance in a material's magnetic moments. By measuring the resonance frequency, we can determine the material's ability to absorb specific microwave frequencies and power levels. The system is designed to be highly sensitive to different types of magnetic materials, their thicknesses, magnetic ordering, and chemical composition. These findings are essential for understanding magnetic material behavior in wireless applications, providing insights into their potential for advanced communication technologies.

Rafael Whynman - Electrical Engineering

Title: Thermo-Optic Modeling For Greater Data Handling Capabilities

Abstract: Phase change materials (PCM) serve an important role in the advancement of computing, as they enable computers to have greater data handling capacity, faster processing times, and decreased energy consumption. PCM's like germanium telluride (GeTe) function in tandem with microheaters to change from an amorphous state to varying levels of crystallinity. Thus, it is through controlled phase changes that one can manipulate the transmittance of light and get different states of memory. Therefore, the objective of this research activity is to model microheaters and photonic devices, and subsequently implement a Mach-Zehnder Interferometer (MZI) to vary the intensity of light. For this project, a well-known PCM, such as GeTe sputtered on a thin film of Indium Tin Oxide (ITO), will be modeled. COMSOL will be used to find the temperature distribution induced by the ITO microheaters in the PCM. Next, Lumerical FDTD will be used to model the MZI and the effects of different phases of the PCM on the device's operation. With the exploratory nature of this research project, expected outcomes are to find suitable power input parameters, specific levels of crystallinity, and varying levels of output intensity.

Idaho State University | Office for Research

November 19, 2025

Idaho Higher Education Research Council
Report for year 2025, Projects Funded, Undergraduate Research Report Outcomes, and Student Accomplishments.

Summary

At Idaho State University (ISU), we are dedicated to fostering undergraduate research excellence by providing robust access to research opportunities, cultivating mentor–mentee relationships, facilitating participation in research conference presentations, and offering travel support for national conference presentations. We recognize that faculty-led research experiences significantly impact student career development by deepening their understanding of academic concepts and honing the professional skills necessary for success in high-demand industries. Moreover, research plays a vital role in driving Idaho's economy by fostering innovation, attracting investment, and creating a skilled workforce that meets the needs of emerging industries. In this context, the importance of research and innovation cannot be overstated; they are critical to Idaho's continued growth and the adaptability of its industries in a rapidly changing economic landscape. Consequently, undergraduate research is integral to ISU's mission. We extend our gratitude to the Higher Education Research Council for their unwavering support, which enables us to empower students and enrich their academic journeys, solidifying ISU's commitment to developing the next generation of innovative leaders.

To ensure students are aware of paid research opportunities, the Office for Research continued to improve student communication to reach all students more effectively. Building on our commitment to accessibility, the Office enhanced the Undergraduate Research website to include links to opportunities at other institutions, industry internships, and an expanded overview of research experiences available specifically through ISU. This site now serves as a centralized resource where students can identify research opportunities during both the academic year and the summer months, connecting them with the information essential to advancing their educational and professional goals.

Building on these communication improvements, this year's award enabled us to support more students with paid internship opportunities across 10 research areas, funding 14 students from eight STEM departments. In addition to student support, the funding covered essential supplies, travel to national conferences, and research travel for the 2024–2025 TRIO McNair cohort. These students also participated in the Undergraduate Research and Creative Works Symposium at Idaho State University, where they had the opportunity to present their work and compete for prize awards. The Symposium continues to serve as an important platform for students to refine their presentation skills, engage with the broader research community, and build professional networks.

In continuation of these hands-on learning opportunities, the student research experience culminated in July at the Idaho Conference on Undergraduate Research (ICUR), hosted by Boise State University—a statewide forum that highlights undergraduate scholarship across disciplines. By mid-summer, awareness of ICUR had grown substantially on the ISU campus, generating strong interest among students and other summer scholars, including students from regional community colleges. To maintain equitable access, particularly for rural students, ISU coordinated transportation to ensure participation was free of barriers. This effort included a scheduled stop in route to Boise to pick up a student from the College of Southern Idaho. Ultimately, forty-two ISU students attended ICUR, representing forty research submissions. As part of our expanding K–12 research pathways initiative, four high school students from southeast Idaho also joined the cohort and presented their summer research projects.

Idaho State University Office for Research, Sonia Martinez, Undergraduate Research and Outreach Director, Administration Building, Room 106, Pocatello, ID 83209. soniamartinez@isu.edu, 208-282-1323.

Once at the conference, ISU students engaged in the full breadth of ICUR activities, including poster sessions, lightning talks, and graduate student panels designed to strengthen communication skills and introduce future academic and career pathways. Many students were accompanied by family members who traveled long distances to support their work and expressed deep appreciation to conference organizers for providing such a meaningful platform to showcase undergraduate research from across the state.

Chart of Projects funded:

Research Area	Department	Faculty Mentor	Undergraduate Student
AGN-201 Shielding Analysis and Mockups for Educational Purposes.	Nuclear Engineering	Dr. Ali Amir	Several Students
Bacteria in Untreated Waste Water	Biological Science	Dr. Chakraborty	Brinley Smith, Lydia Stevens
Glucose effects on aging	Biological Science	Dr. Lizbeth De LaCruz	Carlos Serna, Brook Wheeler, and Daniel Whisman
Developmental Genetics	Biological Sciences	Dr. Heather Ray	Shaun Stosich
Domestic Terrorism	Political Science	Dr. James Stoutenborough	Ashley Helm
Sustainable Concrete	Civil Engineering	Dr. Mustafa Mashall	Joe Shurtleff
Compounds of interest and biological activity	Chemistry	Dr. Kenneth Olejar	Jillian Keninger, Elizabeth Hodges
Secrets of Aging	Biomedical/chemistry	Dr. Kavita Sharma	Sanaly Nava
Compressed Air Energy Storage	Civil Engineering	Dr. Ebrahimpour	Hannah Baker, Daniel Larkin
Analyzing threats and defense tactics, virtual environments	Chemistry	Dr. John Kalivas	Hyrum Redd
Travel to Field School	TRIO McNair	Dr. James Pascali	Various, Ontaria Ariwite

To complement this summary, a file containing detailed reports of the research activities supported during this grant cycle—and the experiences our students gained throughout the academic year—is attached. If you have any questions, please get in touch with the Office for Research.

Idaho State University Office for Research, Sonia Martinez, Undergraduate Research and Outreach Director, Administration Building, Room 106, Pocatello, ID 83209. soniamartinez@isu.edu, 208-282-1323.

LEWIS CLARK
STATE COLLEGE

Idaho State Board of Education
Higher Education Research Council
Undergraduate Research Fellows

Academic Year 24-25
Summary

Institutional Research and Effectiveness
500 8th Avenue, Lewiston, ID 83501 | instres@lcsc.edu | www.lcsc.edu/ir

Introduction

The Office of Institutional Research and Effectiveness, in collaboration with the Office of the Provost & Executive Vice President for Academic Affairs, oversaw the Higher Education Research Council (HERC) undergraduate research fellows' program.

The HERC funds provided undergraduates students with research opportunities in the Science, Technology, Engineering or Math (STEM) fields under the guidance of a faculty mentor. Lewis-Clark State College (LC State) students were selected based on a competitive application process. Eight (8) students received a HERC research fellowship. All participating students presented posters at either the LC State Research Symposium in May 2025 or at the Idaho Conference for Undergraduate Research (ICUR) in Boise, July 2025. Additionally, three students presented at the American Geophysical Union Conference.

Thank you to the Idaho State Board of Education and HERC for their generous allocation of $30,000 in support of advancing STEM student learning. LC State expended the funds as follows:

EXPENSE CATEGORY	AMOUNT
Stipends	$22,672.84
Travel	$9,285.06
Materials and Supplies	$23,899.49*
Miscellaneous Expenses	$1,213.46
TOTAL	$57,070.85

*Received approval to utilize FY24 carryover to purchase computer equipment for student research.

The following are the student project abstracts:

Fellowship Recipient: Stevie Gulman (Fuchs)
Faculty Mentor: Dr. Nancy Johnston, LC State, Division of Physical, Division of Physical Life, Movement & Sport Sciences
Title: *Health Risks Associated with Formaldehyde and Acetaldehyde in Idaho, USA*
Abstract: Air toxics concentrations and corresponding health risks were studied near a paper mill in Lewiston, Idaho at four sampling sites. Hazardous Air Pollutants (HAPs) such as formaldehyde and acetaldehyde can be released via pulp paper processing, in addition to other criteria pollutants like sulfur dioxide (SO2). Since 2016, air samples were collected weekly for one-hour long durations using DNPH-coated cartridges, and were analyzed via US EPA methods TO-11a with liquid-chromatography (LC), and were compared to 2006 values collected by the Nez Perce Tribe. SO2 and Total Reduced Sulfur (TRS) were measured continuously at the LCSC site using a Teledyne T102 analyzer. Aldehyde levels were lower in 2023-24 compared to 2006, while acetaldehyde slightly increased from 2016 to present. The calculated lifetime inhalation exposure cancer risk was calculated via the number of extra cancers per million based on 2023-24 values.

Fellowship Recipients: KC Wahl
Faculty Mentors: Dr. Nancy Johnston, LC State, Division of Physical, Division of Physical Life, Movement & Sport Sciences
Title: *Air Toxics in Communities Near Former Philadelphia Oil Refinery Site*
Abstract: In June of 2019 thousands of pounds of hazardous air pollutants, including volatile organic compounds (VOCs), were released into the air in Philadelphia PA. This tremendous release of toxic gases was the result of an explosion at the East Coast's largest oil refinery. Though the refinery was shut down after the explosion, local communities remain concerned about VOC emissions during remediation and redevelopment at the site. In this study, air samples were collected weekly using Tenax sorbent tubes in multiple locations with close proximity to the former oil refinery site. Samples were analyzed using thermal desorption-gas chromatography-mass spectrometry (TD-GC-MS) to measure levels of benzene, toluene, ethylbenzene, xylenes (BTEX), and other VOCs. Benzene was under 9 $\mu g/m^3$, the EPA action level, during the 2023-2024 sampling period. Residential risk exposure based on benzene concentrations and EPA risk methods estimate an extra seven cancers per million people during the study period.

Fellowship Recipients: Grace Tiegs
Faculty Mentor: Dr. Nancy Johnston, LC State, Division of Physical, Division of Physical Life, Movement & Sport Sciences
Title: *Volatile Organic Compounds in Western U.S. Wildfire Smoke and Associated Health Risks*
Abstract: Wildfires have become increasingly impactful on the land and people in the western United States, with factors like climate change, prolonged droughts, and land-use practices intensifying these events. Emissions associated with wildfire smoke led to important environmental and public health concerns. To better understand and assess these concerns, passive air sampling was conducted at a number of sites across the US West with the use of Tenax sorbent tubes. Samples were analyzed with thermal desorption-gas chromatography-mass spectrometry instrumentation for about fifty volatile organic compounds (VOCs), including aromatic and aliphatic hydrocarbons. Impact of smoke was assessed and correlated with VOCs such as benzene as well as particulate matter. Health risk due to benzene was calculated using EPA methods.

Fellowship Recipient: Connor Alexander, Jayden Youngren and Ava Hasenoehrl
Contributors: Abigail Brown and Brayden Graves
Faculty Mentor: Dr. Eric Stoffregen, LC State, Division of Physical, Life, Movement and Sport Sciences LC State, Physical, Life, Movement & Sport Sciences
Title: Drosophila *Y chromosome variation impacts survival in Blm-deficient embryos*
Abstract: Blm DNA helicase plays a crucial role in maintaining genome stability during development. Blm females exhibit a significant maternal effect lethality, with most of their embryos failing to survive to the larval stage. Among the few survivors, females (XX) are overrepresented compared to males (XY). This sex-bias correlates with repetitive DNA content, as the XY genotype contains more repetitive DNA content than XX. To test whether Y chromosome variation affects Blm-deficient embryonic survival, we obtained naturally derived lines from global Drosophila populations. We crossed their Y chromosomes into a common genetic background and crossed these males to Blm females. The resulting progeny showed variable female:male ratios. We leveraged the increased meiotic nondisjunction in Blm females to assess Y chromosome-specific lethality by comparing the ratio of sex chromosome aneuploid to euploid survivors (XO:XY males and XXY:XX females). Y chromosomes associated with increased

female:male ratios also showed elevated XO:XY ratios among surviving males, suggesting the exacerbated sex-bias is caused by increased Y-associated lethality. Notably, no XXY females survived, suggesting a repetitive DNA content load that is too high in the absence of Blm. To investigate potential mechanisms for the Y-associated lethality, we used a position effect variegation (PEV) assay to assess relative heterochromatin content of the Y chromosomes, a proxy for chromosome size for the entirely heterochromatic Y chromosome. Surprisingly, we found no correlation between Y chromosome size and Blm-associated male lethality, suggesting that it may be specific types of DNA repeats that require Blm helicase during early development, rather than bulk repetitive content.

A Fellowship Recipients: Ava Hasenoehrl, Jayden Youngren, and Conner Alexander
Contributors: Brayden Graves and Abigail Brown
Faculty Mentor: Dr. Eric Stoffregen, LC State, Division of Physical, Life, Movement & Sport Sciences
Title: *A neurodegenerative phenotype in survivors of Blm-deficient development in Drosophila melanogaster*
Abstract: DNA damage caused by a lack of maternally loaded Blm protein during early embryonic development in Drosophila melanogaster results in significant embryonic lethality. It is unknown, however, how this DNA damage affects normal physiologic processes in the few surviving individuals. We investigated whether this developmental abnormality (Blm-deficiency induced DNA damage) causes neurologic dysfunction in adult survivors. We hypothesized that this DNA damage exposure during early development would cause reduced lifespan, loss of motor function, and disruption of normal sleep patterns and circadian rhythms. To test our hypotheses, we collected adult progeny from Blm– mothers crossed to Blm+ fathers and from the reciprocal cross, Blm+ mothers crossed to Blm– fathers. In both crosses, surviving progeny were heterozygous for Blm, but one set developed with maternally loaded Blm protein (from Blm+ mothers) and one without (from Blm– mothers). We compared lifespan between these sets of progeny, used a climbing assay to measure motor function, and investigated sleep and circadian rhythms using a continuous activity monitor. Progeny that developed without Blm protein exhibit a significant reduction in lifespan, a significant decrease in climbing ability, a significant disruption in sleep condensation, and a significant change in circadian patterns compared to flies that developed with Blm protein. Since these phenotypes are commonly observed in old flies, we are assessing whether there are signs of advanced biological aging in the flies that develop without Blm.

Fellowship Recipient: Ava Hasenoehrl, Conner Alexander, and Jayden Youngren
Contributor: Abigail Brown
Faculty Mentor: Dr. Eric Stoffregen, LC State, Division of Physical, Life, Movement & Sport Sciences
Title: *Metabolic dysfunction following Blm-deficient development in Drosophila melanogaster*
Abstract: Blm DNA helicase is essential for proper DNA replication during early development in Drosophila melanogaster. Blm– mothers, who do not provision their eggs with functional Blm protein, exhibit a maternal-effect lethality. Nearly all progeny from Blm– mothers die before larval hatching; however, a few survive to adulthood (<10% of embryos). These survivors provide a model to study the effects of DNA damage during early development on healthspan. We hypothesized that survivors of Blm-deficient development would display alterations in metabolic function. We first tested whether development without Blm protein affected body mass and determined that Blm-deficient development results in a statistically significant reduction in body mass. Our data also suggests that Blm-deficient development results in decreased energy storage in adult flies, with clear reductions in triglyceride

levels and a possible reduction in glycogen storage as well. These data suggested that the DNA damage sustained by embryos lacking Blm during early cell cycles either affected metabolic processes related to energy storage or affected the feeding behavior of the flies. To test whether these differences in metabolism could be accounted for by food consumption differences, we performed capillary feeder (CAFE) assays and saw no difference in food consumption by flies that survived Blm-deficient development, suggesting instead that these flies exhibit defects in metabolic processes.

Fellowship Recipient: Jayden Youngren, Connor Alexander, Ava Hasenoehrl, Rayana Shah
Contributor: Abigail Brown and Brayden Graves
Faculty Mentor: Dr. Eric Stoffregen, LC State, Division of Physical, Life, Movement & Sport Sciences
Title: *Metabolic dysfunction following Blm-deficient development in Drosophila melanogaster*
Abstract: The absence of maternally provided Blm DNA helicase during early embryonic development leads to severe DNA damage in Drosophila. This damage is lethal to most embryos, and the small percentage that do survive to adulthood are characterized by an extreme sex bias, where ~70-90% of the population is female. This female sex-bias amongst surviving progeny correlates with repetitive genomic DNA content, as the female genotype (XX) contains less repetitive DNA than the male genotype (XY) due to the highly repetitive nature of the Y chromosome in Drosophila. Additionally, embryos from Blm– mothers have a higher probability of aneuploid sex chromosome karyotypes caused by increased meiotic nondisjunction (ndj). These karyotypes include XO, where no second sex chromosome exists and results in a male phenotype. We hypothesized that XO males would exhibit longer lifespans than XY males because of the reduced repetitive DNA content present during Blm-deficient development. To test our hypothesis, we genotyped flies throughout a lifespan assay. In support of our hypothesis, we found that XO males do exhibit longer lifespans than XY males. Additionally, there was a single XO male in our control group (progeny from Blm– males instead of Blm– females) which also exhibited increased survival. This led us to question whether Blm– males also show increased meiotic ndj. We developed a cross scheme to score large numbers of progeny to address this question.

Fellowship Recipient: Erica Stryker
Faculty Mentor: Dr. Leigh C. Latta, LC State, Division of Physical, Life, Movement & Sport Sciences, Dr. Adam G. Jones, University of Idaho, College of Science
Title: *Insights into male pregnancy and its evolution: Patristacin gene family expansion and contraction in Syngnathids.*
Abstract: Seahorses, pipefish, and seadragons are all members of the family Syngnathidae. Syngnathids are characterized by male pregnancy wherein the female deposits eggs into a brood pouch located in or on the male. Structures for male pregnancy range from simple external attachment to an enclosed, internal pregnancy similar to a mammalian uterus. This feature is a relatively unique biological phenomenon that raises questions as to how and why the male brood pouch evolved in Syngnathidae. Patristacins are an astacin metalloprotease found in live-bearing teleosts including Syngnathidae and were likely coopted from a digestive role to support nutrient transfer in the brood pouch. This project seeks to use bioinformatic methods to investigate the expansion and contraction of the patristacin gene family in Syngnathidae in order to shed light on the evolutionary process that led to male pregnancy. Twelve Syngnathidae proteomes were acquired from the NCBI Genome database. OrthoFinder2 was used to identify gene families. CAFE5 was used to analyze expansion and contraction events within these gene families. Analysis showed tail brooding Syngnathids had more patristacin genes than trunk

brooders. Furthermore, there were significant changes in patristacin gene family number in the Syngnathini, Stigmatoporini, and Solegnathini clades. Further analysis including more Syngnathidae species is in our control group (progeny from Blm– males instead of Blm– females) which also exhibited increased survival. This led us to question whether Blm– males also show increased meiotic ndj. We developed a cross scheme to score large numbers of progeny to address this question.

STRATEGIC INITIATIVE
Undergraduate Research Funding for
STEM Majors at the University of Idaho
FINAL PROJECT REPORT

FY 2025

Submitted to:
Higher Education Research Council
Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

Submitted by:
University of Idaho Office of Undergraduate Research
875 Perimeter Drive
Moscow, ID 83844
On October 30, 2025

University of Idaho
Office of Undergraduate Research

Table of Contents

EXECUTIVE SUMMARY.....*Page 2*

SBoE Supported Spring and Summer Undergraduate Research Fellowships.....*Pages 3 – 19*

Spring 2025 Semester Awards Project Title	Student (College)	Page
Evaluation of the shrinking core model of iron sulfide weathering in pyritic waste rock, Red Dog mine	Emily Medema (COS)	3
Inverted Flag	Jasmeen Manshala (COEng)	3
Improvements to Experimental Fluids Lab	John Grundy (COEng)	4
Improve Head Loss Calculations for Laminar Pipe Flow and its fitting	Nishan Thapa (COEng)	4

SURF Project Title	Student (College)	Page
LoRa Bands for Virtual Fencing	Brodie Becker (COEng)	5
Analysis of C2C12 myoblast secretome for enhanced muscle regulation	Minigna Lama (COEng)	6
The Attack on AI	Jiaxin Liu (COEng)	7
Benchmarking Uncertainty Quantification for Deep Learning	Dristanta Silwal (COEng)	8
Investigating the Mechanisms driving regenerative responses in the Zebrafish retina	Claire Shelton (COS)	9
Effects of Grafting Standard Tomato Varieties onto Dwarf Tomato Rootstocks	Samantha McClure (CALS)	10
The Relationship of the Mediteranean Diet Adherence and Pregnancy/Postpartum	Mary Schwartz	11
Exploring Innovative Approaches to micropropagate North American Cloudberry	Callie Schmidt	12
Effects of Isometric and Generalized Warm-Ups on Deadlift performance	Jared Hanchey (CEHHS)	13
Enhancing Architectural History Education with AI-generated imagery	Ash Moghadam (CAA)	14
Missing and Murdered Indigenous Women and Two-Spirit Individuals	Kaitlyn Vilgos (CLASS)	15
Sharing Idaho's History - Visually	Maximillian Wood (CLASS)	16
Exploring Mississippi River Models as Hybrid objects	Rahman Ratul (CAA)	17

SURF - INBRE

Exploring the potential of the novel killer K21L in *Saccharomyces kudriavzevii*	Lily Givens (COS)	18
Development of a modular thumb support with multi-directional locking to improve post-stroke thumb opening and positioning	Sebastian Allegre (COS)	19
BUDGET and BUDGET JUSTIFICATION	Expenses	20

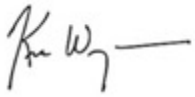
Executive Summary

Undergraduate research (UGR) is recognized as a high-impact educational practice that increases the rates of student retention and engagement. At the University of Idaho, UGR is practiced throughout all units on campus, and it is centrally placed in the institution's strategic plan through the Experiential Learning Pillar. The Office of Undergraduate Research (OUR) is taking the lead in enabling research opportunities for undergraduates at UI as it manages various competitive student grant programs that directly support student research and ensures that students have access to these opportunities.

During AY 2024-25, generous funding from the State Board of Education (SBoE) permitted UI to continue its Semester Awards and Summer Undergraduate Research Fellowship (SURF) Programs. The Semester awards allow for students to submit a proposal to the OUR and, after review, the OUR selects projects for funding. The OUR allocated $4000 to fund four of the twenty-one projects in Spring of 2025 with HERC funding. These projects were from the College of Engineering and the College of Science. The OUR then utilized the remaining $61,000 of SBoE HERC funds to support the Summer 2025 SURF program. This intensive 10-week summer research experience actively engages undergraduates in faculty-mentored, independent research. Over the course of the program, students are mentored toward increased independence on their projects and the OUR provides a series of workshops to help them students prepare for ICUR. Each student was provided with a $5,500 stipend in the form of a fellowship which allows them to devote full time effort to their projects. Each student was also provided with $1,000 to help offset materials and supplies and other project-related expenses. **This year there were 39 applications!** Selection of student participants is a competitive process in which students submit 4-page research proposals to the OUR along with budget justifications and a letter of recommendation from their mentor. The Director utilizes faculty affiliates in each college to review the proposals and provide selections of the top proposals. The Director then makes sure that projects are well-represented across colleges. It is important to note that not all projects for this cycle required a supply budget. This allowed for us to fund additional students with partial SBoE funding. For FY25, the SBoE funding supported **11 of the 15 OUR SURF** awards (some were funded completely or in part by OUR funds). All students supported by SBoE funds attended and presented results of their projects at the 2025 Idaho Conference on Undergraduate Research in Boise, ID on July 15-16, 2025. These students will also be required to present their results at the UI Undergraduate Research Symposium on April 20, 2026. In addition to the projects supported by SBoE funds, the OUR was able to fund **4 additional awards** to allow further participation beyond STEM disciplines.

End of project feedback from students and their mentors was overwhelmingly positive. Significantly, none of the undergraduate research projects described here would have been possible without the support provided by the State Board of Education. We sincerely thank the Higher Education Research Council and the Idaho State Board of Education for making these experiences possible for our students.

Sincerely,



Kristopher V. Waynant
Director, Office of Undergraduate Research
Associate Professor, Chemistry
kwaynant@uidaho.edu

Spring 2025 Awards funded by SBoE

Student: Emily Medema

Project Title: Evaluation of the shrinking core model of iron sulfide weathering in pyritic waste rock, Red Dog mine

Mentor: Jeff Langman, Department of Earth and Spatial Sciences

Abstract: Acid rock drainage (ARD) emanates from the Main Waste Stockpile (MWS) of Teck's Red Dog Mine in northwestern Alaska. The ARD is caused by infiltrated precipitation and weathering of pyrite [FeS2]. The overall project is evaluating future acid generation through weathering experiments with waste rock collected from the MWS. My portion of the project will involve the use of a scanning electron microscope to evaluate the remaining cores (e.g., unweathered portion) of the pyrite minerals and associated iron-bearing rinds. These two sulfide mineral properties are indicative of the mineral weathered state that we describe as the shrinking core model of sulfide weathering. The remaining pyrite cores represent the weathering progression, and the iron-bearing rinds are an indication of the level of acid generation and mobilization or retention of iron during weathering. Using the scanning electron microscope, I will analyze pyrite samples from twenty sampling intervals in the MWS to compare the level of weathering between the intervals and estimate the penetration of infiltrated precipitation. The results of my work will provide insight into the depth of the weathering front and areas of greatest acid generation that will assist with management of infiltrating water into the MWS.

Student: Jasmeen Manshahia

Project Title: Inverted Flag

Mentor: Vibhav Durgesh, Department of Mechanical Engineering

Abstract: This project explores innovative methods for harvesting sustainable and clean energy using an inverted flag design equipped with piezoelectric materials. The study focuses on optimizing the energy production capabilities of piezoelectric flags by varying their thickness-to-length ratios. We plan to conduct experiments in a wind tunnel to investigate the dynamics of the inverted flag and measure the generated electric output. In the second phase, we will perform experiments in a water tunnel using Hydrogen Bubble Flow Visualization to study the flow field around the flag and assess the electricity production. The primary objective is to identify the most efficient configurations for potential commercial applications while gaining deeper insights into the dynamics and performance of the inverted flag system.

Student: John Grundy

Project Title: Improvements to Experimental Fluids Lab

Mentor: Vibhav Durgesh, Mechanical Engineering

Abstract: Interest in small aerial vehicles is increasing. The airfoils in these vehicles operate at low Reynolds number flow regimes. The airfoil aerodynamic characteristics under these conditions are complex. Therefore, one research focus in the Experimental Fluids and Aerodynamics Laboratory (EFAL) is to quantify an airfoil's aerodynamics performance at low-Reynolds numbers. Experimentation is performed in the wind tunnel at EFAL using a high-precision load cell which measures lift and drag forces experienced by airfoils. The load cell and the airfoil are mounted on a stepper motor that allows precise change in the angle of attack. Lift and drag data collected from the load cell are analyzed using Python or Matlab, and researchers iteratively process the data to estimate angle of attack misalignment. The misalignment is due to the challenge of accurately determining flow direction of the wind tunnel relative to the airfoil chord. Therefore, the proposed project's focus is to automatically correct the misalignment. The key deliverable will be data-analysis software developed in Matlab that analyzes loadcell data and identifies misalignment using basic principles of airfoil aerodynamics. If successful, this will significantly reduce analysis time and would provide a robust method for identifying the angle of attack misalignment using data analysis techniques.

Student: Nishan Thapa

Project Title: Improve Head Loss Calculations for Laminar Pipe Flow and its fitting

Mentor: Tao Xing, Department of Mechanical Engineering

Abstract: Elbows are a common type of fitting in piping systems to transport fluid, but they introduce challenges by causing head loss due to directional changes in flow. Accurate head loss estimation in elbows is crucial for selecting the right pumps for the given pipeline to ensure energy efficiency so that the pump operates close to its best efficiency performance. Current methods largely focus on fully developed, steady flow conditions, neglecting the developing flow regions and effect of Reynolds number on head losses for pipe fittings. This research addresses this gap by analyzing head loss in a laminar pipe system including developing and developed flows and a 90-degree elbow using high-fidelity computational fluid dynamics (CFD) simulations and experimental studies. The project will generate more accurate correlations to estimate head loss for laminar pipe flow system under various Reynolds numbers, which will help select the right pump to achieve the best efficiency point during operation.

Summer Undergraduate Research Fellowships 2025 funded by SBoE HERC

STUDENT: Brodie Becker **College:** Engineering

TITLE: LoRa Bands for Virtual Fencing

Mentor: Dev Shrestha, Department of Biological Engineering

Abstract: Virtual fence is an emerging tool for livestock management that can determine an animal's location on the landscape, compare that location to preset boundaries and implement stimuli to encourage animal movement as needed. An ongoing project at the University of Idaho is working to develop a virtual fence system that leverages radio communication to determine location. This research will evaluate the suitability of two different radios for usage in virtual fencing technology. The radios being compared will operate in the 2400 and 915 MHz bands, both common for LoRa networks. They will be compared based on several factors relevant to their performance in virtual fencing applications. The desired outcome of this project is to provide information to enable informed decision-making for teams selecting radios to be used in rangeland networks.

Virtual Fence LoRa Band Comparison

A comparison of radio effectiveness in rangeland virtual fencing applications

Presenter: Brodie Becker

University of Idaho

Abstract

The goal of this research is to evaluate the suitability of two different radio frequencies for usage in Virtual Fencing technology. The radios being compared operate in the 2400 and 915 MHz bands, both common for LoRa networks. They are being compared based on several factors relevant to their performance in Virtual Fencing applications. We are measuring straight line performance as well as obstructions from terrain, foliage, and other obstacles that are likely to be encountered in this application. We aim to measure and quantify the performance advantage of the 915mHz radio in these scenarios. Both radios perform exceptionally well in a line-of-sight scenario with minimal obstructions. However, the 915mHz radio demonstrates a significantly reduced rate of signal integrity decrease with distance.

Virtual Fence

Virtual fencing technologies encompass a variety of systems for enforcing livestock locations using a boundary deterrence system to prevent the animal(s) from violating a geographic region defined by the user. These systems operate one or several digital locating systems, such as GPS or ToF(time of flight) ranging. The UI Unfencing Range project uses ToF ranging to evaluate animal positions and sx1280 radios to communicate between devices in the system. This research was inspired by questions that arose in the course of the devlopment of their system.

Virtual fencing technologies offer a promising solution to many problems in the cattle industry, including lower costs than traditional fencing and easier management of grazing animals, rangeland, and the grazing environment as a whole. Radios are a critical part of any Virtual Fence system, and their performance has a direct and drastic impact on the performance of the system as a whole. They are also central to the development process, and once a radio has been selected it is difficult to alter that selection.

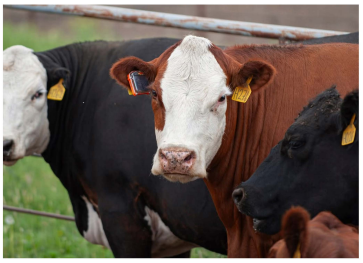
Research & Methodology

This project aims to compare the performance decrease of two different radios, the sx1280 and sx1260(selected as representative for their respective frequency bands) in rangeland environments and scenarios that will be commonly found in a Virtual Fencing application.

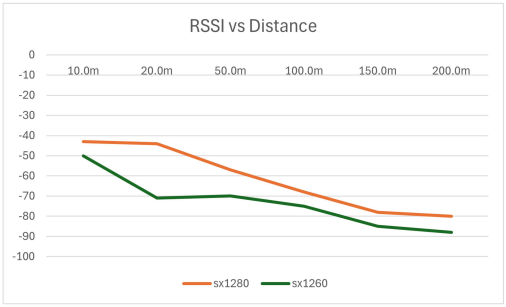
Both radios used are products of Semtech, who produce a variety of LoRa radios. LoRa is a standard intended for long range-low power communication for embedded devices. They are well-suited to Virtual Fencing applications, and very commonly used in many industries.

The sx1280 operates at 2.4gHz, and the sx1260 at 915mHz. 915mHz is broadly known to be better suited to this sort of application, but there are challenges in implementing it for a virtual fencing system. We are evaluating sx1260 performance relative to the sx1280 in 5 key areas that will allow for informed decisions on virtual fencing implementations by quantifying the advantage of the lower frequency radio in pertinent scenarios.

It is important to note that the sx1280, while being very powerful for an unlicensed 2.4gHz radio, is still capable of a significantly lower maximum transmission power. When making implementation decisions and weighing the merits of these two radios, this must be taken into account.



Results



In line of sight testing, both radios exhibit a similar rate of decrease for RSSI. This is our key metric for evaluating the relative performance. The testing results indicate that both radios are well suited for this application when deployed in an open field. This data was collected by averaging several minutes of data collected from continuous communication at each distance listed for each radio. This information provides a useful baseline for our comparisons in all future testing. We will be able to evaluate the rate of attenuation of both radios in different scenarios, and use this to make informed decisions about their performance and extrapolate out to consider performance with different antennae and transmission power levels.

Acknowledgements:
Funded by the UI Office of Undergraduate Research SURF program

Support and hardware provided by UI Unfencing Range project

STUDENT: Minigna Lama **COLLEGE:** Engineering

TITLE: Analysis of C2C12 myoblast secretome for enhanced muscle regulation

Mentor: Nathan Schiele, Department of Biological Engineering

Abstract: Skeletal muscle repair is a complex process involving cellular proliferation, differentiation, and remodeling of the extracellular matrix, all of which are required for tissue repair as well as tissue engineering. The C2C12 myoblast secretome is involved in the process since proteins secreted into the medium and signaling factors mediate intercellular communication and control muscle differentiation. This study aims to characterize the dynamic modulation of the C2C12 secretome during different stages of myogenic differentiation and with varying serum concentrations and mechanical loads. The significant factors involved in the muscle regeneration process will be quantified by enzyme-linked immunosorbent assay (ELISA) to determine the impact of environmental conditions on the composition of the secretome. Elucidation of such regulatory processes will provide valuable information on muscle tissue communication and adaptation, allowing biomaterial and therapeutic strategy design for muscle tissue engineering and regenerative medicine.

Analysis of IGF-1 production by C2C12 myoblasts during engineered muscle formation

University of Idaho College of Engineering
Minigna Lama, Alonna G. Clair, and Nathan R. Schiele
Department of Chemical & Biological Engineering, University of Idaho, Moscow, ID
University of Idaho Office of Undergraduate Research

Background

- C2C12 myoblasts are used to study skeletal muscle repair and regeneration.
- Secreted proteins act as signaling factors for intercellular communication and regulation of myogenesis.
- This study analyzes secretome changes during different differentiation stages and serum levels.
- Enzyme-linked immunosorbent assay (ELISA) used to quantify the secreted proteins (IGF-1) in the culture media.

Objective

- Evaluation of IGF-1 production during myogenesis of C2C12 cells.

Cell Seeding and Secretome Collection

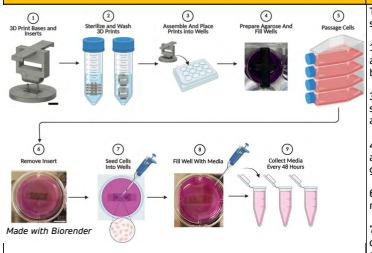


Fig. 1) C2C12 scaffold free self assembly 3D culture overview

Neo Muscle seeding protocol steps:

- 3D-printed PLA inserts were sterilized in 70% ethanol for 24 hours, rinsed with sterile water, and assembled into standard 12-well plates.
- 2% agarose was poured into each well to create molds; after solidification, inserts were removed to form defined agarose wells.
- Cells were cultured under standard conditions and passaged when confluency reached 75%.
- C2C12 line continuation was seeded at 1500cells/cm², and Neo Muscles were seeded with 5 million cells per mold.
- Neo Muscles treated with 10% FBS till Day 7 and changed to 2% horse serum Day 8 onwards in every 48 hours interval.
- Macro images were taken of Neo Muscles daily, media was collected for secretome evaluation and stored in -80°C.

Macroscopic Progression of Neo Muscle Constructs

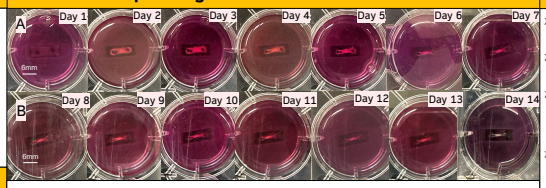


Fig. 2) Representative **A)** macroscopic images of Neo Muscle D0-D7, 10% Fetal Bovine Serum Media **B)** macroscopic images of Neo Muscle D8-D14, 2% Horse Serum Media

ELISA Quantification of IGF-1 Secretion

The ELISA protocol followed standard steps:

1-2) Plate coating with capture antibodies and blocked with blocking buffer.

3.) Sample addition and IGF1 serial dilution, incubate for antigen binding.

4-5.) Addition of HRP Conjugate antibodies and substrate to generate a colorimetric signal.

6.) Optical density was measured at 450 nm & 650 nm.

7.) IGF-1 concentration was determined using a standard curve generated from known IGF-1 concentrations.

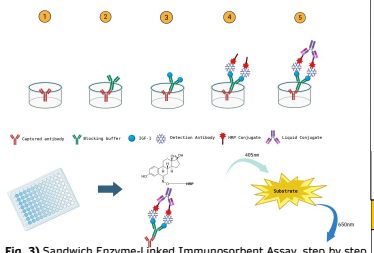
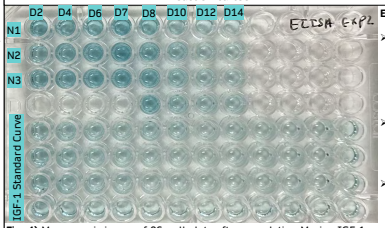


Fig. 3) Sandwich Enzyme-Linked Immunosorbent Assay, step by step reaction cartoon *Made with Biorender*



ELISA Plate Setup:

- The standard curve was prepared by performing serial dilutions of IGF-1, starting from 6000 *pg/mL* (100 *µL* per well) diluting down to 0 *pg/mL*.
- For experimental samples, Up to Day 7, each 100 µL sample consisted 3 biological replicates.
- From Day 8 to Day 14, the samples consisted of 2 biological replicates.

Fig. 4) Macroscopic image of 96 well plate after completing Murine IGF-1 ELISA test.

IGF-1 concentration peaked on Day 7

- IGF-1 concentration peaked between Day 2–7, with the highest recorded IGF-1 quantified approx. on Day 7.
- Sharp decline post-Day 7 suggests possible reduction in secretion, protein degradation, or cell stress.
- IGF-1 secretion pattern aligns with published findings, showing peak expression around Day 7 during active myogenic differentiation, followed by a decline as regeneration stabilizes (Charge & Rudnicki, 2004).
- Day 7 identified as a key window for collecting large quantities of secreted IGF-1, for use as conditioned media in cell differentiation studies.

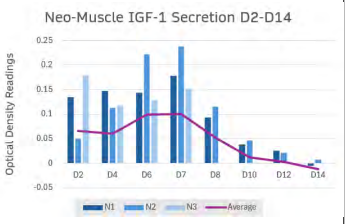


Fig. 5) IGF-1 curve of OD read for the conditioned media from D2-D14 set to 405nm-650nm.

Future Work

- Re-run IGF-1 ELISA with a higher concentration standard curve for accurate quantification.
- Analyze macroscopic images of Neo Muscles and cell line growth to elucidate possible correlations in IGF-1 secretion.
- Continue analyzing secretome samples for additional myogenesis biomarkers.
- Continue collecting secretome samples and testing to identify other secreted factors that may affect other musculoskeletal Neo constructs seeded in the lab, when used as conditioned media.

Acknowledgments

- This project was funded through Summer Undergraduate Research Fellowship (SURF) by Office of Undergraduate Research (OUR), University of Idaho.

STUDENT: Jiaxin Liu **COLLEGE:** Engineering

TITLE: The Attack on AI

MENTOR: Min Xian, Department of Computer Science

Abstract: Adversarial attacks pose critical challenges to the deployment and adoption of artificial intelligence (AI) and Machine Learning (ML) systems, as they exploit vulnerabilities in AI models to cause incorrect predictions through carefully crafted perturbations. This research explores the mechanisms, implications, and defenses associated with adversarial attacks, with a focus on understanding their impact on deep learning models. Over a 10-week period, foundational concepts in AI and adversarial attacks are studied, followed by hands-on experimentation with state-of-the-art attack methods such as the Fast Gradient Sign Method (FGSM), Projected Gradient Descent (PGD), Carlini & Wagner (C&W), Sign-OPT, and RayS attacks. Defense strategies, including adversarial training, defensive distillation, and input preprocessing, are implemented and evaluated for their effectiveness in mitigating adversarial threats. A small-scale research project is conducted to investigate a specific aspect of adversarial attacks, such as their performance on real-world datasets or the robustness of different model architectures. The findings will highlight the fragility of AI systems to adversarial manipulations and underscore the importance of developing robust models to ensure their reliability and security in critical applications. This research contributes to the growing body of knowledge in adversarial learning and provides insights into the ongoing efforts to build trustworthy AI systems.

Lance and Shield: Benchmarking Adversarial Attacks and Defenses of AI

University of Idaho

DEPARTMENT OF COMPUTER SCIENCE, UNIVERSITY OF IDAHO

Jiaxin Liu, Kyle Lucke, Min Xian

University of Idaho

Abstract

As deep learning (DL) reshapes the future of image-based applications, from handwritten digit recognition to autonomous driving, one unsettling question persists: just how trustworthy are these celebrated models when faced with real-world adversaries? Our study investigates the mechanisms and consequences of hard-label black-box adversarial attacks that exploit blind spots in state-of-the-art architectures (ResNet-50, DenseNet-121, VGG-16) trained on MNIST, CIFAR-10, and ImageNet. We implement and benchmark three leading methods such as RayS, OPT, and Sign-OPT, and counter them with three advanced defenses: adversarial training, robust self-training, and multi-instance robust self-training. By measuring attack success rates, query efficiency, and perturbation subtlety, our findings expose critical vulnerabilities in vision systems and guide the design of more resilient defenses for practical deployment.

Background

1. **Problem**: DL can now be used for critical applications like cancer classification, but are susceptible to adversarial attacks.
2. **Goal**: Evaluate three state-of-the-art adversarial attacks against popular DL approaches and defenses.
3. **Approach**: Benchmark RayS, OPT, and Sign-OPT vs. ResNet50, DenseNet121, and VGG16 using breast-cancer dataset plus CIFAR-10, MNIST, and ImageNet. Then apply three advanced defenses and repeat.
4. **Outcome**: Reveal which defenses hold up, why others fail, and guide safer AI, whether diagnosing tumors or classifying traffic signs.



Figure 1: Study workflow. **Input data** (CIFAR-10/MNIST/ImageNet). **Model** (ResNet50, DenseNet121, and VGG16). **Hard-label black-box attacks** (OPT, Sign-OPT, and RayS). **Defense strategies** (adversarial training, robust self-training, and multi-instance RST). **Evaluation metrics** (success rate, queries, and perturbation)

Results

Table 1. Attack ResNet-50 [12] using the CIFAR-10 [9] dataset (ε = 0.031).

Attack	Success Rate ↑	Avg Queries ↓	Med Queries ↓	Avg L_2 ↓	Avg L_∞ ↓	Avg PSNR ↑
OPT [3]	4.39%	**376.7**	**208.0**	**0.232**	**0.015**	50.266
Sign-OPT [4]	53.20%	2944.8	2040.0	0.446	0.027	42.463
RayS [5]	**99.40%**	1341.3	719.5	1.593	0.029	**31.101**

Table 2. Attack ResNet-50 [12] using the MNIST [10] dataset (ε = 0.30).

Attack	Success Rate ↑	Avg Queries ↓	Med Queries ↓	Avg L_2 ↓	Avg L_∞ ↓	Avg PSNR ↑
OPT [3]	78.92%	481.57	433.00	**2.234**	**0.152**	28.290
Sign-OPT [4]	89.20%	427.78	287.00	2.972	0.215	25.181
RayS [5]	**100.00%**	**280.24**	**166.00**	8.118	0.232	**16.300**

Table 3. Attack ResNet-50 [12] using the ImageNet [11] dataset (ε = 0.05)

Attack	Success Rate ↑	Avg Queries ↓	Med Queries ↓	Avg L_2 ↓	Avg L_∞ ↓	Avg PSNR ↑
OPT [3]	3.00%	**273.33**	**167.50**	**2.099**	**0.025**	48.133
Sign-OPT [4]	31.10%	3569.47	2626.00	3.901	0.044	40.400
RayS [5]	**98.40%**	1339.02	748.00	17.465	0.046	**27.257**

Attack success scales directly with perturbation magnitude (**ε**):

- OPT finds adversarial samples with the smallest mean L_2 distances but only a low success rate* (SR).
- Sign-OPT achieves a higher SR with a larger mean L_2 distances.
- RayS achieves a high SR across all three datasets at the cost of a larger mean L_2 value with roughly 1,300 queries per sample.

Success rate: the percentage of examples that have obtained and adversary within a query budget

Acknowledgements

I gratefully acknowledge Kyle Lucke for dedicated research assistance and Dr. Min Xian for expert mentorship. This work was supported by a University of Idaho Office of Undergraduate Research (OUR) Semester/SURF Award 2025.

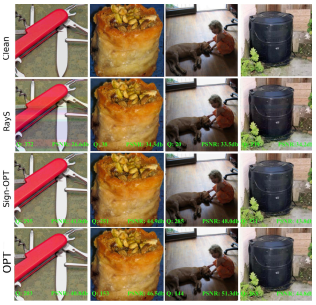


Figure 2. Adversarial samples on ImageNet [11] using a ResNet-50 model [12]. Columns show (1) clean image, (2) RayS [5], (3) Sign-OPT [4], (4) OPT [3] examples.

Conclusions and Future Directions

Our experiments confirm that ResNet-50, DenseNet-121 and VGG-16 remain highly vulnerable to hard-label black-box attacks, with the SR rising alongside allowed perturbation magnitude. On CIFAR-10, OPT achieves a 4.39 % SR with an average L_2 of 0.2320, whereas RayS achieved a 99.40 % SR with an L_2 of 1.5930. On MNIST, the SR increases from 78.92 % to 100.00 %. On ImageNet, the SR of OPT falls to 3.00 %, Sign-OPT to 31.10 %, while RayS maintains 98.40 % success. Next, we will re-evaluate these models after implementing training-based defense techniques like adversarial training, robust self-training and multi-instance robust self-training, quantifying how they affect SR, query efficiency and perturbation norms. We will also incorporate a distortion threshold for human perceptual evaluation to align the detection results with actual image quality standards.

References

[1] I. J. Goodfellow, J. Shlens, and C. Szegedy, "Explaining and Harnessing Adversarial Examples," *arXiv preprint arXiv:1412.6572*, 2014.
[2] A. Madry, A. Makelov, L. Schmidt, D. Tsipras, and A. Vladu, "Towards Deep Learning Models Resistant to Adversarial Attacks," *Proc. ICLR*, 2018.
[3] H. Cheng, H. Zhang, P. Chen, J. Yi, and C. Hsieh, "Query-Efficient Hard-Label Black-Box Attack: An Optimization-Based Approach (OPT)," *Proc. ICML*, 2018.
[4] H. Cheng, H. Zhang, P. Chen, J. Yi, and C. Hsieh, "Sign-OPT: A Sign-Based Gradient Attack for Hard-Label Black-Box Models," *Proc. ICLR*, 2019.
[5] J. Chen and Q. Gu, "RayS: A Ray Searching Method for Hard-Label Adversarial Attacks," *Proc. AAAI*, 2020.
[6] A. Raghunathan, C. Xie, F. Yu, and P. Liang, "Understanding and Mitigating the Trade-Off Between Robustness and Accuracy," *Proc. ICML*, 2020.
[7] B. Sun, X. Wang, J. Zhu, and D. Li, "MIRST-DM: Multi-Instance Robust Self-Training with Drop-Max," *Proc. CVPR*, 2022.
[8] A. Shareef, N. Al-Shurafa, and M. El-Helw, "A Benchmark for Breast Ultrasound Image Classification," *IEEE Access*, vol. 11.
[9] A. Krizhevsky, "Learning Multiple Layers of Features from Tiny Images," Tech. \ Report UTML TR 2009-004, Univ. of Toronto, 2009.
[10] Y. LeCun, L. Bottou, Y. Bengio, and P. Haffner, "Gradient-Based Learning Applied to Document Recognition," *Proc. IEEE*, vol. 86, no. 11, pp. 2278–2324.
[11] J. Deng, W. Dong, R. Socher, L.-J. Li, K. Li, and L. Fei-Fei, "ImageNet: A Large-Scale Hierarchical Image Database," in *Proc. CVPR*, 2009, pp. 248–255.
[12] K. He, X. Zhang, S. Ren, and J. Sun, "Deep Residual Learning for Image Recognition," in *Proc. CVPR*, 2016, pp. 770–778.

STUDENT: Dristanta Silwal **COLLEGE:** Engineering

TITLE: Benchmarking Uncertainty Quantification for Deep Learning

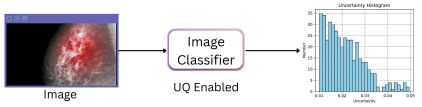
MENTOR: Min Xian, Department of Computer Science

Abstract: Uncertainty quantification (UQ) plays a pivotal role in ensuring the reliability and robustness of predictive models, particularly in deep learning models where uncertainties arise from many sources, e.g., incomplete data, model approximations, and inherent variability. Ensuring the reliability of predictions is critical to patient safety in medical AI applications. Most work on Uncertainty Quantification (UQ) focuses on out-of-domain (OOD) samples, how it identifies misclassification has yet to be comprehensively explored (1). This research evaluates the existing UQ methods to detect misclassification, and their accuracy based on the publicly available natural image classification dataset. We will then explore how UQ works in different misclassification detections with a detailed comparison of each method evaluated (3, 5). Besides, we will develop a publicly accessible website to report where and how we obtained our datasets and research results with a list of other feasible tasks.

Benchmarking Uncertainty Quantification for Deep Learning

University of Idaho
DEPARTMENT OF COMPUTER SCIENCE, UNIVERSITY OF IDAHO
Dristanta Silwal, Kyle Lucke, Min Xian
University of Idaho Office of Undergraduate Research

Abstract
One of the most significant developments in the last decade has been the heights Artificial Intelligence (AI) has reached in our daily lives. However, many advanced AI models have proved to be over-confident in their predictions, which makes it a challenge to apply them to critical applications such as healthcare, finance, and nuclear power and creates pressing needs for quantitatively understanding the uncertainties of AI predictions. In this project, We benchmark uncertainty quantification (UQ) methods for state-of-the art deep learning-based image classification models. The UQ methods focus on identifying misclassification in natural image datasets. We benchmark state-of-the-art UQ methods: Deep Ensembles (DE), Monte Carlo Dropout (MCD), LP-BNN, Dirichlet, and MAPLE. Performance was assessed on publicly available datasets, using DenseNet and WideResNet as backbone architectures. By analyzing epistemic uncertainty across these methods, architectures, and dataset, this research seeks to provide critical insight into UQ's effectiveness for misclassification detection, ultimately enhancing AI reliability and reducing risks associated with confident mistakes.



Problem
DNNs are increasingly popular due to their state-of-the-art performance on various tasks such as image classification, and natural language processing.
Even well-trained models produce confidently incorrect outputs, but cannot detect when this happens

Solution
UQ is a newly emerging subfield of deep learning that can mitigate this issue.
UQ methods provide uncertainty about the model's prediction, allowing the identification of confidently incorrect predictions.

References
[1] Franchi, G., et al. (2020). Encoding the Latent Posterior of BNNs for Uncertainty Quantification. NeurIPS.
[2] Gal, Y., & Ghahramani, Z. (2016). Dropout as a Bayesian Approximation. ICML.
[3] Huang, G., Liu, Z., van der Maaten, L., & Weinberger, K. Q. (2016). Densely Connected Convolutional Networks. CVPR.
[4] Krizhevsky, A. (2009). Learning Multiple Layers of Features from Tiny Images. Univ. of Toronto.
[5] Lakshminarayanan, B., Pritzel, A., & Blundell, C. (2017). Simple and Scalable Uncertainty Estimation with DeepEnsembles. NeurIPS.
[6] Shen, M., et al. (2023). Post-Hoc Uncertainty Learning Using a Dirichlet Meta-Model. AAAI.
[7] Venkataramanan, A., et al. (2023). Gaussian Latent Representations for Uncertainty Estimation. ICCV.
[8] Zagoruyko, S., & Komodakis, N. (2016). Wide Residual Networks. BMVC.

High Uncertainty Misclassified Images


Prediction: cat
GT Label: deer
Uncertainty: 0.06


Prediction: airplane
GT Label: cat
Uncertainty: 0.06

Deep Ensembles (WRN28-10)


Prediction: deer
GT Label: frog
Uncertainty: 0.04


Prediction: deer
GT Label: bird
Uncertainty: 0.04

MC Dropout (WRN28-10)


Prediction: automobile
GT Label: truck
Uncertainty: 0.05


Prediction: horse
GT Label: bird
Uncertainty: 0.05

LP-BNN (WRN28-10)


Prediction: dog
GT Label: horse
Uncertainty: 5.68


Prediction: airplane
GT Label: ship
Uncertainty: 4.55

MAPLE (WRN28-10)


Prediction: cat
GT Label: truck
Uncertainty: 8.04


Prediction: dog
GT Label: automobile
Uncertainty: 7.13

Dirichlet (WRN28-10)

Results Summary

Method	Accuracy (%) ⬆	AUGRC (x1000) ⬇
Deep Ensembles [3]	91.00	**9.90**
MC-Dropout [2]	91.60	40.70
LP-BNN [1]	90.95	13.20
MAPLE [7]	90.01	51.10
Dirichlet [6]	91.40	15.80

Table 1: Misclassification detection performance for CIFAR10 [4] dataset using WRN28-10 [8] backbone

Method	Accuracy (%) ⬆	AUGRC (x1000) ⬇
Deep Ensembles [3]	95.30	**4.20**
MC-Dropout [2]	93.99	6.60
LP-BNN [1]	93.809	7.10
MAPLE [7]	84.28	94.00
Dirichlet [6]	93.98	35.79

Table 2: Misclassification detection performance for CIFAR10 [4] dataset using DenseNet100 [3] backbone

Conclusions and Future Directions
We benchmark misclassification detection performance of five UQ methods on the CIFAR10 dataset using WideResNet and DenseNet models. Overall, we find that Deep Ensembles significantly outperforms other methods according to the AUGRC metric. Additionally, we have created a website which discusses the outcome of the research in detail. Our code will be available on github, allowing researchers to evaluate other UQ methods, backbone models and datasets. In the future, we plan to implement more UQ methods and evaluation metrics, and expand the benchmark to more datasets and backbone models.

Acknowledgements
This research was funded as a Summer Undergraduate Research Fellowship from the Office of Undergraduate Research at the University of Idaho which supportsundergraduate student engagement in research and creative activities. Also, I would like to extend my gratitude to Dr. Min Xian and Kyle Lucke for their incredible support and guidance during this research.

Learn more about me and my research project at the following website:

STUDENT: Claire Shelton **COLLEGE:** Science

TITLE: Investigating the Mechanisms driving regenerative responses in the Zebrafish retina

MENTOR: Diana Mitchell, Department of Biological Sciences

Abstract: Humans have limited ability to regenerate damaged tissues in the central nervous system (CNS; brain, spinal cord, and retina). Injury to the CNS can lead to permanent loss of function due to the inability for new neurons to be born or to regrow damaged projections from surviving neurons, which are necessary for neural communication. However, zebrafish show spontaneous regeneration of the CNS in most, but not all, experimental systems of acute damage. By probing the triggers of the regenerative response of this species, we can better understand the distinct characteristics and unique cellular processes that allow CNS regeneration. Understanding these processes will help develop our understanding of tissue regeneration and inflammatory processes. To address this gap, I will examine the regenerative responses of the zebrafish retina at different ages and with different levels of neuron death (Objective 1). I will also investigate if microglia, the innate immune cells of the CNS, are required for this response (Objective 2). By achieving these objectives, I will contribute valuable insights into zebrafish's ability to regenerate the CNS, specifically the retina, paving the way for future research.

Investigating the Mechanisms Driving Regenerative Responses in the Zebrafish Retina

University of Idaho Department of Biological Sciences

DEPARTMENT OF BIOLOGICAL SCIENCES, UNIVERSITY OF IDAHO

Claire Shelton, Jordan Rumford, Ashley Farre PhD, Justin Mai, and Diana Mitchell PhD

University of Idaho Department of Biological Sciences

Abstract

Humans cannot regenerate damaged retinal tissue, leading to permanent loss of vision. However, zebrafish show spontaneous regeneration of the retina following acute damage. By studying the regenerative response of this species, we can understand the cellular processes that allow retinal regeneration. In this project, we examine the role of microglia, the resident macrophages of the retina, to understand how they may support retinal regeneration. To date, there has been mixed evidence on whether microglia are required for retinal regeneration; this may be related to different experimental models used by different researchers. To trigger regeneration in the zebrafish retina, we used a zebrafish line that allows cone photoreceptor ablation upon drug exposure, which is then followed by regeneration. Cones are a specialized retinal neuron that responds to light in the vertebrate retina. We crossed the "cone ablation" zebrafish with a line that lacks a functional *irf8* gene, leading to microglia deficiency because the *irf8* gene is essential for the development of microglia. Our experiments will compare the regeneration of cones in microglia-deficient *irf8* mutant zebrafish to their microglia-sufficient siblings. This will potentially open new avenues for retinal regeneration research in humans.

Methods

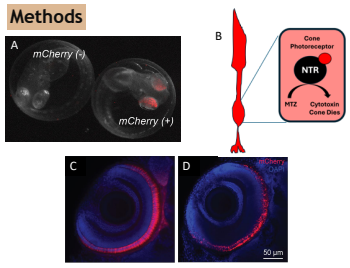


Figure 1. Transgene expression and MTZ-induced cone ablation in *gnat2:nfsb-mCherry* zebrafish.
(A) Larvae expressing the *gnat2:nfsb-mCherry* transgene. The transgenic larva (+) has red fluorescent cone photoreceptors, while the non-transgenic (-) does not.
(B) Diagram showing that Metronidazole (MTZ) selectively ablates cone photoreceptors. Zebrafish at 4.5 days post fertilization (dpf) are given a 48 hour MTZ treatment leading to ablation of cones.
(C and D) Whole-mount retina from zebrafish 6.5 dpf. Zebrafish are collected 48 hours into treatment with dimethyl sulfoxide (DMSO) (Vehicle/solvent) (C) and MTZ (D).

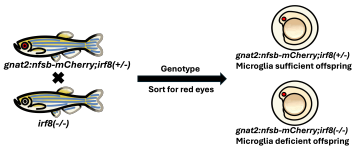


Figure 2. Breeding Scheme for microglia response.
This diagram illustrates the cross between *gnat2: nfsb-mCherry; irf8 (+/-)* to *irf8 (-/-)*. Offspring were sorted 4 dpf for red mCherry eyes, indicating transgene expression. Genotyping occurred after collection.

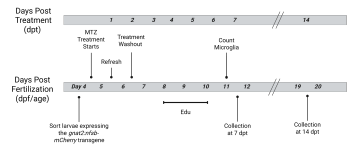


Figure 3. Age (dpf) and treatment schedule (dpt) for ablation and regeneration of cones.
EdU is a nucleotide analog incorporated into DNA as it is copied and is used to mark cones regenerated from dividing neuronal progenitor cells.

Results

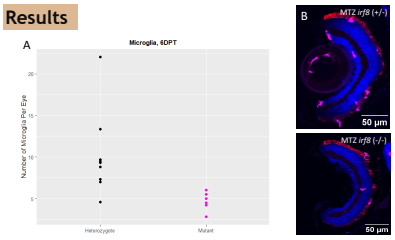


Figure 4. Microglia counts in heterozygote and *irf8* mutant zebrafish retinas at 6 dpt. (A) Quantification of microglia in heterozygote (black) and *irf8* mutant (magenta) zebrafish using an antibody to stain zebrafish microglia. At 6 dpt, *irf8* mutants show significantly fewer microglia compared to heterozygote, consistent with microglial deficiency. (B) Image of retinal cryosections stained with DAPI (cell nuclei, blue), 4C4 (magenta) and mCherry cones (red).

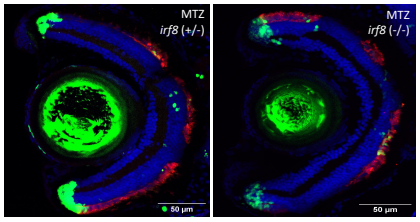


Figure 5. Detection of Regenerated Cones at 7 dpt.
Image of retinal cryosections stained with DAPI (cell nuclei, blue), Edu (Green) and mCherry cones (red). Edu can be seen colocalized with mCherry + cones, indicating cone regeneration.

Conclusions and Future Directions

- Regenerated cones are seen by 7 days post Mtz treatment of *gnat2:nfsb-mCherry* larval zebrafish
- *irf8* mutant zebrafish have reduced numbers of microglia but whether regeneration of cones is different remains to be determined
- Ongoing/future work will include quantifying numbers of regenerated cones and microglia at 7 dpt and 14 dpt

References

D'Orazi et al. (2020) J Comp Neurol. DOI: 10.1002/cne.24933.
Shiau et al. (2015) PLoS One. DOI: 10.1371/journal.pone.0117513

Acknowledgements

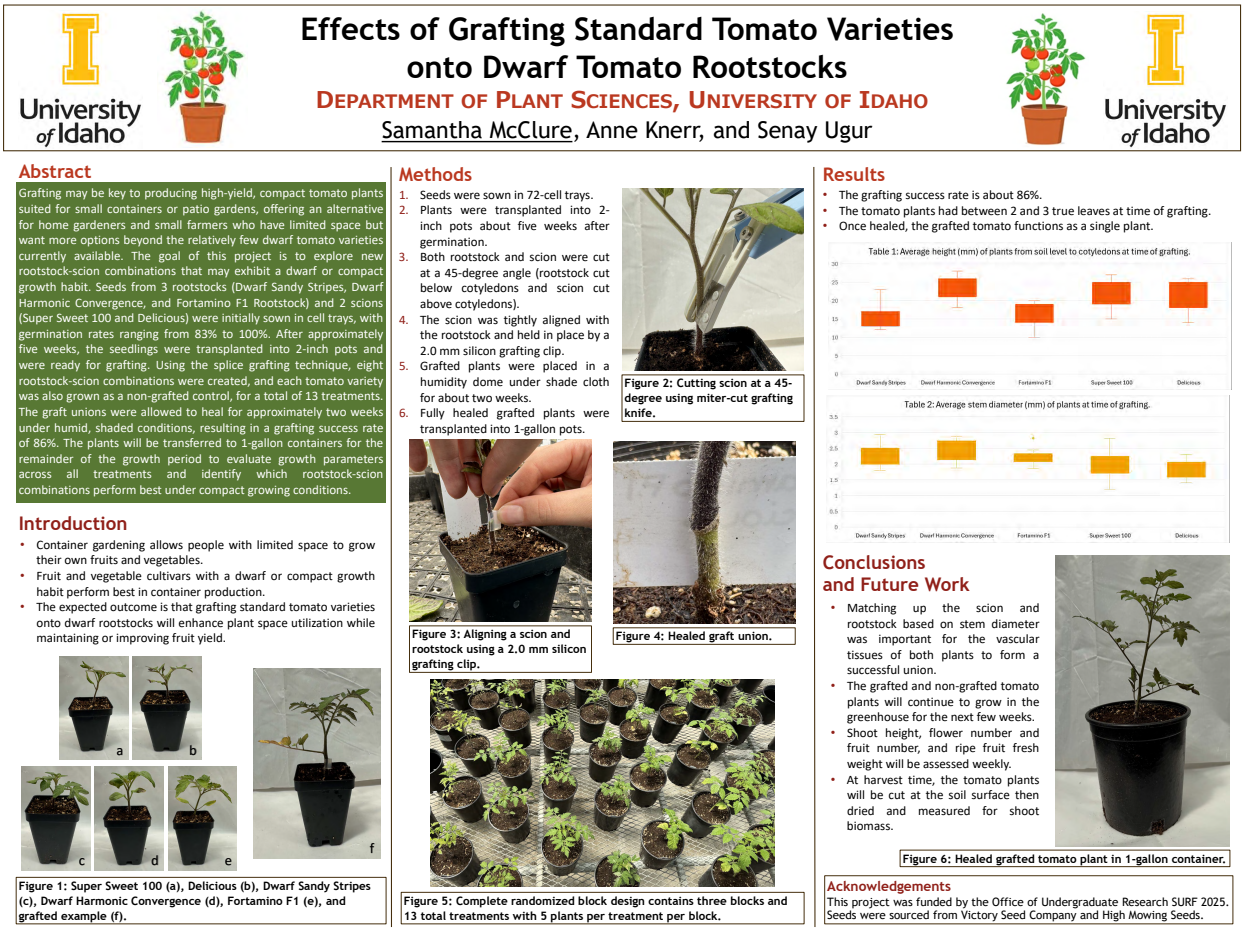
Funding for this work: Award R01EY030467 from National Institutes of Health granted to Diana Mitchell. We thank the University of Idaho IDAC Optical Imaging Core for their support. Thank you to Dr. Mikko Nagashima (University of Michigan) for gifting us the *gnat2:nfsb-mCherry* fish line made in Rachel Wong's lab (University of Washington; see D'Orazi et al. for more details). Thank you to the University of Idaho Laboratory Animal Research Facility (LARF). Lastly, thank you to the University of Idaho Office of Undergraduate Research for granting me the Summer Undergraduate Research Fellowship (SURF) Award.

STUDENT: Samantha McClure **COLLEGE:** Agricultural and Life Sciences

TITLE: Effects of Grafting Standard Tomato Varieties onto Dwarf Tomato Rootstocks

MENTOR: Senay Ugur, Department of Plant Sciences

Abstract: Grafting is an important horticultural tool for both ornamental plants and food crops. Grafted plants are the best of both worlds, as producers can select desirable traits in both the rootstock and scion and combine them to create a composite organism. Grafting may be key to producing high yield plants suited to small containers or patio gardens. Tomato (*Solanum lycopersicum*) is one of the most important and valuable vegetable crops in the world. There are hundreds of tomato varieties, each with unique sizes, shapes, colors, taste, texture, growth habits, etc. In recent years, tomato breeding programs have produced dwarf varieties which have a more compact growth habit. These varieties are ideal for home gardeners and small farmers who have limited growing space; however, the options are still limited when compared to the wide diversity of standard tomato varieties. The goal of this project is to explore new rootstock-variety combinations to develop alternative solutions for tomato producers with limited growing spaces.



STUDENT: Mary Schwartz **COLLEGE:** Agricultural and Life Sciences

TITLE: The Relationship of the Mediterranean Diet Adherence and Pregnancy/Postpartum

MENTOR: Yimin Chen

Abstract: This study's goal is to analyze the relationship between Mediterranean Diet adherence and perinatal maternal health. Weight management during the perinatal period is a critical life stage that may influence later risks for chronic diseases. The Mediterranean Diet is associated with reduced risk of many weight-associated chronic diseases in various populations. This will be a sub-analysis of an ongoing study to investigate associations between perinatal weight during baseline (2-3 weeks before the due date) as well as 4-week and 8-week postnatal appointments to monitor for gestational diabetes and postnatal glucose homeostasis.

Adherence to Mediterranean Diet & Perinatal Health

Mary Schwartz, College of Agricultural and Life Sciences, Professor Yimin Chen, PhD, RD

Project funded in part by an Institutional Development Award (IDeA) from the National Institute of General Medical Sciences of the National Institutes of Health (NIH), the NIH Office of Women's Health and the NIH Office of Nutrition Research under grant #P20GM152304, and an Undergraduate Research Grant from the Office of Undergraduate Research at the University of Idaho.

Introduction

- The Mediterranean Diet is associated with reducing the risk of many chronic diseases. And its adherence is also associated with lower odds of excessive gestational weight gain and postpartum weight retention.[1]
- After giving birth, many women struggle to lose weight due to low thyroid function, sleeplessness, and stress hormones.[2]
- Data from randomized clinical trials suggest the Mediterranean Diet has a beneficial effect on the primary and secondary prevention of cardiovascular disease, type 2 diabetes, atrial fibrillation, and breast cancer.[3]



Stocker, I. (n.d.). *Greek salad or horiatiki with large pieces of tomatoes, cucumbers, onion, feta cheese and olives in white bowl isolated top view. village salad with diced mozarella, arugula, parsley and olive oil.* Freepik. Retrieved July 8, 2025

References

(1) Radwan, H., Hashim, M., Hasan, H., Abbas, N., Shaker Obaid, R., Al Ghazal, H., & Naja, F. (2021). National Library of Medicine. *Adherence to the Mediterranean Diet During Pregnancy Is Associated with Lower Odds of Excessive Gestational Weight Gain and Postpartum Weight Retention: Results of the Mother*, *7*(128), 1401–1422. https://doi.org/10.1017/S0007114521002762.
(2) Parker Jones, K. (2023, August 15). *Why am I Gaining Weight After Giving Birth?*. University of Utah Health | University of Utah Health. https://healthcare.utah.edu/the-scope/health-library/all/2018/06/why-am-i-gaining-weight-after-giving-birth
(3)Tosti, V., Bertozzi, B., & Fontana, L. (2017). Health Benefits of the Mediterranean Diet: Metabolic and Molecular Mechanisms. *National Library of Medicine*, *3*(73), 318–326. https://doi.org/10.1093/gerona/glx227

Hypothesis

- Higher adherence to the Mediterranean Diet will be associated with a lower Body Mass Index and Hemoglobin A1C level in perinatal women.
- Higher adherence to the Mediterranean Diet will be associated with lower maternal stress via Perceived Stress Scale scores in perinatal women.

Methods

- Data is currently being collected from pregnant and postpartum (<3 months postpartum) women who are being recruited in Moscow, ID and the surrounding areas of the Palouse.
- Mothers will complete a 72-hour diet recall using the ASA24® dietary assessment tool at 4-week and 8-week time points. Raw data collected from the ASA24 will be directly inputted into the versatile R package dietary index, and the output will be used to determine a score (aMed) based on adherence to the Mediterranean diet.
- Mothers will be weighed on the same stand-on scales at baseline, 4-week and 8-week postnatal appointments.
- Maternal perceived stress will be measured at baseline, 4-week and 8-week time points using the validated Perceived Stress Scale.
- Maternal glycemic control will be assessed by quantifying HgbA1C concentrations using blood samples collected at baseline and 8-week postnatal appointments.
- Data will first be assessed for normality. If the data is normally distributed, Pearson correlation will be conducted. If the data is not normally distributed, Spearman's rank correlation coefficient will be used.

Project Design

- The parent study is a double-blind randomized control study.
  - The control group will receive a prenatal vitamin and 2,000 IU/day of Vitamin D gummies.
  - The placebo group will receive a prenatal vitamin and placebo gummies.
- A secondary analysis of the parent study will be conducted looking at the following relationships:
  - Adherence to the Mediterranean Diet and BMI
  - Adherence to the Mediterranean Diet and HbA1c levels
  - Adherence to the Mediterranean Diet and the Perceived Stress Scale
- Blood will be collected at baseline and 8-week and stored in -80°C and then analyzed at the same time.



Unknown, U. (2020). *Pregnancy, Baby belly, Woman image*. Pixabay. Retrieved July 8, 2025.

University of Idaho

MIMI

STUDENT: Callie Schmidt **COLLEGE:** Agricultural and Life Sciences

TITLE: Exploring Innovative Approaches to micropropagate North American Cloudberry

MENTOR: Senay Ugur

Abstract: The Cloudberry (*Rubus chamaemorus)* is a hidden northern gem, one of nature's remarkable gifts, yet is largely unknown to many people. Commercial cloudberry products (fresh fruit, jelly and wines) fetch a premium price, while cloudberries cultivated in Norway and Sweden are considered a national delicacy. However, demand greatly exceeds the supply available from wild plants. Traditional propagation methods, such as using seeds or rhizomes, have proven to be inefficient, labor intensive, and time consuming. Micropropagation, an asexual method wherein plants are multiplied using controlled levels of nutrients and light on an artificial media, has potential for cloudberry propagation. Four cloudberry cultivars have been developed using micropropagation in Norway but are unavailable to interested US buyers. The goal of my proposed research is to develop a micropropagation procedure for North American cloudberry. I will compare the effects of different growth media on the development and overall health of cloudberry plants. Media to be compared will include Murashige and Skoog, which has been used previously, against the effects of two new media, woody plant and Driver Kuniyuki Walnut. I hope my research will serve as the first step to introduce and produce this unique fruit in North America.



Exploring Innovative Approaches to Micropropagate North American Cloudberry (*Rubus chamaemorus*)

DEPARTMENT OF PLANT SCIENCES, UNIVERSITY OF IDAHO
Callie Schmidt, Anne Knerr, and Senay Ugur

University of Idaho

Abstract

Cloudberry (*Rubus chamaemorus* L.) is a nutritionally rich and uniquely flavored berry with high commercial potential. However, declining wild populations and limited success of conventional propagation methods hinder conservation and commercial cultivation. The species' complex physical and chemical seed dormancy further complicates propagation, highlighting the need for efficient in vitro techniques. This project aims to develop a standardized micropropagation protocol to ensure a reliable and uniform supply of cloudberry plant material. Two genotypes (PI 672676 and PI 672677) were obtained from the USDA National Clonal Germplasm Repository. The seeds were soaked overnight on a shaker to remove the endocarp, surface-sterilized, treated with gibberellic acid (GA_3) for an hour, and cultured on half-strength Murashige and Skoog (½ MS) medium supplemented with 4 µM or 8.9 µM 6-benzylaminopurine (BAP). The GA_3 treatment enhanced germination, with seeds germinating approximately two weeks earlier. So far, 19 plantlets have been regenerated from PI672677 and 5 from PI672676 using MS, ½ MS, and PH media enhanced with varying amount of BAP. However, post-germination shoot development was most vigorous on PH medium supplemented with 4 µM BAP. Future efforts will focus on optimizing growth media to accelerate development and increase propagation efficiency.

Introduction

Cloudberry (*Rubus chamaemorus* L.) is a highly prized arctic berry with significant commercial potential. However, its widespread cultivation is hindered by Declining wild populations, Complex seed dormancy, and Ineffective traditional propagation methods

This research addresses these issues by developing a standardized micropropagation protocol for optimal shoot growth, allowing for propagation via division at a more frequent rate.

Methods

- Researchers used seeds provided USDA National Clonal Germplasm Repository to establish cloudberry in vitro.
- GA_3 treated germination trial: (PI672677)
  - 10 seeds soaked in water over night
  - Following day endocarp was removed
  - Surface sterilized seeds
  - Treated with GA_3 solution for 1 hour
  - Placed on ½ MS, MS, and pH media with two different concentrations of BAP (8.9 µm BAP and 4 µm BAP)

Results of Germination Trial

GA_3 treated seeds:

- Germination after 2 days
- Radicle emergence after 7 days
- True leaf emergence after 11 days
- Germination was not observed if endocarp was left intact

Multiplication

After germination trials:

- Healthy plantlet selected from germination trial
- Plantlets appeared to have yellow tint while on ½ MS media.
- Moved to pH media
- 2 ½ weeks later color had darkened, and plantlet size increased.
- Plantlet removed from the media and divided into five new plantlets, placed back on pH media.
- After 27 days the five plantlets were divided three more times, resulting in nineteen plantlets.

Conclusion

- GA_3 treatment enhanced germination by 2 weeks.
- PH media containing 4 µm BAP proved more effective for shoot growth.
- Removal of endocarp facilitates germination

Future Direction

- Plantlets will continue to be divided until researchers have obtained enough plantlets from a single seed source to conduct experiments on media content.
- Upcoming research will evaluate different tissue culture media
  - Driver and Kuniyuki Walnut (DKW)
  - Woody Plant Medium (WPM)
  - PH Medium
  - Murashige and Skoog (MS) at full strength and half strength

Acknowledgements
This research was supported by the Office of Undergraduate Research SURF 2025.

Figure 1: Cloudberry before being placed on pH media

Figure 2: Cloudberry after being placed on pH media

Figure 3: Intact seed with endocarp

Figure 4: Embryo and seed coat

Figure 5: Removal of endocarp

Figure 6: Radicle root emergence

Figure 7: True leaves emerging

Figure 8: 11 days after seed sowing

Figure 9: Cloudberry multiplication in vitro

Figure 10: Plantlet size before multiplication

STUDENT: Jared Hanchey **COLLEGE:** Education and Human Health Sciences

TITLE: Effects of Isometric and Generalized Warm-Ups on Deadlift performance

MENTOR: Joshua Baliey, Department of Movement Sciences

Abstract: Isometric pulls before testing/performance have been associated with an increased athletic performance, such as countermovement jump (CMJ) testing **(1)**. However, there is no research about the effect of isometric pulls, used during a warm-up, on deadlift performance. The purpose of this project is to help determine the best type of warm-up to maximize deadlift performance. It is hypothesized that the isometric pull will improve performance in deadlifting and jump performance. Methods to observe differences between generalized warmups and a warmup utilizing isometric pulls will be as follows. Participants will participate in 3 sessions: session 1 will be consent and intake, followed by a 3RM test; sessions 2 and 3 will be either a deadlift specific warm-up or an isometric mid-thigh high-pull warm-up followed by CMJ and 90% 1RM deadlifts. Young healthy adults (18-30) with resistance training experience, specifically deadlifting, will perform the CMJ and deadlifts on dual force platforms with motion capture and electromyography (EMG). Specific warm-ups will be counterbalanced, to remove order effect of condition. Dependent variables [peak force and power, rate of force development (RFD), and muscle activation (EMG RMSE)] will be analyzed using paired *t*-test.

University of Idaho Department of Movement Sciences

Effects of Isometric and Deadlift Specific Warm-Ups on Deadlift Performance

University of Idaho Integrated Sports Medicine Movement Analysis Laboratory

J. Hanchey, L. Collett, S.E. Schlittler, & J.P. Bailey

BACKGROUND

- **Post Activation Potentiation:** Previous research has shown that isometrics can boost performance by increasing Post-Activation Potentiation (PAP). PAP is a temporary increase in muscle force and rate of force development (RFD) following a high-load, non-fatiguing contraction.
- **Mechanism:** PAP may occur through two proposed mechanisms: phosphorylation of myosin regulatory light chains, making muscles more sensitive to calcium or an increased synaptic excitation in the spinal cord, leading to greater force production and increased recruitment of higher-order motor units.
- **Focus:** In addition to examining the effect of PAP on strength, measured through peak force production in the deadlift, this study also examined its effect on counter movement jump (CMJ) performance, as PAP has been shown to influence both strength and power.
- **Hypothesis**: Isometric pulls (figure 1) will result in an increased propulsive RFD in the CMJ (figure 2) as well as an increase of peak force production and muscle activation in the deadlift.

PURPOSE

Identify the effect of incorporating an isometric pull into the warm-up of a deadlift. The findings of this project may cast new light on how warming up for the deadlift and potentially other compound lifts is practiced.

METHODS

Experimental Protocol

- 6 apparently healthy college students participated in three sessions
- Prior to session 1, participants completed a self-selected warm-up routine.
- **Session one**: 3-repetition maximum (RM) conventional barbell deadlift test. 1RM was estimated from 3RM load.
- **Sessions two and three**: Participants performed a designed dynamic warm-up then performed 2 CMJ. Then participants performed the designated deadlift warm-up (isometric pull or deadlift specific) followed by 2 CMJ then deadlifted their 3RM load for 3 individual repetitions.
- Sessions two and three alternated in sequence for each participant

Data Analysis

- Peak propulsive RFD of the delta of CMJ pre/post
- Peak Bar speed and max force in the deadlift

Statistical Analysis

- Differences between conditions, will be analyzed using a paired *t-test*.

Table 1. Participant Demographics (n = 6)

Age (yr)	Height (m)	Mass (kg)	3-RM Load (kg)
20.8±0.8	1.79±0.1	82.4±11.7	146.6±35.2

RESULTS



Figure 1

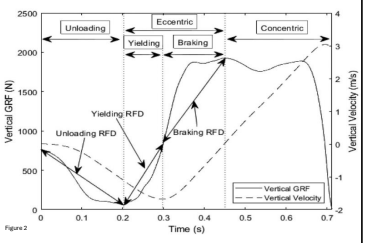
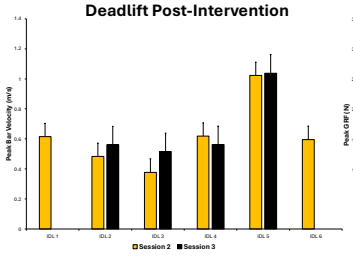
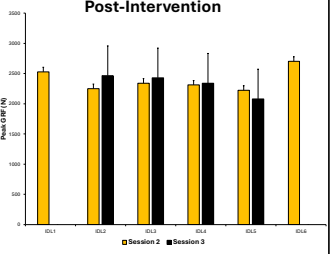


Figure 2

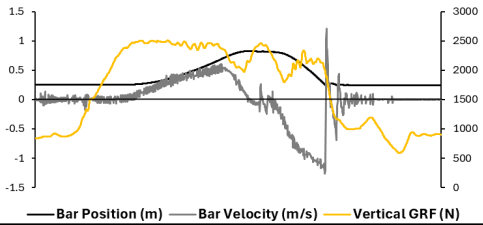
Peak Barbell Velocity During The Deadlift Post-Intervention



Peak GRF During The Deadlift Post-Intervention



Deadlift Exemplar Plot



STUDENT: Ash Moghadam **COLLEGE:** Art and Architecture

TITLE: Enhancing Architectural History Education with AI-generated imagery

MENTOR: Lori Smithey

Abstract: This research project aims to revolutionize the teaching of architectural history by integrating Heinrich Wölfflin's comparative method with the innovative capabilities of AI-generated imagery. As an architecture student passionate about teaching, I propose to enhance traditional educational methods by leveraging AI to create visually stimulating and thought-provoking images. The methodology involves gathering a comprehensive data set from architectural history and training three AI programs (Midjourney, DALL-E 3, and Stable Diffusion) on selected structures. Various prompts will be tested to combine images of architectural examples often used for comparing and contrasting discussions. By training AI software on specific historical data sets and generating hybrid images that merge architectural precedents, the project seeks to develop a powerful pedagogical tool. These AI-generated images will not only aid in teaching visual literacy but also serve as compelling design constructs. This early study aims to inspire future explorations and advancements.

Enhancing Architectural History Education with AI-Generated Imagery

College of Art & Architecture, UNIVERSITY OF IDAHO, Moscow, Idaho, 83844
Ash Alizadeh Moghadam, Prof. Lori Smithey

Abstract

Leveraging generative AI to enrich established pedagogy, this project reimagines architectural-history instruction through purpose-built, visually provocative imagery. Guided by Wölfflin's comparative binaries, Venturi's dialectic of complexity, and Davis's visual-culture analytics, we curate supervised, citation-rich datasets of canonical buildings and fine-tune Midjourney, DALL-E 3, and Stable Diffusion to produce hybrid renderings that fuse—yet never obscure—their source precedents. Targeted prompt engineering and model-specific control nets enable deliberate manipulation of massing, proportion, and ornament, foregrounding formal parallels and cultural divergences to sharpen comparative discussion. Pilot studio workshops show marked gains in students' visual-literacy scores and catalyze livelier debate, while faculty report the images' utility as springboards for speculative design.

Ongoing analysis is cataloguing prompt–image–learning correlations to establish replicable best practices and to build an open-access repository of annotated AI visuals. By uniting historiographic theory with supervised machine creativity, the study delivers a scalable toolset for architecture educators and a transferable model for humanities-centered AI scholarship.

Introduction

Architectural-history courses still rely on a narrow corpus of photographs and plans, leaving students with few opportunities to practice deep visual reading across time, style, and context. This project asks: How can generative AI enrich architectural-history pedagogy and sharpen students' visual literacy? Leveraging Wölfflin's comparative method, Venturi's dialectic of complexity and contradiction, and Davis's focus on the physical and metaphysical resonances of images, we curate a supervised dataset drawn from seminal texts (I.e. Kostof, Ching, Ingersoll, et al.). Fine-tuned Midjourney and Dzine AI models then synthesize "Multi-structure!" renderings: mash-ups that fuse signature elements of paired precedents and re-illuminate canonical buildings from fresh vantage points. This supervised workflow—unique in architecture education—serves as both research probe and classroom assignment, inviting students to generate, analyze, and debate their own AI-aided visuals.

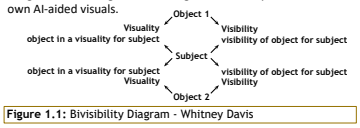


Figure 1.1: Bivisibility Diagram - Whitney Davis

Conclusively the future implementation of this method hopes to see measurable gains in comparative accuracy and descriptive precision, underscoring AI's potential to transform even the most tradition-bound corners of the curriculum.

Results



Figure 1.2: Hybrid-structure generation (Midjourney)

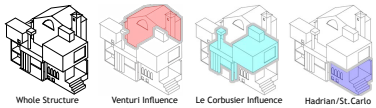
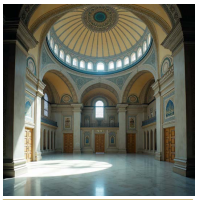


Figure 1.3: Isometric breakdown diagram

The outcomes of our image-generation experiments have clarified how the software responds to both the initial training dataset and to the incremental introduction of additional architectural structures.Continuous, rigorously documented testing—combined with an explicit engagement with the theoretical underpinnings of our visual-production strategy—has enabled us to iteratively calibrate the model's parameters. As a result, we have achieved demonstrable improvements in the fidelity, stylistic nuance, and pedagogical value of the generated imagery, thereby bringing the outputs into closer alignment with the project's overarching objectives.





(Top) Figure 1.4: Generation of Suleymaniye Mosque (Midjourney)

(Bottom) Figure 1.5: Generation of Hybrid Sinan-Palladio

Data Sets



By synthesizing Kostof's panoramic chronology, Fazio's typological matrix, Venturi's dialectic of complexity, Davis's scalar "bivisibility," Wölfflin's comparative binaries, and Ching-Ingersoll graphic manuals, the training corpus combined breadth and analytical precision. These sources diversified visual inputs, framed theoretically rigorous prompts, and supplied nuanced evaluation rubrics, enabling iterative fine-tuning. The resulting AI outputs—pedagogically annotated architectural mash-ups—balance historical authenticity with inventive recombination, offering a visually coherent, theoretically grounded tool that augments visual-literacy instruction and stimulates contemporary design inquiry within studios and history classrooms.

Figures1.6-1.8: Example images from datasets

Conclusions and Future Directions

Moving forward, the project will concentrate on three practical goals. First, we will broaden the supervised image set by systematically adding peer-reviewed exemplars from core architectural-history texts. Second, we will convert the AI workflow into repeatable studio and lecture assignments that ask students to generate, annotate, and debate hybrid-structural images. Finally, we will compile the best outputs—along with accompanying prompts and discussion guides—into a modular teaching pack for use across our history sequence. By steadily enlarging the dataset and embedding AI-mediated visual inquiry into everyday coursework, we aim to create richer material for instructors and a more active, image-literate learning experience for students.

References

Venturi, R. (1977). Complexity and contradiction in architecture (2nd ed.). Museum of Modern Art.
Kostof, S. (1995). A history of architecture: Settings and rituals (2nd ed.). Oxford University Press.
Fazio, M. W., Moffett, M., & Wodehouse, L. (2014). A world history of architecture (3rd ed.). Laurence King Publishing.
Ching, F. D. K., Jarzombek, M. M., & Prakash, V. (2017). A global history of architecture (3rd ed.). John Wiley & Sons.
Davis, W. (2004). Bivisibility. Diacritics, 34(3-4), 22-43. https://doi.org/10.1353/dia.2006.0007
Wölfflin, H. (1950). Principles of art history: The problem of the development of style in later art (M. D. Hottinger, Trans.). Dover Publications. (Original work published 1915)
Ingersoll, R., & Kostof, S. (2013). World architecture: A cross-cultural history. Oxford University Press.

Acknowledgements

Thank you to the OUR, and SURF offices for support and funding for the project.
Thank you to Prof. Lori Smithey for the opportunitiy and boundless support

STUDENT: Kaitlyn Vilgos **COLLEGE:** Letters, Arts, and Social Sciences

TITLE: Missing and Murdered Indigenous Women and Two-Spirit Individuals

MENTOR: Omi Hodwitz, Criminal Justice

Abstract: North America's history of systemic oppression against Indigenous people has contributed to a tragic epidemic of Missing and Murdered Indigenous Women, Girls, and Two-Spirit people (MMIWG2). These individuals suffer disproportionately high rates of violence, this disturbing imbalance is emphasized by Hodwitz and King, stating that, "when compared to the national average, Indigenous women are two and a half times more likely to experience violent crime, twice as likely to be victims of sexual assault, and ten times more likely to be murdered than non-Indigenous women" (2021, p. 319). This statistic highlights the severity of the violence that Indigenous women and Two-Spirit's face, but official estimates still do not show the full scope of the problem. Data collection of MMIWG2 cases remains inconsistent and inaccurate, leaving many cases undetected and unacknowledged. This lack of data affects the development of preventative measures and effective government responses to this issue. This research project, conducted at the University of Idaho, aims to improve our understanding of the MMIWG2 crisis by verifying existing case information (through public media sources) and compiling all known data into one database. This will help address discrepancies in current data and provide a more complete picture of the issue, supporting efforts to bring justice and healing to affected communities.

The MMIWG2 Database: Addressing Canada's Missing and Murdered Indigenous Women, Girls, & Two Spirit People Crisis

University of Idaho

DEPARTMENT OF CULTURE, SOCIETY, AND JUSTICE, UNIVERSITY OF IDAHO

Kaitlyn Vilgos, Omi Hodwitz, Ph.D, Steff King, M.S., Olivia Michelson

University of Idaho

Abstract

North America has a history of systemic oppression against Indigenous people that has contributed to a tragic epidemic of Missing and Murdered Indigenous Women, Girls, and Two Spirit people. While Canada has recently begun to keep track of reported cases, there is a sufficient lack in research and attention to this crisis. Indigenous people suffer disproportionately high rates of violence and mistreatment, and official estimates cannot show the full scope of this issue. The data being inaccurate leaves many cases undetected and unacknowledged. To address this problem, the MMIWG2 project actively collects and compiles all known information about Indigenous cases into a comprehensive database. This process clears up data discrepancies to improve government responses and prevent future violence for MMIWG2 individuals and their families. This research is ongoing and the MMIWG2 database needs continuous collaboration. These efforts will provide a more complete picture of this crisis and support bringing justice and closure to affected communities.

Research Questions

- To what extent do Indigenous youths, under the age of 18, make up the majority of direct victims of the MMIWG2 crisis compared to Indigenous adults in Canada?
- What are the primary geographic locations with the highest numbers of recorded cases of Indigenous youths across Canada?

Acknowledgements
Thank you to University of Idaho's Office of Undergraduate Research (OUR) and the College of Letters, Arts, and Social Sciences for funding this research. Thank you to research advisors Omi Hodwitz and Steff King.

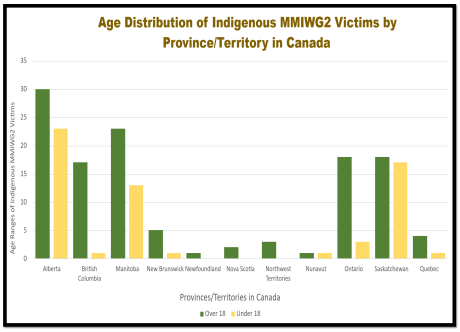
INTRODUCTION

The Missing and Murdered Indigenous Women, Girls, and Two-Spirit (MMIWG2) individuals crisis puts tremendous heartbreak and frustration upon affected families. Beyond the immediate concerns for health and wellness, Indigenous families also endure the stress of wondering whether a family member will vanish without proper justice or attention. This tragic reality is worsened by the lack of research and depth of knowledge given to it, creating a limited understanding of these cases. Amplifying this issue, media coverage alienates Indigenous communities through insufficient reporting and inadequate representation of these events. In direct response to the urgent need for improved data collection and research, the MMIWG2 project, conducted at the University of Idaho, was established in 1980. This ongoing project requires continuous collaboration to ensure the database remains current with the unceasing volume of reported cases. While the full scope of the crisis remains vast and obscured, the MMIWG2 database serves as a vital source of consolidated and clear information. Analysis of the data allows for identification of the key descriptors associated with MMIWG2 cases, offering crucial insights into the demographics of those affected. While the complexity of the crisis means that definitive conclusions cannot be drawn, the data within the MMIWG2 database provides visible trends regarding age ranges and geographic locations.

Methodology

The MMIWG2 database requires three phases:
1) Gathering details and reading reports of MMIWG2 cases.
2) Coding the collected case information and conducting quality control.
3) Preliminary data analysis.

In this specific research study, a total of 200 cases were fully coded for analysis.



Results

- Out of the 200 cases, there were **63 total** reported MMIWG2 cases where the victim was **under the age of 18.**
- Out of the 200 cases, there were **119 total** reported MMIWG2 cases where the victim was **over the age of 18.**
- **Alberta, Canada** had the highest number of recorded cases of Indigenous youths: **23**.
- **Saskatchewan, Canada,** had the second highest number: **17,** and **Manitoba, Canada,** had the third highest number: **13**.

Conclusion

These findings suggest that Indigenous adults (those over 18) made up the majority of direct MMIWG2 victims, significantly outnumbering Indigenous youth. However, there were three concerning provinces within this specific dataset that had alarming numbers of Indigenous youth being direct victims; Alberta, Saskatchewan, and Manitoba, which is crucial to acknowledge for this research. These research questions represent only a fraction of the MMIWG2 project. There has been significant work accomplished, but there remains much more to be done. This adapting database has been a tool to provide clear, sufficient statistics. The ongoing efforts are vital for a complete understanding of the MMIWG2 crisis, which is important for informing effective policies + strategies to achieve justice and prevent further violence for all Indigenous peoples.

STUDENT: Maximillian Wood **COLLEGE:** Letters, Arts, and Social Sciences

TITLE: Sharing Idaho's History - Visually

MENTOR: Mark Warner, Anthropology

Abstract: For 12 years anthropologists at the University of Idaho have actively engaged the citizens of the state through a series of public archaeology projects in locations such as Coeur d'Alene, Moscow, and Boise. The projects have generally been successful from a research perspective and somewhat successful from an outreach perspective, reaching thousands of the state's citizens during the excavation. The shortcoming with the projects has been the ability to continue to engage communities after excavations are completed (a typical project is two to four weeks). The proposed project is intended to address this issue by producing at least three documentary videos on two recent excavations and one upcoming excavation. The excavations were conducted in Moscow, near Riggins and the upcoming excavation will be in Boise. The resulting videos provide opportunities to continue to share archaeological work for years after excavations are complete as well as the ability to reach audiences who may not otherwise be able to visit archaeological sites. Furthermore, it provides a significant opportunity for professional development for the student researcher enabling them to create multiple videos that will be shared throughout the state.

https://www.youtube.com/watch?v=nZzBiUeo-r4



Boise Assay Office – Field School Documentary.

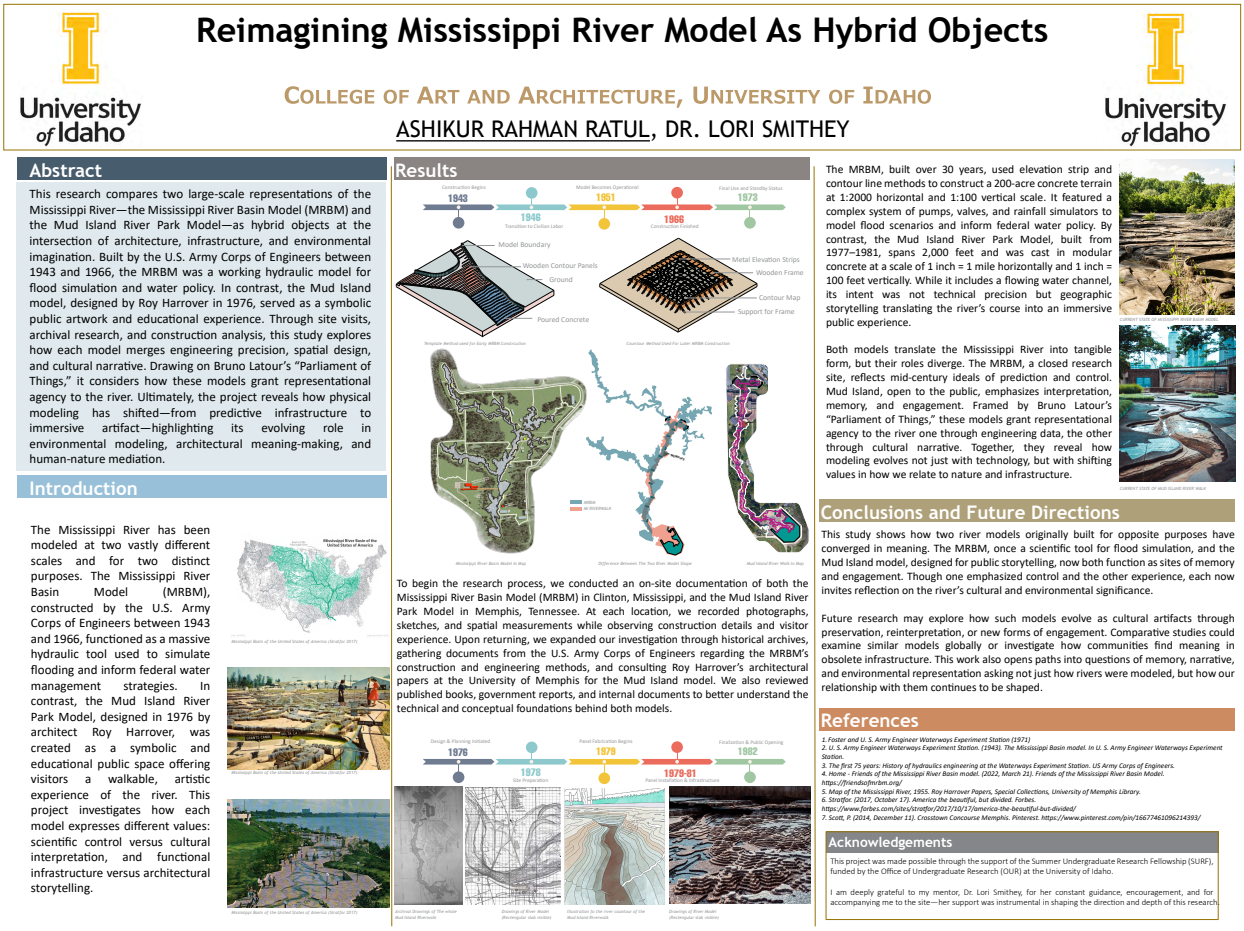
Max also created a video for an Archeology project at Moscow High School and presented his work at a regional archeology conference.

STUDENT: Rahman Ratul **COLLEGE:** Art and Architecture

TITLE: Exploring Mississippi River Models as Hybrid objects

MENTOR: Lori Smithey

Abstract: This research project explores the two models of the Mississippi River, the Mississippi River Basin Model and the Mud Island Park River Model, as hybrid objects that bridge the gap between nature and society. Built by the US Army Corps of Engineers between 1943 and 1965, the Mississippi River Basin Model was designed to visualize the Lower Mississippi and predict flooding, reflecting early 20th-century technological optimism. In contrast, the Mud Island Park River Model, designed by architect Roy Harrover in 1976, emerged during a period of growing environmental awareness and serves as a cultural and educational attraction. This study examines these models through the lens of Bruno Latour's concept of the "Parliament of Things," which advocates for giving non-human entities a voice in decision-making processes. By employing site visits, documentation, archival research, and literature analysis, this project aims to highlight the limitations of modernist approaches to environmental management and suggest alternative frameworks for understanding human-environment interactions. This research contributes to broader discussions on environmental stewardship and the role of physical models in fostering public engagement and understanding.

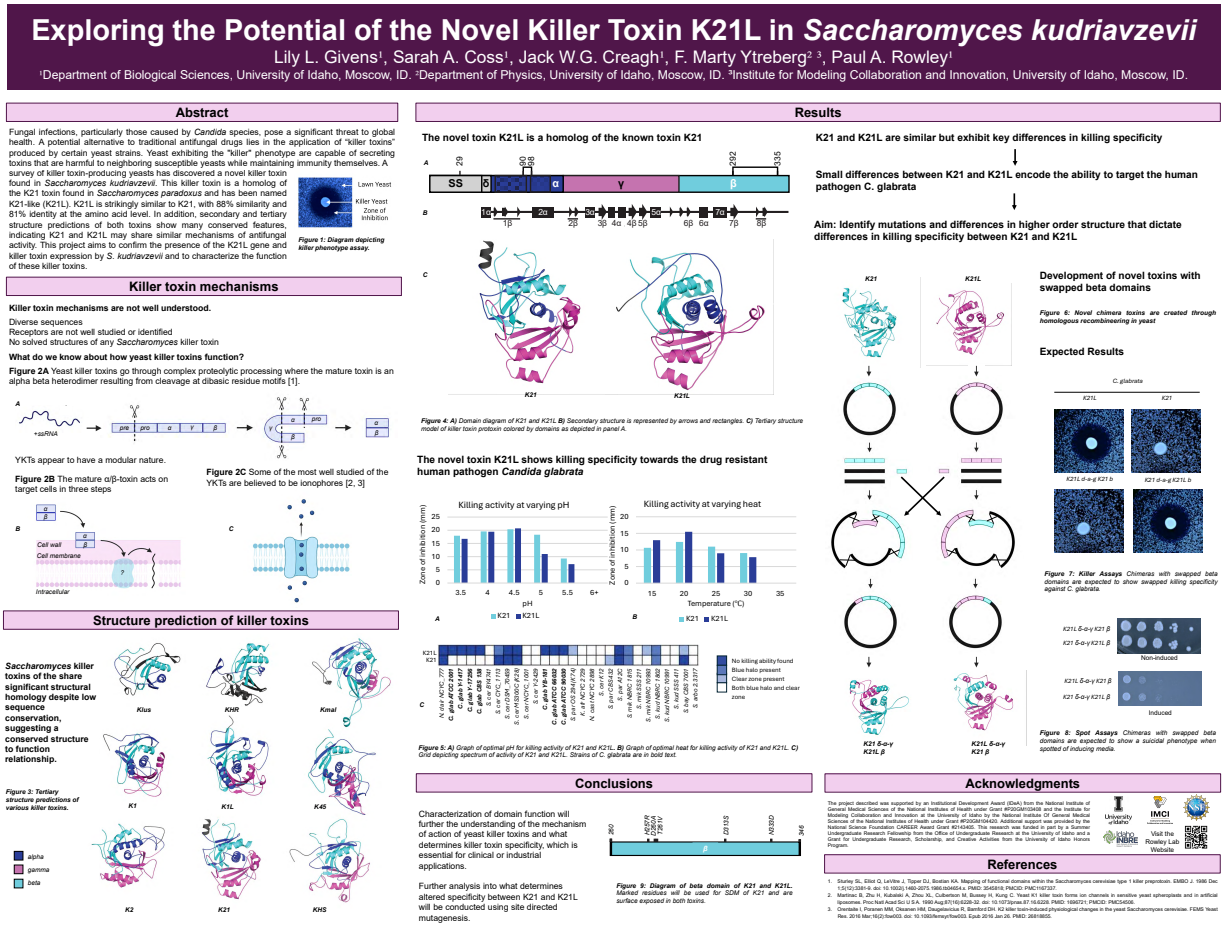


STUDENT: Lily Givens **COLLEGE:** Science

TITLE: Exploring the potential of the novel killer K21L in *Saccharomyces kudriavzevii*

MENTOR: Paul Rowley, Department of Biological Sciences

Abstract: Fungal infections, particularly those caused by *Candida* species, pose a significant threat to global health. A potential alternative to traditional antifungal drugs lies in the application of “killer toxins” produced by certain yeast strains. Yeast exhibiting the "killer" phenotype are capable of secreting toxins that are harmful to neighboring susceptible yeasts while maintaining immunity themselves. A survey of killer toxin-producing yeasts has discovered a novel killer toxin found in *Saccharomyces kudriavzevii*. This killer toxin is a homolog of the K21 toxin found in *Saccharomyces paradoxus* and has been named K21-like (K21L). K21L is strikingly similar to K21, with 88% similarity and 81% identity at the amino acid level. In addition, secondary and tertiary structure predictions of both toxins show many conserved features, indicating K21 and K21L may share similar mechanisms of antifungal activity. This project aims to confirm the presence of the K21L gene and killer toxin expression by *S. kudriavzevii* and to characterize the function of these killer toxins.



STUDENT: Sebastian Herrera-Allegre **COLLEGE:** Science

TITLE: Development of a modular thumb support with multi-directional locking to improve post-stroke thumb opening and positioning

MENTOR: Joel Perry, Mechanical Engineering

Abstract: Stroke is a leading cause of long-term adult disability and frequently impairs voluntary control of the hand. Disruption to the brain's motor pathways weakens the muscles responsible for finger extension while also increasing involuntary tone in the finger flexors. This imbalance makes it difficult to extend or release the hand, hindering daily activities and slowing rehabilitation. Although dysfunction affects the entire upper limb, effective thumb positioning—particularly in abduction, extension, and opposition—is essential for functional hand use. Most orthotic devices focus on supporting grasp but offer little assistance for controlled hand opening or repeatable thumb positioning. To address this gap, a modular thumb support attachment was developed for a lab-designed hand orthosis. The design includes a multi-layered spherical joint with a position-locking cam handle, allowing for manual locking and multi-directional adjustment. The attachment was designed to align with natural thumb movement and provide support for abduction and extension without interfering with grasp. It remains low-profile and lightweight for user comfort and integrates directly into the existing hand orthosis framework. Preliminary self-testing demonstrated improved comfort, positioning, and ease of use during repeated motions. This early-stage prototype presents a promising direction for adaptable, user-centered orthotic tools that support functional hand rehabilitation.

Development of a Modular Thumb Support With Multi-Directional Locking to Improve Post-Stroke Thumb Opening and Positioning

Sebastian Herrera Alegre[1]; Joel Perry[2]
[1]Department of Chemical and Biological Engineering and [2]Department of Mechanical Engineering, University of Idaho, Moscow ID

Abstract

- **Background:**
  - Stroke often impairs voluntary hand control by weakening extensors and increasing involuntary flexor tone.
  - This limits hand opening, delaying recovery and complicating tasks where thumb positioning—especially in abduction, extension, and opposition—is critical.
- **Problem Statement:**
  - Few orthotic devices provide targeted, adjustable support for the thumb that enables functional hand opening after stroke.
- **Solution Design:**
  - A modular thumb support was developed for a modified hand orthosis, featuring a low-profile, lightweight structure that integrates directly into the device and uses a multi-layered spherical joint with a position-locking cam handle to support thumb abduction and extension without interfering with grasp.

Objectives

- Design a modular thumb support attachment that approximates the natural range of motion in a non-stroke-affected thumb.
- Develop a mechanical system that provides assistive force for thumb extension to support controlled hand opening.
- Incorporate a position-locking mechanism that enables repeatable, user-defined thumb orientation for functional tasks or therapy.
- Ensure compatibility with both daily use and clinical settings, prioritizing ease of adjustment, comfort, and integration with existing orthoses.

Methods

- **Design Requirements:**
  - Replicate the functional range of motion of the thumb, with emphasis on abduction, extension, and opposition with manual locking.
  - Ensure integration with a lab orthosis and maintain a lightweight, low-profile design.
- **Design Implementation:**
  - A multi-layered spherical joint was selected for secure, multi-directional adjustment and manual position locking.
  - Components were modeled in CAD and 3D printed using a combination of rigid and flexible materials to balance support and comfort.
- **Testing:**
  - Self-testing assessed comfort, anatomical alignment, and grasp compatibility across repeated-motion trials.
  - Assisted extension and locking stability were evaluated, with qualitative observations informing refinement and future user testing.

Mechanical Design and Components

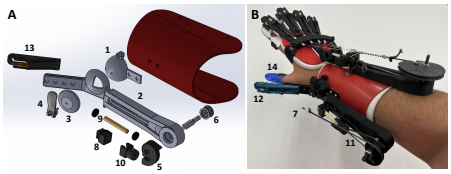


Figure 1. Modular Thumb Support Design – Exploded and Assembled Views. (A) Exploded view displaying internal structure: base (1), central (2), and top (3) spherical joint layers; cam handle (4); series cam piece (5); ball bearings (6); fixed spring mount (8); rubber spring with end caps (9); floating spring mount (10); and pulley support arm (13). (B) Assembled device mounted on the hand orthosis, also showing Cable A (7), Cable B (11), pulley (12), and thumb cap with Velcro straps (14).

Functional Capabilities and Use

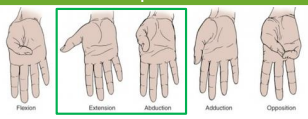


Figure 2. Range of Motion and Thumb Positioning. Reference images illustrating the natural range of thumb motion, including abduction, extension, and opposition. These movements are commonly impaired after stroke. The modular thumb support was designed to assist in restoring these motions, particularly extension and abduction, to improve functional hand use.



Figure 3. Adjustment sequence of the position-locking mechanism. (A) Thumb support secured in a neutral position with the cam handle locked. (B) The cam handle is disengaged, allowing the user to reposition the support by rotating the middle layer of the multi-layered spherical joint. (C) A new thumb position is secured by re-engaging the cam handle, demonstrating ease of repositioning and repeatability.

Comparison to Existing Orthotic Solutions

Feature	Proposed Thumb Support	SaeboFlex	SoftPro Orthosis
Thumb Adjustability	Multi-directional, manual locking	Limited (via Allen wrench)	Minimal (pre-shaped splints)
Locking Mechanism	Cam handle for secure positioning	Screws	None
Extension Assistance	Nonlinear force via cam + spring	Linear spring assistance	Passive/stretch-based support
Grasp Compatibility	Maintains open grasp	Designed for flexion tasks	Supports resting or grip
Integration	Modular	Full splint	Pre-molded resting orthoses
Adjustability	High (mechanical + length tunable)	Medium (adjust w/ tools)	Low (fixed shape, bend-to-fit)
User Setup	Designed for single-user operation	May need assistance	Simple; straps or Velcro

Table 1. Comparative features of the proposed thumb support and two commonly used orthotic systems in post-stroke hand rehabilitation.

Discussion

- Designed to support thumb extension and positioning often impaired post-stroke.
- Multi-layered spherical joint and locking cam allow flexible, repeatable adjustment.
- Nonlinear spring and dual-cable system offer graded assistance but require tuning.
- Manual locking supports consistent use, though may be difficult to adjust unassisted.
- Future refinement will target compactness, ease of use, and clinical evaluation.

Conclusions

- Preliminary self-testing showed improved thumb comfort, positioning, and ease of use during repeated motions.
- This early-stage prototype presents a promising direction for adaptable, user-centered orthotic tools that support functional hand rehabilitation.

Acknowledgments

- Supported by an Institutional Development Award (IDeA) from the National Institute of General Medical Sciences of the National Institutes of Health under Grant #P20GM103408.
- For further questions please contact Dr. Perry by email at jperry@uidaho.edu.

IdahoINBRE IDeA Network of Biomedical Research Excellence
University of Idaho

BUDGET:

$65,000 – spent $64,869

Budget Justification:

A. Spring Semester Awards **$4,000** but $3,369 spent
In December of 2024 it was determined that SBoE earmarked STEM funding could apply to four of the Spring 2025 semester awards. Each of these projects requested $1,000 and the students and faculty mentors utilized internal departmental budget codes (that we monitored) to purchase supplies for the projects. Attached to this document is a itemized list of materials purchased ($3,369)

B. Summer Undergraduate Research Fellowship (SURF) awards $**50,500**
For Summer of 2025 the OUR was able to award 8 full scholarships at $5,500 to STEM students using SBoE HERC funding and one partial scholarship of $1,500 and another partial scholarship of $5,000. The rest of the funding – specifically for their projects – was supported from the OUR.

C. SURF-INBRE Stipends **$11,000**
The OUR has partnered with the Idaho INBRE program to help students that were meritorious enough to earn INBRE in their Sophomore year summer and reapplied for INBRE for their Junior year summer. In this partnership – the OUR is secured a high-quality STEM related research project and motivated student and INBRE can offer a second summer for students with limited other options. This year – the two students in the SURF-INBRE program were Lily Givens and Sebastian Herrera Allegre. Each was paid a $5500 stipend and the remaining stipend and supplies budget was furnished by INBRE.

D. **Total: $64,869**

University of Idaho

Itemized Expenditures

From 7/1/2024 through 6/30/2025

Grant: SC8081 - ISBOE HERC OUR FY25

Index: -
Fund: 228081 - ISBOE HERC OUR FY25

Operating Expenses

E5025 Printing & Binding

4/28/2025	J1376225	Tckt#1640778591 Iron Weathering tg	$59.40
4/30/2025	J1376510	Tckt#1642813919 J Manshahia Pstr tg	$67.20
4/30/2025	J1376520	Tckt#1643474785 John Grundy Pstr tg	$43.20
4/30/2025	J1376764	Tckt#1644130351 Thapa Symp Pstr tg	$43.20
6/11/2025	J1379362	jlr/To 917998 SURF Medema Doc Ref: J1376225	($56.45)
6/11/2025	J1379364	jlr/To 917998 SURF Manshashia Doc Ref: J1376510	($42.58)

E5080 Licensing/Certificates

4/21/2025	Z1094191	Renewal of Tecplot research softwar Doc Ref:	$608.00

E5307 Analytical Services

4/11/2025	J1375504	March 2025 EM Center Langman; jdg	$590.00
4/15/2025	J1375614	RJH / CT 804776 to 887854 / ESS Doc Ref:	$60.00

E5671 Refreshments & Meals - Internal

6/20/2025	Z1098189	This was for lunch for the ME Exter Doc Ref:	$92.39

E5710 Tools

5/5/2025	Z1094957	This was ordered for Jasmeen Mansha Doc Ref:	$496.58
5/5/2025	Z1094957	This was ordered for Jasmeen Mansha Doc Ref:	$35.44

E5724 Research Supplies

3/11/2025	Q0103445	Amazon Capital WEST SYSTEM 105A Epoxy Resin	$104.98
3/14/2025	Q0104016	Amazon Capital 13 Pieces Set of 5 gram Diamond	$49.00
3/14/2025	Q0104016	Amazon Capital shipping	$11.28
3/18/2025	Z1091947	Seeding fluid for Vibhav Durgesh's Doc Ref:	$310.00
3/31/2025	!0577344	Amazon Capital Services Inc	$0.00
4/2/2025	Z1093029	Research supplies: thin section mat Doc Ref:	$181.79
4/3/2025	!0577760	Amazon Capital Services Inc	$0.00
5/8/2025	Z1095331	Differential pressure transducer fo Doc Ref:	$133.36
5/8/2025	Z1095331	Differential pressure transducer fo Doc Ref:	$210.00
6/20/2025	Z1098189	Reimbursement from PayPal correspon Doc Ref:	($133.36)
6/20/2025	Z1098189	Reimbursement from PayPal correspon Doc Ref:	($210.00)
6/20/2025	Z1098189	This is for Dr. Durgesh and John Gr Doc Ref:	$715.45
			$3,368.88

Trustee/Benefits

E7060 Prizes & Awards

5/12/2025	J1377283	SPAP for V00809589	$2,750.00
5/12/2025	J1377283	SPAP for V00877197	$2,750.00
5/12/2025	J1377283	SPAP for V00938253	$2,750.00
5/12/2025	J1377283	SPAP for V00959435	$2,750.00
5/12/2025	J1377287	SPAP for V00910800	$2,750.00
5/12/2025	J1377292	SPAP for V00924845	$5,000.00

5/13/2025	J1377285	SPAP for V00888970		$2,750.00
5/13/2025	J1377290	SPAP for V00898620		$1,500.00
5/13/2025	J1377289	SPAP for V00927644		$2,750.00
5/13/2025	J1377288	SPAP for V00975945		$2,750.00
6/11/2025	J1379337	SPAP for V00809589		$2,750.00
6/11/2025	J1379337	SPAP for V00877197		$2,750.00
6/11/2025	J1379339	SPAP for V00888970		$2,750.00
6/11/2025	J1379341	SPAP for V00910800		$2,750.00
6/11/2025	J1379343	SPAP for V00927644		$2,750.00
6/11/2025	J1379337	SPAP for V00938253		$2,750.00
6/11/2025	J1379337	SPAP for V00959435		$2,750.00
6/11/2025	J1379342	SPAP for V00975945		$2,750.00
6/18/2025	J1379957	jlr/FR 917999 SURF Stipends	Doc Ref: J1379345	$11,000.00
				$61,500.00
		Totals for 228081		$64,868.88
		Totals for SC8081		$64,868.88

2025 Final Report: HERC Funding for the Idaho Conference on Undergraduate Research (ICUR)

Submitted by Jim Fredricksen, Director of the Boise State Institute for Inclusive and Transformative Scholarship

Executive Summary

Thanks to HERC's foundational support and other contributions from partners, ICUR 2025 (July 16 and 17, 2025) successfully convened a broad statewide and cross-institutional representation with 590 attendees. The conference's core purpose – provide Idaho undergraduates a supportive, accessible forum to present research and to connect across campuses, disciplines, and backgrounds – was realized through a state-wide planning team and engaged programming. This year over 600 collaborators contributed to 218 research projects spanning more than 30 institutions. Find the link to ICUR 2025 agenda, speaker and session information, and videos of lightning talks at this link: https://www.boisestate.edu/icur/icur-2025/

Core Purpose and Goals

ICUR 2025 advanced these major goals:

- Offering a meaningful and supportive space for students to present to non-expert audiences and to network across the state institutions
- Reducing barriers to participation – geographically, financially, and by discipline
- Inviting contributions from STEM and non-STEM researchers
- Fostering statewide community and professionalization among Idaho's undergraduates

Participation Overview

Metric	Value	Notes
Attendees	590	(2024 = 444 attendees)
Projects (posters)	218	From 218 unique projects, many interdisciplinary (2024 = 181 posters/projects)
Collaborators	623	Includes presenters, co-authors, mentors (2024 = 550 collaborators)
Survey Respondents	161	33% response rate (2024 = 32.9% response rate)

Institutional Representation

- Boise State University: 52.3%, 114 projects
- University of Idaho: 22.9%, 50 projects
- Idaho State University: 19.3%, 42 projects
- College of Idaho: 2.3%, 5 projects

- Lewis-Clark State College: 1.8%, 4 projects
- College of Southern Idaho: .5%, 1 project
- College of Western Idaho: .5%, 1 project
- BYU-Idaho: .5%, 1 project

Note: Other and out-of-state institutions = several single-project contributors

Disciplinary Breadth (218 projects)

- Biological Sciences: 39.4%, 86 projects
- Physical Sciences: 25.2%, 55 projects
- Engineering: 15.6%, 34 projects
- Health Sciences: 14.7%, 32 projects
- Social Sciences: 13.8%, 30 projects
- Computer Science: 10.1%, 22 projects
- Humanities: 3.7%, 8 projects
- Arts and Design: 3.2%, 7 projects
- Business/Economics: 1.8%, 4 projects
- Mathematics: .9%, 2 projects
- Education: .5%, 1 project
- Public Service: .5%, 1 project

Note: Because projects could be interdisciplinary, the sum of percentages exceeds 100%

Special Programs and Innovations

1. **Keynote**: Dr. Eric Jankowski (Professor, Director of Micron School of Materials Science and Engineering, Boise State) led the conference through a Story Collider workshop. This advanced the integration of storytelling into scientific communication, professional development, and community building among all conference attendees. Story Collider is a nationally recognized science communication leader that aims to boost student confidence, audience engagement, and campus-community connections.
2. **MakerLab Experiences**: A new hands on experience, students were able to engage directly with innovation and technology at the MakerLab on campus. The MakerLab provides the space for participants to collaborate, build, hack, invent, share, make, and do, reflecting many of the goals of the conference.
3. **Expanded Networking and Storytelling**: Provided opportunities for participants to share their highlights and lessons learned through quick video interviews and montage shared at the conference. As in past conferences, ICUR 2025 included Meet-a-Professor roundtable conversations and Graduate Student Panel sessions.

4. **Poster Sessions and Lightning Talks**: Scheduled for accessible and varied participation, presenters showcased their work in different formats, engaging a varied audience. Participants had the opportunity to communicate their accomplishments in a more informal setting through poster presentations and in rehearsed speeches in Lightning Talks.

Financial Overview

Category	Amount	Details
Meals / Refreshments	$24,269.18	Student Union Building (SUB) catering (breakfasts, snacks, lunches, day 0 dinner) plus Albertsons purchases
Facilities (AV, space)	$2,652.50	SUB space (inc AV), Games Center, stadium tour
Transportation / Travel	$14,268.00	Charter buses, campus parking
Housing	$18,443.94	Student and faculty lodging
Salary / staffing	$13,272.45	Event coordination, logistics, project management
Supplies / Materials	$326.24	Conference materials, signage
TOTAL EXPENSES	**$73,252.31**	

Partner Contributions:

- Idaho EPSCoR Summer Authentic Research Experience program: $7,252.31 (travel, food, lodging)
- National Institutes of Health Southwest Idaho Bridge to Baccalaureate program at Boise State: $5,000 (facility/space rental)
- IDeA Network for Biomedical Research Excellence (INBRE) program: $1,000 (Day 2 lunch)
- In-Kind: 10 cases of soft drinks (Swire Coca Cola)

Total Partner Support: $13,252.31

Net HERC Grant Utilized: $60,000.00 (all grant funds spent as planned)

Impact and Feedback

- Overall satisfaction: 94% of respondents reported being “satisfied” or “very satisfied”
- Poster sessions and networking: 91.9% and 80.6% satisfaction rates, respectively
- Gains in skills and confidence: 77.7% “satisfied” or better
- Qualitative feedback showed excitement about interdisciplinary learning, supportive environment for new presenters, and networking with peers and faculty across Idaho institutions. Selected quotes include the following:

- STUDENT: *"The entire process of creating a poster in general; it was impactful to display and encourage me to think about not only what I am doing but why it matters. Not only this, but communicating it in a professional manner."*
- STUDENT: *"The lightning talks in particular were fascinating and it was inspiring to see students presenting research that matters especially in a more digestible way"*
- STUDENT: *"The most impactful part of attending ICUR was being able to discuss my research/expertise with others at the event. It was genuinely an enjoyable experience to introduce others to the project that my team and I have spent several months working on, and getting to share a slice of my expertise in the field with others."*
- STUDENT: *Walking around the poster sessions during Day 1 was the most impactful time for me because I felt like I really got to connect with student researchers like myself and learn about new topics. I approached some posters that didn't necessarily draw me in with their titles or topics, but I always left glad that I walked up."*
- STUDENT: *"Being able to speak with so many different kinds of researchers put the scope of college research into scale for me, which was really impactful"*
- EDUCATOR: *"ICUR was extremely approachable for students' first conference. They all had a wonderful time and felt that it was a valuable experience. As a mentor and educator, that was incredible to see."*
- EDUCATOR: *"My student was able to build confidence and presenting skills. It was a joy to see her shine. I also was really impressed with the various other poster presentations! Thank you for organizing this! It's such a great opportunity for undergrads across the state."*
- OTHER: *"I thought this year there were lots of students from universities other than BSU, which was cool to see. I think encouraging that is important to give undergraduates a feel for how to present and interact at a conference in other states or areas, even if they are from the area"*

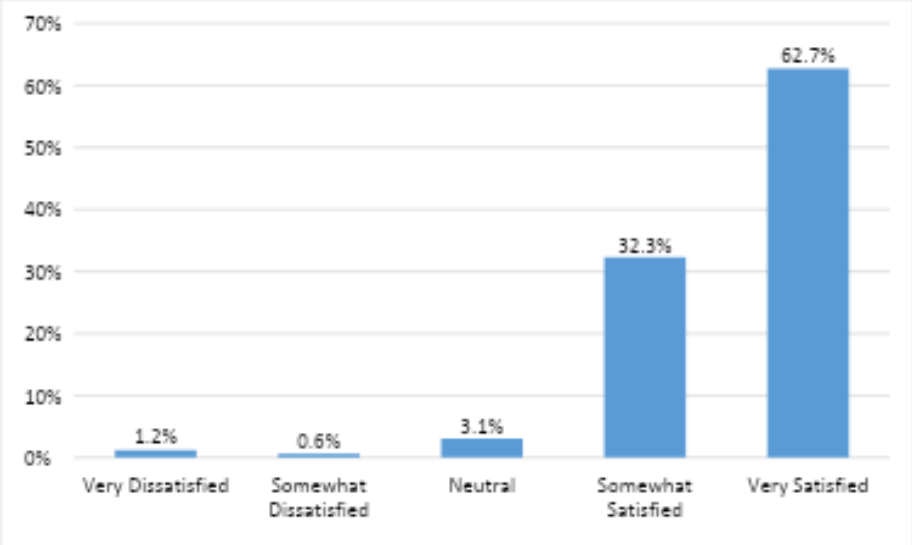
Idaho Conference on Undergraduate Research 2025
Survey Results

RESPONSE RATE: 32.9%

- 531 survey recipients (excludes 6 IFITS staff who did not receive the survey)
  - 354 (66.7%) students
  - 177 (33.3%) faculty/staff/other

- 161 recorded responses; 2 of these are an incomplete response
  - Answers for the incomplete response is included where available.

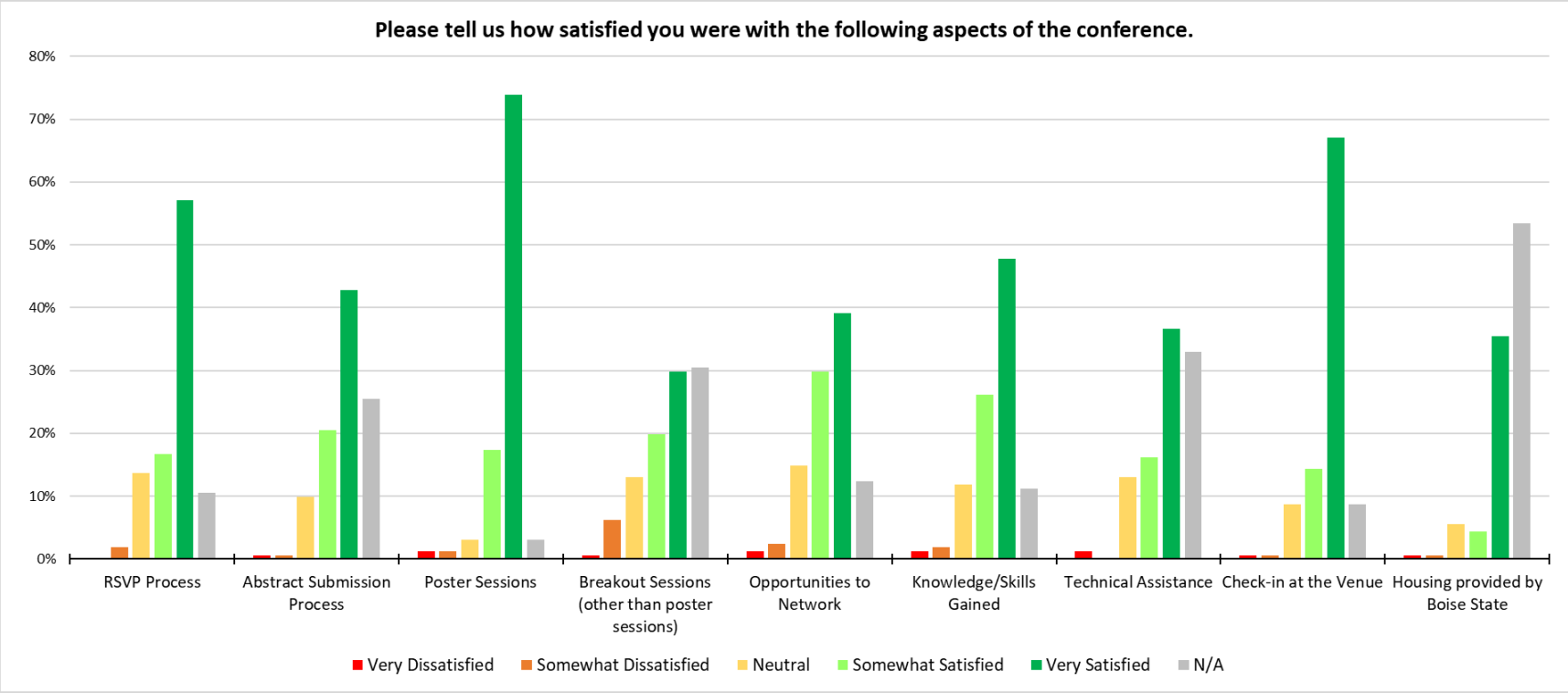
Please indicate your overall satisfaction with the 2025 Idaho Conference on Undergraduate Research.



Answer	%	Count
Very Dissatisfied	1.2%	2
Somewhat Dissatisfied	0.6%	1
Neutral	3.1%	5
Somewhat Satisfied	32.3%	52
Very Satisfied	62.7%	101
Grand Total	100.0%	161

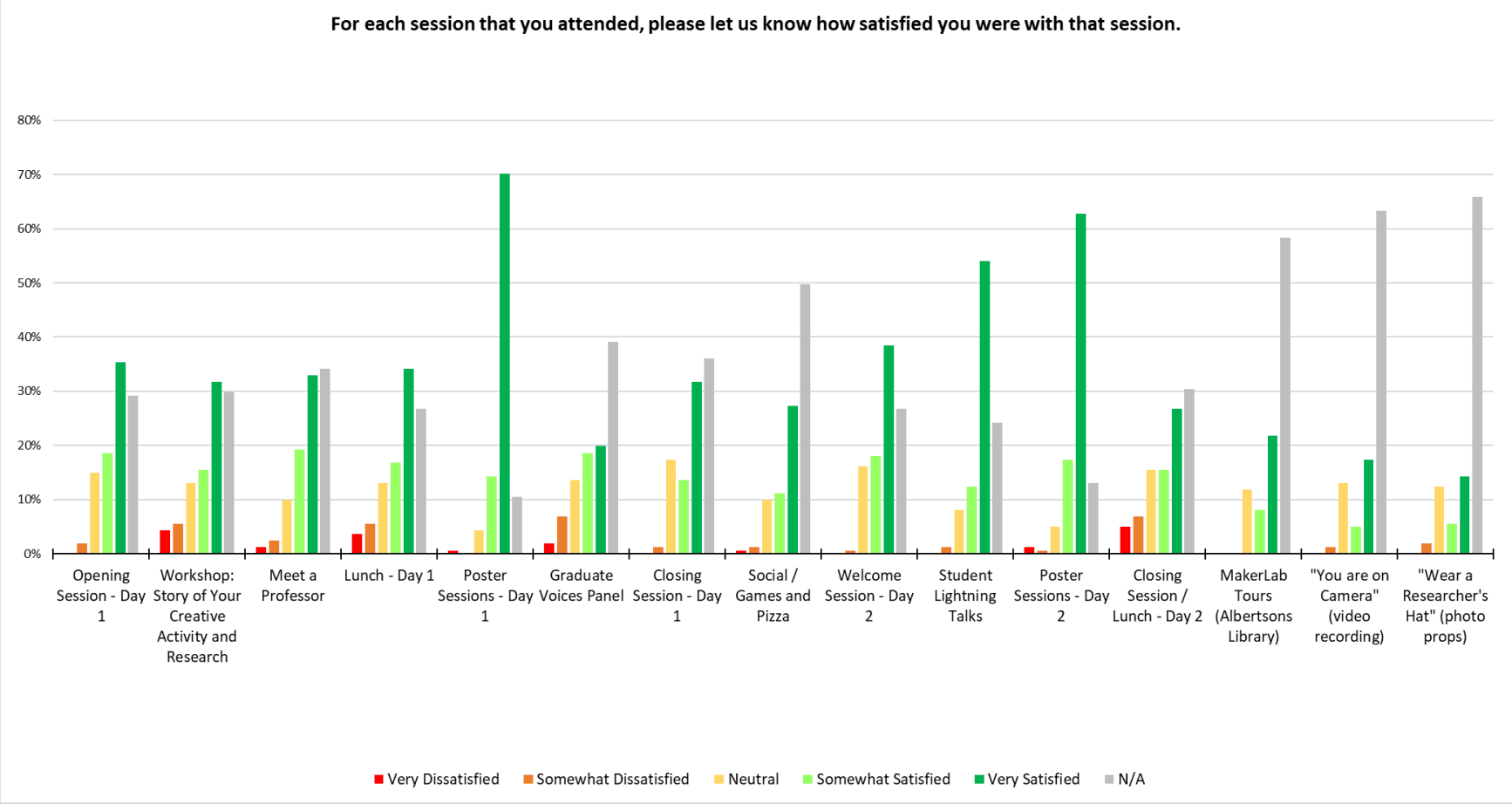
Please tell us how satisfied you were with the following aspects of the conference.

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		N/A		Total	
Aspect	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**
RSVP Process	0%	0	2%	3	14%	22	17%	27	57%	92	11%	17	100%	161
Abstract Submission Process	1%	1	1%	1	10%	16	20%	33	43%	69	25%	41	100%	161
Poster Sessions	1%	2	1%	2	3%	5	17%	28	74%	119	3%	5	100%	161
Breakout Sessions (other than poster sessions)	1%	1	6%	10	13%	21	20%	32	30%	48	30%	49	100%	161
Opportunities to Network	1%	2	2%	4	15%	24	30%	48	39%	63	12%	20	100%	161
Knowledge/Skills Gained	1%	2	2%	3	12%	19	26%	42	48%	77	11%	18	100%	161
Technical Assistance	1%	2	0%	0	13%	21	16%	26	37%	59	33%	53	100%	161
Check-in at the Venue	1%	1	1%	1	9%	14	14%	23	67%	108	9%	14	100%	161
Housing provided by Boise State	1%	1	1%	1	6%	9	4%	7	35%	57	53%	86	100%	161

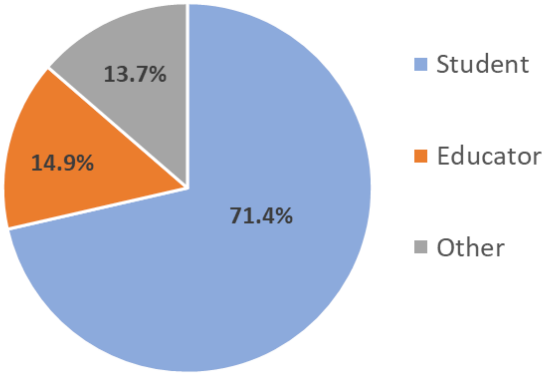

Please tell us how satisfied you were with the following aspects of the conference.
80%
70%
60%
50%
40%
30%
20%
10%
0%
RSVP Process
Abstract Submission Process
Poster Sessions
Breakout Sessions (other than poster sessions)
Opportunities to Network
Knowledge/Skills Gained
Technical Assistance
Check-in at the Venue
Housing provided by Boise State
Very Dissatisfied
Somewhat Dissatisfied
Neutral
Somewhat Satisfied
Very Satisfied
N/A

For each session that you attended, please let us know how satisfied you were with that session.

	Very Dissatisfied		Somewhat Dissatisfied		Neutral		Somewhat Satisfied		Very Satisfied		N/A		Total	
Session	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**	**%**	**Count**
Opening Session - Day 1	0%	0	2 %	3	15 %	24	19 %	30	35 %	57	29 %	47	100%	161
Workshop: Story of Your Creative Activity and Research	4%	7	6 %	9	13 %	21	16 %	25	32 %	51	30 %	48	100%	161
Meet a Professor	1%	2	2 %	4	10 %	16	19 %	31	33 %	53	34 %	55	100%	161
Lunch - Day 1	4%	6	6 %	9	13 %	21	17 %	27	34 %	55	27 %	43	100%	161
Poster Sessions - Day 1	1%	1	0 %	0	4%	7	14 %	23	70 %	113	11 %	17	100%	161
Graduate Voices Panel	2%	3	7 %	11	14 %	22	19 %	30	20 %	32	39 %	63	100%	161
Closing Session - Day 1	0%	0	1 %	2	17 %	28	14 %	22	32 %	51	36 %	58	100%	161
Social / Games and Pizza	1%	1	1 %	2	10 %	16	11 %	18	27 %	44	50 %	80	100%	161
Welcome Session - Day 2	0%	0	1 %	1	16 %	26	18 %	29	39 %	62	27 %	43	100%	161
Student Lightning Talks	0%	0	1 %	2	8%	13	12 %	20	54 %	87	24 %	39	100%	161
Poster Sessions - Day 2	1%	2	1 %	1	5%	8	17 %	28	63 %	101	13 %	21	100%	161
Closing Session / Lunch - Day 2	5%	8	7 %	11	16 %	25	16 %	25	27 %	43	30 %	49	100%	161
MakerLab Tours (Albertsons Library)	0%	0	0 %	0	12 %	19	8%	13	22 %	35	58 %	94	100%	161
"You are on Camera" (video recording)	0%	0	1 %	2	13 %	21	5%	8	17 %	28	63 %	102	100%	161
"Wear a Researcher's Hat" (photo props)	0%	0	2 %	3	12 %	20	6%	9	14 %	23	66 %	106	100%	161
Faculty Lounge	0%	0	0 %	0	11 %	17	1%	1	9%	15	80 %	128	100%	161

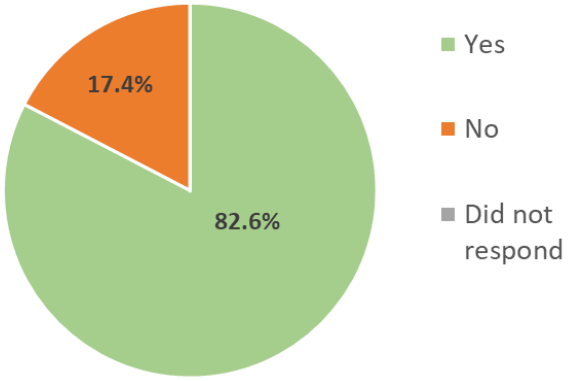

For each session that you attended, please let us know how satisfied you were with that session.
80%
70%
60%
50%
40%
30%
20%
10%
0%
Opening Session - Day 1
Workshop: Story of Your Creative Activity and Research
Meet a Professor
Lunch - Day 1
Poster Sessions - Day 1
Graduate Voices Panel
Closing Session - Day 1
Social / Games and Pizza
Welcome Session - Day 2
Student Lightning Talks
Poster Sessions - Day 2
Closing Session / Lunch - Day 2
MakerLab Tours (Albertsons Library)
"You are on Camera" (video recording)
"Wear a Researcher's Hat" (photo props)
Very Dissatisfied
Somewhat Dissatisfied
Neutral
Somewhat Satisfied
Very Satisfied
N/A

Please select your role.



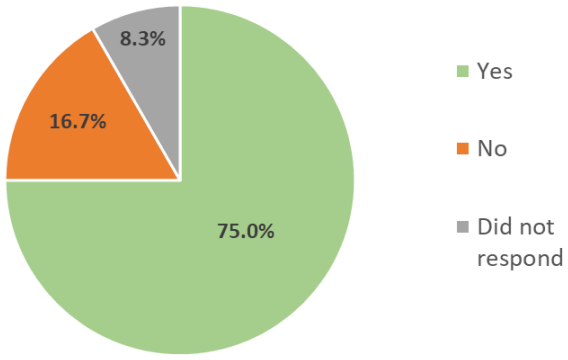
Answer	%	Count
Student	71.4%	115
Educator	14.9%	24
Other	13.7%	22
Total	100.0%	161

Did you present a poster? (This question presented only to the respondents who selected "Student" as their Role.)



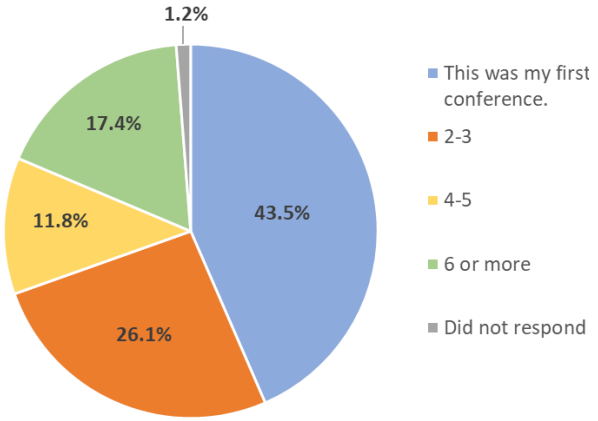
Answer	%	Count
Yes	82.6%	95
No	17.4%	20
Did not respond	0.0%	0
Total	100.0%	115

Were you a mentor of a student researcher who presented a poster? (This question presented only to the respondents who selected "Educator" as their Role.)



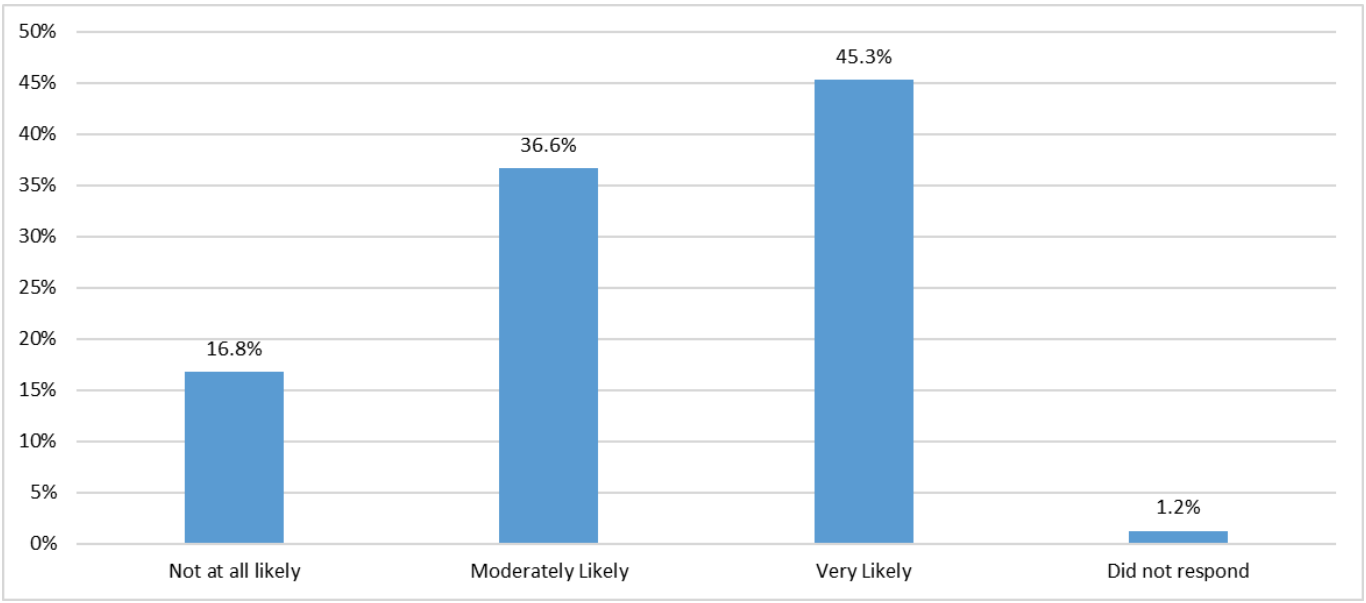
Answer	%	Count
Yes	75.0%	18
No	16.7%	4
Did not respond	8.3%	2
Total	100.0%	24

How many conferences (technical and professional conferences) have you attended including this one?



Answer	%	Count
This was my first conference.	43.5%	70
2-3	26.1%	42
4-5	11.8%	19
6 or more	17.4%	28
Did not respond	1.2%	2
Total	100.0%	161

How likely are you to attend ICUR next year?



Answer	%	Count
Not at all likely	16.8%	27
Moderately Likely	36.6%	59
Very Likely	45.3%	73
Did not respond	1.2%	2
Total	100.0%	161

How did you find out about ICUR?

The following table summarizes categories mentioned in the open-ended responses to this question and the count of respondents who mentioned them. The summary is sorted by the greatest number of mentions to the lowest. 140 respondents answered to this question.

CATEGORIES OF COMMENTS	COUNT
Specific faculty or staff member	24
Research supervisor/mentor	18
Program requirement - not specified	14
I have previously attended	9
Email	8
SARE	8
Student	8
Friend/family	7
Office of Undergraduate Research (not necessarily BSU)	7
Not specified	5
INBRE	4
McNair Scholars	4
Project SEED	4
Student research participation (not specified)	4
Advisor	3
I-CREWS	3
LSAMP	3
REU program	3
Work	3
EPSCoR	2
From the university/school (no specifics given)	2
Internship	2
SURF	2
TRIO	2
Website	2
B2B	1
Course requirement	1
From a previous ICUR attendee	1
ICUR committee	1
Lab - not specified	1
Other research event at my school	1
No response	21

What were your greatest lessons or take-aways from the conference?

The following table summarizes categories mentioned in the open-ended responses to this question and the count of respondents who mentioned them. The summary is sorted by the greatest number of mentions to the lowest. 128 respondents answered to this question; 58 mentioned more than one take-away.

CATEGORIES OF COMMENTS	COUNT
Learn about students'/others' research	26
Diversity of research	16
Interacting with/meeting students	15
Opportunity to present/practice presenting research/poster	13
Networking opportunities	12
Poster sessions	10
Exposure to research conference experience	9
Lightning talks	9
Students' enthusiasm	8
Value of research	6
Gained confidence to present/conduct research	5
Story of Your Creative Activity and Research	5
How to be a better researcher/succeed with research	4
How to present research/posters	4
Improving communication skills	4
Interacting with/meeting faculty/professionals	4
Meet the Prof session	4
Attendance/participation level	3
Different paths to research/careers	3
How to conduct research	3
Learn about fields and types of research	3
Ability/potential/growth/empowerment of students	2
How to better assist undergraduates with research	2
How to create a poster	2
Learn to communicate to a large audience/people outside my field	2
Research opportunities	2
Ability to support students	1
Criticism: Insufficient publicizing/marketing/communication about the event	1
Diversity of students doing research	1
Feedback on my research	1
Food	1
Graduate school info	1
Housing	1
Networking	1
New ways to get involved in UG research	1
Praise: ICUR in general	1
Praise: ICUR organization	1
Skills transferable to careers	1
Working/researching with grad students	1
n/a or no answer	33

Strong responses:

- STUDENT: *"The entire process of creating a poster in general; it was impactful to display and encourage me to think about not only what I am doing but why it matters. Not only this, but communicating it in a professional manner."*
- STUDENT: *"The lightning talks in particular were fascinating and it was inspiring to see students presenting research that matters especially in a more digestible way"*
- STUDENT: *"The most impactful part of attending ICUR was being able to discuss my research/expertise with others at the event. It was genuinely an enjoyable experience to introduce others to the project that my team and I have spent several months working on, and getting to share a slice of my expertise in the field with others."*
- STUDENT: *Walking around the poster sessions during Day 1 was the most impactful time for me because I felt like I really got to connect with student researchers like myself and learn about new topics. I approached some posters that didn't necessarily draw me in with their titles or topics, but I always left glad that I walked up."*
- STUDENT: *"Being able to speak with so many different kinds of researchers put the scope of college research into scale for me, which was really impactful"*
- EDUCATOR: *"ICUR was extremely approachable for students' first conference. They all had a wonderful time and felt that it was a valuable experience. As a mentor and educator, that was incredible to see."*
- EDUCATOR: *"My student was able to build confidence and presenting skills. It was a joy to see her shine. I also was really impressed with the various other poster presentations! Thank you for organizing this! It's such a great opportunity for undergrads across the state."*
- OTHER: *"I thought this year there were lots of students from universities other than BSU, which was cool to see. I think encouraging that is important to give undergraduates a feel for how to present and interact at a conference in other states or areas, even if they are from the area"*

The complete list of comments grouped by role follows, excluding "n/a" responses.

STUDENTS	
Student	All the different fields of research
Student	Being able to explore all the posters that were there
Student	Being able to present my research focus to people outside my topic.
Student	Being able to see just how many opportunities there are for student research, all across the board, and not just at larger universities like Boise State.
Student	Being able to speak with so many different kinds of researchers put the scope of college research into scale for me, which was really impactful
Student	Condensing research into an easy to read poster
Student	Confidence
Student	connecting with other students.
Student	Getting experience of presenting and networking with other students.
Student	Getting to present research I've spent most of my time working on
Student	Getting to see my classmates' and peers' research and learn about the myriad topics of Idaho research.
Student	Giving a lightning talk. Being prepared to give talks in a short amount of time
Student	Hearing others people poster and talking to professors.
Student	How large of a research comunity idaho has
Student	How to conduct myself at a conference

Student	I absolutely loved the research posters and I learned that so many young people are inspired to learn and innovate even in the state of Idaho.
Student	I believe getting to meet new people and realize how passionate they are about their research. How hard they worked to get to this point.
Student	I believe the greatest takeaway from this conference was learning how others present their posters and figuring out how to make mine better next time.
Student	I enjoyed getting to work with a graduate student's research.
Student	I enjoyed learning about the story collider and how much of an impact a good narrative can make.
Student	I enjoyed looking around at the different posters. I also enjoyed the lightning talks.
Student	I enjoyed the poster session the most.
Student	I got to be more comfortable with the idea of presenting a poster at a conference.
Student	I got to learn a lot about research and I thought it was very cool
Student	I learned a lot about poster presentations and conferences
Student	I learned more about getting research ready for presentation.
Student	I like hearing other people's stories and what they plan to do after ICUR.
Student	I liked being able to see the research going on in undergraduate labs nationwide
Student	I really appreciated the different food options and the chance to socialize with others in my discipline and learn about others disciplines work.
Student	I really enjoyed getting to learn about all of the different types of insights from a variety of fields
Student	I really liked talking with other researchers
Student	I really liked the workshop and the words of the speaker were very impactful.
Student	I think the most impactful part to me was presenting my poster.
Student	I want to note that I only attended the poster session on the second day within the last 30 minutes of closing, so that is why I put many NA. My greatest takeaway was that, for the poster session, students have been gaining specialized knowledge that will prepare them for graduate education.
Student	I worked a lot on my presentation and communication skills.
Student	Improving my communication skills.
Student	Improving my presentation and communication skills was the highlight of my ICUR experience.
Student	It was eye opening how diverse research is.
Student	It was great to talk to other researchers and to know of all the amazing science taking place around me.
Student	It was interesting to visualize how broad research can be.
Student	It was so cool to hear about everyone's research and learn about their passions while they present their posters.
Student	Learning about different fields.
Student	Learning about other peoples research, and seeing what college, undergraduate, and graduate research looks like.
Student	Learning from other presenters and their research, gained valuable insights into other fields. Advice from professors and current grad students.
Student	Learning how to present and network at a conference.
Student	Lightning Talks: This was my favorite aspect of the conference. The range of topics was fascinating, and I wish some of the presenters at the posters could summarize their research so clearly and quickly. Grad School Panel: I enjoyed the varied experience of the members of the panel, but waiting for them to go first to answer the questions became kind of awkward. Overall, incredibly valuable session.
Student	Meaningful, important research is on a smaller, more focused scale than media shows. Important work can (and usually is) done in a small niche of a subject most people (even in the field) haven't really heard of.
Student	Meeting other students

Student	Meeting people and being able to network
Student	Meeting people outside of my field of study
Student	My greatest take-away attending ICUR was the poster session which I was able to get an idea of what I need to be doing when I do a research project and be better prepared for a conference.
Student	My greatest takeaway was that this conferences is a great resource for Boise State students that unfortunately does not seem to be very well publicized to undergraduate students. (I've been a student here for three years and had never heard of it before until I happened to find it in a google search)
Student	Networking
Student	Networking and student researchers
Student	Networking oppurtunities were great.
Student	Networking was great!
Student	Never afraid to present your ideas and listen what others has to say
Student	Presenting my poster and the story telling session.
Student	Presenting poster and learning through other people work.
Student	Seeing all the different fields of interest being talked about.
Student	Seeing all the posters and other research being done around the state.
Student	Seeing how impactful history research can be to some people. The research I did was very focused on a small community in northern Idaho, but seeing how people related to it was very special.
Student	Seeing how important it is to give undergrads a space to talk about science.
Student	Seeing students around the state and their research
Student	Seeing the breadth of research that was being done and seeing how different disciplines went about their research.
Student	Seeing the wide range of topics covered by labs outside of Boise State and talking to all my fellow undergraduates.
Student	Talking to my fellow students about their research.
Student	That BSU has FANTASTIC dorms---that AC was a dream come true. Also, that presenting posters is more about fostering an intellectually stimulating conversation with others about your research rather than rambling an over-practiced speech at them for five minutes straight. The poster presentation session was excellent for guiding new researchers through the process of having one-on-one discussions about the merits and pitfalls of their work, without any of the scary rejection involved that often goes hand in hand with research.
Student	That there is more than one way to be involved in a meaningful area of work while remaining financially stable
Student	That there's so much about this world that we will always try to better understand.
Student	That you can present about your research at any point throughout the process.
Student	The community!
Student	The entire process of creating a poster in general; it was impactful to display and encourage me to think about not only what I am doing but why it matters. Not only this, but communicating it in a professional manner.
Student	The experience of presenting and networking
Student	The lightning talks in particular were fascinating and it was inspiring to see students presenting research that matters especially in a more digestible way
Student	The Lightning Talks were my favorite because it made me want to know more about each researcher's work throughout the summer or their previous years! It was so knowledgeable!
Student	The lightning talks were the best part, easily.

Student	The most impactful part of attending ICUR was being able to discuss my research/expertise with others at the event. It was genuinely an enjoyable experience to introduce others to the project that my team and I have spent several months working on, and getting to share a slice of my expertise in the field with others.
Student	The most impactful part of attending ICUR was seeing the other student researchers and being able to hear about their research.
Student	The most impactful part of ICUR was meeting many different people.
Student	The most impactful part was just being in a room of people who all value science and research, providing a hopeful light during an insecure time for research funding
Student	The networking and connections between disciplines :)
Student	The poster session I participated in provided me with many avenues to pursue my own improvement.
Student	The poster sessions, finding out what other students are doing research on was very interesting.
Student	The posters were the best part, i loved learning about all the cool research going on
Student	The storytelling workshop was the most impactful part.
Student	The time investment and gravity of significant research.
Student	The variety of undergraduate research in Idaho.
Student	The vast amount of topics being explored was interesting
Student	There is power in engaging with a wide variety of research topics in various fields
Student	There weren’t any experiences or workshops at the conference that were relevant to me or my research, the only workshop that I found enjoyable what the student lightning talks.
Student	Walking around the poster sessions during Day 1 was the most impactful time for me because I felt like I really got to connect with student researchers like myself and learn about new topics. I approached some posters that didn't necessarily draw me in with their titles or topics, but I always left glad that I walked up.
Student	When people are really interested in what they are talking about, it makes the presentation a lot better.
EDUCATORS	
Educator	Depth and breadth of undergraduate research involvement.
Educator	Getting a chance to speak with students during the Meet a Professor session was quite enjoyable
Educator	Good experience for my undergraduate mentee
Educator	ICUR was extremely approachable for students' first conference. They all had a wonderful time and felt that it was a valuable experience. As a mentor and educator, that was incredible to see.
Educator	Loved the lightning talks and meet-a-professor. The student I know really appreciated these events.
Educator	Meeting students
Educator	My student was able to build confidence and presenting skills. It was a joy to see her shine. I also was really impressed with the various other poster presentations! Thank you for organizing this! It's such a great opportunity for undergrads across the state.
Educator	narrativizing research journeys
Educator	Networking
Educator	Providing my students an experience of presenting their research and networking with others
Educator	Seeing how excited and engaged the undergraduate students were at the presentations. I will try and encourage my students to do these posters and work on them.
Educator	Seeing my student get professional experience
Educator	Seeing my students presenting and building confidence/network
Educator	Seeing the undergrads presenting their research in high level
Educator	The breadth of student research across the state, and the excitement the students have for the work they are doing.
Educator	The greatest takeaway was the high level of student participation. BSU’s outstanding organization set a strong example for others hosting regional conferences.
Educator	The poster sessions were great work by the students and also really enjoyed the story workshop!

Educator	The quality of the presentations.
Educator	The students had the opportunities for research presentations.
Educator	Undergraduates really enjoyed their first conference that is only for undergraduates. Meeting professor sessions were good for my students.
OTHER ROLES	
Other	How smart the students were.
Other	I loved the lighting talks. A whole bunch of research topics packed into a short amount of time. It expands one's knowlege of what others are doing in a efficient way.
Other	I observed the students networking from the various universities. They looked really happy with a sense of belonging.
Other	I thought this year there were lots of students from universities other than BSU, which was cool to see. I think encouraging that is important to give undergraduates a feel for how to present and interact at a conference in other states or areas, even if they are from the area
Other	Integrating undergraduate students into the research environment
Other	It was astounding at the diversity and volume of presenters. Such an amazing opportunity for students.
Other	It's good to get public speaking experience as well as knowing your stuff to answer audience questions.
Other	Learning and realizing how specific a group/individual can be about they're research, and seeing how significant it is for students to be able to put out what they have been researching to the world so that they can grow a greater understanding of how to branch out their studies to others.
Other	Meeting the students and two of the professors
Other	Research being done by students is very varied and impactful
Other	Seeing all the research across many fields being conducted in Idaho!
Other	Students very passionate, confident and optimistic about their research experience and future options.
Other	The variety and depth of student work.
Other	Undergraduate student research work
Other	What amazing thing Undergraduate Researchers are doing

What changes in the ICUR would significantly improve the conference experience for you?

The following table summarizes categories mentioned in the open-ended responses to this question and the count of respondents who mentioned them. The summary is sorted by the greatest number of mentions to the lowest. 83 respondents suggested at least one change; 24 made more than one suggestion. 78 respondents either did not answer this question or indicated they had no suggestions for improvement.

CATEGORIES OF COMMENTS	COUNT
Other logistics	37
Plenary/breakout/other talk sessions	32
Poster sessions	22
Conference - general	18
Discipline focus	3
Interpersonal	1
Networking	1
No changes suggested	78

Highlights:

- Other logistics
  - 18 people suggested better/wider food selection.
  - 4 people mentioned housing issues.
- Plenary/breakout/other talk sessions
  - 10 people felt one or more sessions had presenters that did not generate interest or understanding of the audience.
  - 4 people desire more plenary/breakout/panel sessions.*
  - 3 people felt the sessions were not long enough.
- Poster sessions
  - 4 people felt the sessions were not long enough.
  - 3 people would like the posters grouped by discipline.
  - 3 people said the room was too loud.
- Conference - general
  - 4 people made scheduling suggestions.
  - 3 people said the conference was not long enough.

**Repeat highlight from last year*

Strong criticisms:

- STUDENT: *"The conference was very STEM heavy. There was some attempts to open the conference up to other fields, but it felt very minimal and last minute. I would have liked to see a more deliberate inclusion of the liberal arts."*
- STUDENT: *"Housing: My room key deactivated on its own twice. I know four people who also had this issue. I had to go to the front desk twice to have it reactivated, and it was stressful for me during the whole conference to think that my key might randomly not work when I returned. Aside from that, and the room being an unnecessarily long walk from the elevators, housing was great."*

- STUDENT: *"I'm sure you've heard this, but the lunch!!! I don't have any dietary restrictions, but both days I ended up eating a gluten free lunch because things weren't labeled properly and enough things weren't ordered. If the lunch was more clear about who should go to what tables, that would be great! Also, I wish there were more options for turkey/ham lunches on the second day as I ended up getting a vegetarian lunch, which was a bunch of soggy veggies between bread slices.*

  The graduate students panel also was not super helpful, as it seemed like many of the graduates didn't want to be there and I even asked a question that I got a half-response to (why did you chose graduate school over industry?). They didn't seem super engaged, except the one student that hadn't been to graduate school yet.

  Also, I understood why we did the opening packet session, but I'm not sure if it had the intended effect. If anything, I would've preferred an icebreaker type event where I could meet students from other universities.

  I also was a little annoyed by the speaker repeating the schedule over and over, it just did not feel necessary to state the plan that many times.

  Even with these complaints, I still had an amazing time at the conference, and hopefully I have the priviledge to attend next year!"
- STUDENT: *Make the important information (i.e., dates, deadlines, times, places, etc.) much easier to find on the website—it's really buried in the conference website. I found more and better information on a third-party website than I did on the Boisestate.edu website"*
- STUDENT: *"I suggest being more aware/handling food allergies better on the catering side. The lady in charge was very kind and helpful, but the catering service did not do a great job at making safe food."*
- STUDENT: *"While the overall experience was wonderful, I believe the housing facilities could be improved. I was also a bit taken aback by a staff member's unexpectedly rude response to a simple question I asked during the closing lunch."*
- EDUCATOR: *"The registration process was very confusing. I completed at least three different forms and apparently I still missed to complete one more"*
- EDUCATOR: *"Having more professors for the ""Meet a Professor"" session. There were often 20 or more students per professor and that diminishes the value for students. If they could meet in smaller, more personable groups, that would have helped. Also, the use of generative AI in the opening speech and in the visuals was extremely disheartening and lessened my impression of BSU's values and work ethic."*

Changes/Comments by Category (sorted by the greatest number of mentions to the lowest):

CATEGORY > SPECIFICS	COUNT
Other logistics	***37***
Better food/wider selection	18
Housing issues	4
Food safety	2
ICUR merch	2
Registration/RSVP process was confusing	2
Transportation	2
Better communication of submission/registration process	1
Better signage	1
Better/more communication of sessions and details before conference begins	1
More seats/different arrangement in sessions	1
Too loud	1
Video recordings	1

Website is confusing/difficult to navigate	1
Plenary/breakout/other talk sessions	***32***
Some presenters did not generate interest or understanding of audience	10
More plenary/breakout/other talk sessions	4
Not long enough	3
More lightning talks	2
Session structure redesign suggestion	2
AI use	1
Better talks/speakers - not specified	1
More diversity of speakers	1
More enthusiastic speakers	1
More interactive sessions	1
More interesting sessions	1
More options	1
More sessions for faculty/mentors	1
More speakers from industry	1
More STEM focus	1
Too tight on space	1
Poster sessions	***22***
Not long enough	4
Group by discipline	3
Too loud	3
Scheduling suggestion	2
Session structure redesign suggestion	2
Too tight on space	2
Have a judged competition/dedicated feedback	1
Improve poster design	1
Longer/more breaks between sessions	1
More interactive sessions	1
More social science/less STEM	1
Online posters	1
Conference - general	***18***
Scheduling suggestion	4
Not long enough	3
More focus on disciplines other than STEM	2
More variety of fields	2
Change dates of conference	1
Faculty recruitment	1
Longer/more breaks between sessions	1
More info about specific grad school opportunities	1
More student involvement	1
Student recruitment	1
Too long	1
Discipline focus	***3***
More STEM focus	2

More science content	1
Interpersonal	***1***
Rude/inappropriate interaction	1
Networking	***1***
Better/more networking opportunities	1
No changes suggested	***78***

The complete list of comments grouped by role follows, excluding “n/a” and “none” responses that do not elaborate further.

STUDENTS	
Student	(I wish I could return to the previous page of questions on this survey, because then I could bring up the specific issues I had.) Trying to recall, I think my biggest issue was the writing-your-own-story panel. I think that as researchers, no matter the field, it should have had more of a focus on how to tell the story of YOUR research, rather than some miscellaneous story that comes to mind at the drop of a hat. I was writing about a scary experience during my first job, for goodness' sake, instead of refining the details about my research and the story I wanted to tell with it. Also, I think the summary panels at the beginning and end of every day was a bit excessive. I did like the thought-provoking questions, but after those six hours of research panel after research panel, I think we were all a bit too worn out to truly give those an effort. Maybe just doing them the next morning after we've had a full night of sleep?
Student	A better variety of food choices to tailor to more diets. Having guest speakers from different careers show up and talk about their daily work life. More, shorter lightning talks.
Student	A bigger room for posters and/or longer time. I felt like I was both yelling and rushing most of the time to see the posters and be heard.
Student	Besides the poster and the presentation on the first day, there was not a whole lot of student involvement.
Student	Better catering, lots of cross contamination worries and other food safety from temperatures
Student	Better food
Student	Better food for dietary restrictions (vegetarian), graduate student panel should be people who actually are in graduate school and want to be talking about it
Student	Better food, better panelists of the graduate talk.
Student	better lunch. Too many vegetarian options left not enough real food for the rest of us. All the good stuff was gone before the lunch even began.
Student	Bigger venue would make it feel less loud. I had crazy autism sensory overload and could barely hear anything.
Student	Choosing Graduate Students that actually wanted to answer questions to be on the pannel, for the Graduate Students part of ICUR.
Student	Definitely increase the amount of non vegan option for dinner
Student	Definitely more social sciences, I was the only presenter on day 2 that had a creative work.
Student	Everything at ICUR went very smoothly for me. The staff were very helpful and accommodating.
Student	Forethought planning for housing trans/gender non-conforming students
Student	Getting rid of the story collider workshop, boring, not super applicable to overall STEM activities.
Student	Having hot chocolate available
Student	Honestly I thought though last year was busy it was much better in many aspects more panels, better food, and just seemed a bit more put together.

Student	Housing: My room key deactivated on its own twice. I know four people who also had this issue. I had to go to the front desk twice to have it reactivated, and it was stressful for me during the whole conference to think that my key might randomly not work when I returned. Aside from that, and the room being an unnecessarily long walk from the elevators, housing was great.
Student	I can't think of anything at the moment.
Student	I couldn't begin to suggest anything
Student	I don't know how easily improved upon it can be but the later sessions on the first day were harder to make and fully enjoy because of how tiring it is to present the session before.
Student	I dont know.
Student	I don't think there are any changes that I can think of that would significantly improve the experience.
Student	I found that the graduate speaker panel was somewhat of a letdown from what I was expecting. I wish that some of the speakers were more motivated to actually speak and there was more advice given.
Student	I only attended the poster session in the last 30 minutes because of time, but I enjoyed it. I would add that the poster session could be improved by interactive activities or scenarios to understand the research.
Student	I suggest being more aware/handling food allergies better on the catering side. The lady in charge was very kind and helpful, but the catering service did not do a great job at making safe food.
Student	I think it was well executed, but clearer travel signs could have helped, having more explanation of where things were located
Student	I think it would be wonderful if there could be more time allotted to viewing the posters. I was looking forward to seeing them all, but I ran out of time.
Student	I think you should add synopses. Like I feel like you should give people to attend different events at the same time. Maybe have two different events at same time, so people don't feel forced to attend. As well as I think the graduate students were disappointing when they went on stage , just make them all answer each question , so they don't look at each other
Student	I thought it was great and really well run!
Student	I would have loved to see more humanities people there.
Student	I wouldn't know, I didn't attend most of the spaces.
Student	ICUR seems perfect as it was. There was plenty of time for the students to do what they wanted, and the talks and presentations were really great without being overly long.
Student	If possible, maybe conference for more days
Student	I'm sure you've heard this, but the lunch!!! I don't have any dietary restrictions, but both days I ended up eating a gluten free lunch because things weren't labeled properly and enough things weren't ordered. If the lunch was more clear about who should go to what tables, that would be great! Also, I wish there were more options for turkey/ham lunches on the second day as I ended up getting a vegetarian lunch, which was a bunch of soggy veggies between bread slices. The graduate students panel also was not super helpful, as it seemed like many of the graduates didn't want to be there and I even asked a question that I got a half-response to (why did you chose graduate school over industry?). They didn't seem super engaged, except the one student that hadn't been to graduate school yet. Also, I understood why we did the opening packet session, but I'm not sure if it had the intended effect. If anything, I would've preferred an icebreaker type event where I could meet students from other universities. I also was a little annoyed by the speaker repeating the schedule over and over, it just did not feel necessary to state the plan that many times. Even with these complaints, I still had an amazing time at the conference, and hopefully I have the priviledge to attend next year!
Student	Include more social science, professor, posters, ect.
Student	It was fantastic
Student	It was my first conference. I was satisfied with the arrangements. Only thing that I would suggest is there should also be a onetime use toothbrush and paste with soap like in motels.
Student	It’s perfect.

Student	Longer Poster Sessions, or maybe more poster sessions with less posters in each session so that I can spend ample time getting to know each poster
Student	Make the important information (i.e., dates, deadlines, times, places, etc.) much easier to find on the website—it's really buried in the conference website. I found more and better information on a third-party website than I did on the Boisestate.edu website
Student	Maybe lunch. Chicken would be a nice addition.
Student	Maybe make the 2nd day longer, since I saw a few people come by after all presentations had finished, since they thought presentations continued until 5pm both days. Also, maybe more seating in a quieter area for overstimulated people to calm down, or just for people to casually chat amongst friends. (I saw most people tried to hang out right in front of the poster session entrance, which meant seating was limited, and noise was an issue). Finally, instead of just setting up a video camera for people to approach on their own and answer a question, it would have been more fun and interactive if you had had one of us (or 2) walk around with the microphone and camera, asking people for impromptu interviews about the event. That way, it's less awkward to get video, and the interactive part makes it more fun and engaging. In my experience, people are more willing to be interviewed than they are to just approach an abandoned camera on a tripod next to a sign. Plus, it allows the videographer to get more real-time video of the event itself, so people watching can feel like they are actually walking the event themselves. We could even have this interviewer interview a few people standing at their own posters to talk about their research work and how they think the event is going so far. (Comic cons film videos in this way for a reason. A video shot in first-person POV with someone walking the whole convention floor and interviewing various attendees and vendors gets much more attention and online viewership than a random camera left filming in the corner of the room).
Student	Maybe more time with poster presentations?
Student	More breaks in between sesssions.
Student	More chances to network or meet others.
Student	More data
Student	More diversity within the professors who spoke.
Student	More faculty and graduate students that are in STEM, Public Health, and Arts & History for the panel. I would love more versatility!!
Student	More hot lunch options.
Student	More info about grad school
Student	More lunch on the second day, had run out by the time I got there.
Student	More non-vegan lunch options on day 2! Opportunities to hear the poster presentations that were done the same time mine was.
Student	More small group stuff
Student	More STEM research projects
Student	More time to discuss research.
Student	More time to do breakout
Student	more workshops to connect with students.
Student	No change, things were great!
Student	No notes, great experience overall
Student	none come to mind, though I was only present for a poster session.
Student	Not doing the story time and having a longer meet the professor session. I wish I could've talked to more than two of them.
Student	Pacing could be a bit quicker but overall it was great

Student	Please dont do the memory excercises again, that was the worst part I was so bored and i didnt feel it was important
Student	Poster sessions should have had a greater break in between. Maybe session one, lunch, then session two… Also, the location wasn't ideal. I think it might have been better in the halls where the echo of conversation would be more muffled, and questions could be heard.
Student	Prolonging time for posters or having them be in two different rooms (one STEM and other Arts)
Student	The changes: *Have more time on the "meeting with the professors" *Also have more time on the students 3-minute presentation of their research *Have an extra day for bowling and games with students especially when we're moving into the dorms. *Create work sessions for students based on their interests *Have a graduate panel of students with their professors to talk about their relationships along with the research. *Have merchandise of ICUR which probably have more engagement. *Have multiple microphones where it would be easier for the people not having to run back and forth to students that seated at different table areas.
Student	The conference was very STEM heavy. There was some attempts to open the conference up to other fields, but it felt very minimal and last minute. I would have liked to see a more deliberate inclusion of the liberal arts.
Student	The first day was very long. I personally felt wiped by the end.
Student	The food at ICUR 2024 was much better. The food at the lunches were awful this year. The lunch day one was the worst.
Student	The food. It was not good. Everything else was great. Some of the speakers were boring but most were great.
Student	The graduate panel felt like a waste, I don't feel like i gained anything from it.
Student	The housing upgrades and check in was already a fantastic upgrade. The only thing i ask would be for the Greyhound buses to have a functional toilet and Wi-Fi
Student	The opening session of telling your story. He was not a good facilitator. Then I would love if there was a space where posters could stay up the whole weekend so you can read them on your own time!
Student	There's nothing that I can think of!
Student	This would be more of a marketing thing, but making sure that there is a strong diversity of research present. I was one of very few students representing wildlife field work, and was surrounded by people in medical/engineering/chemistry sciences who I couldn't relate with and couldn't relate with me.
Student	While the overall experience was wonderful, I believe the housing facilities could be improved. I was also a bit taken aback by a staff member's unexpectedly rude response to a simple question I asked during the closing lunch.
EDUCATORS	
Educator	A little bit later in July... I needed to hurry up to finalize the presentations in a timely manner!
Educator	Give more "how to get involved" emails 365 days prior to the conference.
Educator	Having more professors for the "Meet a Professor" session. There were often 20 or more students per professor and that diminishes the value for students. If they could meet in smaller, more personable groups, that would have helped. Also, the use of generative AI in the opening speech and in the visuals was extremely disheartening and lessened my impression of BSU's values and work ethic.
Educator	I can't think of anything specific
Educator	I need to attend more :)
Educator	I thought the whole experience was wonderful, but the meals could be better.
Educator	I was only able to attend one poster session therefore I don't feel qualified to make any recommendations. Everything I saw was great. It was organized and well-attended.

Educator	I wasn't sure how the posters were arranged; I think it would be good if they were grouped by the subjects/areas of research (e.g. physics next to chemistry and materials science)
Educator	I would like more opportunities for faculty to mix apart from their students.
Educator	It is pretty good as it is!
Educator	It was great as it was
Educator	It would be wonderful to introduce Best Poster and Best Talk awards specifically for undergraduate students, as it would help them feel more recognized—just like at other conferences. It might also be beneficial to organize poster sessions by discipline (e.g., separate sessions for different sciences and fields). Providing students with ICUR-themed T-shirts further enhance their experience. Offering certificates for the three-minute presentations was also an excellent choice. Just thought. Overall it was great experience for students and faculties.
Educator	Lunches could be a bit better
Educator	None, well done
Educator	Second day could be a bit longer with similar programs like meeting with professors.
Educator	The registration process being less complicated
Educator	The registration process was very confusing. I completed at least three different forms and apparently I still missed to complete one more
Educator	They ran out of non -veggie lunches day 2- but surprisingly the veggie sandwich was delicious! The bus did not have a functional bathroom, which would have been nice. The conference itself was well organized and fun!
OTHER ROLES	
Other	1) I would like lightning talks on both days. 2) the posters are so close together which causes a lot of conversational noise. It is hard at times to hear the presenters. A bigger room or a room with more sound absorption would help.
Other	A few things - Meet a professor was a bit crowded, so I would create a better set-up. Some had a large crowd, and it appeared they had a difficult time hearing. Also, some not all my participants failed to get back to "do you confirm" e-mails, maybe sending me or sampus coordinator a copy of the email for participants would allow for additional coordination/confirmation of participation.
Other	A standardized framework for the poster presentations could be useful, something that the students could use as a basis for what and how they present, while still encouraging their creativity.
Other	I don't have enough knowledge/experience to answer this.
Other	I think it would've been nice to have the individuals who spoke at the lightening talks to have presented their posters the same day so people could go to them if they had anymore questions
Other	I wish there was a requirement for undergraduates to submit their posters a week early so collaborators could look at it/leave comments before submission.
Other	Nothing, the experience was amazing.
Other	Opportunities to bring other, currently not involved, faculty, students, admins, and advisors...I think the positiveness was palpable and would be very contagious for those not having exposure to these students/researchers and the great BSU network of support!!!!!
Other	The distribution of program for 2 whole days

IGEM Grant Report

☐ Progress (due January 1) ☐ Annual (due July 31) ■ Final (due August 31)

IGEM Grant # : IGEM25-001 Principal Investigator: Daniel Fologea, PhD

Submission Date: 08/29/2025 Primary Institution: Boise State University

*Instructions: Complete each section of this report directly on this template. Completed reports must be limited to **1 page for Progress Reports and 2 pages for Annual or Final Reports in 12 pt Arial or similar font**, excluding the expenditure report. Simple and concise answers will be appreciated, and even bullet lists of information will be sufficient. Reports that do not follow these requirements will be returned for revision. Submit reports by the appropriate due date to HERC@edu.idaho.gov.*

Section 1: Summary of project accomplishments for the reporting period and plans for the upcoming reporting period.

- We demonstrated the successful use of KinExA technology in conjunction with aptamers for direct determination of Polychlorinated Biphenyls (PCB) in water samples. The estimated sensitivity of the developed method for PCB72 is less than 1 ppt, which surpasses by 2 orders the EPA's maximum contaminant level in water (i.e., 0.5 ppb).
- We identified functional anti-PFAS antibodies in eggs, extracted and purified the mRNA pool, and selected the most potent antibodies by employing the phage display method.
- The Boise State University team developed a novel method for rapid concentration of small, organic pollutants in water samples. A single, 15-minute concentration step provides a ~20-fold increase in the concentration of organic pollutants; therefore, a thousand-fold concentration increase may be attained in less than one hour.
- Two polyclonal antibodies for polycyclic aromatic hydrocarbons (PAHs) have been produced and purified from eggs; both have been successfully tested with the KinExA technology for PAH measurements in water.
- We developed a procedure for covalent binding of PCB aptamers to glass beads and used them as capture elements for KinExA; the beads maintained full functionality for over 8 months at room temperature.
- We finalized and tested the portable KinExA instrument for PCB quantification in water in a bench setup; in the same line, we determined the temperature-correction factors for using the portable instrument to determine PCB in water in a temperature interval ranging from 5 ^{0}C to 45 ^{0}C.
- We collected water samples from wells, rivers, lakes, and household sources in the region. From those, over 50 have been already tested for PCB 72 and further spiked for PCB quantification in true environmental conditions. The determined confidence interval of the measurements was greater than 96% for all samples.

Section 2: High-level summary of budget expenditures for the period just completed.
The total budgeted cost of the project was $187,100; we spent $186,060, which led to an unspent amount of $1,040. The expenditures include salaries ($109,362.97), fringe benefits ($10,868), OE ($64,682), and travel ($1,146). A detailed expenditure report is provided in section 6, presented in a separate document included with this submission. The 0.6% underspending occurred because of the billing cycles; the remaining funds may be used for additional sample measurements or may be returned to the sponsor.

Section 3: Demonstration of economic development/impact, including the following as applicable: patents, copyrights, plant variety protection certificates received or pending; technology licenses signed, start-up businesses created, and industry involvement; private sector engagement; jobs created; external funding; any other pertinent information.

- The project benefited from a significant involvement of the commercial partner, Sapidyne Instruments. Their engagement in this project led to 12 new jobs. Up to date, Sapidyne hired 1 PhD student, 1 MSc student, 5 undergraduate students, 3 high school students, and provided 2 internships.
- The PI Fologea also created 8 research technician/research assistant positions for undergraduate and graduate students during the academic year, and 11 internship positions for high school students during the summers. The PI Fologea initiated the preparation of documents required for IP on the newly developed method of concentrating organic pollutants in water and works closely with Sapidyne for licensing.
- An external solicitation for funding was prepared and sent to the Department of Defense in 2025; this proposal was not selected for funding but the new experimental data are anticipated to lead to a new application in the spring of 2026.
- The PI and two students successfully completed the NSF ICorps program.
- The results were disseminated at two national conferences, and one of the presentations was selected for press release.

Section 4: Number of faculty and student participants as a result of funding, and brief description of student efforts.

Besides the 12 new hires at Sapidyne, this project involved three faculty members, 8 high school students, 10 undergraduate students, and 4 graduate students for the entire project duration. The student efforts consisted of sample preparation, experimental setup, sample running, and data analysis with the KinExA instrument, environmental sample collection in standardized conditions, sample concentration and purification, and pollutant quantification in pristine and spiked environmental samples. One of the graduate students included all these efforts in their PhD thesis. Three undergraduate students participated in this project as volunteers, and 4 of the hires made by Sapidyne were for students trained in the PI's lab at Boise State University. Six of the trained undergraduate students that worked with the PI were selected to continue working at Boise State University on distinct research projects that require using the KinExA technology.

Section 5: Updated details and/or progress on the long-term sustainability plan for the project and description of future plans for project continuation or expansion.

The project ran for one year and this is the final report. The efforts for the next year will be led by the industrial/commercial partner, Sapidyne Instruments in collaboration with Boise State University. It is anticipated that the PCB and PFAS kits will be fully validated and become commercially available within 16 months. Sapidyne Instruments started the commercialization of functionalized glass beads to be used with the KinExA technology. We also plan on requesting federal funds from DOE and NSF for further technology development together with Sapidyne and other commercial partners.

Section 6: Expenditure report – is attached as a separate document in the submission.

IGEM Grant Report

☐ Progress (due January 1) ☐ Annual (due July 31) ■ Final (due August 31)

IGEM Grant # : IGEM25-001 Principal Investigator: Daniel Fologea, PhD

Submission Date: 08/29/2025 Primary Institution: Boise State University

Section 6: Expenditure Report – Attach an expenditure report as a separate document showing expenses toward the original budget submitted for this project. The expenditure report does not count toward the page limit. A written summary of budget expenditures should be provided in section 2 of this report.

The original budget of the project totaled $187,100 and included salaries, fringes, and OE (Materials and Supplies). However, we requested and received approval from the Board to reallocate ~$18k from OE to a subcontract to Creative Biolabs. The budget adjustment did not impact the scope of the project and did not exceed 10% of the annual award amount. The adjustment was needed due to problems with the availability of materials and supplies needed to construct and characterize the mRNA library. This not only expedited the process, but also eliminated the need for additional time-consuming and costly tasks initially intended to be carried out locally. This facilitated an early sample collection and characterization, and provided more opportunities for students to participate at the research tasks presented by this proposal, and present the findings at national conferences.

The expenditures toward the original budget are detailed next.

PI salary: we budgeted $27,300 to partially cover the PI's summer salaries for a total period of 10 weeks spread over the summers of 2024 and 2025 (the PI is on a 9-month contract). We spent $26,910 for this category.

Fringe PI salary: we budgeted $9,300 for fringe benefits, and we spent $5,036.

OE: we budgeted $92,200 and spent $64,682. This underspending occurred because of task subcontracting to Creative Biolabs. Besides subcontracting, the funds were spent on materials and supplies (analytical standards, lipids, airfuge supplies for sample concentration, consumables for KinExA experiments, chemicals of analytical purity, pristine capture beads, extruders, filters, microcontrollers, accessories for rotary evaporation, environmental vials, and personal protective equipment). The phage display analysis, which we developed and carried out within this project, comprised of materials and supplies that were not included as a distinct sub-category in the initial OE budget. However, the surplus funds have been used for student salaries and travel.

Other salaries and fringes: The initial budget included $55,100 for other salaries (including students and Research Technicians), and we spent $82,453. We also included $3,200 for other fringes in the original budget and spent $5,833. As we

explained, the contracting of mRNA library led to a significant cost reduction, and the surplus funds have been used for student support, which also added to the fringe benefits category.

Travel: The original budget did not include travel funds; however, we utilized the available funds to support the dissemination of the results at two national conferences. The travel funds provided from this grant amounted for $1,147; this represents only ~30% of the total funding needed for travel. The additional funding was provided by the institution from other available sources.

Budget balance: The total budget of $187,100 was spent at a 99.4% rate ($186,040), with a remaining balance of $1,040. This occurred because of the billing cycles, some expenses contracted during the project were billed beyond project's duration. These remaining funds may be used to support a student to expand the measurements on environmental samples, or they may be returned to the sponsor.

IGEM Grant Report

☐ Progress (due January 1) ☐ Annual (due July 31) **X** Final (due August 31)

IGEM Grant # ___**IGEM25-002**_____ Principal Investigator_____**Tinker**_____

Submission Date_____**8-28-25**_____ Primary Institution_**Boise State University**__

*Instructions: Complete each section of this report directly on this template. Completed reports must be limited to **1 page for Progress Reports and 2 pages for Annual or Final Reports in 12 pt Arial or similar font**, excluding the expenditure report. Simple and concise answers will be appreciated, and even bullet lists of information will be sufficient. Reports that do not follow these requirements will be returned for revision. Submit reports by the appropriate due date to HERC@edu.idaho.gov.*

Section 1: Summary of project accomplishments for the reporting period

Objective 1: Determine the stability and antigen-delivery capacity of *S. aureus IsdA+ClfA-CTA2/B* dissolvable microneedles.

- Silk and sugar microneedles (MN) containing vaccine were successfully constructed and assessed for structure using electron and digital microscopy
- Silk and sugar MN were tested for mechanical stability including force-displacement and puncture testing, and found to be resistant to relevant forces and consistently puncture to 260nm.
- A fluorescent CTA2/B fusion was produced to assess delivery using sugar MN. MN patches were found to successfully deliver this protein into pig skin as determined by confocal microscopy.
- Vaccine deposition into pig skin of was determined using immunohistochemistry. Sugar MN were found to successfully deposit antigen into pig dermal layer. Quantification of deposition was performed using analytical microscopy.

Objective 2: Assess MN *IsdA+ClfA-CTA2/B* immunogenicity in mice.

- A 28 day mouse vaccine immunogenicity study was completed using sugar MN. Analysis of antigen-specific responses in the blood on Day 28 showed no difference between CTA2/B adjuvant control and vaccine-loaded MN. T-cell stimulation assays also indicated no difference between vaccine-loaded and adjuvant only control MN responses in mice.
- Analysis of removed patches from mice using microscopy indicated that only partial insertion and dissolution of sugar microneedles occurred.
- The challenge study (Objective 2A) was not performed as a result of immunogenicity outcomes.
- A modified immunogenicity study was performed. Outcomes using fluorescent dye indicated improved placement with good MN dissolution after 20 min. Skin cells were isolated and assessed for type recruited to MN site after 48 hrs. Results showed no significant increase in infiltration of immune cells in MN patch, however sample size was small (*n=2*).

Section 2: High-level summary of budget expenditures for the period. A re-budget was performed on 9/30/24 due to the loss of hired Research Technician to another position, and a need to hire multiple students to complete objectives. This resulted in a decrease in salary costs including a substantial decrease in Fringe that was directed instead to student costs (OE). Animal studies (Objective 2) were performed in the spring

of 2025 and occurred with the help of multiple students and the Co-PI, resulting in expenditure of all but 8.87% of original budget.

Section 3: Demonstration of economic development/impact.
Industry involvement/private sector engagement. Dr. Tinker is a co-founder of Pentamer Biologics, LLC. (CEO, B. Allinson), a start-up company that has a cooperative agreement with Boise State for use of a family of related patents (*Cholera toxin and its use as a staph vaccine, U.S. #8,834,898 Tinker*). This start-up has been successful obtaining a Phase I USDA STTR for development of a bovine vaccine. Pilot IGEM-HERC funding supported Pentamer Biologics through the acquisition of essential preliminary data for a human vaccine to pursue NIH and DoD small business funding.
Economic development via jobs created. In addition to jobs for undergraduate students created directly, funding supported two temporary research technicians and indirectly supported a post-doctoral fellow (E. Overgaard) employed by Pentamer Biologics.
Grants: This funding was synergistic with an NSF TRANSFORM seed grant (current), and provided preliminary data for a Rocky Mountain REACH application (submitted June 2025). A USDA STTR Phase II and NIH STTR Phase I will be submitted in collaboration with Pentamer Biologics (Sept 23, 2025, and planned Jan 5, 2026).
Technology transfer: An invention disclosure for methods related to dissolvable silk/sugar microneedles, and a related disclosure for a third antigen (NSF TRANSFORM) are planned for the fall 2025.

Section 4: Number of faculty and student participants as a result of funding, and brief description of student efforts.
Faculty/staff participation: Funding supported the salaries of the PI (J. Tinker, 0.75 mth) and Co-PI (S. Theodossiou, 0.75 mth), as well as a Research Technician (D. Pica, 1 mth).
Student participation: Two PhD students, one MS student and three undergraduate students were directly supported. Major accomplishments included a successful Ph.D. dissertation defense (H. Bridgewater, Dec'24), a successful MS thesis defense (H. Hedelius, June'25), and submission of manuscript during this project period (*Dissolvable microneedles to deliver cholera toxin B-adjuvanted protein subunits to the skin, Science Advances, submitted Dec 7, 2024, rejected Dec 24, 2024, to be resubmitted, Oct 2025*). A student in the Co-PIs laboratory was also indirectly supported on this project as a major component of an ME thesis (B. Penney, expected graduation Dec'25).

Section 5 : Updated details and/or progress on the long-term sustainability plan for the project and description of future plans for project continuation or expansion. Sugar and silk microneedles containing *Staphylococcus* vaccine antigens were found to be stable, reproducible and effective to deliver vaccine to pig skin, as determined by microscopy. Despite these outcomes, sugar microneedles did not successfully stimulate antigen-specific responses in mice. Reasons for this may include: incomplete insertion into skin and antigen instability in the skin. Funding was pivotal however as key methods were developed and areas for improvement identified, including: vaccine incorporation into microneedles, animal vaccination protocols and skin cell isolation. Data obtained will support the resubmission of a well-scored NIH STTR Phase I proposal and technology transfer to Pentamer Biologics.

Section 6: Expenditure Report – Attach an expenditure report as a separate document showing expenses toward the original budget submitted for this project.

(see attached)

Reporting period:7/1/24-6/30/25

Category	Original budget	Budgeted (re-budget)	Spent	+/-	%remaining
Salary	$97,700.00	$113,675.60	$100,297.54	$13,378.06	11.77
Fringe	$37,300.00	$8075.00	$8632.34	($557.34)	-6.90
Travel	$3500.00	$0.0	$0.0	$0.0	-
OE (including student costs, capital)	$27,100.00	$43,849.40	$41,980.04	$1869.36	4.26
Totals		**$165,600.00**	**$150,909.92**	**$14,690.08**	**8.87**

Title:	A Microneedle-based Transcutaneous Staphylococcus Aureus	**Start Date:**	7/1/2024	**Projection as of:**	7/25/2025
Award #	3941021	**End Date:**	6/30/2025	**Updated by:**	Brittany Archuleta
Fund		**Budget Period:**	6/30/2025		
Dept		**OSP #**	11613	**PI:**	Juliette Tinker
Cost Center		**Sponsor #**		**Sponsor:**	Idaho State Board of Education (HERC)
Project				**F&A Type and Rate:**	No F&A 0.00%

	Original Budget	PPM Budget	Pending Rebudgets	Life to Date Expenses	Balance	Encumbrance	Available Budget	% Remaining	Burn Rate
Salary	$ 97,700.00	$ 113,675.60		$ -	$ 113,675.60	$ -	**$ 113,675.60**	100.00%	0.00%
Fringe	$ 37,300.00	$ 8,075.00		$ -	$ 8,075.00	$ -	**$ 8,075.00**	100.00%	0.00%
OE	$ 27,100.00	$ 42,849.40		$ (40,980.04)	$ 1,869.36	$ -	**$ 1,869.36**	4.36%	95.64%
Travel	$ 3,500.00	$ -		$ -	$ -	$ -	**$ -**	-	#DIV/0!
Capital	$ -	$ 1,000.00		$ (1,000.00)	$ -		**$ -**	-	100.00%
Subcontracts >25k	$ -	$ -			$ -		**$ -**	-	#DIV/0!
Subcontracts <25k	$ -	$ -			$ -		**$ -**	-	#DIV/0!
Student Costs (OE)	$ -	$ -			$ -		**$ -**	-	#DIV/0!
Total Direct	$ 165,600.00	$ 165,600.00	$ -	$ (41,980.04)	$ 123,619.96	$ -	**$ 123,619.96**		
F&A	$ -	$ -			$ -	$ -	**$ -**		-
			$ -						
Totals	$ 165,600.00	$ 165,600.00		$ (41,980.04)	$ 123,619.96		**$ 123,619.96**		
			AAR Amount	$ 150,909.92					
			Variance	$ 108,929.88					

Timeline Burn Rate:	116.21%
Current Burn Rate:	25.35%

IGEM Grant Report

☐ Progress (due January 1) ☐ Annual (due July 31) **x** Final (due September 30)

IGEM Grant # _ IGEM25-03_ Principal Investigators: Marco Schoen & Mary Hofle

Submission Date__September 30, 2025__ Primary Institution: Idaho State University

*Instructions: Complete each section of this report directly on this template. Completed reports must be limited to **1 page for Progress Reports and 2 pages for Annual or Final Reports in 12 pt Arial or similar font**, excluding the expenditure report. Simple and concise answers will be appreciated, and even bullet lists of information will be sufficient. Reports that do not follow these requirements will be returned for revision. Submit reports by the appropriate due date to HERC@edu.idaho.gov.*

Section 1: Summary of project accomplishments for the reporting period and plans for the upcoming reporting period.

- Established potato processing procedure, data collection process, and equipment acquisition.
- Successfully recorded sound and potato visuals for analysis.
- Successfully developed computer program to extract potato features to identify differences between potatoes with hollow heart and non-hollow heart.
- Statistical analysis shows, with accuracy in the mid-80%, hollow heart can be detected in potatoes using non-destructive methods.
- Datasets have been posted to public open-source platform – figshare.com
- Paper submitted to MDPI Data journal: “Comparative Data Analysis of Non-Destructive Testing for Hollow Heart in Potatoes.”
- Poster presentation at Idaho State University Research Symposium entitled “Non-Destructive Detection of Hollow Heart in Potatoes Using Artificial Intelligence.”
- Engaged three undergraduate students and one PhD student in the project.
- Established relationship with Double L - an Idaho potato equipment manufacturer for future work related to this project.
- Continued collaboration with Spudnik Equipment Company on Hollow Heart detection project.

Section 2: High-level summary of budget expenditures for the period just completed. If budget is underspent at time of report, explain why and plans for expending funds.

The requested funds of $95,655.59 were utilized in support of the proposed activities. They included personnel cost such as partial summer support for the two PI’s and student support (three undergraduate students and one PhD student): $66,833.47 (budget was $61,923.59), equipment: $ 13,646.42 (budgeted for $15,700), travel: $384.64 (budget $600), participant support: $11,832 (budgeted $11522) and materials and supplies: $3,269.06 (budget $5,600).

Section 3: Demonstration of economic development/impact, including the following as applicable: patents, copyrights, plant variety protection certificates received or pending; technology licenses signed, start-up businesses created, and industry involvement;

private sector engagement; jobs created; external funding; any other pertinent information.

Ongoing discussion of the project with Spudnik Equipment Company and Double L (both Idaho based potato equipment manufacturers). There is mutual interest in a) developing derivative technology based on the results of the project (Double L), b) further developing a prototype system (Spudnik Equipment Company). This includes applications on equipment for automated visual inspection such as AI based detection of potatoes during the harvesting process, online discernment of non-potato items in the harvest, extraction of foreign objects (dirt masquerading as potatoes) during the process, and seed potatoes delivery system improvement utilizing a developed vision system.

Section 4: Number of faculty and student participants as a result of funding, and brief description of student efforts.
A total of three (3) faculty members were involved in this project. Two were partially supported by the requested budget, and one volunteered his services. In addition, three undergraduate Mechanical Engineering students were part of this project for the entire duration of the project, while two additional students were temporarily helping. The primary three undergraduate students developed testing procedures that allowed for accurate feature extraction from potatoes. This included the development of computer programs that interfaced with various measurement devices and partially automated the data collection process. For the project, a large data set was required. The undergraduate students were tasked with making artificial hollow heart samples resulting in a data set of 1048 potatoes (hollow heart and non-hollow heart). Instrumentation specification, calibration, and networking was also accomplished by the three undergraduate students. At times, an additional undergraduate, as well as an additional graduate student, helped with the experiments. These tasks were very time consuming. The primary graduate student (PhD) developed the artificial intelligence-based algorithms to detect hollow heart in the data collected. This included feature engineering, data pipeline development, automated data cleaning algorithm, programming machine learning algorithms, and testing of the algorithms.

Section 5: Updated details and/or progress on the long-term sustainability plan for the project and description of future plans for project continuation or expansion. The team is currently in contact with two Idaho based potato equipment companies (Spudnik Equipment Company and Double L LLC). Both companies have specific and diverse interests in the developed technology. We plan to continue our work with these two companies.

Section 6: Expenditure Report – Attach an expenditure report as a separate document showing expenses toward the original budget submitted for this project. The expenditure report does not count toward the page limit. A written summary of budget expenditures should be provided in section 2 of this report.

FORM D: IGEM-HERC Full Proposal Budget Sheet

Track (select one): *Innovation*
PI First & Last Name: Marco Schoen, Mary Hofle
Project Title: AI Based Quality Control for Potato Harvesting
Milestone description (if applicabl *Completed project*

Insert more rows in each section, as needed. *Copy/paste cell formulas, as needed.* *See cell notes for additional information.*
Do not remove or hide rows. *Shaded areas have preset formulas.*

Personnel

Name	FTE (opt)	Months	Base Salary	Salary Request	Fringe Rate	Other Ben Rat	Fringe Request	Total	ACTUALS	Comments
Marco Schoen	9	0.5279	$113,661.00	$5,000.14	0.097		$485.01	**$5,485.15**	$ 7,871.16	
Mary Hofle	9	0.6945	$86,404.00	$5,000.63	0.097		$485.06	**$5,485.69**	$ 6,901.41	
Graduate Student		1	$22,800.00	$22,800.00	0.025		$570.00	**$23,370.00**	$ 28,705.94	Farheen; Gupta.
Undergraduate Student		1	$8,970.00	$8,970.00	0.025		$224.25	**$9,194.25**	$ 7,195.50	Hone
Undergraduate Student		1	$8,970.00	$8,970.00	0.025		$224.25	**$9,194.25**	$ 8,779.29	Mosher
Undergraduate Student		1	$8,970.00	$8,970.00	0.025		$224.25	**$9,194.25**	$ 7,180.29	Shumway
Undergraduate Student				$0.00	0.025		$0.00	**$0.00**	$ 199.88	Rone
								$61,923.59	**$ 66,833.47**	

Equipment

Item Description	Units	Unit Cost	Total	ACTUALS	Comments
Workstation	1	$3,700.00	**$3,700.00**	$ 2,998.99	Desktop and monitor
Laptop	1	$1,800.00	**$1,800.00**	$ 2,486.51	
Ultrasonic testing system	1	$10,200.00	**$10,200.00**	$ 7,037.77	Ultrasonic, USB-641 (OEM) 16 BIT
	1		**$0.00**	$ 1,123.15	3D printer. Engraver
			$15,700.00	**$ 13,646.42**	

Travel

Tentative Date(s)	# persons	Total days	Transit cost/ person	Lodging/ day	Meal per diem	Total	ACTUALS	Comments
Field trips - local	6	3	$100.00			**$600.00**	$ 384.64	Group travel
						$600.00	**$ 384.64**	

Participant Support

Description	# persons	Cost/ Stipend	Total	ACTUALS
Tuition and Fees for Grad.St.	1	$11,832.00	**$11,832.00**	$ 11,522.00
			$11,832.00	**$ 11,522.00**

Other Direct Costs

Item	Units	Cost	Total	ACTUALS	Comments
Materials/ Supplies	1	$5,600.00	**$5,600.00**	$ 3,262.47	Supplies
Other	1		**$0.00**	$ 6.59	Postage
Other	1		**$0.00**		
Other	1		**$0.00**		
			$5,600.00	**$ 3,269.06**	

TOTAL DIRECT COST REQUEST **$95,655.59** **$95,655.59**

IGEM Grant Report

☐ Progress (due January 1) × Annual (due July 31) ☐ Final (due August 31)

IGEM Grant #: IGEM25-004 **Principal Investigator:** Kathleen Lohse

Submission Date: 7/3/25 **Primary Institution:** Idaho State University

Submit reports by the appropriate due date to HERC@edu.idaho.gov.

Section 1: We exceeded expectations based on metrics (Table 1). We completed 13 out of 12-16 sites planned for sampling. We completed registering sample to SESAR database (https://app.geosamples.org/sample_group.php?group_id=422). Patton has accepted a Visiting Assistant Professor position at ISU so that we ramped up sampling in FY24; the hired full-time research specialist will be key to processing and analyzing these data in the lab in FY25. Patton will produce reports and technical products in FY25. Patton developed a demonstration visualization model as a Google Earth layer/flight path and will improve this in FY25.

Obj.	Task	Metric	Milestones			
			FY24	FY24 Actual	FY25	Total
1	A)	Submit IGEM-HERC proposal	Yes	Yes	NA	Yes
	B)	Hire specialist/technicians (#)	3	1 full-time / 5 students	2	5
	C)	Obtain agreements (#)	5-6	13	7-9	12-15
		Elevation datasets (#)	5-6	13	7-9	12-15
		Sites for excavation (#)	55-66	205	77-99	132-165
2	D)	Field areas (#)	5-6	11	7-9	12-15
		Soil pits (#)	73-84	153	103-125	176-209
		Soil samples (#)	580-661	1064	812-992	1392-1653
	E)	Register samples SESAR (#)	580-661	1064	812-992	1392-1653
		Process samples (#)	580-661	588	812-992	1392-1653
		Analyze for carbon (#)	580-661	588	812-992	1392-1653
		Produce online datasets (#)	NA	12	12-15	12-15
	F)	Generate STC outputs (#)	5-6	2	7-9	12-15
		Evaluate STC uncertainty (#)	5-6	0	7-9	12-15

Section 2: We were underspent by $10,819 as of June 26, 2025 (Table 2). However, we were unable to run approximately 500 samples so that remaining funds will be used for sample fees and travel in July.

Acct	Title	Approved Budget	Jun-2025 YTD Actual	Encumbrances	Budget Available
Labor Expenses					
610	Salaries	38,921.25	78,603	6,627	-39,682
620	Irregular Help	88,055	36,001	4,263	47,791
630	Fringe Benefits	27,856	25,829	2,998	-971
	Subtotal	54,832.53	140,433	13,888	-0.511
Operating Expenses					
700	Travel	20,000	15,592	0	4,408
720	Services	5,026	4,199	0	827
730	Supplies	12974	8,102	0	4,872
800	Capital Expense	7,974	7,974	0	0
	Subtotal	45,974	35,867	-	10,107
Total All Expenses		**200,807**	**176,300**	**13,888**	**10,619**

*Approved changes to budget added $15025.25 from service/supplies to salary and 7974 to capital expenses

Section 3: Lohse and Patton entered into an agreement with ISU for use of copyrighted material associated with IGEM project (data, demonstration project) in return for 5% on gross revenue from a business using these materials. Lohse worked with ISU to develop a financial conflict of interest management plan given that she owns the patent (ISU has no interest), and business plans were eliminated as part of this project. Her team met 2 times with an independent review committee to ensure transparency in collection of data and made data publicly available to them. During her sabbatical (70% FTE including IGEM academic salary), Lohse attended I-CORP and a 7-week Start-Up Success course through Silicon Couloir on her own time and dime and conducted market research (20+ interviews) developed a pitch, formed a preliminary marketing strategy “Visualizing the soil underfoot”, proforma, and slide deck.

Section 4: One faculty (Lohse), one postdoctoral associate (Patton), one full-time research specialist, one 6-month full-time technician working 25% of the project (Kerner), and five seasonal technicians (undergraduate researchers) were engaged in the IGEM project. Student researchers were engaged in field campaigns and soil processing in the laboratory and learned how to describe soils, color, texture and quantify soil carbon.

Section 5: Lohse and Patton plan to apply for the next round of IGEM funds to develop an application programming interface (API) for being able to scale the business as well as apply for the NSF SBIR/STTR proposal Phase I proposal. Lohse registered a domain

name for her startup, groundedtechnology.tech, and will register the business as a LLC in the next year.

Section 6: Expenditure Report, see Table 3 below.

Index	Acct	Acct Title	Transaction Date	Activity Date	Amount
AHRC51	7226	Testing/Sampling/Inspecting Service	24-Jun-2025	24-Jun-2025	1,050.50
AHRC51	7022	Airfare-Out of State	24-Jun-2025	24-Jun-2025	887.37
AHRC51	7036	Subsistence-Out of State Travel	24-Jun-2025	24-Jun-2025	68.00
AHRC51	7036	Subsistence-Out of State Travel	24-Jun-2025	24-Jun-2025	86.00
AHRC51	7036	Subsistence-Out of State Travel	24-Jun-2025	24-Jun-2025	86.00
AHRC51	7036	Subsistence-Out of State Travel	24-Jun-2025	24-Jun-2025	68.00
AHRC51	7036	Subsistence-Out of State Travel	24-Jun-2025	24-Jun-2025	68.00
AHRC51	7036	Subsistence-Out of State Travel	24-Jun-2025	24-Jun-2025	68.00
AHRC51	7036	Subsistence-Out of State Travel	24-Jun-2025	24-Jun-2025	68.00
AHRC51	7036	Subsistence-Out of State Travel	23-Jun-2025	23-Jun-2025	86.00
AHRC51	7022	Airfare-Out of State	23-Jun-2025	23-Jun-2025	486.36
AHRC51	7036	Subsistence-Out of State Travel	23-Jun-2025	23-Jun-2025	68.00
AHRC51	7036	Subsistence-Out of State Travel	23-Jun-2025	23-Jun-2025	68.00
AHRC51	7036	Subsistence-Out of State Travel	23-Jun-2025	23-Jun-2025	68.00
AHRC51	7022	Airfare-Out of State	23-Jun-2025	23-Jun-2025	70.00
AHRC51	7036	Subsistence-Out of State Travel	23-Jun-2025	23-Jun-2025	68.00
AHRC51	7036	Subsistence-Out of State Travel	23-Jun-2025	23-Jun-2025	68.00
AHRC51	7036	Subsistence-Out of State Travel	23-Jun-2025	23-Jun-2025	86.00
AHRC51	6310	Fringe Allocation	20-Jun-2025	12-Jun-2025	2,866.40
AHRC51	6102	Professional Salaries	20-Jun-2025	12-Jun-2025	4,494.11
AHRC51	6208	Faculty Summer Salaries	20-Jun-2025	12-Jun-2025	11,367.80
AHRC51	6204	Student Non-Work Study	20-Jun-2025	12-Jun-2025	440.00
AHRC51	7022	Airfare-Out of State	17-Jun-2025	17-Jun-2025	486.36
AHRC51	7036	Subsistence-Out of State Travel	17-Jun-2025	17-Jun-2025	68.00
AHRC51	7036	Subsistence-Out of State Travel	17-Jun-2025	17-Jun-2025	68.00
AHRC51	7036	Subsistence-Out of State Travel	17-Jun-2025	17-Jun-2025	86.00
AHRC51	7036	Subsistence-Out of State Travel	17-Jun-2025	17-Jun-2025	68.00
AHRC51	7036	Subsistence-Out of State Travel	17-Jun-2025	17-Jun-2025	68.00
AHRC51	7036	Subsistence-Out of State Travel	17-Jun-2025	17-Jun-2025	86.00
AHRC51	7036	Subsistence-Out of State Travel	17-Jun-2025	17-Jun-2025	68.00
AHRC51	7372	Field Supply/Equip for Research<$300	16-Jun-2025	16-Jun-2025	5.54
AHRC51	7372	Field Supply/Equip for Research<$300	16-Jun-2025	16-Jun-2025	3.70
AHRC51	7372	Field Supply/Equip for Research<$300	16-Jun-2025	16-Jun-2025	14.29
AHRC51	7230	Parking Permits-not Travel Status	11-Jun-2025	25-Jun-2025	16.00
AHRC51	7230	Parking Permits-not Travel Status	11-Jun-2025	25-Jun-2025	17.07
AHRC51	7230	Parking Permits-not Travel Status	11-Jun-2025	25-Jun-2025	17.07
AHRC51	7230	Parking Permits-not Travel Status	11-Jun-2025	25-Jun-2025	17.07
AHRC51	7271	Freight/Shipping	10-Jun-2025	10-Jun-2025	89.30
AHRC51	6310	Fringe Allocation	06-Jun-2025	02-Jun-2025	1,767.70
AHRC51	6204	Student Non-Work Study	06-Jun-2025	02-Jun-2025	600.00
AHRC51	6102	Professional Salaries	06-Jun-2025	02-Jun-2025	4,494.11
AHRC51	7034	Subsistence-In State Travel	05-Jun-2025	05-Jun-2025	58.00
AHRC51	7034	Subsistence-In State Travel	05-Jun-2025	05-Jun-2025	58.00

AHRC51	7034	Subsistence-In State Travel	05-Jun-2025	05-Jun-2025	58.00
AHRC51	7034	Subsistence-In State Travel	05-Jun-2025	05-Jun-2025	58.00
AHRC51	7034	Subsistence-In State Travel	04-Jun-2025	04-Jun-2025	58.00
AHRC51	7034	Subsistence-In State Travel	04-Jun-2025	04-Jun-2025	58.00
AHRC51	7034	Subsistence-In State Travel	04-Jun-2025	04-Jun-2025	58.00
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	03-Jun-2025	03-Jun-2025	-19.18
AHRC51	7034	Subsistence-In State Travel	30-May-2025	30-May-2025	58.00
AHRC51	7034	Subsistence-In State Travel	30-May-2025	30-May-2025	58.00
AHRC51	7034	Subsistence-In State Travel	30-May-2025	30-May-2025	58.00
AHRC51	7034	Subsistence-In State Travel	28-May-2025	28-May-2025	58.00
AHRC51	7034	Subsistence-In State Travel	28-May-2025	28-May-2025	58.00
AHRC51	7034	Subsistence-In State Travel	28-May-2025	28-May-2025	58.00
AHRC51	6310	Fringe Allocation	23-May-2025	15-May-2025	1,752.70
AHRC51	6102	Professional Salaries	23-May-2025	15-May-2025	4,494.11
AHRC51	7311	Office Supplies-Consumable Only	21-May-2025	21-May-2025	12.17
AHRC51	7345	R-M Machinery/Equip-Supplies Only	21-May-2025	27-May-2025	330.00
AHRC51	7034	Subsistence-In State Travel	15-May-2025	15-May-2025	58.00
AHRC51	7034	Subsistence-In State Travel	15-May-2025	15-May-2025	58.00
AHRC51	7016	Motor Pool Vehicle - In State	15-May-2025	27-May-2025	100.00
AHRC51	7271	Freight/Shipping	13-May-2025	13-May-2025	35.22
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	13-May-2025	13-May-2025	337.05
AHRC51	7034	Subsistence-In State Travel	13-May-2025	13-May-2025	58.00
AHRC51	7034	Subsistence-In State Travel	13-May-2025	13-May-2025	384.67
AHRC51	7034	Subsistence-In State Travel	13-May-2025	13-May-2025	58.00
AHRC51	7034	Subsistence-In State Travel	13-May-2025	13-May-2025	58.00
AHRC51	7034	Subsistence-In State Travel	13-May-2025	13-May-2025	58.00
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	12-May-2025	12-May-2025	257.19
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	12-May-2025	12-May-2025	927.12
AHRC51	6310	Fringe Allocation	09-May-2025	01-May-2025	1,874.69
AHRC51	6108	Faculty Overload	09-May-2025	01-May-2025	1,257.68
AHRC51	6102	Professional Salaries	09-May-2025	01-May-2025	4,494.11
AHRC51	7011	Refreshment/Meal Travel Status Only	05-May-2025	05-May-2025	2.86
AHRC51	7034	Subsistence-In State Travel	05-May-2025	05-May-2025	448.17
AHRC51	7011	Refreshment/Meal Travel Status Only	05-May-2025	05-May-2025	38.57
AHRC51	7011	Refreshment/Meal Travel Status Only	05-May-2025	05-May-2025	49.88
AHRC51	7011	Refreshment/Meal Travel Status Only	05-May-2025	05-May-2025	65.35
AHRC51	7372	Field Supply/Equip for Research<$300	05-May-2025	05-May-2025	133.89
AHRC51	7011	Refreshment/Meal Travel Status Only	05-May-2025	05-May-2025	129.84
AHRC51	7271	Freight/Shipping	25-Apr-2025	25-Apr-2025	274.96
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	25-Apr-2025	25-Apr-2025	692.16
AHRC51	6310	Fringe Allocation	25-Apr-2025	17-Apr-2025	1,856.23
AHRC51	6108	Faculty Overload	25-Apr-2025	17-Apr-2025	1,257.68
AHRC51	6102	Professional Salaries	25-Apr-2025	17-Apr-2025	4,446.78
AHRC51	6310	Fringe Allocation	11-Apr-2025	03-Apr-2025	1,654.22
AHRC51	6204	Student Non-Work Study	11-Apr-2025	03-Apr-2025	303.00
AHRC51	6108	Faculty Overload	11-Apr-2025	03-Apr-2025	1,257.68
AHRC51	6102	Professional Salaries	11-Apr-2025	03-Apr-2025	3,936.66
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	07-Apr-2025	07-Apr-2025	366.97
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	07-Apr-2025	07-Apr-2025	588.72

AHRC51	6310	Fringe Allocation	28-Mar-2025	21-Mar-2025	1,690.11
AHRC51	6102	Professional Salaries	28-Mar-2025	21-Mar-2025	4,020.84
AHRC51	6108	Faculty Overload	28-Mar-2025	21-Mar-2025	1,257.68
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	25-Mar-2025	25-Mar-2025	12.49
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	17-Mar-2025	17-Mar-2025	301.88
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	14-Mar-2025	14-Mar-2025	27.51
AHRC51	6310	Fringe Allocation	14-Mar-2025	06-Mar-2025	1,693.32
AHRC51	6204	Student Non-Work Study	14-Mar-2025	06-Mar-2025	127.50
AHRC51	6102	Professional Salaries	14-Mar-2025	06-Mar-2025	4,020.84
AHRC51	6108	Faculty Overload	14-Mar-2025	06-Mar-2025	1,257.68
AHRC51	7226	Testing/Sampling/Inspecting Service	07-Mar-2025	07-Mar-2025	2,204.00
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	06-Mar-2025	06-Mar-2025	92.95
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	06-Mar-2025	06-Mar-2025	1,726.42
AHRC51	6310	Fringe Allocation	28-Feb-2025	21-Feb-2025	1,690.11
AHRC51	6102	Professional Salaries	28-Feb-2025	21-Feb-2025	4,020.84
AHRC51	6108	Faculty Overload	28-Feb-2025	21-Feb-2025	1,257.68
AHRC51	6310	Fringe Allocation	23-Feb-2025	24-Feb-2025	46.00
AHRC51	6204	Student Non-Work Study	23-Feb-2025	24-Feb-2025	1,840.00
AHRC51	6310	Fringe Allocation	14-Feb-2025	07-Feb-2025	982.43
AHRC51	6204	Student Non-Work Study	14-Feb-2025	07-Feb-2025	87.00
AHRC51	6108	Faculty Overload	14-Feb-2025	07-Feb-2025	1,257.68
AHRC51	6102	Professional Salaries	14-Feb-2025	07-Feb-2025	2,200.65
AHRC51	7311	Office Supplies-Consumable Only	13-Feb-2025	13-Feb-2025	24.37
AHRC51	8505C	>5K Medical/Surgery/Lab Equipment	31-Jan-2025	06-Feb-2025	7,974.47
AHRC51	6310	Fringe Allocation	31-Jan-2025	26-Jan-2025	982.87
AHRC51	6204	Student Non-Work Study	31-Jan-2025	26-Jan-2025	105.00
AHRC51	6102	Professional Salaries	31-Jan-2025	26-Jan-2025	2,200.65
AHRC51	6108	Faculty Overload	31-Jan-2025	26-Jan-2025	1,257.68
AHRC51	6108	Faculty Overload	25-Jan-2025	27-Jan-2025	1,257.68
AHRC51	6310	Fringe Allocation	25-Jan-2025	27-Jan-2025	121.99
AHRC51	6310	Fringe Allocation	17-Jan-2025	13-Jan-2025	465.28
AHRC51	6102	Professional Salaries	17-Jan-2025	13-Jan-2025	880.25
AHRC51	6108	Faculty Overload	17-Jan-2025	13-Jan-2025	1,257.68
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	14-Jan-2025	14-Jan-2025	37.33
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	11-Jan-2025	15-Jan-2025	745.92
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	11-Jan-2025	15-Jan-2025	31.36
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	11-Jan-2025	15-Jan-2025	11.01
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	08-Jan-2025	08-Jan-2025	168.54
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	08-Jan-2025	08-Jan-2024	76.79
AHRC51	6310	Fringe Allocation	03-Jan-2025	27-Dec-2024	467.99
AHRC51	6108	Faculty Overload	03-Jan-2025	27-Dec-2024	1,257.68
AHRC51	6204	Student Non-Work Study	03-Jan-2025	27-Dec-2024	107.90
AHRC51	6102	Professional Salaries	03-Jan-2025	27-Dec-2024	880.26
AHRC51	6310	Fringe Allocation	20-Dec-2024	13-Dec-2024	471.14
AHRC51	6102	Professional Salaries	20-Dec-2024	13-Dec-2024	880.26
AHRC51	6108	Faculty Overload	20-Dec-2024	13-Dec-2024	1,257.68
AHRC51	6204	Student Non-Work Study	20-Dec-2024	13-Dec-2024	234.00
AHRC51	6310	Fringe Allocation	08-Dec-2024	09-Dec-2024	121.99
AHRC51	6108	Faculty Overload	08-Dec-2024	09-Dec-2024	1,257.68

AHRC51	6204	Student Non-Work Study	08-Dec-2024	09-Dec-2024	920.00
AHRC51	6108	Faculty Overload	08-Dec-2024	09-Dec-2024	1,257.68
AHRC51	6310	Fringe Allocation	08-Dec-2024	09-Dec-2024	144.99
AHRC51	6310	Fringe Allocation	08-Dec-2024	09-Dec-2024	144.99
AHRC51	6108	Faculty Overload	08-Dec-2024	09-Dec-2024	1,257.68
AHRC51	6204	Student Non-Work Study	08-Dec-2024	09-Dec-2024	920.00
AHRC51	6310	Fringe Allocation	08-Dec-2024	09-Dec-2024	121.99
AHRC51	6108	Faculty Overload	08-Dec-2024	09-Dec-2024	1,257.68
AHRC51	6108	Faculty Overload	08-Dec-2024	09-Dec-2024	1,257.68
AHRC51	6208	Faculty Summer Salaries	08-Dec-2024	09-Dec-2024	-966.65
AHRC51	6208	Faculty Summer Salaries	08-Dec-2024	09-Dec-2024	966.65
AHRC51	6204	Student Non-Work Study	08-Dec-2024	09-Dec-2024	6,808.00
AHRC51	6310	Fringe Allocation	08-Dec-2024	09-Dec-2024	607.27
AHRC51	6208	Faculty Summer Salaries	08-Dec-2024	09-Dec-2024	966.65
AHRC51	6310	Fringe Allocation	08-Dec-2024	09-Dec-2024	-93.77
AHRC51	6310	Fringe Allocation	08-Dec-2024	09-Dec-2024	215.76
AHRC51	6102	Professional Salaries	08-Dec-2024	09-Dec-2024	880.26
AHRC51	6310	Fringe Allocation	08-Dec-2024	09-Dec-2024	666.40
AHRC51	6204	Student Non-Work Study	08-Dec-2024	09-Dec-2024	2,208.00
AHRC51	6102	Professional Salaries	08-Dec-2024	09-Dec-2024	880.26
AHRC51	6208	Faculty Summer Salaries	08-Dec-2024	09-Dec-2024	2,761.86
AHRC51	6310	Fringe Allocation	08-Dec-2024	09-Dec-2024	666.40
AHRC51	6208	Faculty Summer Salaries	08-Dec-2024	09-Dec-2024	2,761.86
AHRC51	6204	Student Non-Work Study	08-Dec-2024	09-Dec-2024	2,208.00
AHRC51	6102	Professional Salaries	08-Dec-2024	09-Dec-2024	880.26
AHRC51	6310	Fringe Allocation	08-Dec-2024	09-Dec-2024	176.25
AHRC51	6102	Professional Salaries	08-Dec-2024	09-Dec-2024	440.13
AHRC51	6204	Student Non-Work Study	08-Dec-2024	09-Dec-2024	184.00
AHRC51	6310	Fringe Allocation	06-Dec-2024	01-Dec-2024	466.92
AHRC51	6204	Student Non-Work Study	06-Dec-2024	01-Dec-2024	65.00
AHRC51	6102	Professional Salaries	06-Dec-2024	01-Dec-2024	880.26
AHRC51	6108	Faculty Overload	06-Dec-2024	01-Dec-2024	1,257.68
AHRC51	6310	Fringe Allocation	22-Nov-2024	14-Nov-2024	466.92
AHRC51	6108	Faculty Overload	22-Nov-2024	14-Nov-2024	1,257.68
AHRC51	6204	Student Non-Work Study	22-Nov-2024	14-Nov-2024	65.00
AHRC51	6102	Professional Salaries	22-Nov-2024	14-Nov-2024	880.26
AHRC51	7235	Contractor/Recruit/Non-Employee Exp	21-Nov-2024	21-Nov-2024	477.95
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	08-Nov-2024	08-Nov-2024	478.72
AHRC51	6310	Fringe Allocation	08-Nov-2024	04-Nov-2024	343.30
AHRC51	6102	Professional Salaries	08-Nov-2024	04-Nov-2024	880.26
AHRC51	6310	Fringe Allocation	25-Oct-2024	17-Oct-2024	343.30
AHRC51	6102	Professional Salaries	25-Oct-2024	17-Oct-2024	880.26
AHRC51	6310	Fringe Allocation	11-Oct-2024	07-Oct-2024	343.30
AHRC51	6102	Professional Salaries	11-Oct-2024	07-Oct-2024	880.26
AHRC51	6310	Fringe Allocation	27-Sep-2024	20-Sep-2024	343.30
AHRC51	6102	Professional Salaries	27-Sep-2024	20-Sep-2024	880.26
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	61.31
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	57.46
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	24.75

AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	70.40
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	82.10
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	65.95
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	60.32
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	31.75
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	71.20
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	71.02
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	11.10
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	60.21
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	9.27
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	13.93
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	20.00
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	732.73
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	1,295.55
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	171.61
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	257.67
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	947.63
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	69.94
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	57.03
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	39.14
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	33.80
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	45.65
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	46.00
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	38.63
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	48.06
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	28.00
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	46.65
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	20.50
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	37.04
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	47.77
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	39.30
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	80.66
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	256.28
AHRC51	7830	Group/Team/ASISU Travel	26-Sep-2024	26-Sep-2024	32.40
AHRC51	6310	Fringe Allocation	13-Sep-2024	06-Sep-2024	366.30
AHRC51	6204	Student Non-Work Study	13-Sep-2024	06-Sep-2024	920.00
AHRC51	6102	Professional Salaries	13-Sep-2024	06-Sep-2024	880.26
AHRC51	7372	Field Supply/Equip for Research<$300	30-Aug-2024	30-Aug-2024	229.69
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	1,154.61
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	42.69
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	19.03
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	64.23
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	21.23
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	111.66
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	48.76
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	61.41
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	58.13
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	20.07
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	91.96

AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	16.80
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	389.00
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	26.96
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	283.21
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	25.00
AHRC51	7830	Group/Team/ASISU Travel	29-Aug-2024	29-Aug-2024	28.46
AHRC51	7830	Group/Team/ASISU Travel	27-Aug-2024	27-Aug-2024	1,067.79
AHRC51	7830	Group/Team/ASISU Travel	27-Aug-2024	27-Aug-2024	175.64
AHRC51	7830	Group/Team/ASISU Travel	27-Aug-2024	27-Aug-2024	648.68
AHRC51	7830	Group/Team/ASISU Travel	27-Aug-2024	27-Aug-2024	366.98
AHRC51	7371	Lab Supplies/Lab Equip LT $300/item	27-Aug-2024	27-Aug-2024	487.52
Total All Expenses					**176,300.75**

IGEM Grant Report

☐ Progress (due January 1) X Annual (due July 31) ☐ Final (due August 31)

IGEM Grant # IGEM25-005 Principal Investigator: Krishnan S Raja

Submission Date: 07/28/2025 Primary Institution: University of Idaho

Section 1: Summary of Project Accomplishments:
Prepared different types of metal core-oxide shell nanocapsules that render self-healing of matrix. Figures 1 (a) - (c) illustrate the MCOS structures.

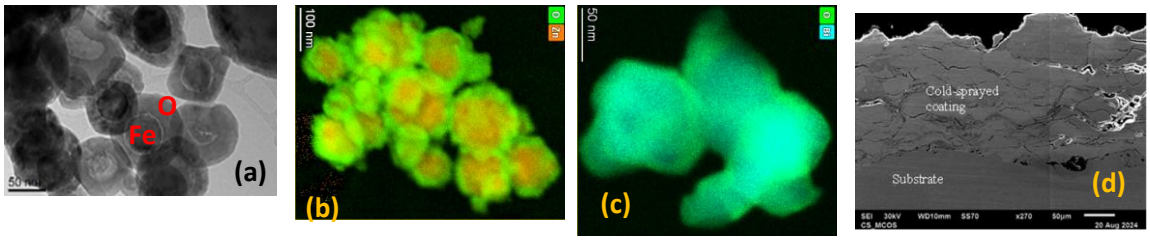


Fig. 1(a) – (c). Transmission electron microscopic (TEM) images of metal core oxide shell (MCOS) nanocapsules. (a) Iron core – iron oxide shell, (b) zinc core – zinc oxide shell, and (c) bismuth core and bismuth oxide shell structures. (d) Cold sprayed coating of nickel base alloy 625 + 10 wt% iron core-iron oxide shell nanocapsules on to 316 stainless steel substrate.

Self-healing composites were prepared by three different methods, such as (a) cold spray, (b) laser powder bed fusion (LPBF), and (c) compaction and sintering. Fig. 1 (d) illustrates the cross-section of a cold-sprayed coating comprising 10 wt% iron core-iron oxide shell nanoscapsules distributed in the Inconel 625 matrix. The cracks of the cold-sprayed coating were partially healed by filling the MCOS as illustrated in Fig. 2.

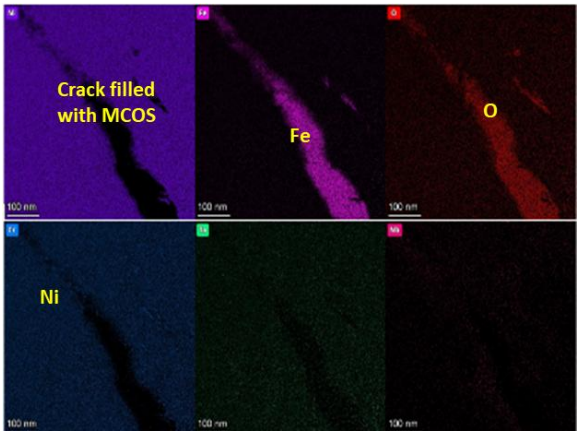


Fig. 2 Self-healing of the crack in the cold sprayed coating (10 wt% iron core-iron oxide shell nanocapsules distributed in the IN 625 matrix).

About twenty LPBF trials were performed to 3D print Alloy 625 + 10 wt% MCOS composit samples by varying laser power, and scanning speed. Microstructural characterization studies are being performed.

Different MCOS + ceramic matrix samples were prepared by the conventional compaction + sintering route. The process parameters were optimized and 3-point bend samples were prepared. Currently, the self-healing behaviors of ceramic-MCOS composite samples are being investigated through 3-point bend tests performed at elevated temperatures under various stress conditions.

Plan for the upcoming report period: LPBF process parameters will be optimized to achieve defect-free 3D prints and test samples will be prepared for further characterization. High-temperature 3-point bend tests will be performed on the ceramic-MCOS composite samples and self-healing behavior will be demonstrated. Microstructural characterization will be performed on all the pertinent samples using SEM, TEM, and XRD techniques.

Section 2: High-level summary of budget expenditures
We have spent 66.23% of the total budget, and the remaining 33.77% of the funds will be spent by December 31, 2025. The budget is being spent on time as planned, with 66.6% of the proposed work completed. Two graduate students were financially supported, and two faculty members received support for one month during the summer. Two graduate students will be supported in the fall of 2025. Several mechanical tests and microstructural characterization studies will be completed using the remaining funds.

Section 3: Demonstration of economic development/impact:
The investigators collaborated with GenNext Materials & Technologies LLC, a private industry partner in Reno, and won an STTR proposal. A patent will be applied for at the end of this year if more encouraging results are obtained. The investigators will submit a research grant proposal seeking significant funding from federal agencies.

Section 4: Number of faculty and student participants as a result of funding, and brief description of student efforts.

Two faculty members, two graduate students, and one undergraduate student participated in this project. The faculty members attended the regional NSF-iCorps program and learnt customer discovery and the commercialization process. The students' efforts include the large-scale synthesis of MCOS nanomaterials, the preparation of composite materials through compaction and sintering, and hands-on operation of sophisticated instruments such as Raman confocal microscopy, SEM, TEM, and XRD. The students made two presentations at the American Nuclear Society conference. Two manuscripts are being prepared for submission to peer-reviewed journals.

Section 5 : Updated details and/or progress on the long-term sustainability plan for the project and description of future plans for project continuation or expansion.

The investigators attended the regional NSF-iCorps program on customer discovery and commercialization. This program helped connect with several industrial personnel working in nuclear, aerospace, additive manufacturing, and coating industries. Several companies showed interest in collaborating. More positive results are expected at the end of the project, which will help carve out a concrete plan for project expansion. A patent application will be filed, which will allow the investigators to apply for the national-level NSF-iCorps program. The investigators will develop a 15-page proposal that expands on the current work and seek funding from the NSF and DOE.

Section 6: Expenditure Report – Attach an expenditure report as a separate document showing expenses toward the original budget submitted for this project. The expenditure report does not count toward the page limit. A written summary of budget expenditures should be provided in section 2 of this report.

	Budgeted, $	Spent, $	Balance, $	% Remaining
Salary	115410.40	73021.31	42389.09	36.7
Fringe	8,875.00	8,379.08	495.92	5.59
Materials & Supplies	35,190.60	24,704.77	10,485.83	29.80
Tuition	38,124.00	24,761.00	13,363.00	35.05
Total	197,600.00	130,866.16	66,733.84	33.77

IGEM Grant Report

Final (due August 31)

IGEM Grant # IGEM25-006 Principal Investigator Mary Everett

Submission Date: 8/18/25 Primary Institution University of Idaho

Section 1:
Project Accomplishments

- LoRaWAN gateway and sensors were developed for the system. 11 sensors (leaf wetness, CO2, and more) could report every 5 minutes up to 0.6 miles away. The longest range on one sensor was 3.5 miles.
- Additionally, a LoRaWAN gateway was developed to forward information to main SCARECRO gateway. Dendrometer sensors were added to the system.
- The Data Gator is now dynamically configurable via a web-based user interface. The Data Gator sensor documentation was maintained and the build has stayed under $120 per unit.
- Tempest weather stations were added to Laurel Grove Wine Farm (LGWF). TreeTag point dendrometers were added to 20 trees (apple, pear, and cherry) at Sandpoint Organic Agriculture Center (SOAC).
- A Microclimate comparison study was conducted using AI (k-means clustering and dynamic time warping) at LGWF to determine possible varietal plantings in growing area. (Presented on at European Conference on Precision Agriculture).
- Quantitative Association Rule Mining (QARM) via Genetic Algorithms (another AI-based tool) was conducted to determine driving factors of downy mildew and frost events at LGWF.
- Climate comparison research was conducted (using dynamic time warping) for drivers of climate similarity between LGWF and 4 other wine producing regions.
- A custom Degree Day Modeling App was developed and documented for SOAC.
- Downy mildew forecasting graphs (using Syngenta prediction model) were developed for LGWF.
- Climate prediction to outcome research conducted via the program was published in an ACM journal during the project period.

Upcoming Plans

- There is planning deployment of LoRaWAN sensors in the UI Experimental Forest (ideal environment for long-range sensing), and long-term sensor collection and monitoring for SOAC, LGWF.
- There is a planned changeover to Grafana as the integration framework for variety of farm tasks, including degree day model visualization and farm mapping

Section 2:
A total of $119,800 was budgeted ($106,360.54 spent, $13,439.46 left). $5,049.55 was budgeted and spent on agricultural sensors, $1,500 was budgeted and spent on an AI journal publication, and $13,166 was budgeted and spent on tuition for the graduate student. $13,439.46 was left of the $100,134.54 budgeted for personnel costs due to a flu season impacting the number of hours worked by several of the student participants. It was our impression that this cannot be expended outside the project period. If this is

not the case, this money would be put toward student work on farmer-directed analytics.

Section 3:
Industry Involvement

- The NSF I-Corps training program was one of the main industry engagement projects undertaken (16 zoom and phone interviews with farmers, precision agriculture researchers, and environmental mangers).
- The microclimate comparison research was presented at the 2025 European Conference on Precision Agriculture. There was significant interest in the SCARECRO system and contacts were made with companies (WeLASER and SAF Water Sampling) and members of WSU's precision agriculture group.

Private Sector Involvement

- LGWF has continued to be our industry, research, and technology development partner throughout the endeavor. They provided the data collected through the system and feedback about use, and served as the test bed for AI modeling.
- At the ECPA, a contact was made with an Idaho company interested in a potential collaboration on the SCARECRO system for farming in Southern Idaho.

External Funding

- NASA Idaho Space Grant Consortium (ISGC) funded a student for Summer 2025 to develop an optimal gateway build for lakeshore monitoring.
- Idaho INBRE (Idea Network of Biomedical Research Excellence) funded a student for Summer 2025 to assist in developing the climate comparison AI.

Section 4:

- 1 faculty member (plus 1 research scientist) participated in the program by developing software and proving environmental/farming feedback
- 5 undergraduate students and 4 graduate students participated in the project. The undergraduate students primarily worked on the dashboard, some sensor integrations, and the AI components to a lesser extent. The graduate students worked on the Data Gator improvements as well as the AI integrations.

Section 5 :
Long-Term Sustainability

- We aim to conduct a long-term sustainability test in the coming year.
- Some of the biggest takeaways from this project year were (1) the system needs to be easier to setup, and (2) farmers have existing metrics that the data needs implement before AI projects are developed.

Future Plans

- The follow-on grant will stress test and commercialize the SCARECRO system.
- We plan to write 2 USDA NIFA grants for using SCARECRO system data. We plan to put in for an NSF VINES and an NSF Cyber-Physical Systems grant on the entire network in the upcoming year. We will continue seeking NASA ISGC, Idaho INBRE, and UI Office of Undergraduate Research funding for individual students on the project.

Section 6: Please see attached report.

IGEM Expenditure Report

IGEM Grant # IGEM25-006 Principal Investigator Mary Everett

Submission Date: 8/18/25 Primary Institution University of Idaho

Expenditure Report

Personnel:
Budgeted: 84,1480.90
Rebudgeted: 100,134.45
Spent: 86,694.99
Remaining: 13,439.46
Description: The personnel category was spent on 5 undergraduate students and 4 graduate students over the project course (part time during the school year and full-time over the summer). These students conducted the bulk of the Data Gator software improvements, dashboard development, and artificial intelligence model development. This category also included time for the research scientist (PI) who worked on the gateway software and documentation, as well as the I-Corps participant and industry partner coordinator. Finally, this category included time from one faculty member who assisted with project directing, student and industry connections, and technological expertise on all parts of system development. This category was underspent, even after the rebudget. This was in part due to a particularly difficult illness season this year which prevented many of the students from working full allotted hours.

Equipment:
Budgeted: 5,049.55
Spent: 5,049.55
Remaining: 0
Description: The money for equipment was spent primarily on agricultural sensors, including Tempest Weather Stations and S6 temperature/humidity sensors. Funding from another source also provided a variety of LoRa and dendrometer sensors to use in project sensing. This category also bought some basic materials and supplies for gateway and Data Gator maintenance, installs, and continued operations.

Travel:
Budgeted: 0
Spent: 0

Participant Support:
Budgeted: 0
Spent: 0

Other Direct Costs:
Publication Charges Budget: 1,500
Publication Charges Spent: 1,500
Tuition Budgeted: 29,069.55
Tuition Rebudgeted: 13,116

Spent: 13,116
Remaining: 0
Description: The publication charges went toward publishing results on the climate prediction AI research (applied in this case to Valley Fever data, which impacts agricultural workers) in the Journal of Biomedical Informatics with a study titled: "*Valley-Forecast: Forecasting Coccidioidomycosis incidence via enhanced LSTM models trained on comprehensive meteorological data*" (DOI: 10.1016/j.jbi.2025.104774). The Tuition category was spent on the yearlong tuition charges for the graduate student working on the Data Gator improvements.

Total Budget: 119,800
Total Spent Budget: 106,360.54
Total Underspent Budget: 13,439.46
A total of 13,439.46 was underspent during the budget part. This is in part because we rebudgeted in order to fit the project into a year-long grant cycle, which aligned better with the follow-on grant and was more in line with the current grant year's progress. We did conduct a rebudget midway through the project which allowed better expenditures for the year cycle. However, some unexpected illnesses from student workers resulted in less than full hours worked from those allotted on the project, resulting in a surplus budget.

Plans for Expenditure:
It is our understanding that the surplus is not permitted to be spent outside of the project period. However, if that is not the case, we would put the surplus towards graduate and undergraduate student work on the project for the next grant cycle, especially in industry-focused technology integration aspects (creating more farmer-based visualizations and analytics packages).

IGEM Grant Report

☐ Progress (due January 1) ☒ Annual (due July 31) ☐ Final (due August 31)

IGEM Grant # IGEM 25-007 Principal Investigator Vivek Utgikar

Submission Date July 29, 2025 Primary Institution University of Idaho

Recovery of Critical Materials from E-Waste

Section 1: Summary of project accomplishments and future plans

The pyrometallurgical process based on solid state chlorination and electrowinning of Nd from the neodymium magnet e-waste is shown below in Figure 1.

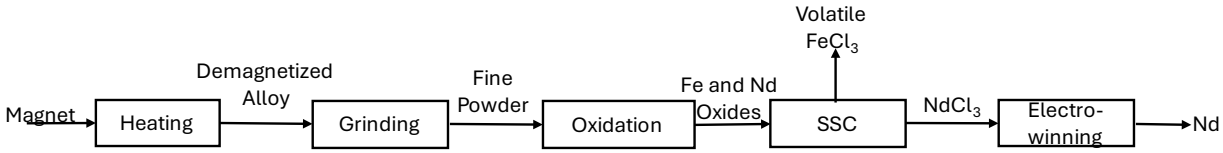


Figure 1. Process schematic for pyrometallurgical recovery of Nd

The work conducted in the reporting period focused on solid state chlorination and Fe/Nd separation with the significant accomplishments being:

1. Optimum conditions for demagnetization of the magnets have been determined.
2. Protocol for grinding of the demagnetized solid alloy in a ball mill has been finalized to obtain fine particles for processing in subsequent reaction steps.
3. Conditions necessary for complete oxidation of particles (<500 mesh or 25 μm) in a muffle furnace have been determined.
4. Processing conditions for quantitative chlorination of oxidized powder using solid NH_4Cl have been determined. Gravimetric measurements indicate that the volatile $FeCl_3$ (and other volatiles) can be selectively removed from the system yielding a solid $NdCl_3$ product that can be subjected to electrochemical reduction to obtain pure Nd.

Work planned for future includes:

1. Determination of kinetics and oxidation reactions through experimentation with uniform sized particles.
2. Electrochemical $NdCl_3$ reduction experimentation in molten LiCl-KCl eutectic electrolyte for recovery of Nd.
3. Development of comprehensive flow sheet and preliminary technoeconomic analysis

Section 2: Summary of budget expenditures

The budgeted amount for personnel costs (salary and fringe) was 62.7% of the total budget. Currently ~51% of the funds allocated have been utilized for graduate and undergraduate stipends. The expenditure is on track with the balance of funds to be used for stipends for the graduate and undergraduate students, and faculty summer salary.

The amount allocated for operating expenses was 19.2% of the total budget and currently 27% of the funds allocated in this category have been utilized for acquisition of chemicals and reagents, miscellaneous fittings, reactors and parts for experimental setup, and analysis charges. (Inclusion of the charges incurred that are in process for payment will increase this percentage slightly). The expenditures in this category are anticipated

to rise significantly, with increases in analytical charges (compositional and structural characterizations), and initiation of the electrochemical experimentation. Overall, the expenditure in this category is in alignment with the anticipated amounts needed.

The amount allocated for tuition/health insurance was 18.1% of the total budget, and currently 43.2% of the funds allocated in this category have been expended for the academic year 2024-2025. The balance of the funds will be expended over the remaining project period for the payment of tuition/insurance of the graduate student for the academic year 2025-2026 and summer semester. (The tuition/insurance charges for the academic year 2025-2026 are higher than those for 2024-2025).

Overall, the project expenditure is consistent with the anticipated spending.

Section 3: Demonstration of economic development/impact

Planned dissemination of scientific and technical advances and intellectual property development

1. Refereed journal articles on 1) review of pyrometallurgical rare earth recycle, 2) kinetics of oxidation and chlorination reactions, 3) electrowinning of Nd
2. Invention disclosure on the proposed process shown in Figure 1.

Companies identified for collaboration: U.S. Critical Materials Corporation, Idaho Strategic Resources, Inc., Megado Minerals Limited. Contacts will be initiated in late 2025/early 2026.

Section 4: Number of faculty and student participants

1. Vivek Utgikar, PI, faculty: Project management and supervision of research effort; Approval of experimental design, and guidance on data interpretation and analysis; Budget and expenditure management.
2. Krishnan Raja, co-PI, faculty: Supervision of research effort; Assisting PI in directing experimental effort and data interpretation/analysis.
3. Dijina Asarinte Valappil, graduate student: Execution of project tasks including experimentation, theoretical modeling, sample analysis and data interpretation.
4. Diba Zadehgol, undergraduate student: Assisting graduate student in conducting experiments and laboratory tasks.
5. Mahir Adib, undergraduate student: Assisting graduate student in conducting experiments and laboratory tasks.

Section 5: Long term sustainability and future plans

Follow up research will focus on optimization studies on the process steps investigated in this research as well as incorporating processing steps for the management of secondary stream generated in each step. Process flow sheet will also be modified to include head-end e-waste processing schemes. Finally, theoretical models will be developed to increase fundamental understanding of the transformations in the process.

Potential funding agencies: 1) ARPA-E 2) NSF (CBET Division and cross-cutting programs), 3) DOE – Critical Materials and Minerals Programs, SBIR/STTR

Section 6: *Expenditure Report*

IGEM Grant # IGEM 25-007 *Principal Investigator Vivek Utgikar*
Submission Date July 29, 2025 *Primary Institution University of Idaho*

Recovery of Critical Materials from E-Waste

Expenditures

Category	*Budgeted*	*Spent*	*Balance*
Personnel (Salary + Fringe) PI, co-PI, Students	*87,752*	*45,048.07*	*42,703.93*
Operating Expenses (Materials/Supplies, Publication)	*26,832*	*7,246.70*	*19585.30*
Graduate Tuition and Health Insurance	*25,416*	*10,991*	*14,425.00*
Total	*140,000*	*63,285.77*	*76,714.23*

IGEM Grant Report

☐ Progress (due January 1) ☐ Annual (due July 31) ■ Final (due August 31)

IGEM Grant # _IGEM25-008_____ Principal Investigator_Marty Ytreberg_____

Submission Date__10/31/2025_____ Primary Institution__University of Idaho_____

*Instructions: Complete each section of this report directly on this template. Completed reports must be limited to **1 page for Progress Reports and 2 pages for Annual or Final Reports in 12 pt Arial or similar font**, excluding the expenditure report. Simple and concise answers will be appreciated, and even bullet lists of information will be sufficient. Reports that do not follow these requirements will be returned for revision. Submit reports by the appropriate due date to HERC@edu.idaho.gov.*

Section 1: Summary of project accomplishments for the reporting period and plans for the upcoming reporting period.

Our primary outcome is we have identified 15 compounds that have efficacy against fungal infection in the lab and 6 of these are not toxic to potatoes and hence have the potential to be developed into fungicide products. To accomplish this, we used bioinformatics to identify fungal proteins that could serve as potential targets for fungicides. We then used molecular modeling to screen over 20 million chemical compounds for binding to 4 different fungal protein targets. We purchased 154 compounds based on our simulations and have tested over half of these for their ability to inhibit fungal infection.

Section 2: High-level summary of budget expenditures for the period just completed. If budget is underspent at time of report, explain why and plans for expending funds.

Funds were 100% expended by the end of the funding period. Funds were used to purchase compounds for testing as potential fungicides ($12,572.80) and to support personnel salary ($61,285,96) and fringe ($21,566.86). David Condon performed bioinformatics to identify fungal protein targets, Hannah Biehn performed experiments in the Schroeder lab, and Marty Ytreberg performed molecular modeling and supervised the overall project.

Section 3: Demonstration of economic development/impact, including the following as applicable: patents, copyrights, plant variety protection certificates received or pending; technology licenses signed, start-up businesses created, and industry involvement; private sector engagement; jobs created; external funding; any other pertinent information.

Our team has been awarded an Idaho State Department of Agriculture Specialty Crop Block grant (starting winter 2025) to continue this work by testing against a broader range of fungal pathogens for potatoes. We also have two pending proposals to continue fungicide development efforts: (1) IGEM-HERC Initial Startup preproposal, and (2) University of Idaho Strategic Plan grant.

Section 4: Number of faculty and student participants as a result of funding, and brief description of student efforts.

A total of 7 faculty and 5 students were engaged in the project; 2 students performed experiments (2 in Schroeder lab, 1 in Rowley lab), and 2 performed molecular modeling in the Ytreberg lab.

Section 5: Updated details and/or progress on the long-term sustainability plan for the project and description of future plans for project continuation or expansion.

We will continue to seek funding to continue our work with a focus on ensuring that the fungicidal compounds are targeting the desired fungal proteins to optimize potency and commercial properties. Long-term, we envision obtaining provisional patents for promising compounds and seeking licensing opportunities with Gowan Company or other industrial partners.

Section 6: Expenditure Report – Attach an expenditure report as a separate document showing expenses toward the original budget submitted for this project. The expenditure report does not count toward the page limit. A written summary of budget expenditures should be provided in section 2 of this report.

See attached PDF.

IGEM Grant Report

☐ Progress (due Jan. 1) ☐ Annual (due Jul. 31) ☑ (due Aug. 31)

IGEM Grant #23-001 Principal Investigator – Prof. R. A. Borrelli

Submission Date – 2025.11.28 Primary Institution – University of Idaho

Library of Reconfigurable Immersive Attack and Defend Scenarios for Cybersecurity Research and Workforce Development

Section 1: Summary of project and goals

Our project was designed to enhance capacity in the cybersecurity space at the Idaho Falls Center for Higher Education (UIIF) for both the University of Idaho and Idaho State University for for multi-disciplined research and workforce training. The Adversary-As-A-Service concept, developed under this IGEM funding is an immersive environment that can integrate real physical processes, full-scale enterprise systems, and Internet-scale cyberattacks on-demand to offer researchers, students, and trainees a controlled live-fire environment like no other currently available. IGEM funding has also supported development of a hybrid virtual and physical environment of enterprise-scale information technology systems and bench-top physical process systems under digital control. Additionally, the cybersecurity degree program at the University of Idaho has seen increased enrollment with several graduate students funded to build these capacities.

Several papers and proposals have been generated as a result of this funding initiative. Of note, follow-on funding was acquired from NIST to generally continue capacity building. The University of Idaho was then able to hire a postdoctorate researcher for the power systems laboratory at the Idaho Falls Center for Higher Education.

Section 2: Summary of project accomplishments and upcoming plans.

- Student activity
  1. Increased enrollment at the Idaho Falls Center for Higher Education through IGEM funding.
  2. Increased student participation to Cybersecurity courses.
- RADICL
  1. Extended RADICL with additional power to support containerized network elements; e.g., routers, switches, vulnerable servers, and malicious hosts.
  2. Purchased equipment and extended RADICL with Hardware Security capabilities.
  3. Purchased mechatronics trainer station and deployed into laboratory environment.
- Education
  1. University of Idaho developed a Hardware Security course for the first time by an Idaho University.
  2. Idaho State University student researchers began design of a hands-on industrial networking security proficiency evaluation. The researchers developed a scenario, network diagram, software list, task list, and scoring rubric. This exam will be used as an assessment instrument for students in the ISU industrial cybersecurity program.

3. ISU is working with secondary teachers to deploy curricular materials into high schools. Additionally, the industrial cybersecurity courseware will be moved to an online delivery format. Other plans include proposing a graduate certificate in industrial cybersecurity to the Idaho State Board of Education, deploying motor control trainers in the laboratory, deploying the industrial networking security proficiency assessment, and designing hands-on control systems fundamentals proficiency exam.

- Developed the Agile Emulated Educational Environment for Guided Industrial Security (AE^3GIS) platform.
  1. Falcon can now run multi-headed Hydra nodes to operate the AE^3GIS platform.
  2. The platform is fully open source (no external licenses).
  3. It is comprised of virtual components that correspond to nodes often seen IT/OT networks (including PLCs and servers) and it is focused on realism.
  4. It is designed to be lightweight; it can be downloaded and hosted on servers of colleges or industries.
  5. If not downloaded, it can be accessed remotely by other educational institutions of Idaho. Demos to ISU, BSU, BYUI, CEI and NIC have already been arranged starting September 2025.
  6. Implemented three scenarios but enables instructors to implement custom scenarios.
  7. Will submit paper by end of 2025 describing the capabilities and advantages of the platform.
- Adversary-As-A-Service (AAS) methodology
  (a) Ransomware attack (Wannacry) – Students learn to detect ransomware activity and analyze encryption behavior and propagation patterns.
  (b) Distributed Denial of Service attack (Mirai) – Students learn to analyze network traffic for DDoS patterns and implement defensive measures such as firewalls and load balancers.
  (c) Data Exfiltration via Covert Channels (Heartbleed) – Students recognize covert data exfiltration techniques and implement monitoring and alerting for anomalous traffic.
- New University of Idaho Level–II research center
  1. Supported by 20 faculty across Idaho universities.
  2. Aimed to create formal partnership in eastern Idaho to encourage research and workforce development.
  3. Motivated to form larger collaborations with Universities and industry towards securing larger funding.
- Idaho Falls Center for Higher Education Power systems laboratory
  1. Expanded relationship with Schweitzer Engineering Laboratories, Westinghouse (now WESCO), Datacast Technologies, and Edge Velocity to integrate their technologies into the laboratory.
  2. Obtained matching funds provided by the university to procure the real-time digital grid simulator.
  3. Further developing a $330K grant with Schweitzer Engineering Laboratories in collaboration with the University of Idaho Moscow campus focused on power systems communication and control systems.

- Accepted pre-proposal DOE EPSCoR with ISU, and BSU. The project capitalizes on the infrastructure to support industrial metaverse educational scenarios.

Publications

(1) McBride, S. (2024). "Curricular Guidance: Industrial Cybersecurity Knowledge." 125 pp. Joint publication of: United States Department of Energy, International Society of Automation Global Cybersecurity Alliance, Idaho State University, Idaho National Laboratory. isagca.org/hubfs/2023 ISA Website Redesigns/ISAGCA/PDFs/Industrial Cybersecurity Knowledge FINAL.pdf

(2) S. McBride (2024). "What does an OT Security Professional Need to Know?" Colloquium for Information Systems Security Education (CISSE). Best Paper Award.

(3) Vedros K., Vakanski A., Kolias C., Forte D."From Capture-Recapture to No Recapture: Efficient SCAD Even After Software Updates", Annual Computer Security Applications Conference (ACSAC) 2025.

(4) Tollan B., Kolias, C., Borrelli R.A. "AE^{3}GIS – Agile Emulated Educational Environment for Guided Industrial Security", Future Internet, To Be Submitted.

(5) Tollan B., Centofante C., Kolias, C., Borrelli R.A. "Adversary in the Loop: Breach and Attack Simulation for Assessing the Defensibility of ICS Networks", Energies, To Be Submitted.

Proposals

(1) Sean McBride (PI) - Idaho State University, Dakota Roberson (co-PI), R. A. Borrelli (co-PI), Constantinos Kolias (co-PI) - University of Idaho. Industrial Cyber Security Research and Training Laboratory. National Institute of Standards and Technology. $2,875,000. 2024.08.01 - 2026.07.31. [*noncompetitive*]

(2) Dakota Roberson (PI) - University of Idaho. Foundational Theories for Inherently Secure Digital Systems. Schweitzer Engineering Laboratories. $334,157. *Pending new PI. Workscope is approved.*

(3) Sean McBride (PI) - Idaho State University. Threat Hunting Operational Technology Lab (THROTL) Laboratory Directed Research and Development (LDRD) Collaboration. Idaho National Laboratory. $72,528.

Section 3: High-level summary of budget expenditures for the period just completed.

- Funding of $700,000 for FY25 is split between UI and ISU co-PIs to manage ($300,000 subaward to ISU, $400,000 allocated to UI.)

Expenditures were in accordance with the HERC IGEM requirements and the University of Idaho Office of Sponsored Programs.

Section 4: Demonstration of economic development/impact.

The new Level–II Center at the University of Idaho will act as an academic catalyst, facilitating collaboration across disciplines in order to pursue larger interdisciplinary awards. The Center will be a hub for the Idaho Falls Center for Higher Education for research, education, and workforce development to cultivate a security-conscious workforce by incorporating research-driven methodologies into educational pathways and offering experiential learning embedded in practical, real world contexts. Idaho Falls will be a regional nexus for innovation and excellence in the protection of critical infrastructure, in alignment with national imperatives and regional economic advancement.

Dr. Sean McBride participates in the Regional Economic Development Initiative (REDI) cybersecurity alliance. The alliance encourages development of the cybersecurity industry in Southeast Idaho by hosting monthly meetings and an annual symposium.

Section 5: Number of faculty and student participants as a result of funding, with a brief description efforts.

- Henok Tadelle (M.S.) - (Graduated, first position at Dell). Helped with the deployment of servers, and HPCs.
- Tollan Berhanu (M.S.) - Helped with the development of the AE^{3}IS platform.
- Chad Centofante (M.S.) - Led efforts related to offering developed resources that mimic adversarial activity, as a service including Breach and Attack Tools.
- Heidi Codling (M.Eng) - College of Eastern Idaho
- 4 Faculty, including 1 Extension Faculty
- 17 total undergraduate and graduate students directly involved in supporting project efforts
- 7 Principal Investigators supported by this grant over the full period.

Over 20 faculty and students from both institutions have been working together on multiple facets of this grant effort: from selection of components and shopping for available new or refurbished equipment, to designing network architecture and cyber-physical systems platforms, working with vendors and contractors, university procurement, and facilities personnel, installing and configuring software, running wiring and connecting gadgets, building up, tearing down, and building up again the various platforms and elements to support our vision.

Section 6: Updated progress on long-term sustainability and description of future expansion.

- The NIST award allows both institutions to continue research and support more students.
- Continuing submission of grant proposals as opportunities arise.
- ISU's College of Technology determined to put the Introduction to Cyber-Physical Systems course on track to be offered remotely, as dual-credit/dual-enrollment, and to become a General Education class.
- ISU intends to offer industrial cybersecurity workforce development training at the Idaho Falls campus in Fall 2026.

We are engaging local industries, such as Kiewit Corporation, to demonstrate capabilities at the Idaho Falls Center for Higher Education and form new collaborations. We intend to generate a sustainable revenue stream to sustain our staff, equipment, software licensing, and other operating expenses with commercialization paths on the horizon. The model for our Idaho Falls facilities and capabilities centers on our engagement with community and industry partners here and across the region.

Section 7: Expenditure Report

University of Idaho

Itemized Expenditures

From 7/1/2022 through 11/20/2025

Grant: UA6244 - ISBOE IGEM HERC: Secure Cyberspace

Index: 855911 - ISBOE IGEM HERC Secure Cyberspace
Fund: 226244 - ISBOE IGEM HERC Secure Cyberspace

Salaries					
E4108 Summer Salary					
		Borrelli, Robert	110	Hours	$7,747.30
		Haney, Michael	168	Hours	$14,544.35
		Kolias, Konstantinos	120	Hours	$8,049.60
		Roberson, Dakota	80	Hours	$5,175.20
E4109 IA/GA Salary					
		Makrakis, Georgios	320	Hours	$7,680.00
		Makrakis, Georgios	24	Hours	$576.00
		Williams, Taegan	340	Hours	$6,939.40
					$50,711.85
Temporary Help					
E4135 Temporary Student					
		Tacke, Jonathan	414	Hours	$8,565.48
					$8,565.48
Fringe Benefits					
		E4280 Faculty CFR Benefit Expense			$10,769.66
		E4282 Student CFR Fringe Expense			$745.67
		E4282 Student CFR Fringe Expense			$20.74
					$11,536.07
Operating Expenses					
E5020 Postage & Mailing					
6/21/2023	Z1057581	UPS Shipping and Insurance for SEL	Doc Ref:		$160.28
8/25/2023	Z1060932	UPS Shipping and Insurance for SEL	Doc Ref:		$219.95
E5240 R&M Svcs - Technology Infrastructur					
1/17/2023	I2272149	Wheeler Electric, Inc.			$450.00
1/17/2023	I2272121	Wheeler Electric, Inc.			$1,960.00
E5320 Software/Applications - Individual					
12/27/2022	Z1047551	D2L, Ltd. Payment for VMware Academ	Doc Ref:		$330.00
E5560 Technology - Supplies					
11/9/2022	TC110922	TDX263871 4-Samsung 27" Mntr			$963.82
2/16/2023	TC021623	TDX278215 Dell dock+34" mntr+ship			$788.39
E5720 Educational Supplies					
4/26/2023	Z1053854	Amazon. Purchase of (3) Refillable	Doc Ref:		$47.97
E5724 Research Supplies					

8/29/2022	Z1040672	Amazon. Purchase of (1) 6 Pack P To Doc Ref:	$19.79
8/29/2022	Z1040672	Amazon. Purchase of (1) Brother P-T Doc Ref:	$59.49
8/29/2022	Z1040672	Amazon. Purchase of (12) Wall Contr Doc Ref:	$1,101.63
8/29/2022	Z1040672	Amazon. Purchase of (16) SAMSUNG FT Doc Ref:	$3,422.72
8/29/2022	Z1040672	Amazon. Purchase of (2) Dell GM069 Doc Ref:	$119.90
8/29/2022	Z1040672	Amazon. Purchase of (8) Tripp Lite Doc Ref:	$338.79
9/28/2022	Z1042127	Amazon. Purchase of (1) 100-000-00 Doc Ref:	$154.99
9/28/2022	Z1042127	Amazon. Purchase of (1) Belkin Comp Doc Ref:	$1,639.64
9/28/2022	Z1042127	Amazon. Purchase of (1) Logitech K4 Doc Ref:	$26.99
9/28/2022	Z1042127	Amazon. Purchase of (1) Tripp Lite Doc Ref:	$63.99
9/28/2022	Z1042127	Newegg. Purchase of (36) DELL 342-3 Doc Ref:	$1,990.00
9/28/2022	Z1042127	Newegg. Purchase of (4) Dell G803n Doc Ref:	$126.12
9/28/2022	Z1042127	Newegg. Purchase of (4) SAMSUNG 870 Doc Ref:	$386.60
9/28/2022	Z1042127	Newegg. Refund of (36) DELL 342-349 Doc Ref:	($1,990.00)
9/28/2022	Z1042127	xByte Technologies. Purchase of (33 Doc Ref:	$4,656.00
10/4/2022	Z1042503	Amazon. Purchase of (1) HELIFOUNER Doc Ref:	$147.89
10/4/2022	Z1042503	Amazon. Purchase of (1) PLC Control Doc Ref:	$254.61
10/4/2022	Z1042503	Home Depot. Purchase of (1) MCH SCR Doc Ref:	$39.08
10/4/2022	Z1042525	Amazon. Purchase of (2) Tripp Lite Doc Ref:	$128.00
10/4/2022	Z1042525	Amazon. Purchase of (3) VIVO Black Doc Ref:	$746.05
10/4/2022	Z1042525	Amazon. Purchase of (6) SAMSUNG 32G Doc Ref:	$258.18
11/11/2022	Z1045125	Amazon. Purchase of (1) 4 Pack 1.25 Doc Ref:	$412.53
11/11/2022	Z1045125	Amazon. Purchase of (1) Fiber Patch Doc Ref:	$25.99
11/11/2022	Z1045125	Amazon. Purchase of (19) Pipishell Doc Ref:	$297.81
11/11/2022	Z1045125	Amazon. Purchase of (3) Tripp Lite Doc Ref:	$115.14
12/7/2022	Z1046419	Amazon. Purchase of (1) 8-in-1 Univ Doc Ref:	$7.40
12/7/2022	Z1046419	Amazon. Purchase of (1) Arduino UNO Doc Ref:	$1,381.37
12/7/2022	Z1046419	Amazon. Purchase of (1) MEAN WELL U Doc Ref:	$18.16
12/7/2022	Z1046419	Amazon. Purchase of (1) ODROID XU4 Doc Ref:	$89.50
12/7/2022	Z1046419	Amazon. Purchase of (1) Orange Pi 3 Doc Ref:	$58.98
12/7/2022	Z1046419	Amazon. Purchase of (1) Raspberry P Doc Ref:	$9.99
12/7/2022	Z1046419	Newegg.com. Purchase of (2) 0DF-007 Doc Ref:	$134.45
12/7/2022	Z1046419	The Home Depot. Purchase of (3) Hus Doc Ref:	$163.14
12/7/2022	Z1046419	The Home Depot. Purchase of The Hom Doc Ref:	$153.90
12/7/2022	Z1046419	The Home Depot. Refund for The Home Doc Ref:	($163.14)
12/27/2022	Z1047551	Amazon. Purchase of (1) DIN Rail Mo Doc Ref:	$382.68
12/27/2022	Z1047551	Amazon. Purchase of (1) GearIT Cat Doc Ref:	$66.01
12/27/2022	Z1047551	Amazon. Purchase of (2) GearIT Cat Doc Ref:	$102.54
12/27/2022	Z1047551	Amazon. Purchase of (2) MEAN WELL U Doc Ref:	$36.76
12/27/2022	Z1047551	Amazon. Purchase of (2) Mounting Dr Doc Ref:	$149.92
12/27/2022	Z1047551	Amazon. Purchase of (3) SAMSUNG 65- Doc Ref:	$1,643.97
12/27/2022	Z1047551	Amazon. Purchase of (4) Intel Ether Doc Ref:	$508.00
12/27/2022	Z1047551	Amazon. Purchase of (6) DIN Rail Mo Doc Ref:	$1,109.70
1/25/2023	Z1048638	Amazon. Purchase of (1) 12V 2A Powe Doc Ref:	$23.36
1/25/2023	Z1048638	Amazon. Purchase of (1) 2.5" to 3.5 Doc Ref:	$6.99
1/25/2023	Z1048638	Amazon. Purchase of (1) Gikfun MTS1 Doc Ref:	$8.98
1/25/2023	Z1048638	Amazon. Purchase of (2) 5 X 32GB US Doc Ref:	$78.94
1/25/2023	Z1048638	Newegg.com. Purchase of 3 Samsung 8 Doc Ref:	$254.97
2/27/2023	Z1050052	Cisco 2960X Switch Rack kit for IGE Doc Ref:	$135.20
2/27/2023	Z1050052	Cisco 3750G Switch Rack kit for IGE Doc Ref:	$37.96
2/27/2023	Z1050052	Dual Radio with a router for IGEM P Doc Ref:	$725.71
2/27/2023	Z1050052	HDMI Cables and extension cord for Doc Ref:	$488.35
2/27/2023	Z1050052	Research Supplies for FY23 HERC-IGE Doc Ref:	$551.07
2/27/2023	Z1050052	Supplies for FY HERC-IGEM -- **T Doc Ref:	$382.22
2/27/2023	Z1050052	Supplies for the FY23 HERC IGEM Cyb Doc Ref:	$39.78
3/7/2023	Z1050805	McMaster-Carr. Purchase of (4) 4706 Doc Ref:	$600.19
3/16/2023	Z1051394	Research Supplies for Dr. Michael H Doc Ref:	$29.37

3/16/2023	Z1051394	Research Supplies for Dr. Michael H Doc Ref:	$67.32
3/16/2023	Z1051394	Research Supplies for IGEM-HERC Pro Doc Ref:	$20.54
3/20/2023	Q0001346	Amazon Capital Intel EXPI9404PTL PRO/1000 PT	$228.00
3/21/2023	Q0001355	Amazon Capital ELEGOO Upgraded 37 in 1 Sensor	$73.96
3/21/2023	Q0001360	Amazon Capital ELEGOO UNO Project Super Starter	$71.98
3/21/2023	Q0001360	Amazon Capital HCDC RPi GPIO Status LED &	$18.99
3/21/2023	Q0001360	Amazon Capital Kingston DataTraveler Max Type-A	$105.49
3/21/2023	Q0001364	Amazon Capital 5V 3A 2.5A 2A 1.5A 1A AC Adapter	$12.89
3/22/2023	Q0001410	Amazon Capital 90Wh VV09XL Laptop Battery for HP	$40.74
3/22/2023	Q0001413	Amazon Capital DIN Rail Mount 8 SPDT IoT Power	$65.00
3/22/2023	Q0001410	Amazon Capital Freenove Ultimate Starter Kit for	$119.80
3/22/2023	Q0001366	Amazon Capital Libre Computer AML-S905X-CC Le	$139.00
3/22/2023	Q0001403	Amazon Capital Screw Terminal Block Breakout Board	$32.00
3/23/2023	Q0001426	Amazon Capital Beagleboard (BeagleBone Rev C)	$62.99
3/23/2023	Q0001448	Amazon Capital Kingston DataTraveler Max 1TB USB-	$98.29
3/23/2023	Q0001426	Amazon Capital Libre Computer Board ROC-RK3328-	$200.00
3/27/2023	Z1052155	Amazon. Purchase of (1) 5pcs Ultras Doc Ref:	$9.99
3/27/2023	Z1052155	Amazon. Purchase of (1) 9V 2A Power Doc Ref:	$29.97
3/27/2023	Z1052155	Amazon. Purchase of (1) DIN Rail Mo Doc Ref:	$129.55
3/27/2023	Z1052155	Amazon. Purchase of (1) RasTech Ras Doc Ref:	$11.79
3/27/2023	Z1052155	Amazon. Purchase of (1) Screw Mount Doc Ref:	$31.80
3/27/2023	Z1052155	Amazon. Purchase of (1) Songhe Dual Doc Ref:	$6.88
3/27/2023	Z1052155	Amazon. Purchase of (2) Arducam 160 Doc Ref:	$11.18
3/27/2023	Z1052155	Home Depot. Purchase of (4) HEFTY 4 Doc Ref:	$146.54
3/27/2023	Z1052155	Home Depot. Purchase of Purchase of Doc Ref:	$155.33
3/27/2023	Z1052155	Home Depot. Refund for purchase of Doc Ref:	($155.33)
3/30/2023	Q0001737	Amazon Capital DIN Rail Mount Bracket for Raspberry	$94.95
3/31/2023	Q0001816	Amazon Capital Raspberry Pi Pico RP2040	$23.90
3/31/2023	Q0001748	Amazon Capital Treedix 2PCS Compatible with	$31.98
4/1/2023	Q0001865	Amazon Capital ANMBEST 2PCS 4 Channel 5V Relay	$51.16
4/1/2023	Q0001864	Amazon Capital Arduino UNO REV3 [A000066]	$139.65
4/1/2023	Q0001858	Amazon Capital Belkin Components USB A/B Device	$24.75
4/1/2023	Q0001857	Amazon Capital ICI T&G 2 Pieces DIN Rail Slotted	$189.80
4/1/2023	Q0001864	Amazon Capital SunFounder 7 Inch HD TFT LCD	$274.95
4/1/2023	Q0001858	Amazon Capital UCTRONICS Active PoE Splitter 12V -	$29.97
4/1/2023	Q0001866	Amazon Capital UCTRONICS Active PoE Splitter 12V -	$9.99
4/2/2023	Q0001879	Amazon Capital Amcrest 5MP Turret POE Camera,	$163.86
4/2/2023	Q0001888	Amazon Capital Amcrest 5MP Turret POE Camera,	$163.86
4/2/2023	Q0001880	Amazon Capital Amcrest 5MP Turret POE Camera,	$163.86
4/2/2023	Q0001878	Amazon Capital Amcrest 5MP Turret POE Camera,	$54.62
4/2/2023	Q0001879	Amazon Capital Bergen Industries Inc PS313163 3-	$19.35
4/2/2023	Q0001873	Amazon Capital Cable Matters 4K Mini DisplayPort to	$9.97
4/2/2023	Q0001880	Amazon Capital Cable Matters Mini DisplayPort to VGA	$16.33
4/2/2023	Q0001889	Amazon Capital Crucial RAM 32GB Kit (2x16GB) DDR4	$68.99
4/2/2023	Q0001875	Amazon Capital DSLRKIT Gigabit USB Type C Active	$62.45
4/2/2023	Q0001873	Amazon Capital LOVIMAG Strong Neodymium Disc	$99.95
4/2/2023	Q0001897	Amazon Capital MazerPi 15 Pcs Pin Header, Pin	$5.99
4/2/2023	Q0001875	Amazon Capital NETGEAR 5 Port PoE Gigabit	$274.95
4/2/2023	Q0001875	Amazon Capital Orange Pi 5 16GB LPDDR4 RK3588S	$299.98
4/2/2023	Q0001880	Amazon Capital UCTRONICS Active PoE Splitter 12V -	$9.99
4/5/2023	Q0002104	Amazon Capital MEAN WELL Ultra Slim Step-Shape	$73.36
4/8/2023	Q0002325	Amazon Capital Tripp Lite Heavy-Duty Computer	$75.80
4/8/2023	Q0002318	Amazon Capital Tripp Lite Heavy-Duty Computer	$75.80
4/9/2023	Q0002331	Amazon Capital NETGEAR 24-Port Gigabit Ethernet	$179.99
4/9/2023	Q0002353	Amazon Capital Crucial RAM 32GB Kit (2x16GB) DDR4	$68.99
4/11/2023	Q0002487	Amazon Capital 100G QSFP28 DAC Cable -	$43.99
4/18/2023	Q0003101	Amazon Capital Aluminum Spacer 5/8" OD x 1/4" ID	$67.04

4/18/2023	Q0003053	Amazon Capital Panda 300Mbps Wireless N USB	$65.99
4/18/2023	Q0003053	Amazon Capital Panda Wireless PAU06 300Mbps	$71.99
4/19/2023	B1904579	Amazon Capital Services Inc	$0.00
4/19/2023	Q0003142	Amazon Capital #6 Stainless Steel Flat Washer (0.16"	$6.78
4/19/2023	Q0003142	Amazon Capital 1/4-20 x 1-1/2" (3/8" to 4"	$9.65
4/19/2023	Q0003142	Amazon Capital 24PCS Sand Paper Variety Pack	$5.99
4/19/2023	Q0003164	Amazon Capital 4Pcs 6mm Flange Coupling	$8.98
4/19/2023	Q0003142	Amazon Capital 6#32 x 1/2" Flat Countersunk Head	$8.69
4/19/2023	Q0003142	Amazon Capital Automatic Center Punch, 5 inch	$8.99
4/19/2023	Q0003123	Amazon Capital DSLRKIT Gigabit USB Type C Active	$12.49
4/19/2023	Q0003132	Amazon Capital EHOMEA2Z Ramekin Stainless Steel	$11.98
4/19/2023	Q0003164	Amazon Capital Gluerious Mini Hot Glue Gun with 30	$13.99
4/19/2023	Q0003164	Amazon Capital Greartisan DC 12V 25RPM Turbo	$14.99
4/19/2023	Q0003142	Amazon Capital Gya Labs Coffee Essential Oil (10ml) -	$9.98
4/19/2023	Q0003164	Amazon Capital HELIFOUNER 1280 Pieces Socket	$29.99
4/19/2023	Q0003123	Amazon Capital HiLetgo 2pcs A3967 Stepper Motor	$13.49
4/19/2023	Q0003123	Amazon Capital Hilitchi 460 Pcs M2 M3 M4 M5 Female	$18.99
4/19/2023	Q0003143	Amazon Capital J-B Weld 50112 ClearWeld 5 Minute	$6.54
4/19/2023	Q0003132	Amazon Capital TIMESETL 20 Pack 608-2RS Ball	$8.99
4/19/2023	Q0003150	Amazon Capital The Hillman Group 180237 Type A	$15.06
4/19/2023	Q0003123	Amazon Capital Washers, 304 Stainless Steel Large	$17.85
4/19/2023	Q0003123	Amazon Capital Wathai DC Brushless Cooling Fan	$8.89
4/19/2023	Q0003133	W.W. Grainger I TK83016289T Cable Tie Mounting	$14.02
4/19/2023	Q0003133	W.W. Grainger I TK83016290T Grounding Lug Kit	$15.68
4/20/2023	B1904735	Amazon Capital Services Inc	$0.00
4/20/2023	B1904735	Amazon Capital Services Inc	$0.00
4/20/2023	B1904735	Amazon Capital Services Inc	$0.00
4/20/2023	B1904735	Amazon Capital Services Inc	$0.00
4/20/2023	Q0003295	Amazon Capital 10Pcs Needle File Set Hardened Alloy	$7.89
4/20/2023	Q0003295	Amazon Capital 7 Pieces Center Drill Bits Kit,	$12.99
4/20/2023	Q0003295	Amazon Capital Adafruit (PID 324 Stepper Motor -	$18.72
4/20/2023	Q0003295	Amazon Capital Alfa Long-Range Dual-Band AC1200	$62.99
4/20/2023	Q0003295	Amazon Capital Bringsmart CCM6N DC PWM Motor	$13.39
4/20/2023	Q0003295	Amazon Capital DSLRKIT Gigabit USB Type C Active	$24.98
4/20/2023	Q0003295	Amazon Capital EPBOWPT DC 12V 24V to DC 5V 3A	$35.96
4/20/2023	Q0003295	Amazon Capital Essential Oil Diffuser for Home, 150ml	$11.99
4/20/2023	Q0003314	Amazon Capital LUBAN Led Signal Tower Stack	$38.56
4/21/2023	Q0003373	Amazon Capital LTC1871 DC-DC Boost Step-up	$35.97
4/21/2023	Q0003350	Amazon Capital LUBAN Led Signal Tower Stack	$77.12
4/22/2023	Q0003426	Amazon Capital 1/4-20 Hex Nuts 100Pcs 304	$8.57
4/22/2023	Q0003439	Amazon Capital SHNITPWR 12V 10A Power Supply	$48.15
4/23/2023	Q0003486	Amazon Capital LUBAN Led Signal Tower Stack	$38.56
4/24/2023	B1904859	Amazon Capital Services Inc	$0.00
4/24/2023	B1904859	Amazon Capital Services Inc	$0.00
4/24/2023	B1904859	Amazon Capital Services Inc	$0.00
4/24/2023	B1904859	Amazon Capital Services Inc	$0.00
4/24/2023	B1904859	Amazon Capital Services Inc	$0.00
4/24/2023	B1904859	Amazon Capital Services Inc	$0.00
4/24/2023	B1904859	Amazon Capital Services Inc	$0.00
4/24/2023	B1904859	Amazon Capital Services Inc	$0.00
4/24/2023	B1904859	Amazon Capital Services Inc	$0.00
4/26/2023	Z1053854	Amazon. Purchase of (1) Automation Doc Ref:	$399.99
4/26/2023	Z1053854	Amazon. Purchase of (1) KEYESTUDIO Doc Ref:	$130.75
4/26/2023	Z1053854	Amazon. Purchase of (1) KEYESTUDIO Doc Ref:	$38.99
4/26/2023	Z1053854	Amazon. Purchase of (4) Controllino Doc Ref:	$1,260.27
4/26/2023	Z1053854	Amazon. Purchase of (4) Monoprice 1 Doc Ref:	$1,766.33
4/26/2023	Z1053854	QNAPdirect. Purchase of (1) Mellano Doc Ref:	$518.64

5/1/2023	B1905279	Amazon Capital Services Inc	$0.00
5/1/2023	B1905279	Amazon Capital Services Inc	$0.00
5/1/2023	B1905279	Amazon Capital Services Inc	$0.00
5/1/2023	B1905279	Amazon Capital Services Inc	$0.00
5/1/2023	B1905279	Amazon Capital Services Inc	$0.00
5/1/2023	B1905279	Amazon Capital Services Inc	$0.00
5/1/2023	B1905279	Amazon Capital Services Inc	$0.00
5/1/2023	B1905279	Amazon Capital Services Inc	$0.00
5/1/2023	B1905279	Amazon Capital Services Inc	$0.00
5/1/2023	B1905279	Amazon Capital Services Inc	$0.00
5/1/2023	B1905279	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/3/2023	B1905421	Amazon Capital Services Inc	$0.00
5/5/2023	Q0002173	Amazon Capital Shipping	$16.03
5/5/2023	Q0002173	Amazon Capital Tripp Lite Home Office Surge	$52.82
5/8/2023	B1905666	Amazon Capital Services Inc	$0.00
5/8/2023	B1905666	Amazon Capital Services Inc	$0.00
5/8/2023	B1905666	Amazon Capital Services Inc	$0.00
5/8/2023	B1905666	Amazon Capital Services Inc	$0.00
5/8/2023	B1905666	Amazon Capital Services Inc	$0.00
5/9/2023	Z1054557	Wiegmann Subpanel, Carbon steel, - Doc Ref:	$207.76
5/10/2023	B1905832	Amazon Capital Services Inc	$0.00
5/11/2023	B1905975	Amazon Capital Services Inc	$0.00
5/17/2023	Q0005743	Amazon Capital Tripp Lite Home Office Surge	$186.88
5/17/2023	Q0005743	Amazon Capital shipping	$15.65
5/18/2023	B1906366	Amazon Capital Services Inc	$0.00
5/18/2023	B1906366	Amazon Capital Services Inc	$0.00
5/18/2023	B1906479	W.W. Grainger Inc.	$0.00
5/18/2023	B1906479	W.W. Grainger Inc.	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00

5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/22/2023	B1906487	Amazon Capital Services Inc	$0.00
5/24/2023	B1906712	Amazon Capital Services Inc	$0.00
5/30/2023	Q0006871	Amazon Capital Tripp Lite Home Office Surge	($202.53)
6/6/2023	Z1056217	Stainless Steel Machine Kit, Black Doc Ref:	$160.02
6/8/2023	Q0007887	McMaster-Carr S Din Rail, Din 3, 35mm x 2m	$31.82
6/8/2023	Q0007887	McMaster-Carr S Grounding Bock with 12 holes, 6-	$77.80
6/8/2023	Q0007887	McMaster-Carr S Non-insulated Jumper for 8mm wide	$167.25
6/8/2023	Q0007887	McMaster-Carr S Shipping	$52.24
6/8/2023	Q0007887	McMaster-Carr S Slotted Wire Duct with Snap-on	$51.54
6/8/2023	Q0007887	McMaster-Carr S Spade Terminals, Vinyl Insulated,	$31.12
6/8/2023	Q0007887	McMaster-Carr S Spiral Sleeving, Polyethylene Plastic,	$4.93
6/8/2023	Q0007887	McMaster-Carr S Terminal Block, Din-Rail, 6 mm wide,	$7.10
6/8/2023	Q0007887	McMaster-Carr S Terminal Block, Din-Rail, 6 mm wide,	$357.00
6/8/2023	Q0007887	McMaster-Carr S Terminal Block, Din-Rail, 6 mm wide,	$7.10
6/14/2023	Q0008478	Idaho State Uni CHE Building Instruction Costs for	$53.41
6/14/2023	Q0008479	Idaho State Uni Research Supplies for the IGEM HERC	$35.10
6/19/2023	B1909018	Amazon Capital Services Inc	$0.00
6/20/2023	Z1057340	McMaster-Carr. Purchase of (3) 9581 Doc Ref:	$90.65
6/22/2023	B1909302	McMaster-Carr Supply Co.	$0.00
6/22/2023	B1909302	McMaster-Carr Supply Co.	$0.00
6/22/2023	B1909302	McMaster-Carr Supply Co.	$0.00
6/22/2023	B1909302	McMaster-Carr Supply Co.	$0.00
6/22/2023	B1909302	McMaster-Carr Supply Co.	$0.00
6/22/2023	B1909302	McMaster-Carr Supply Co.	$0.00
6/22/2023	B1909302	McMaster-Carr Supply Co.	$0.00
6/22/2023	B1909302	McMaster-Carr Supply Co.	$0.00
6/22/2023	B1909302	McMaster-Carr Supply Co.	$0.00
6/29/2023	B1909840	Amazon Capital Services Inc	$0.00
7/7/2023	Z1058862	Supplies for the FY23 HERC IGEM Cyb Doc Ref:	$20.03
10/19/2023	Q0023008	Amazon Capital DVOZVO Orange Pi 5/5B Case with	$17.29
10/19/2023	Q0023082	Amazon Capital KIOXIA (Toshiba 128GB M.2 2230	$14.98
10/19/2023	Q0023082	Amazon Capital SanDisk 64GB X2 (128GB) MicroSDXC	$13.49
11/8/2023	B1917496	Amazon Capital Services Inc	$0.00
11/8/2023	B1917496	Amazon Capital Services Inc	$0.00
11/8/2023	B1917496	Amazon Capital Services Inc	$0.00
11/16/2023	Q0026594	Pi Shop Inc FedEx Ground	$16.38
11/16/2023	Q0026594	Pi Shop Inc Raspberry Pi 4 Model B/4GB	$1,100.00
11/21/2023	Z1065795	Adafruit. Purchase of (1) Raspberry Doc Ref:	$60.98
12/2/2023	Q0028337	Amazon Capital 4 in. Octagon Box, Drawn, 1-1/2 in.	$9.18
12/2/2023	Q0028337	Amazon Capital 400 Pack Rainbow Balloons 12	$17.99
12/2/2023	Q0028337	Amazon Capital ANMBEST 10PCS 5V Relay Module	$14.89
12/2/2023	Q0028337	Amazon Capital ANMBEST 2PCS 4 Channel 5V Relay	$60.40

12/2/2023	Q0028337	Amazon Capital ANMBEST 5PCS 2 Channel 5V Relay	$29.78
12/2/2023	Q0028337	Amazon Capital ARDUINO MEGA 2560 REV3	$479.16
12/2/2023	Q0028337	Amazon Capital Automation Direct PLC Trainer - Click	$499.99
12/2/2023	Q0028337	Amazon Capital Belkin Components USB A/B Device	$74.85
12/2/2023	Q0028337	Amazon Capital Bergen Industries Inc PS313163 3-	$104.25
12/2/2023	Q0028337	Amazon Capital Brother P-Touch Monochrome Label	$38.94
12/2/2023	Q0028337	Amazon Capital Coolwell RGB Full-Color LED Matrix	$38.50
12/2/2023	Q0028337	Amazon Capital Digital Complete do it Yourself PLC	$149.95
12/2/2023	Q0028337	Amazon Capital ESP-WROOM-32 ESP32 ESP-32S	$15.59
12/2/2023	Q0028337	Amazon Capital Legrand - Pass & Seymour - Keyless	$12.00
12/2/2023	Q0028337	Amazon Capital MEAN WELL HDR-15-5 Ultra Slim	$137.50
12/2/2023	Q0028337	Amazon Capital NETGEAR 5 Port PoE Gigabit	$699.90
12/2/2023	Q0028337	Amazon Capital PCFING Electric Air Balloon Pump and	$19.99
12/2/2023	Q0028337	Amazon Capital Panda Wireless PAU09 N600 Dual	$73.99
12/2/2023	Q0028337	Amazon Capital Pegitz Pegboard Peg Locks 50PCS	$9.89
12/2/2023	Q0028337	Amazon Capital REVODATA Gigabit Type C PoE	$297.80
12/2/2023	Q0028337	Amazon Capital Tripp Lite Home Office Surge	$400.40
12/2/2023	Q0028337	Amazon Capital YUNLAIGOTOP Electric Air Balloon	$95.00
12/2/2023	Q0028337	Amazon Capital novelinks Transparent 4" x 6" Photo	$68.97
12/2/2023	Q0028337	Amazon Capital shipping	$30.00
12/6/2023	!0526118	Pi Shop Inc	$0.00
12/6/2023	!0526118	Pi Shop Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
12/25/2023	B1920089	Amazon Capital Services Inc	$0.00
1/29/2024	Z1068888	Newegg.com. Purchase of (1) 9SIB7VE Doc Ref:	$789.00
			$45,049.22

$5K or > Capital Outlay

E6411 >5K Technology Equip - Enterprise

2/23/2023	J1327506	MKL to E6411 from E7815 Doc Ref: I2265885	$99,294.23

E6520 >5K Educational Equipment

1/25/2023	Z1048638	Home Depot. Purchase of (1) MCH SCR Doc Ref:	$54.91
3/7/2023	Z1050805	Home Depot. Purchase of (1) 1 in. M Doc Ref:	$110.98
3/7/2023	Z1050805	Home Depot. Purchase of (1) Multi-A Doc Ref:	$144.55

6/20/2023	Z1057340	Home Depot in-store purchase. Purch Doc Ref:	$272.26
12/19/2023	J1346123	mrb-CT Home Depot Doc Ref: Z1052302	$317.63
E6620 >5K Constr & Engr Equipment			
4/12/2023	Z1053140	Capital research equipment for the Doc Ref:	$3,757.14
E6850 >5K Medical/Surgery/Lab Equipment			
4/20/2023	I2286936	Absopulse Electronics Ltd	$3,570.00
4/30/2023	Q0004211	Amazon Capital Tripp Lite Duplex Multimode	$75.66
4/30/2023	Q0004211	Amazon Capital Tripp Lite Duplex Multimode	$47.88
5/1/2023	Q0004290	McMaster-Carr S Building Wire, Stranded with Nylon	$80.45
5/1/2023	Q0004280	McMaster-Carr S Cable, SJEOOW, Black Outer	$138.18
5/1/2023	Q0004280	McMaster-Carr S Cable, SJEOOW, Black Outer	$167.58
5/1/2023	Q0004280	McMaster-Carr S Cord Grip, Aluminum, for 0.5"-0.63"	$26.26
5/1/2023	Q0004280	McMaster-Carr S Cord Grip, Aluminum, for 0.63"-0.72"	$49.39
5/1/2023	Q0004280	McMaster-Carr S Din-Rail Mount Fuse Block for 2 UL	$63.99
5/1/2023	Q0004280	McMaster-Carr S End Stop for One Circuit Modular DIN-	$17.64
5/1/2023	Q0004280	McMaster-Carr S Gray End Cover for Modular Din-Rail	$4.70
5/1/2023	Q0004280	McMaster-Carr S Locknut and O-ring for 3/4 knockout	$40.72
5/1/2023	Q0004280	McMaster-Carr S Modular DIN-Rail Mount Terminal	$13.92
5/1/2023	Q0004280	McMaster-Carr S Modular DIN-Rail Mount Terminal	$13.92
5/1/2023	Q0004280	McMaster-Carr S Modular DIN-Rail Mount Terminal	$13.92
5/1/2023	Q0004280	McMaster-Carr S Noninsulated Jumper for 6mm Wide	$39.15
5/1/2023	Q0004290	McMaster-Carr S Slotted Wire Duct with Snap-On	$434.99
5/1/2023	Q0004280	McMaster-Carr S Thin-Wall (EMT) Steel Conduit, Zinc	$15.15
5/1/2023	Q0004280	McMaster-Carr S Thin-Wall (EMT) Steel Conduit, Zinc	$12.35
5/1/2023	Q0004280	McMaster-Carr S Turn-Lock Connector, Grounded	$43.96
5/1/2023	Q0004290	McMaster-Carr S UL Class CC Time-Delay Midget Fuse	$0.01
5/1/2023	Q0004280	McMaster-Carr S UL Class CC Time-Delay Midget Fuse	$149.16
5/1/2023	Q0004290	McMaster-Carr S shipping	$55.54
5/1/2023	Q0004280	McMaster-Carr S shipping	$29.35
5/2/2023	Q0004431	Amazon Capital Tripp Lite Duplex Multimode	$109.98
5/2/2023	Q0004431	Amazon Capital shipping	$5.99
5/2/2023	Q0004364	W.W. Grainger I TK83560301T Sheet Stock Acrylic	$70.68
5/2/2023	Q0004364	W.W. Grainger I shipping	$139.00
5/3/2023	Q0004535	Amazon Capital PowerBear 4K HDMI Cable 20 ft |	$37.62
5/3/2023	Q0004473	Amazon Capital SAMSUNG 870 EVO SATA SSD	$79.98
5/3/2023	Q0004558	Amazon Capital Tripp Lite Duplex Multimode	$78.48
5/3/2023	Q0004558	Amazon Capital Tripp Lite Duplex Multimode	$43.34
5/4/2023	Q0004581	Amazon Capital PowerBear 4K HDMI Cable 10 ft |	$8.95
5/5/2023	Q0004267	Amazon Capital Tripp Lite Duplex Multimode	$76.20
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00

5/8/2023	B1905760	McMaster-Carr Supply Co.	$0.00
5/10/2023	Q0005143	McMaster-Carr S Thin-Wall (EMT) Steel Conduit, Zinc	($8.19)
5/10/2023	Q0005105	McMaster-Carr S UL Class CC Time-Delay Midget Fuse	$802.41
5/10/2023	Q0005105	McMaster-Carr S shipping	$29.35
5/11/2023	Q0004173	Amazon Capital Tripp Lite Duplex Multimode	$39.92
5/12/2023	Q0005360	Amazon Capital Tripp Lite Duplex Multimode	$23.93
5/12/2023	Q0005391	Amazon Capital Tripp Lite Duplex Multimode	$23.93
5/16/2023	Q0005669	Amazon Capital Tripp Lite Duplex Multimode	$106.68
5/17/2023	B1906256	Amazon Capital Services Inc	$0.00
5/17/2023	B1906358	W.W. Grainger Inc.	$0.00
5/25/2023	B1906917	McMaster-Carr Supply Co.	$0.00
5/25/2023	B1906917	McMaster-Carr Supply Co.	$0.00
5/26/2023	Q0006645	Amazon Capital Tripp Lite Duplex Multimode	$60.96
5/28/2023	Q0006757	Amazon Capital Tripp Lite Duplex Multimode	$15.24
5/29/2023	B1906969	Amazon Capital Services Inc	$0.00
5/31/2023	B1907031	Amazon Capital Services Inc	$0.00
5/31/2023	B1907031	Amazon Capital Services Inc	$0.00
6/2/2023	Q0007216	Amazon Capital Tripp Lite Duplex Multimode	$15.24
6/2/2023	Q0004395	McMaster-Carr S UL Class CC Time-Delay Midget Fuse	$8.03
6/5/2023	B1907304	Amazon Capital Services Inc	$0.00
6/5/2023	B1907304	Amazon Capital Services Inc	$0.00
6/5/2023	B1907304	Amazon Capital Services Inc	$0.00
6/5/2023	B1907304	Amazon Capital Services Inc	$0.00
6/5/2023	B1907304	Amazon Capital Services Inc	$0.00
6/5/2023	B1907304	Amazon Capital Services Inc	$0.00
6/12/2023	B1908209	Amazon Capital Services Inc	$0.00
6/12/2023	B1908209	Amazon Capital Services Inc	$0.00
6/12/2023	B1908296	McMaster-Carr Supply Co.	$0.00
6/12/2023	Z1056782	Shipping and handling for the deliv Doc Ref:	$41.66
6/15/2023	B1908524	Amazon Capital Services Inc	$0.00
6/26/2023	B1909343	Amazon Capital Services Inc	$0.00
6/28/2023	B1909665	Amazon Capital Services Inc	$0.00
7/3/2023	B1909989	Amazon Capital Services Inc	$0.00
7/31/2023	Q0013268	Real-Time Digit 1 x 12 Channel Analogue Input Card	$3,493.75
7/31/2023	Q0013268	Real-Time Digit 1 x 16 Channel Analogue Output Card	$3,493.75
7/31/2023	Q0013268	Real-Time Digit 1 x 64 Channel Digital Input Card	$3,493.75
7/31/2023	Q0013268	Real-Time Digit 1 x 64 Channel Digital Output Cards	$3,493.75
7/31/2023	Q0013268	Real-Time Digit 1 x GTNET Chassis (can house up to	$2,012.40
7/31/2023	Q0013268	Real-Time Digit 1 x GTNETx2 Card including available	$10,062.00
7/31/2023	Q0013268	Real-Time Digit 1 x GTSYNC Card	$3,493.75
7/31/2023	Q0013268	Real-Time Digit 1 x NovaCor Chassis with 1 Enabled	$38,962.30
7/31/2023	Q0013268	Real-Time Digit 1 x NovaCor Cubicle including power	$6,708.00
7/31/2023	Q0013268	Real-Time Digit Shipping and insurance costs (CIP)	$838.50
8/3/2023	Q0013268	Real-Time Digit 1 x 12 Channel Analogue Input Card	($3,493.75)
8/3/2023	Q0013268	Real-Time Digit 1 x 16 Channel Analogue Output Card	($3,493.75)
8/3/2023	Q0013268	Real-Time Digit 1 x 64 Channel Digital Input Card	($3,493.75)
8/3/2023	Q0013268	Real-Time Digit 1 x 64 Channel Digital Output Cards	($3,493.75)
8/3/2023	Q0013268	Real-Time Digit 1 x GTNET Chassis (can house up to	($2,012.40)
8/3/2023	Q0013268	Real-Time Digit 1 x GTNETx2 Card including available	($10,062.00)
8/3/2023	Q0013268	Real-Time Digit 1 x GTSYNC Card	($3,493.75)
8/3/2023	Q0013268	Real-Time Digit 1 x NovaCor Chassis with 1 Enabled	($38,962.30)
8/3/2023	Q0013268	Real-Time Digit 1 x NovaCor Cubicle including power	($6,708.00)
8/3/2023	Q0013268	Real-Time Digit Shipping and insurance costs (CIP)	($838.50)
8/3/2023	I2301621	Real-Time Digital Simulator Technol	$76,051.95
9/27/2023	Z1062477	Livingston International. Payment f Doc Ref:	$250.69
11/3/2023	Q0025096	McMaster-Carr S Credit memo for P0066353. See	($848.74)
1/3/2024	B1920258	McMaster-Carr Supply Co.	$0.00
			$186,318.85

< $5K Non-Capital Outlay

E7810 <5K Technology Equip - Office/Deptl				
9/20/2022	I2254047	Dell, Inc.		$32,216.40
10/10/2022	B1893944	Dell, Inc.		$0.00
E7815 <5K Technology Equip - Enterprise				
7/28/2022	I2246129	xByte Technologies Inc		$21,330.00
8/11/2022	B1889427	xByte Technologies Inc		$0.00
8/15/2022	I2248790	SimplyGroup II LLC		$9,219.55
8/17/2022	B1889605	SimplyGroup II LLC		$0.00
12/14/2022	I2268073	Dell, Inc.		$4,814.76
12/21/2022	B1897863	Dell, Inc.		$0.00
1/26/2023	I2265885	CDW Computer Centers, Inc.		$99,294.23
1/30/2023	B1900432	CDW Computer Centers, Inc.		$0.00
2/23/2023	J1327506	MKL from E7815 to E6411	Doc Ref: I2265885	($99,294.23)
E7860 <5K Educational Equipment				
1/29/2024	Z1068888	WLKATA. Purchase of (1) Wlkata Miro	Doc Ref:	$1,800.00
				$69,380.71

Trustee/Benefits				
E7140 Tuition and Fees - Grad Assistants				
8/15/2022	J1316076	FFD1 for 142-28584		$35.00
8/15/2022	J1316076	G1GC for 142-28584		$786.00
8/15/2022	J1316076	T1GC for 142-28584		$4,198.00
1/13/2023	J1325011	G2GD for V00707178		$786.00
1/13/2023	J1325011	SHI2 for V00707178		$1,041.00
1/13/2023	J1325011	T2GD for V00707178		$4,198.00
1/13/2023	J1325011	VVSF for V00707178		$100.00
				$11,144.00

Totals for 226244 $382,706.18

Index: 855910 - ISBOE IGEM HERC Secure Cyber. SUB1
Fund: 226245 - ISBOE IGEM HERC Secure Cyber. SUB1

Subcontracts

ES001 Subaward 1 Expenses

12/20/2022	I2269160	Idaho State University	$33,172.30
1/6/2023	I2270868	Idaho State University	$28,134.02
3/28/2023	I2283183	Idaho State University	$367.84
4/5/2023	I2284411	Idaho State University	$12,676.00
5/10/2023	I2289818	Idaho State University	$3,381.00
6/23/2023	I2296833	Idaho State University	$78,086.16
10/2/2023	I2307238	Idaho State University	$120,617.94
5/16/2024	Q0054226	Idaho State Uni Award UA6244-855911: Period	$9,392.49
			$285,827.75
		Totals for 226245	$285,827.75
		Totals for UA6244	$668,533.93

University of Idaho

Itemized Expenditures

From 7/1/2023 through 11/20/2025

Grant: UA7231 - ISBOE IGEM HERC: Secure Cyberspace

Index: 855888 - ISBOE IGEM HERC Secure Cyberspace
Fund: 227231 - ISBOE IGEM HERC Secure Cyberspace

Salaries					
E4108 Summer Salary					
		Borrelli, Robert	80	Hours	$5,665.60
		Haney, Michael	240	Hours	$22,411.20
		Kolias, Konstantinos	62.63	Hours	$4,857.77
E4109 IA/GA Salary					
		Codling, Heidi	1420	Hours	$31,708.20
		Vera, Sebastian	376	Hours	$8,238.16
					$72,880.93
Fringe Benefits					
		E4280 Faculty CFR Benefit Expense			$10,322.17
		E4282 Student CFR Fringe Expense			$932.14
					$11,254.31
Travel					
E5399 Other Employee Travel					
1/13/2025	Z1088736	cables and signal processor for HE Doc Ref:			$2,338.75
1/13/2025	Z1088736	electronic components for research Doc Ref:			$519.65
1/30/2025	Z1089397	materials needed for research Doc Ref: 41571562			$766.15
4/14/2025	J1375552	TGT from E5399 to E5724 Doc Ref: Z1088736			($2,858.40)
4/14/2025	J1375558	TGT from E5399 to E5724 Doc Ref: Z1089397			($766.15)
					$0.00
Operating Expenses					
E5199 Other Professional Service					
5/31/2024	Q0057313	System Tech., I Install fiber, and interconnect			$3,812.85
E5310 Technology - Services					
11/28/2023	Q0027658	xByte Technolog WAR-SARNWL-3YMFHD-XB			$2,499.00
E5420 Non-Capital Office Equipment					
2/20/2025	Z1090581	3D printers, filaments, and set up Doc Ref:			$2,452.01
E5724 Research Supplies					
9/8/2023	Z1061527	Lab Supplies for IGEM HERC Shooting Doc Ref:			$412.50
12/9/2023	Q0029482	Amazon Capital LEGO MINDSTORMS Robot Inventor			$619.95
12/9/2023	Q0029482	Amazon Capital shipping			$7.49
1/4/2024	B1920337	Amazon Capital Services Inc			$0.00
1/8/2024	Q0032607	Amazon Capital 1 in x 30 ft Hook and Loop Roll |			$7.98
1/8/2024	Q0032607	Amazon Capital Gearmo USB to RS-422/485			$23.69

1/8/2024	Q0032607	Amazon Capital Scissors Set of 6-Pack, 8" Scissors All	$9.77
1/8/2024	Q0032607	Amazon Capital USB 3.0 HDMI KVM Switch, 4 Ports	$60.99
1/8/2024	Q0032607	Amazon Capital USB to Serial RS-232 Adapter with	$21.94
1/9/2024	Q0032632	Amazon Capital Cable Matters USB to RJ45 Serial	$67.40
1/9/2024	Q0032632	Amazon Capital Gearmo Pro 5ft. USB to RS-485/422	$24.24
1/18/2024	Q0034068	Amazon Capital ECSiNG 15 Sets PCB DIN C45 Rail	$14.89
1/18/2024	Q0033962	Amazon Capital Prime-Line 9076244 Wing Nuts, Cold-	$29.37
1/19/2024	Q0034154	Amazon Capital VIVO Black Universal TV Stand for 32	$75.60
1/20/2024	Q0034450	Amazon Capital DIN Rail Mount Bracket for Raspberry	$410.16
1/20/2024	Q0034454	Amazon Capital ECSiNG 15 Sets PCB DIN C45 Rail	$44.67
1/20/2024	Q0034450	Amazon Capital VIVO Black Universal TV Stand for 32	$75.60
1/22/2024	Q0034794	Amazon Capital VIVO Black Universal TV Stand for 32	$50.40
1/23/2024	Q0034872	Amazon Capital VIVO Black Universal TV Stand for 32	$50.40
1/29/2024	B1922384	Amazon Capital Services Inc	$0.00
1/29/2024	B1922384	Amazon Capital Services Inc	$0.00
1/29/2024	B1922384	Amazon Capital Services Inc	$0.00
1/29/2024	B1922384	Amazon Capital Services Inc	$0.00
1/29/2024	B1922384	Amazon Capital Services Inc	$0.00
1/29/2024	B1922384	Amazon Capital Services Inc	$0.00
1/29/2024	B1922384	Amazon Capital Services Inc	$0.00
2/2/2024	Q0036529	Amazon Capital Tripp Lite ISOBAR8ULTRA Isobar 8	$476.16
2/3/2024	Q0036560	Amazon Capital ASUS ZenScreen Touch Screen	$1,030.02
2/3/2024	Q0036585	Amazon Capital Brother Genuine P-Touch TZE-131	$22.00
2/3/2024	Q0036585	Amazon Capital Cables Direct Online Grey 20ft Cat6	$7.50
2/3/2024	Q0036585	Amazon Capital Coolwell RGB Full-Color LED Matrix	$38.50
2/3/2024	Q0036585	Amazon Capital Logitech K400 Plus Wireless Touch	$72.00
2/3/2024	Q0036585	Amazon Capital NETGEAR 5 Port PoE Gigabit	$699.90
2/3/2024	Q0036585	Amazon Capital PowerBear 4K HDMI Cable 10 ft |	$7.19
2/3/2024	Q0036585	Amazon Capital Seadream High Speed Micro HDMI	$32.36
2/3/2024	Q0036585	Amazon Capital TEKTON Everybit Ratchet	$35.00
2/3/2024	Q0036585	Amazon Capital TEKTON Everybit Tech Rescue Kit	$24.00
2/3/2024	Q0036556	Amazon Capital Tripp Lite ISOBAR8ULTRA Isobar 8	$317.44
2/3/2024	Q0036585	Amazon Capital Tripp Lite Isobar 8 Outlet Surge	$102.99
2/7/2024	B1922939	Amazon Capital Services Inc	$0.00
2/7/2024	B1922939	Amazon Capital Services Inc	$0.00
2/8/2024	B1923125	Amazon Capital Services Inc	$0.00
2/9/2024	Q0036091	Amazon Capital ASUS ZenScreen Touch Screen	$1,030.02
2/9/2024	Q0036090	Amazon Capital ASUS ZenScreen Touch Screen	$1,030.02
2/9/2024	Q0036089	Amazon Capital ASUS ZenScreen Touch Screen	$1,030.02
2/9/2024	Q0036088	Amazon Capital ASUS ZenScreen Touch Screen	$1,030.02
2/9/2024	Q0036087	Amazon Capital ASUS ZenScreen Touch Screen	$686.68
2/9/2024	Q0036086	Amazon Capital ASUS ZenScreen Touch Screen	$1,030.02
2/10/2024	Q0037899	Amazon Capital DIYables LED Traffic Light Module for	$9.99
2/10/2024	Q0037908	Amazon Capital Rapid Care First Aid 80095 4 Shelf	$139.98
2/10/2024	Q0037896	Amazon Capital StarTech.com Anti-Static Mat - 25" x	$277.80
2/11/2024	Q0037911	Amazon Capital Amazon Basics 48-Pack AA Alkaline	$13.43
2/11/2024	Q0037914	Amazon Capital Arduino Uno REV3 [A000066]	$297.55
2/11/2024	Q0037914	Amazon Capital Assurance Designed Black Grounding	$83.94
2/11/2024	Q0037910	Amazon Capital Chanzon 40pcs 30cm Long Female to	$6.99
2/11/2024	Q0037911	Amazon Capital Klein Tools 32717 Precision	$332.64
2/11/2024	Q0037914	Amazon Capital Raspberry Pi 3 Model B+ Board (3B+)	$49.91
2/12/2024	B1923222	Amazon Capital Services Inc	$0.00
2/12/2024	B1923222	Amazon Capital Services Inc	$0.00
2/12/2024	B1923222	Amazon Capital Services Inc	$0.00
2/12/2024	B1923222	Amazon Capital Services Inc	$0.00
2/12/2024	B1923222	Amazon Capital Services Inc	$0.00
2/21/2024	B1923639	Amazon Capital Services Inc	$0.00

2/21/2024	B1923639	Amazon Capital Services Inc	$0.00
2/21/2024	B1923639	Amazon Capital Services Inc	$0.00
2/21/2024	B1923639	Amazon Capital Services Inc	$0.00
2/21/2024	B1923639	Amazon Capital Services Inc	$0.00
2/21/2024	B1923639	Amazon Capital Services Inc	$0.00
2/21/2024	Z1070178	CaseCruzer INV#148348 for Dr. Micha Doc Ref:	$2,459.40
2/21/2024	Z1070178	CaseCruzer INV#148349 for Dr. Micha Doc Ref:	$2,398.66
2/21/2024	Q0039406	Pi Shop Inc Full sized breadboard – 830 points	$119.00
2/21/2024	Q0039406	Pi Shop Inc Micro-HDMI to HDMI cable for Pi 4, 3ft,	$99.00
2/21/2024	Q0039406	Pi Shop Inc Raspberry Pi 27W USB-C Power Supply	$326.40
2/21/2024	Q0039406	Pi Shop Inc Raspberry Pi 3 T-Cobbler Breakout Kit	$179.00
2/21/2024	Q0039406	Pi Shop Inc Raspberry Pi 5/8GB	$1,920.00
2/21/2024	Q0039406	Pi Shop Inc Raspberry Pi Case for Pi 5 Black/Grey	$400.00
2/21/2024	Q0039406	Pi Shop Inc Shipping	$39.44
2/21/2024	Q0039406	Pi Shop Inc Type-C Power Switch for Raspberry Pi 4	$99.00
2/21/2024	Q0039406	Pi Shop Inc USB Micro SD Card Reader - Black	$59.00
2/21/2024	Q0039406	Pi Shop Inc microSD Card With Raspberry Pi	$299.00
2/22/2024	B1923825	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/26/2024	B1923880	Amazon Capital Services Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
2/29/2024	!0536108	Pi Shop Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/4/2024	B1924268	Amazon Capital Services Inc	$0.00
3/15/2024	Q0040872	Amazon Capital Klein Tools MM325 Multimeter, Digital	$419.64
3/15/2024	Q0040872	Amazon Capital OneLeaf 120PCS Cord Organizer 6 ×	$9.53
3/15/2024	Q0040732	Amazon Capital Antrader Breadboard Jumper Wires	$5.49
3/15/2024	Q0040732	Amazon Capital Elastic Band for Sewing, 2 Inch x 12	$7.09
3/15/2024	Q0040732	Amazon Capital GearIT Cat 6 Ethernet Cable 1 ft (24-	$36.61
3/15/2024	Q0040732	Amazon Capital GearIT Cat 6 Ethernet Cable 2 ft (24-	$43.54
3/15/2024	Q0040732	Amazon Capital GearIT Cat 6 Ethernet Cable 3 ft (24-	$46.51
3/15/2024	Q0040732	Amazon Capital Lichamp 10-Pack Colored Electrical	$19.79

3/15/2024	Q0040732	Amazon Capital Screen Cleaner Spray - TV Screen	$9.99
3/15/2024	Q0040732	Amazon Capital Tripp Lite ISOBAR8ULTRA Isobar 8	$83.74
3/15/2024	Q0040579	Amazon Capital MEAN WELL Ultra Slim Step-Shape	$120.70
3/15/2024	Q0040579	Amazon Capital shipping	$3.53
3/18/2024	B1925045	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/20/2024	!0537692	Amazon Capital Services Inc	$0.00
3/26/2024	Q0045250	Amazon Capital Cherry Stream Keyboard TKL Wired	$79.96
3/26/2024	Q0045282	Amazon Capital Cherry Stream Keyboard TKL Wired	$319.84
3/26/2024	Q0045271	Amazon Capital Gloreen Clear Storage Bin, 16 Quart	$92.97
3/26/2024	Q0045250	Amazon Capital Gloreen Clear Storage Bin, 16 Quart	$30.99
3/26/2024	Q0045265	Amazon Capital Gloreen Clear Storage Bin, 16 Quart	$92.97
3/26/2024	Q0045269	Amazon Capital Gloreen Clear Storage Bin, 16 Quart	$92.97
3/27/2024	Q0045306	Amazon Capital LUBAN Led Signal Tower Stack	$19.28
3/28/2024	Q0045650	Amazon Capital LUBAN Led Signal Tower Stack	$38.56
3/28/2024	Q0045649	Amazon Capital LUBAN Led Signal Tower Stack	$38.56
3/30/2024	Q0045987	Amazon Capital LUBAN Led Signal Tower Stack	$38.56
4/4/2024	Z1072456	Bought for research purposes. Inclu Doc Ref:	$128.19
4/4/2024	Z1072456	Sales tax returned. Sales tax had b Doc Ref:	($7.80)
4/4/2024	Z1072456	Supplies for research purposes. Inc Doc Ref:	$9.53
4/15/2024	!0539997	Amazon Capital Services Inc	$0.00
4/15/2024	!0539997	Amazon Capital Services Inc	$0.00
4/15/2024	!0539997	Amazon Capital Services Inc	$0.00
4/15/2024	!0539997	Amazon Capital Services Inc	$0.00
4/15/2024	!0539997	Amazon Capital Services Inc	$0.00
4/17/2024	!0540186	Amazon Capital Services Inc	$0.00
4/17/2024	!0540186	Amazon Capital Services Inc	$0.00
4/17/2024	!0540186	Amazon Capital Services Inc	$0.00
4/17/2024	!0540186	Amazon Capital Services Inc	$0.00
4/22/2024	!0540576	Amazon Capital Services Inc	$0.00
5/12/2024	Q0053568	Amazon Capital Seadream High Speed Micro HDMI	$97.08
6/3/2024	!0544922	Amazon Capital Services Inc	$0.00
6/5/2024	Q0050713	Amazon Capital Seadream High Speed Micro HDMI	$64.72
6/5/2024	Q0050327	Amazon Capital Cuberspeed Moyu rs3m Maglev 2021	$109.80
6/5/2024	Q0050338	Amazon Capital ELOOGAA 120Pcs 20cm(7.9inch)	$20.94
6/5/2024	Q0050231	Amazon Capital CanaKit 3.5A Raspberry Pi 4 Power	$79.92
6/5/2024	Q0050231	Amazon Capital DARKROCK 3-Pack 120mm Black	$8.99
6/5/2024	!0545406	Amazon Capital Services Inc	$0.00
6/5/2024	!0545406	Amazon Capital Services Inc	$0.00
6/5/2024	!0545406	Amazon Capital Services Inc	$0.00
6/5/2024	!0545406	Amazon Capital Services Inc	$0.00
6/5/2024	!0545406	Amazon Capital Services Inc	$0.00
11/14/2024	Q0085591	Amazon Capital 150PCS Reusable Fastener Straps - 6	$10.78
11/14/2024	Q0085589	Amazon Capital Anker Cable Management, Magnetic	$61.25
11/14/2024	Q0085722	Amazon Capital HUASAI 4/5" 100 Pack Zip Tie Mount	$17.98
11/14/2024	Q0085722	Amazon Capital LX IntMfr. Hook and Loop Cable Ties,	$75.60
11/14/2024	Q0085648	Amazon Capital Secure 1 Inch Black Polyethylene	$52.39
11/14/2024	Q0085589	Amazon Capital Spiral Cable Wrap -20 Ft 1/2" Cable	$6.99
11/14/2024	Q0085589	Amazon Capital VELCRO Brand Mountable Cable	$33.88

11/25/2024	Q0087672	Amazon Capital	4 AWG Gauge Wire (25ft) Black |	$64.87
11/25/2024	Q0087672	Amazon Capital	Unslotted Hex Washer Head Sheet	$125.67
11/26/2024	Q0087692	Amazon Capital	Blue Sea Systems 5129 Fuse ANL	$24.41
11/26/2024	Q0087693	Amazon Capital	Blue Sea Systems 5125 ANL Fuse -	$39.50
11/26/2024	Q0087693	Amazon Capital	Fiberglass Roller Tools Kit, 3pcs	$11.19
11/26/2024	Q0087693	Amazon Capital	SAMSUNG 990 PRO SSD NVMe M.2	$159.99
11/26/2024	Q0087699	Amazon Capital	Metoro Steel 18 gauge Metal Plate.	$221.88
11/26/2024	Q0087682	Amazon Capital	Blue Sea Systems 5131 Fuse ANL	$46.34
11/26/2024	Q0087682	Amazon Capital	OFC Black 1/0 AWG Gauge Wire	$142.87
11/26/2024	Q0087690	Amazon Capital	8 Gauge Wire - 25ft Black | 8 Gauge	$28.87
11/26/2024	Q0087690	Amazon Capital	Grade 5 Hex Cap Bolts Screws, Nuts,	$89.72
11/26/2024	Q0087694	Amazon Capital	1/0 AWG Gauge Wire (25ft) Red |	$142.87
11/26/2024	Q0087694	Amazon Capital	Corsair TM30 Performance Thermal	$7.99
11/26/2024	Q0087935	Amazon Capital	#6#8#10 Phillips Pan Head Machine	$262.42
11/26/2024	Q0087935	Amazon Capital	Blue Sea Systems 5122 Fuse ANL 50-	$20.82
11/26/2024	Q0087935	Amazon Capital	SIMPLYHARDWARE 1708 Fiberglass	$41.95
11/26/2024	Q0087917	Amazon Capital	Durham 305B-95 Cold Rolled Steel	$159.99
11/26/2024	Q0087920	Amazon Capital	Durham 102-95-IND Gray Cold Rolled	$178.65
11/26/2024	Q0087923	Amazon Capital	Astro Pneumatic Tool 1442 13" Hand	$83.42
11/26/2024	Q0087947	Amazon Capital	Blue Sea Systems 5122 Fuse ANL 50-	$20.82
11/26/2024	Q0087941	Amazon Capital	Elgato Stream Deck +, Audio Mixer,	$167.20
11/26/2024	Q0087941	Amazon Capital	Official Creality PETG 3D Printer	$12.99
11/26/2024	Q0087942	Amazon Capital	Official Creality PETG 3D Printer	$27.53
11/26/2024	Q0087942	Amazon Capital	Official Creality PETG 3D Printer	$12.99
11/26/2024	Q0087941	Amazon Capital	Polymaker ABS Filament 1.75mm	$37.38
11/26/2024	Q0087941	Amazon Capital	Polymaker ABS Filament 1.75mm	$19.54
11/26/2024	Q0087942	Amazon Capital	Polymaker ABS Filament 1.75mm	$37.38
11/26/2024	Q0087947	Amazon Capital	SVAAR 34pcs Battery Cable Lugs kit	$26.99
11/26/2024	Q0087939	Amazon Capital	SVAAR 4 6 8 AWG Battery Lug	$26.99
11/27/2024	Q0087970	Amazon Capital	8 Gauge Wire - 25ft Red | 8 Gauge	$28.87
11/27/2024	Q0087970	Amazon Capital	ALEKOR 10 Sizes 505 Pieces Large	$29.99
11/27/2024	Q0087972	Amazon Capital	Blue Sea Systems 5122 Fuse ANL 50-	$20.82
11/27/2024	Q0087972	Amazon Capital	Cooler Master MWE Gold 1050 V2	$159.99
11/27/2024	Q0088129	Amazon Capital	Antec C8 Curve Wood, Fans not	$149.99
11/28/2024	Q0088151	Amazon Capital	ASUS ROG Ryujin III 360 ARGB All-in-	$349.99
11/28/2024	Q0088153	Amazon Capital	The Original Rhino Strong Commercial	$19.95
11/29/2024	Q0088197	Amazon Capital	1" (0.944") Clear Acrylic 24"x12"	$71.53
11/29/2024	Q0088160	Amazon Capital	TotalBoat 5:1 Epoxy Resin Kit	$154.99
11/29/2024	Q0088191	Amazon Capital	ASUS TUF Gaming GeForce RTX™	$2,204.57
11/30/2024	Q0088209	Amazon Capital	Inch 18-8 Stainless Steel Allen	$143.06
11/30/2024	Q0088204	Amazon Capital	Inch 18-8 Stainless Steel Allen	$158.09
11/30/2024	Q0088209	Amazon Capital	Screw Bolt Nut Thread Measure	$10.28
11/30/2024	Q0088204	Amazon Capital	Trivd Frol Rivet Nut Tool Kit, 520pcs	$64.77
12/1/2024	Q0088224	Amazon Capital	1" (0.944") Clear Acrylic 12"x12"	$84.26
12/1/2024	Q0088406	Amazon Capital	AMD Ryzen 9 7950X 16-Core, 32-	$466.99
12/1/2024	Q0088413	Amazon Capital	Blue Sea Systems 5005 ANL Fuse	$52.70
12/1/2024	Q0088408	Amazon Capital	Blue Sea Systems 5164 ANL 35 AMP	$62.73
12/1/2024	Q0088307	Amazon Capital	Blue Sea Systems 5164 ANL 35 AMP	$41.82
12/1/2024	Q0088412	Amazon Capital	FLASHFORGE PLA Filament 1.75mm,	$15.83
12/1/2024	Q0088406	Amazon Capital	G.SKILL Trident Z5 Neo RGB Series	$435.96
12/1/2024	Q0088406	Amazon Capital	Metric Class 10.9 Hex Cap Screws	$122.50
12/1/2024	Q0088409	Amazon Capital	OFC 4 AWG Gauge Wire (25ft) Red |	$64.87
12/1/2024	Q0088223	Amazon Capital	Official Creality PETG 3D Printer	$25.98
12/1/2024	Q0088405	Amazon Capital	SELTERM Large Size Marine Grade	$15.99
12/3/2024	Q0088623	Amazon Capital	XINGYHENG 20 Pairs Male Female	$38.97
12/3/2024	Q0088653	Amazon Capital	CrocSee 25ft - 1/2 inch Braided	$12.79
12/3/2024	Q0088653	Amazon Capital	uxcell Silicone RCA Port Anti-Dust	$9.39

12/3/2024	Q0088617	Amazon Capital Black, 3 ft BNC to RCA RG6 Cable -	$94.80
12/3/2024	Q0088617	Amazon Capital HomeGoal Wire Crimper Crimping	$19.99
12/3/2024	Q0088617	Amazon Capital Klein Tools 11063W Wire Cutter /	$29.97
12/3/2024	Q0088617	Amazon Capital Klein Tools 63050 Cable Cutter,	$29.98
12/3/2024	Q0088657	Amazon Capital Electriduct Wire Loom Insertion Tool	$25.00
12/3/2024	!0563969	Amazon Capital Services Inc	$0.00
12/3/2024	!0563969	Amazon Capital Services Inc	$0.00
12/3/2024	!0563969	Amazon Capital Services Inc	$0.00
12/3/2024	!0563969	Amazon Capital Services Inc	$0.00
12/3/2024	Q0088685	Amazon Capital Milwaukee 48-22-0012 Compact	$19.70
12/3/2024	Q0088681	Amazon Capital Mosconi PRO 1/10 Monoblock	$2,599.98
12/3/2024	Q0088678	Amazon Capital Mosconi PRO 4/30 Multi-Channel High	$2,599.99
12/3/2024	Q0088678	Amazon Capital Mosconi PRO410	$1,299.99
12/4/2024	!0564121	Amazon Capital Services Inc	$0.00
12/4/2024	!0564121	Amazon Capital Services Inc	$0.00
12/4/2024	!0564121	Amazon Capital Services Inc	$0.00
12/4/2024	Q0088857	Amazon Capital ASUS ROG Strix X870E-E Gaming	$469.99
12/4/2024	Q0088868	Amazon Capital Linkstye 36PCS Mini ANL Fuse,	$35.16
12/4/2024	Q0088782	Amazon Capital KnuKonceptz Bassik 2 Way Mini ANL	$57.96
12/4/2024	Q0088782	Amazon Capital KnuKonceptz Bassik 2 Way Mini ANL	$24.98
12/4/2024	Q0088782	Amazon Capital KnuKonceptz Bassik High Current 5	$39.98
12/4/2024	Q0088782	Amazon Capital KnuKonceptz KonFUSED 0 Gauge	$39.98
12/4/2024	Q0088782	Amazon Capital KnuKonceptz KonFUSED 0 Gauge	$179.92
12/4/2024	Q0088782	Amazon Capital KnuKonceptz Krystal Kable 2 Channel	$45.96
12/4/2024	Q0088782	Amazon Capital KnuKonceptz Krystal Kable 4 Channel	$53.98
12/4/2024	Q0088782	Amazon Capital Krystal Kable 2 Channel 6M Twisted	$65.97
12/4/2024	Q0088782	Amazon Capital shipping	$21.11
12/6/2024	Q0089120	Amazon Capital New Version 110V to 12V DC	$91.18
12/6/2024	Q0089116	Amazon Capital Install Bay - All In One Tester - Retail	$22.99
12/6/2024	Q0089116	Amazon Capital Recoil MFH12 2 Way Mini-ANL Fused	$33.98
12/6/2024	Q0089160	Amazon Capital Outus 5 Rolls Wire Loom Harness	$26.98
12/6/2024	Q0089160	Amazon Capital Recoil MPG3 3-Way Mini-ANL Fused	$57.98
12/7/2024	Q0089230	Amazon Capital New Version 110V to 12V DC	$109.99
12/8/2024	Q0089283	Amazon Capital Jokari 10270 Secura Cable Stripping	$22.35
12/10/2024	Z1086880	tools for research project Doc Ref: 41062931	$314.74
12/10/2024	Z1086880	tools for research project Doc Ref: 41062931	$520.01
12/10/2024	Q0089603	Amazon Capital Metric Stainless Steel Button Head	$264.94
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00

12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/16/2024	!0565094	Amazon Capital Services Inc	$0.00
12/17/2024	!0565180	Amazon Capital Services Inc	$0.00
12/17/2024	!0565180	Amazon Capital Services Inc	$0.00
12/17/2024	!0565180	Amazon Capital Services Inc	$0.00
12/17/2024	!0565180	Amazon Capital Services Inc	$0.00
12/17/2024	!0565180	Amazon Capital Services Inc	$0.00
12/17/2024	!0565180	Amazon Capital Services Inc	$0.00
12/18/2024	!0565221	Amazon Capital Services Inc	$0.00
12/18/2024	!0565221	Amazon Capital Services Inc	$0.00
12/18/2024	!0565221	Amazon Capital Services Inc	$0.00
12/19/2024	!0565423	Amazon Capital Services Inc	$0.00
12/19/2024	!0565423	Amazon Capital Services Inc	$0.00
12/19/2024	!0565423	Amazon Capital Services Inc	$0.00
12/20/2024	!0565570	Amazon Capital Services Inc	$0.00
12/20/2024	!0565570	Amazon Capital Services Inc	$0.00
12/20/2024	!0565570	Amazon Capital Services Inc	$0.00
12/20/2024	!0565570	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/23/2024	!0565837	Amazon Capital Services Inc	$0.00
12/24/2024	!0565909	Amazon Capital Services Inc	$0.00
12/24/2024	!0565909	Amazon Capital Services Inc	$0.00
12/24/2024	!0565909	Amazon Capital Services Inc	$0.00
12/24/2024	!0565909	Amazon Capital Services Inc	$0.00
12/24/2024	!0565909	Amazon Capital Services Inc	$0.00
12/24/2024	!0565909	Amazon Capital Services Inc	$0.00
12/24/2024	!0565909	Amazon Capital Services Inc	$0.00
12/24/2024	!0565909	Amazon Capital Services Inc	$0.00
12/24/2024	!0565909	Amazon Capital Services Inc	$0.00
12/24/2024	!0565909	Amazon Capital Services Inc	$0.00
12/24/2024	!0565909	Amazon Capital Services Inc	$0.00
12/25/2024	!0566012	Amazon Capital Services Inc	$0.00

12/26/2024	!0566079	Amazon Capital Services Inc		$0.00
12/26/2024	!0566079	Amazon Capital Services Inc		$0.00
12/26/2024	!0566079	Amazon Capital Services Inc		$0.00
12/26/2024	!0566079	Amazon Capital Services Inc		$0.00
12/26/2024	!0566079	Amazon Capital Services Inc		$0.00
12/26/2024	Q0092201	Amazon Capital EMK 90 Degree Toslink Optical Cable		$23.98
12/26/2024	Q0092201	Amazon Capital EMK 90 Degree Toslink Optical Cable		$75.54
12/27/2024	!0566146	Amazon Capital Services Inc		$0.00
12/27/2024	Q0092218	Amazon Capital EMK 90 Degree Toslink Optical Cable		$23.98
12/28/2024	Q0092294	Amazon Capital CESS-075-1f Heavy Duty Waterproof		$47.96
12/28/2024	Q0092294	Amazon Capital miniDSP, UMIK-2 USB Reference		$239.95
12/28/2024	Q0092297	Amazon Capital Bangun 0.2m (7 inch) Short Optical		$53.94
12/28/2024	Q0092300	Amazon Capital Fosi Audio BT20A Pro Bluetooth 5.0		$99.99
12/28/2024	Q0092302	Amazon Capital S.M.S.L A100 Bluetooth 5.0 Stereo		$92.99
12/28/2024	Q0092304	Amazon Capital CESS-075-6i Heavy Duty Waterproof		$42.76
12/30/2024	!0566186	Amazon Capital Services Inc		$0.00
12/30/2024	!0566186	Amazon Capital Services Inc		$0.00
12/30/2024	Q0092325	Amazon Capital CESS-075-3f Heavy Duty Waterproof		$59.96
1/15/2025	!0570069	Amazon Capital Services Inc		$0.00
1/15/2025	!0570069	Amazon Capital Services Inc		$0.00
1/16/2025	!0570148	Amazon Capital Services Inc		$0.00
1/17/2025	!0570496	Amazon Capital Services Inc		$0.00
1/17/2025	!0570496	Amazon Capital Services Inc		$0.00
1/17/2025	!0570496	Amazon Capital Services Inc		$0.00
1/17/2025	!0570496	Amazon Capital Services Inc		$0.00
1/17/2025	!0570496	Amazon Capital Services Inc		$0.00
1/20/2025	!0570548	Amazon Capital Services Inc		$0.00
1/20/2025	!0570548	Amazon Capital Services Inc		$0.00
1/27/2025	Z1089276	Research supplies	Doc Ref: 42216641	$145.90
1/27/2025	Z1089276	Research supplies	Doc Ref: 42216641	$375.46
3/24/2025	Q0100801	Amazon Capital EMK 90 Degree Toslink Optical Cable		($11.99)
3/24/2025	Q0100794	Amazon Capital EMK 90 Degree Toslink Optical Cable		($23.98)
3/24/2025	Q0100800	Amazon Capital EMK 90 Degree Toslink Optical Cable		($11.99)
3/24/2025	Q0100798	Amazon Capital EMK 90 Degree Toslink Optical Cable		($50.36)
3/24/2025	Q0100795	Amazon Capital EMK 90 Degree Toslink Optical Cable		($25.18)
3/24/2025	!0576596	Amazon Capital Services Inc		$0.00
3/24/2025	!0576596	Amazon Capital Services Inc		$0.00
3/24/2025	!0576596	Amazon Capital Services Inc		$0.00
3/24/2025	!0576596	Amazon Capital Services Inc		$0.00
3/24/2025	!0576596	Amazon Capital Services Inc		$0.00
4/2/2025	Q0100784	Amazon Capital CESS-075-1f Heavy Duty Waterproof		($47.96)
4/2/2025	Q0100784	Amazon Capital miniDSP, UMIK-2 USB Reference		($239.95)
4/2/2025	!0577713	Amazon Capital Services Inc		$0.00
4/2/2025	!0577713	Amazon Capital Services Inc		$0.00
4/14/2025	J1375552	TGT from E5399 to E5724	Doc Ref: Z1088736	$2,858.40
4/14/2025	J1375558	TGT from E5399 to E5724	Doc Ref: Z1089397	$766.15
				$52,479.91

$5K or > Capital Outlay

E6499 >5K Computer Equipment Other

11/21/2023	Q0027202	xByte Technolog Dell PowerEdge T630 Server	$10,602.00
11/21/2023	Q0027202	xByte Technolog Shipping	$235.00
11/27/2023	Q0027604	CDW Computer Ce DELL CTO PE MX750C 2X6334	$12,998.26
11/30/2023	Q0028033	xByte Technolog Dell PowerEdge M640 Blade Server	$20,890.00
11/30/2023	Q0028033	xByte Technolog Shipping	$350.00
12/6/2023	B1919190	xByte Technologies Inc	$0.00

12/6/2023	B1919190	xByte Technologies Inc	$0.00
12/7/2023	B1919282	xByte Technologies Inc	$0.00
12/7/2023	B1919282	xByte Technologies Inc	$0.00
12/8/2023	Q0029475	CDW Computer Ce DELL CTO PE MX750C 2X6334	$25,996.52
12/11/2023	Q0029523	CDW Computer Ce DELL CTO 10GB PASS THROUGH	$1,046.32
12/11/2023	Q0029523	CDW Computer Ce DELL CTO PE MX750C 2X6334	$12,998.26
1/30/2024	Q0035851	Structured Comm 48PORT EX2300	$11,865.66
2/6/2024	Q0037061	Structured Comm MULTIYEAR CUSTOM CP SUP SVCS	$2,986.04
2/8/2024	B1923200	Structured Communications Systems,	$0.00
2/15/2024	B1923566	Structured Communications Systems,	$0.00
2/20/2024	Q0039274	Structured Comm QFX5120-48Y AIRFLOW IN RED AC	$14,365.95
2/26/2024	Q0040106	Structured Comm MULTIYEAR CUSTOM CP SUP SVCS	$5,933.09
3/4/2024	B1924419	Structured Communications Systems,	$0.00
3/7/2024	B1924697	Structured Communications Systems,	$0.00
4/11/2025	Q0108792	CDW Computer Ce DELL CTO PE R7625 2X9654	$56,899.00
4/30/2025	!0580427	CDW Computer Centers, Inc.	$0.00
			$177,166.10

< $5K Non-Capital Outlay

E7830 <5K Computer Equipment Other

11/20/2023	Q0027117	Dell, Inc. Special Pricing_Mobile Precision3580 -	$34,999.80
11/30/2023	B1918622	Dell, Inc.	$0.00

E7860 <5K Educational Equipment

3/12/2024	Z1071229	Walkata.com. Purchase of (1) Convey Doc Ref:	$570.00
4/10/2024	Z1072838	Bambulab.com Purchase of (1) Bambu Doc Ref:	$984.00

E7951 <5K Office Furniture

8/4/2023	Q0013763	W.W. Grainger I TK87870814T Computer Cart All	$660.99
8/23/2023	B1912991	W.W. Grainger Inc.	$0.00
9/2/2023	Q0018164	VWR Scientific CPU-HOLDER, FOOT MOUNTED	$448.96
9/2/2023	Q0018164	VWR Scientific ROLL HOLDER	$129.41
9/2/2023	Q0018164	VWR Scientific VWR 30 X 60 MANUAL LAMINATE	$4,638.64
9/2/2023	Q0018164	VWR Scientific VWR 30X60	$1,776.41
9/2/2023	Q0018164	VWR Scientific VWR 30X60	$4,325.56
9/2/2023	Q0018164	VWR Scientific VWR 30X72	$7,841.08
9/2/2023	Q0018164	VWR Scientific VWR 60IN BIN RAIL	$178.62
9/2/2023	Q0018164	VWR Scientific VWR 72IN BIN RAIL	$359.64
9/2/2023	Q0018164	VWR Scientific VWR BOTTLE HOLDER	$57.03
9/2/2023	Q0018164	VWR Scientific VWR EQUIPMENT HOLDER - BAR	$870.24
9/2/2023	Q0018164	VWR Scientific VWR LIGHT LED 22.44 IN IP50 SKIRT	$669.40
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
9/13/2023	!0518075	VWR Scientific Products Corp.	$0.00
10/4/2023	Q0021080	VWR Scientific EQUIPMENT HOLDER - BAR MOUNT	$580.16
10/4/2023	Q0021080	VWR Scientific VWR EQUIPMENT HOLDER - BAR	$580.16
10/23/2023	!0521817	VWR Scientific Products Corp.	$0.00
10/23/2023	!0521817	VWR Scientific Products Corp.	$0.00
10/25/2023	Q0023671	Workspace Devel Think; Chair, 3D knitColor Scheme:	$5,721.94

10/30/2023	!0522620	Workspace Development LLC	$0.00
			$65,392.04

Trustee/Benefits

E7140 Tuition and Fees - Grad Assistants

8/22/2023	J1339578	AWA3 for V01263740	$35.00
8/22/2023	J1339578	G1GC for V01263740	$866.00
8/22/2023	J1339578	SHI1 for V01263740	$1,080.00
8/22/2023	J1339578	T1GC for V01263740	$4,408.00
1/24/2024	J1348081	FFD2 for V01263740	$35.00
1/24/2024	J1348081	G2GC for V01263740	$866.00
1/24/2024	J1348240	G2GD for V00950449	$866.00
1/24/2024	J1348081	MG2T for V01263740	$105.00
1/24/2024	J1348240	SHI2 for V00950449	$1,080.00
1/24/2024	J1348081	SHI2 for V01263740	$1,080.00
1/24/2024	J1348081	T2GC for V01263740	$4,408.00
1/24/2024	J1348240	T2GD for V00950449	$4,408.00
2/27/2024	J1350098	FFD2 for V00950449	$35.00
5/24/2024	J1354661	G3HC for V01263740	$288.00
5/24/2024	J1354661	KCP3 for V01263740	$105.00
5/24/2024	J1354661	T3HC for V01263740	$1,470.00
9/3/2024	J1362395	FFD1 for V01263740	$140.00
			$21,275.00

Totals for 227231 $400,448.29

Index: 855887 - ISBOE IGEM HERC Secure Cyber. SUB1
Fund: 227287 - ISBOE IGEM HERC Cyberspace-ISU Sub

Subcontracts

ES001 Subaward 1 Expenses

5/9/2024	Q0053233	Idaho State Uni Award UA7231-855887: Period	$1,000.52
5/9/2024	Q0053234	Idaho State Uni Award UA7231-855887: Period	$12,165.44
5/9/2024	Q0053232	Idaho State Uni Award UA7231-855887: Period	$745.45
5/23/2024	Q0055838	Idaho State Uni Award UA7231-855887: Period	$4,384.40
6/30/2024	Q0064609	Idaho State Uni Award UA7231-855887: Period	$178,090.00
7/31/2024	Q0067495	Idaho State Uni Award UA7231-855887: Period	$4,732.46
3/4/2025	Q0102163	Idaho State Uni Salary and fringe for Award UA7231-	$2,721.25
3/18/2025	Q0104454	Idaho State Uni Award UA7231-855887 payment for	$12,929.82
3/19/2025	Q0104713	Idaho State Uni Award UA7231-855887 salary and	$383.53
3/19/2025	Q0104716	Idaho State Uni Award UA7231-855887, period from	$51,168.51
5/1/2025	Q0112519	Idaho State Uni salary, fringe and materials for Award	$12,251.32
6/17/2025	Q0120973	Idaho State Uni salary, fringe and materials for Award	$7,996.00
6/30/2025	Q0122944	Idaho State Uni salary, fringe, and other expenses for	$135,180.06
			$423,748.76
		Totals for 227287	$423,748.76
		Totals for UA7231	$824,197.05

University of Idaho

Itemized Expenditures

From 7/1/2024 through 11/20/2025

Grant: UA8090 - ISBOE IGEM HERC: Secu Cybersp FY25

Index: 855871 - ISBOE IGEM HERC: Secu Cybersp FY25
Fund: 228090 - ISBOE IGEM HERC: Secu Cybersp FY25

Salaries

E4108 Summer Salary				
	Borrelli, Robert	160	Hours	$11,584.00
	Kolias, Konstantinos	200	Hours	$14,400.00
E4109 IA/GA Salary				
	Berhanu, Tollan	352	Hours	$8,800.00
	Tadele, Henok	736	Hours	$17,222.40
				$52,006.40

Temporary Help

E4135 Temporary Student				
	Berhanu, Tollan	210	Hours	$5,250.00
	Li, Longze	160	Hours	$3,840.00
				$9,090.00

Fringe Benefits

E4280 Faculty CFR Benefit Expense	$7,920.12
E4282 Student CFR Fringe Expense	$805.93
	$8,726.05

Travel

E5365 Personal Vehicle - Out-of-State			
6/27/2025	I2339826	Jacobsen, Thomas Arley.	$27.71
6/27/2025	I2339826	Jacobsen, Thomas Arley.	$27.87
E5368 Rental Vehicles - Out-of-State			
6/27/2025	Z1099154	Car Rental Fuel 06052025 Doc Ref: 45155981	$26.82
6/27/2025	Z1099154	JacobT 155981 Enterprise. car renta Doc Ref:	$336.79
E5381 Airfare - Out-of-State			
6/5/2025	Z1097049	TJacobsen 605873 American Air trave Doc Ref:	$373.37
8/18/2025	Z1101249	JacobT 189606 Enterprise. Toll whil Doc Ref:	$5.80
8/18/2025	Z1101249	TJacobsen 189606 Enterprise Rent a Doc Ref:	$25.87
10/16/2025	Z1103875	TJacobsen 728740 American Airlines. Doc Ref:	$660.36
E5397 Lodging & Per Diem – Out of State			
6/27/2025	I2339826	Jacobsen, Thomas Arley.	$60.00
6/27/2025	I2339826	Jacobsen, Thomas Arley.	$80.00
6/27/2025	I2339826	Jacobsen, Thomas Arley.	$80.00
6/27/2025	I2339826	Jacobsen, Thomas Arley.	$80.00
6/27/2025	I2339826	Jacobsen, Thomas Arley.	$47.00

6/27/2025	I2339826	Jacobsen, Thomas Arley.	$80.00
6/27/2025	Z1099154	JacobT 155981 Aloft. Hotel accommod Doc Ref:	$122.00
6/27/2025	Z1099154	JacobT 155981 Courtyard. Hotel stay Doc Ref:	$144.00
6/27/2025	Z1099154	JacobT 155981 Fairfield. City tax f Doc Ref:	$1.26
6/27/2025	Z1099154	JacobT 155981 Fairfield. Hotel acco Doc Ref:	$126.00
6/27/2025	Z1099154	JacobT 155981 Fairfield. Hotel acco Doc Ref:	$122.00
6/27/2025	Z1099154	JacobT 155981 Fairfield. Room tax f Doc Ref:	$8.82
6/27/2025	Z1099154	JacobT 155981 Fairfield. Room tax f Doc Ref:	$1.26
6/27/2025	Z1099154	JacobT 155981 Fairfield. Room tax f Doc Ref:	$8.82
6/27/2025	Z1099154	JacobT 155981 Fairfield. Room tax f Doc Ref:	$126.00
			$2,571.75

Operating Expenses

E5020 Postage & Mailing

7/30/2025	TC073025	TDX455028 Ship to CDA	$53.17
8/14/2025	TC081425	TDX455031 Ship to CDA	$29.49

E5560 Technology - Supplies

5/27/2025	Q0117097	Amazon Capital FLASHFORGE 3D Printer Filament,	$119.94
5/27/2025	Q0117097	Amazon Capital FLASHFORGE 3D Printer Filament,	$41.70
6/16/2025	!0584779	Amazon Capital Services Inc	$0.00
6/16/2025	!0584779	Amazon Capital Services Inc	$0.00

E5710 Tools

5/28/2025	Q0117256	Amazon Capital Ball End Hex Bit Set - Railer 2 Inch	$19.99
5/28/2025	Q0117256	Amazon Capital M12 Fuel 12V 1/4" Lithium-ion	$162.50
5/29/2025	Q0117491	Amazon Capital 3D Printer Tool Kit Essential 3D	$41.99
5/29/2025	Q0117491	Amazon Capital Gonex 3600 Tackle Trays 4 Packs,	$23.74
6/17/2025	!0584854	Amazon Capital Services Inc	$0.00
6/17/2025	!0584854	Amazon Capital Services Inc	$0.00
6/18/2025	!0585139	Amazon Capital Services Inc	$0.00
6/18/2025	!0585139	Amazon Capital Services Inc	$0.00

E5720 Educational Supplies

6/23/2025	Z1098349	JacobT 308552 Alphagraphics. Educat Doc Ref:	$15.85
6/27/2025	Z1099155	JacobT 260568 Bambulab. 3D printer Doc Ref:	$987.94
6/27/2025	Z1099155	JacobT 260568 SparkFun. Robotic com Doc Ref:	$541.50
6/27/2025	Z1099155	JacobT 260568 SparkFun. Robotic com Doc Ref:	$551.00
8/5/2025	Z1100742	JacobT 747607 HighCountryGlass. Ple Doc Ref:	$140.00
9/2/2025	Q0133246	Amazon Capital 3D Printing GT2 Timing Belt, Zeelo	$90.93
9/2/2025	Q0133346	Amazon Capital 【2025 Special Bundle】SUNLU Official	$134.99
9/2/2025	Q0133380	Amazon Capital 1000 Pcs White Zip Ties, 6 Inch	$16.96
9/2/2025	Q0133380	Amazon Capital 3D Printing GT2 Timing Belt, Zeelo	$77.94
9/2/2025	Q0133390	Amazon Capital 3D Printing GT2 Timing Belt, Zeelo	$90.93
9/2/2025	Q0133380	Amazon Capital BNUOK 180pcs M3 x 25mm Hex	$9.49
9/2/2025	Q0133390	Amazon Capital BNUOK 180pcs M3 x 25mm Hex	$37.96
9/2/2025	Q0133386	Amazon Capital GBA-SZC GT2 Idler Pulley 16 Teeth	$23.96
9/2/2025	Q0133378	Amazon Capital GBA-SZC GT2 Idler Pulley 16 Teeth	$11.98
9/2/2025	Q0133380	Amazon Capital Gonex 3600 Tackle Trays 4 Packs,	$25.64
9/2/2025	Q0133390	Amazon Capital LeTaoXing 9V 5A Power Adapter	$158.40
9/2/2025	Q0133380	Amazon Capital LeTaoXing 9V 5A Power Adapter	$17.60
9/2/2025	Q0133380	Amazon Capital SUNLU Official Filament Connector,	$38.24
9/2/2025	Q0133380	Amazon Capital WWZMDiB 5 Pcs DS18B20	$9.99
9/2/2025	Q0133378	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$17.98
9/4/2025	Q0133769	Amazon Capital 180Pcs M3x8mm Hex Socket Head	$11.98
9/4/2025	Q0133776	Amazon Capital 180Pcs M3x8mm Hex Socket Head	$23.96
9/4/2025	Q0133777	Amazon Capital 180Pcs M3x8mm Hex Socket Head	$17.97
9/4/2025	Q0133778	Amazon Capital 180Pcs M3x8mm Hex Socket Head	$23.96

9/4/2025	Q0133752	Amazon Capital GBA-SZC GT2 Idler Pulley 16 Teeth	$11.98
9/4/2025	Q0133779	Amazon Capital GBA-SZC GT2 Idler Pulley 16 Teeth	$11.98
9/4/2025	Q0133769	Amazon Capital GBA-SZC GT2 Idler Pulley 16 Teeth	$23.96
9/4/2025	Q0133777	Amazon Capital GBA-SZC GT2 Idler Pulley 16 Teeth	$11.98
9/4/2025	Q0133751	Amazon Capital GBA-SZC GT2 Idler Pulley 16 Teeth	$11.98
9/4/2025	Q0133769	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$26.97
9/4/2025	Q0133752	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$17.98
9/4/2025	Q0133751	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$17.98
9/4/2025	Q0133776	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$17.98
9/4/2025	Q0133779	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$17.98
9/4/2025	Q0133779	Amazon Capital uxcell 40Pcs M3 x 20mm 304	$5.99
9/4/2025	Q0133777	Amazon Capital uxcell 40Pcs M3 x 20mm 304	$11.98
9/5/2025	Q0133894	Amazon Capital 180Pcs M3x8mm Hex Socket Head	$17.97
9/5/2025	Q0133894	Amazon Capital uxcell 40Pcs M3 x 20mm 304	$5.99
9/8/2025	Q0133922	Amazon Capital 180Pcs M3x8mm Hex Socket Head	$17.97
9/8/2025	Q0133922	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$8.99
9/8/2025	Q0133920	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$17.98
9/8/2025	Q0133920	Amazon Capital uxcell 40Pcs M3 x 20mm 304	$5.99
9/8/2025	Q0134009	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$17.98
9/8/2025	Q0134009	Amazon Capital uxcell 40Pcs M3 x 20mm 304	$5.99
9/8/2025	Q0133972	Amazon Capital uxcell 40Pcs M3 x 20mm 304	$11.98
9/9/2025	Q0134051	Amazon Capital 180Pcs M3x8mm Hex Socket Head	$5.99
9/9/2025	Q0134105	Amazon Capital Griplier 7-Drawers Professional Tool	$649.00
9/9/2025	Q0134051	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$17.98
9/22/2025	!0595559	Amazon Capital Services Inc	$0.00
9/22/2025	!0595559	Amazon Capital Services Inc	$0.00
9/22/2025	!0595559	Amazon Capital Services Inc	$0.00
9/22/2025	!0595559	Amazon Capital Services Inc	$0.00
9/22/2025	!0595559	Amazon Capital Services Inc	$0.00
9/22/2025	!0595559	Amazon Capital Services Inc	$0.00
9/22/2025	!0595559	Amazon Capital Services Inc	$0.00
9/22/2025	!0595559	Amazon Capital Services Inc	$0.00
9/22/2025	!0595559	Amazon Capital Services Inc	$0.00
9/22/2025	!0595559	Amazon Capital Services Inc	$0.00
9/22/2025	!0595559	Amazon Capital Services Inc	$0.00
9/23/2025	!0595618	Amazon Capital Services Inc	$0.00
9/23/2025	!0595618	Amazon Capital Services Inc	$0.00
9/23/2025	!0595618	Amazon Capital Services Inc	$0.00
9/23/2025	!0595618	Amazon Capital Services Inc	$0.00
9/24/2025	!0596229	Amazon Capital Services Inc	$0.00
9/24/2025	!0596229	Amazon Capital Services Inc	$0.00
9/24/2025	!0596229	Amazon Capital Services Inc	$0.00
9/24/2025	!0596229	Amazon Capital Services Inc	$0.00
9/24/2025	!0596229	Amazon Capital Services Inc	$0.00
9/24/2025	!0596229	Amazon Capital Services Inc	$0.00
9/24/2025	!0596229	Amazon Capital Services Inc	$0.00
9/25/2025	!0596360	Amazon Capital Services Inc	$0.00
9/25/2025	!0596360	Amazon Capital Services Inc	$0.00
9/25/2025	!0596360	Amazon Capital Services Inc	$0.00
9/25/2025	!0596360	Amazon Capital Services Inc	$0.00
9/25/2025	!0596360	Amazon Capital Services Inc	$0.00
9/25/2025	!0596360	Amazon Capital Services Inc	$0.00
9/25/2025	!0596360	Amazon Capital Services Inc	$0.00
9/25/2025	!0596360	Amazon Capital Services Inc	$0.00
9/25/2025	!0596360	Amazon Capital Services Inc	$0.00
9/26/2025	!0596490	Amazon Capital Services Inc	$0.00
9/26/2025	!0596490	Amazon Capital Services Inc	$0.00

9/29/2025	!0596734	Amazon Capital Services Inc	$0.00
9/29/2025	!0596734	Amazon Capital Services Inc	$0.00
9/29/2025	!0596734	Amazon Capital Services Inc	$0.00
9/29/2025	!0596734	Amazon Capital Services Inc	$0.00
9/29/2025	!0596734	Amazon Capital Services Inc	$0.00
9/29/2025	!0596734	Amazon Capital Services Inc	$0.00
9/29/2025	!0596734	Amazon Capital Services Inc	$0.00
9/29/2025	!0596734	Amazon Capital Services Inc	$0.00
9/29/2025	!0596734	Amazon Capital Services Inc	$0.00
9/29/2025	!0596734	Amazon Capital Services Inc	$0.00
10/21/2025	Q0141588	Amazon Capital GBA-SZC GT2 Idler Pulley 16 Teeth	$11.98
11/10/2025	!0600972	Amazon Capital Services Inc	$0.00
E5724 Research Supplies			
4/30/2025	Q0112163	W.W. Grainger I TK122188497T Plain Washer Flat	$2.36
4/30/2025	Q0112163	W.W. Grainger I TK122188498T Flat Washer Flat	$3.96
5/2/2025	Q0112723	W.W. Grainger I TK122188499T Dowel PinSteel3mm	$8.82
5/5/2025	Q0112993	Amazon Capital M3 x 8mm Socket Head Cap Screws	$8.54
5/5/2025	Q0112933	Amazon Capital BZ 3D GT2 Idler Pulley 16 Teeth	$10.98
5/5/2025	Q0112954	Amazon Capital 5V 5A Power Supply Adapter -	$156.00
5/5/2025	Q0112954	Amazon Capital DERNORD PVC Tubing 1/4"ID X	$81.60
5/5/2025	Q0112953	Amazon Capital ELEGOO PLA Filament 1.75mm	$83.49
5/5/2025	Q0112992	Amazon Capital uxcell 6801-2RS Deep Groove Ball	$45.45
5/5/2025	Q0112955	Amazon Capital ELEGOO PLA Filament 1.75mm	$194.81
5/5/2025	Q0112955	Amazon Capital Latex Tubing, Latex Tube Natural	$9.79
5/5/2025	Q0112955	Amazon Capital SIM&NAT 20AWG 10Ft 2.1mm x	$18.58
5/5/2025	Q0112980	Amazon Capital M3 x 10mm Socket Head Cap	$7.49
5/5/2025	Q0112980	Amazon Capital M3 x 8mm Socket Head Cap Screws	$34.16
5/5/2025	Q0113036	Amazon Capital 25 Pack Stainless Steel Hose Clamps,	$9.97
5/5/2025	Q0113036	Amazon Capital 6PCS DS3231 Real Time RTC Clock	$14.95
5/5/2025	Q0113036	Amazon Capital HICTOP 3D Printer Belt 5	$39.96
5/5/2025	Q0113036	Amazon Capital Latex Tubing, Latex Tube Natural	$9.79
5/5/2025	Q0113036	Amazon Capital M3 x 12mm Socket Head Cap Screws	$42.70
5/5/2025	Q0113036	Amazon Capital SIM&NAT 20AWG 10Ft 2.1mm x	$27.87
5/5/2025	Q0113036	Amazon Capital Tactical Rubber Bands Size #82 (2	$8.12
5/6/2025	Q0113196	Amazon Capital M3 x 10mm Socket Head Cap	$14.98
5/6/2025	Q0113196	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$8.99
5/6/2025	Q0113195	Amazon Capital BZ 3D GT2 Idler Pulley 16 Teeth	$32.94
5/6/2025	Q0113195	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$26.97
5/6/2025	Q0113306	Amazon Capital Fullerkreg M3 x 25MM Socket Head	$15.62
5/7/2025	Q0113438	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$62.93
5/7/2025	Q0113514	Amazon Capital XIKE 10 Pcs 6701-2RS Bearings	$26.97
5/10/2025	Q0114115	Home Depot Pro Charlotte Pipe 1 in. x 10 ft. PVC	$50.32
5/19/2025	!0582070	W.W. Grainger Inc.	$0.00
5/19/2025	!0582070	W.W. Grainger Inc.	$0.00
5/21/2025	!0582611	W.W. Grainger Inc.	$0.00
5/21/2025	Q0115985	Home Depot Pro Charlotte Pipe 1 in. x 10 ft. PVC	$75.48
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00

5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/26/2025	!0582890	Amazon Capital Services Inc	$0.00
5/27/2025	!0582941	Amazon Capital Services Inc	$0.00
5/27/2025	!0582941	Amazon Capital Services Inc	$0.00
5/30/2025	B1951216	Home Depot Pro	$0.00
6/10/2025	B1951705	Home Depot Pro	$0.00
6/11/2025	Q0119924	Amazon Capital XOOL 62 in 1 Precision Screwdriver	$12.58
6/12/2025	Q0120256	Amazon Capital Gonex 3600 Tackle Trays 4 Packs,	$25.64
6/12/2025	Q0120256	Amazon Capital Stemedu 5PCS Capacitive Analog Soil	$8.46
6/16/2025	Q0120945	Amazon Capital 9V 5A Power Supply, COOLM 9V 5A	$159.00
6/16/2025	Q0120941	Amazon Capital BZ 3D GT2 Idler Pulley 16 Teeth	$43.92
6/16/2025	Q0120946	Amazon Capital Railer 20pc Screwdriver Bit Set -	$18.50
6/16/2025	Q0120946	Amazon Capital Stemedu 5PCS Capacitive Analog Soil	$33.84
6/18/2025	Q0121414	Amazon Capital Railer Allen Wrench Hex Bit Set 2	$18.50
6/18/2025	Q0121414	Amazon Capital Stemedu 5PCS Capacitive Analog Soil	$42.30
7/1/2025	!0586250	Amazon Capital Services Inc	$0.00
7/2/2025	!0586493	Amazon Capital Services Inc	$0.00
7/2/2025	!0586493	Amazon Capital Services Inc	$0.00
7/7/2025	!0586646	Amazon Capital Services Inc	$0.00
7/7/2025	!0586646	Amazon Capital Services Inc	$0.00
7/7/2025	!0586646	Amazon Capital Services Inc	$0.00
7/7/2025	!0586646	Amazon Capital Services Inc	$0.00
7/8/2025	!0586704	Amazon Capital Services Inc	$0.00
7/8/2025	!0586704	Amazon Capital Services Inc	$0.00
E5747 Safety Supplies			
10/8/2025	Z1103230	Robot safety supplies. Doc Ref: 47071478	$2,345.00
E5799 Other Insurance			
8/14/2025	TC081425	TDX455031 3-4yr wrnty	$327.00
			$8,723.53

$5K or > Capital Outlay

E6410 >5K Technology Equip - Office/Deptl			
9/19/2025	J1386388	TDX467700 8-M3 Ultra+16-M4 Max kjw	$160,536.00
E6520 >5K Educational Equipment			
10/17/2025	Q0141275	Mouser Electron Diligent Programmable Logic IC	$2,990.00
10/17/2025	Q0141275	Mouser Electron NewAE Technology Development	$400.00
10/17/2025	Q0141276	Mouser Electron NewAE Technology Development	$1,400.00
10/17/2025	Q0141275	Mouser Electron NewAE Technology Development	$12,600.00
10/17/2025	Q0141275	Mouser Electron NewAE Technology Programmable	$6,437.50
10/17/2025	Q0141275	Mouser Electron NewAE Technology Programmable	$650.00
10/17/2025	Q0141276	Mouser Electron freight	$1.99
10/17/2025	Q0141275	Mouser Electron freight	$247.60
10/27/2025	!0599446	Mouser Electronics, Inc.	$0.00
10/28/2025	!0599663	Mouser Electronics, Inc.	$0.00
10/28/2025	!0599663	Mouser Electronics, Inc.	$0.00

10/28/2025	!0599663	Mouser Electronics, Inc.	$0.00
10/28/2025	!0599663	Mouser Electronics, Inc.	$0.00
10/28/2025	!0599663	Mouser Electronics, Inc.	$0.00
			$185,263.09

< $5K Non-Capital Outlay

E7810 <5K Technology Equip - Office/Deptl

6/5/2025	J1379013	TDX429171 7-Surface+7-MBA+ship kjw	$31,928.75
7/30/2025	TC073025	TDX455028 3-TS P3 Tiny	$2,985.00
8/7/2025	Q0129337	Amazon Capital SAMSUNG Pro 75" 4K WMB	$7,783.80
8/14/2025	TC081425	TDX455031 3-iPad Wi-Fi	$987.00
8/27/2025	!0592178	Amazon Capital Services Inc	$0.00

E7860 <5K Educational Equipment

9/16/2025	Q0135481	B&H Photo-Video EpiqVision Ultra LS650 3600-Lumen	$2,294.99
10/6/2025	B1958525	B&H Photo-Video, Inc.	$0.00
			$45,979.54

Trustee/Benefits

E7140 Tuition and Fees - Grad Assistants

9/6/2024	J1362409	GRFT for V00894165	$804.86
9/6/2024	J1362409	SHI1 for V00894165	$1,022.34
9/6/2024	J1362409	TFGR for V00894165	$4,221.33
9/6/2024	J1362409	VVSF for V00894165	$92.94
1/28/2025	J1371039	GRFT for V00894165	$866.00
1/28/2025	J1371039	SHI2 for V00894165	$1,100.00
1/28/2025	J1371039	TFGR for V00894165	$4,542.00
1/28/2025	J1371039	VVSF for V00894165	$100.00
2/1/2025	J1371004	GRFT for V00978865	$866.00
2/1/2025	J1371004	SHI2 for V00978865	$1,100.00
2/1/2025	J1371004	TFGR for V00978865	$4,542.00
2/1/2025	J1371004	VVSF for V00978865	$100.00
			$19,357.47

Totals for 228090 $331,717.83

Index: 855869 - ISBOE IGEM HERC Cyberspace-ISU FY25
Fund: 228288 - ISBOE IGEM HERC Cyberspace-ISU FY25

Subcontracts

ES001 Subaward 1 Expenses

6/16/2025	Q0120909	Idaho State Uni salary, fringe and materials for Award	$14,497.73
			$14,497.73
		Totals for 228288	$14,497.73
		Totals for UA8090	$346,215.56

SUBJECT

Semi-Annual Report of Approved Program Requests

REFERENCE

February 2022	Board received the semi-annual report
August 2022	Board received the semi-annual report
February 2023	Board received the semi-annual report
August 2023	Board received the semi-annual report
February 2024	Board received the semi-annual report
August 2024	Board received the semi-annual report
February 2025	Board received the semi-annual report
August 2025	Board received the semi-annual report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G., Postsecondary Program Review and Approval.

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.a.ii and III.G.4.b., the Executive Director, State Administrator, or their designees may approve certain actions related to academic and career technical programs or units, as specified in those subsections, prior to implementation.

Consistent with Board Policy III.G.9.a., the Board Office is providing a semi-annual report summarizing academic and career technical program requests from Idaho's public postsecondary institutions that were approved by the Executive Director, State Administrator, or their designees between July 1, 2025, and December 31, 2025. For additional context, the report also includes program requests approved by the full Board during the same reporting period.

ATTACHMENTS

Attachment 1 – Semi-Annual Report of Approved Program Requests

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The report provides a list of new academic or career technical programs and certificates approved by the Executive Director, State Administrator, or their designees consistent with Board Policy III.G. This includes other instructional activity such as modifications to existing programs, program discontinuations, and other non-substantial changes that require notification to the Board office.

For this current reporting cycle, there were fewer program requests submitted for review and approval than in previous cycles. This consisted of four proposals to establish new academic instructional units and programs:

- Boise State University established a School of Medical Imaging and Radiologic Sciences and a School of Respiratory Care Sciences

- Idaho State University added an Associate of Arts and Associate of Science in Interdisciplinary Studies
- University of Idaho created a new Master of Science in Climate Science Solutions.

Staff notes a decrease in the number of newly created academic certificates compared to past reports. To provide clearer context for the Board on how proposed certificates relate to existing programs, Board staff updated procedures requiring institutions to identify each certificate as one of the following:

- **Embedded** – students enroll in a degree program and earn the embedded certificate within the credit structure of their degree program
- **Stackable** – students complete an independent credential that is part of a sequence of credentials that can lead to a degree
- **Standalone** – students enroll in a certificate program to acquire a specific set of skills and it is not designed to contribute to a degree

Attachment 1 includes notations indicating certificate type for each newly approved certificate.

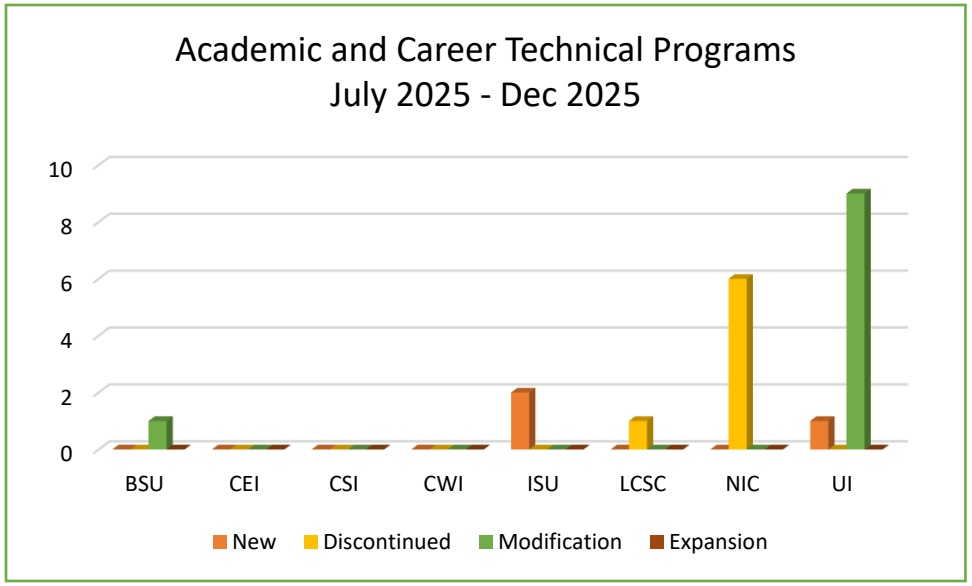
The report also shows a number of discontinuations from North Idaho College. These primarily involved inactive or discontinued programs and were processed to align institutional records with current offerings.

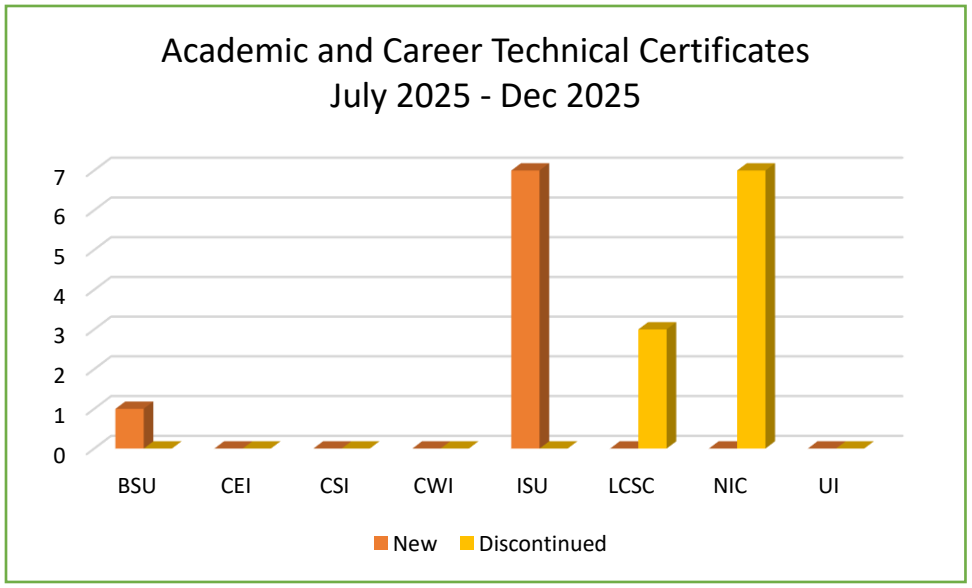
Other changes reported were minor program modifications that do not require approval, only notification to the Board office. Staff will update charts in Attachment 1 and provide a comprehensive annual trend analysis in August 2026.

BOARD ACTION

This item is for informational purposes.

Semi-Annual Report of Approved Program Requests
July 2025 through December 2025





List of Academic Program and Unit Requests Approved by Executive Director or Designee

INST.	Request Type	Program Title	Degree/Certificate	Date
BSU	Instructional Unit	School of Medical Imaging and Radiologic Sciences	N/A	8/1/2025
BSU	Instructional Unit	School of Respiratory Care Sciences	N/A	9/30/2025
BSU	Discontinuance	STEM Institute	N/A	10/27/2025
ISU	New	Interdisciplinary Studies	AA | AS	12/17/2025
LCSC	Discontinuance	Sports Media Studies	BS	11/21/2025
NIC	Discontinuance	Engineering & Technology Teacher Education	AS	10/29/2025
UI	New	Climate Science and Solutions	MS	7/28/2025

List of Other Academic Program/Unit Changes Notified to Executive Director

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

INST.	Request Type	Program Title	Certificate Type	Date
BSU	New	Project Management (Embedded Certificate)	Graduate Certificate	12/23/2025
ISU	New	Respiratory Care, Advanced (Stand-alone Certificate)	Specialized Certificate	12/2/2025
ISU	New	Respiratory Care, Advanced: Adult Focus (online)	Specialized Certificate	12/2/2025
ISU	New	Respiratory Care, Advanced: Pediatric Focus (online)	Specialized Certificate	12/2/2025
ISU	New	Healthcare Administration for DNPs (Stand-alone Certificate)	Graduate Certificate	12/2/2025
ISU	New	Speech Language Pathology Assistant (Stand-alone Certificate)	Academic Certificate	12/2/2025
ISU	New	Speech Language Pathology Assistant (online)	Academic Certificate	12/2/2025
ISU	New	Athlete Counseling	Graduate Certificate	12/9/2025
ISU	New	Extracorporeal Membrane Oxygenation (Stand-alone Certificate)	Specialized Certificate	12/23/2025
LCSC	Discontinuance	Movement Psychology	Undergraduate Certificate	11/18/2025
LCSC	Discontinuance	Professional Writing	Undergraduate Certificate	11/18/2025
LCSC	Discontinuance	Marketing Management	Undergraduate Certificate	12/22/2025

Other Academic Program Changes

INST.	Request Type	Program Title	Program Type	Date
BSU	Name change	Math Learning Center to First-Year Math Program	Unit	7/16/2025
BSU	Name change	Hazard and Climate Resilience Institute to Resilience Institute	Unit	8/12/2025
BSU	New	Echocardiography and Vascular Ultrasound emphasis within the Bachelor of Science in Radiologic Sciences	Emphasis	8/25/2025
BSU	New	Echocardiography and Vascular Ultrasound emphasis within the Bachelor of Science in Advanced Medical Imaging	Emphasis	8/25/2025
BSU	Suspend	Diversity, Equity and Inclusion	Undergraduate Certificate	10/23/2025
BSU	Name change	Department of Physics to the Department of Physics and Astronomy	N/A	11/7/2025
BSU	New	Interactive Film and Mixed Reality	Minor	11/24/2025
BSU	New	Interactive Animation	Minor	11/24/2025
BSU	Suspend	Construction Management	Minor	12/10/2025
BSU	New	Data Science	B.S. emphasis	12/12/2025
BSU	New	Business	B.A. emphasis	12/12/2025
BSU	Name change	Minor in the History of War, Conflict, and Society to History, War, Conflict, and Society	Minor	12/2/2025
BSU	Name change	Minor in the History of Faith and Ideology to Faith and Ideology	Minor	12/2/2025
BSU	Name change	Minor in the History of Law, Justice, and Power to History of Law, Justice, and Power	Minor	12/2/2025
BSU	Name change	Teaching Government to Political Science Education	BS	12/2/2025
BSU	Name change	Sports, Media, Information, and Communications to Sports Information and Communications	Certificate	12/2/2025
BSU	Program Changes	• Rename the inactive English, Literature to English Literature • Reactivate newly renamed English Literature program • Discontinue English, Literature: Thesis/Project option • Discontinue English, Literature: Course Work option	MA	12/5/2025
BSU	Program Change	Change delivery method for Secondary Education from face-to-face to hybrid	MIT	12/9/2025
BSU	Suspend	Time-Based Art emphasis, Bachelor of Fine Arts, Visual Art	Emphasis	12/9/2025

INST.	Request Type	Program Title	Program Type	Date
CSI	CIP Change	Change CIP from 16.0101 to 16.0905 for Spanish	AA	8/11/2025
CSI	Name change	General and Liberal Studies Department to General Education and Assessment	N/A	12/1/20205
CSI	Curriculum	Registered Nursing – restructured courses and program outcomes updated to enhance student learning and overall program quality	AS	12/2/2025
ISU	New	Fire Services Administration (online)	Minor	12/2/2025
ISU	New	Pre-Speech Language Pathology	Minor	12/2/2025
ISU	New	Pre-Speech Language Pathology (online)	Minor	12/2/2025
ISU	New	Musical Theatre	Minor	12/22/2025
ISU	New	Musical Theatre: General track	Minor	12/22/2025
ISU	New	Musical Theatre: Music major/minor track	Minor	12/22/2025
ISU	New	Musical Theatre: Theatre major/minor track	Minor	12/22/2025
LCSC	Curriculum	Curriculum changes for the Direct-Entry Master of Science in Nursing	MS	10/23/2025
LCSC	Discontinuance	Fine and Performing Arts	Minor	11/24/2025
LCSC	Curriculum	Nursing Management and Leadership – change credit requirements from 11 to 12	Certificate	11/18/2025
LCSC	Curriculum	Native American Studies – change credits from 24 to 21	Minor	11/18/2025
LCSC	Curriculum	Justice Studies– increase credits from 15 to 18	BA/BS	11/18/2025
LCSC	Name change	Bioinformatics to Computational Biology	BA/BS	11/18/2025
LCSC	Name change	Communication to Communication Arts	Minor	11/24/2025
UI	Modification	Engineering Technology (Moscow)	B.S.Tech.	12/18/2025
UI	Modification	Engineering Technology (Idaho Falls)	B.S.Tech.	12/18/2025
UI	Modification	Engineering Technology (Coeur d'Alene)	B.S.Tech.	12/18/2025
UI	Modification	Rangeland Ecology and Management	Minor	12/18/2025
UI	Modification	Accountancy	M.Acct.	12/18/2025
UI	Discontinuance	Accountancy: Audit and Fraud Examination	M.Acct. emphasis	12/18/2025
UI	Discontinuance	Accountancy: Taxation	M.Acct. emphasis	12/18/2025
UI	Modification	Biochemistry	Minor	12/18/2025
UI	New	International Studies (online)	Minor	12/18/2025
UI	New	Sociology (online)	Minor	12/18/2025

INST.	Request Type	Program Title	Program Type	Date
UI	Modification	Women's, Gender, and Sexuality Studies	Minor	12/18/2025
UI	Modification	Finance: PGA Golf Management	B.S. emphasis	12/18/2025
UI	Modification	Biological Engineering	B.S.	12/18/2025

List of Career Technical Program Requests Approved by State Administrator (by Type)

INST.	Request Type	Program Title	Program Type	Date
NIC	Discontinuance	Aviation Flight Training - Helicopter	ATC	10/29/2025
NIC	Discontinuance	Aviation Flight Training - Helicopter	AAS	10/29/2025
NIC	Discontinuance	Aviation Maintenance Technology	BTC	10/29/2025
NIC	Discontinuance	Aviation Maintenance Technology	ATC	10/29/2025
NIC	Discontinuance	Aviation Maintenance Technology	AAS	10/29/2025
NIC	Discontinuance	Administration of Justice	AAS	10/29/2025
NIC	Discontinuance	Aerospace Technology	AAS	10/29/2025
NIC	Discontinuance	Aerospace Technology	ATC	10/29/2025
NIC	Discontinuance	Aerospace Technology	ITC	10/29/2025
NIC	Discontinuance	Aerospace Technology	BTC	10/29/2025
NIC	Discontinuance	Wastewater Treatment Plant Technician	AAS	12/22/2025
NIC	Discontinuance	Diesel Technology	BTC	12/22/2025

List of Other CTE Program Changes Notified to State Administrator

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G.

INST.	Request Type	Program Title	Degree	Date
CSI	Curriculum	Modifications to existing courses MEDA 109 and CULA 110	N/A	8/11/2025
CSI	Curriculum	Modifications to existing courses CISS 223 Advanced Internship, CISW 217 Database Systems, CISW 240 IT Security, and CISW 298 Comprehensive IT Project	N/A	9/11/2025
CSI	Curriculum	Add ASOM 300 Principles of Business Management to ASOM 385 Industry Internship Experience as a pre-requisite	N/A	10/20/2025
CSI	Curriculum	Add ASOM 320 Operations Project Management to ASOM 480 Operations Management Projects as a pre-requisite	N/A	10/20/2025

INST.	Request Type	Program Title	Degree	Date
CSI	Curriculum	Discontinue CISS 212 CISCO Lab and replace with CISS 213 and CISS 216 for Network Systems Technician AAS, Computer Support Technician ITC, Cybersecurity and Programming AAS. This includes creating two new 2-credit courses to correspond to CISS 213 CISCO Networking I and CISS 216 CISCO Networking II.	N/A	11/4/2025
CSI	Curriculum	Practical Nursing – adding course work that aligns with accreditation and regulatory requirements. This includes one course change from 1 to 2 credits.	ITC	12/8/2025
CSI	Curriculum	Veterinary Technician – course change and change to credit requirements from 68 to 67	AAS	12/9/2025
CSI	Curriculum	Aquaculture – course changes to align with transfer requirements with four-year institutions. This included course name changes and description changes.	ITC|AAS	12/11/2025
CSI	Curriculum	Law Enforcement – discontinue LAWE 204 course and replace with LAWE 205.	AAS	12/12/2025
CSI	Curriculum	Applied Bookkeeping and Accounting • Change name to Applied Bookkeeping • Course changes to align with new program focus and outcomes	AAS	12/12/2025
CSI	Curriculum	Administrative Assistant Program - Programs have been updated to align with changes made to the Applied Bookkeeping program.	BTC|ITC	12/12/2025
CSI	Curriculum	Medical Assistant – expand the selection of general education course options and change to the pre-requisite of BIOL 105 to MEDA 220. Instead BIOL 105 and BIOL 105L OR BIOL 228 and BIOL 228L are now listed as pre-requisites for MEDA 220.	ITC	12/12/2025
CSI	Curriculum	Agriculture – updated learning outcomes and made course changes to the program based on TAC recommendations	AAS	12/16/2025
CSI	Curriculum	Geospatial Technology – course changes to include credit hour changes to GEOL 155L from 1 to 2 credits and removing ENGL 105 as a corequisite.	AAS	12/16/2025
LCSC	Curriculum	Welding Technology- change credit requirements from 76 to 70	AAS	12/5/2025

INST.	Request Type	Program Title	Degree	Date
LCSC	Curriculum	Welding Technology-change credit requirements from 64 to 58	ATC	12/5/2025

List of Academic Program Requests Approved by the Board

INST.	Request Type	Program Title	Degree	Date
ISU	New	Applied Business and Professional Sales (3YR)	BAS	12/17/2025
ISU	New	Law Enforcement Management and Leadership (3YR)	BAS	12/17/2025
ISU	New	Intelligent and Trustworthy Digital Systems (3YR)	BAS	12/17/2025
UI	New	Nursing, Direct-Entry	M.S.	8/21/2025

UNIVERSITY OF IDAHO

SUBJECT
University of Idaho – Annual Report

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

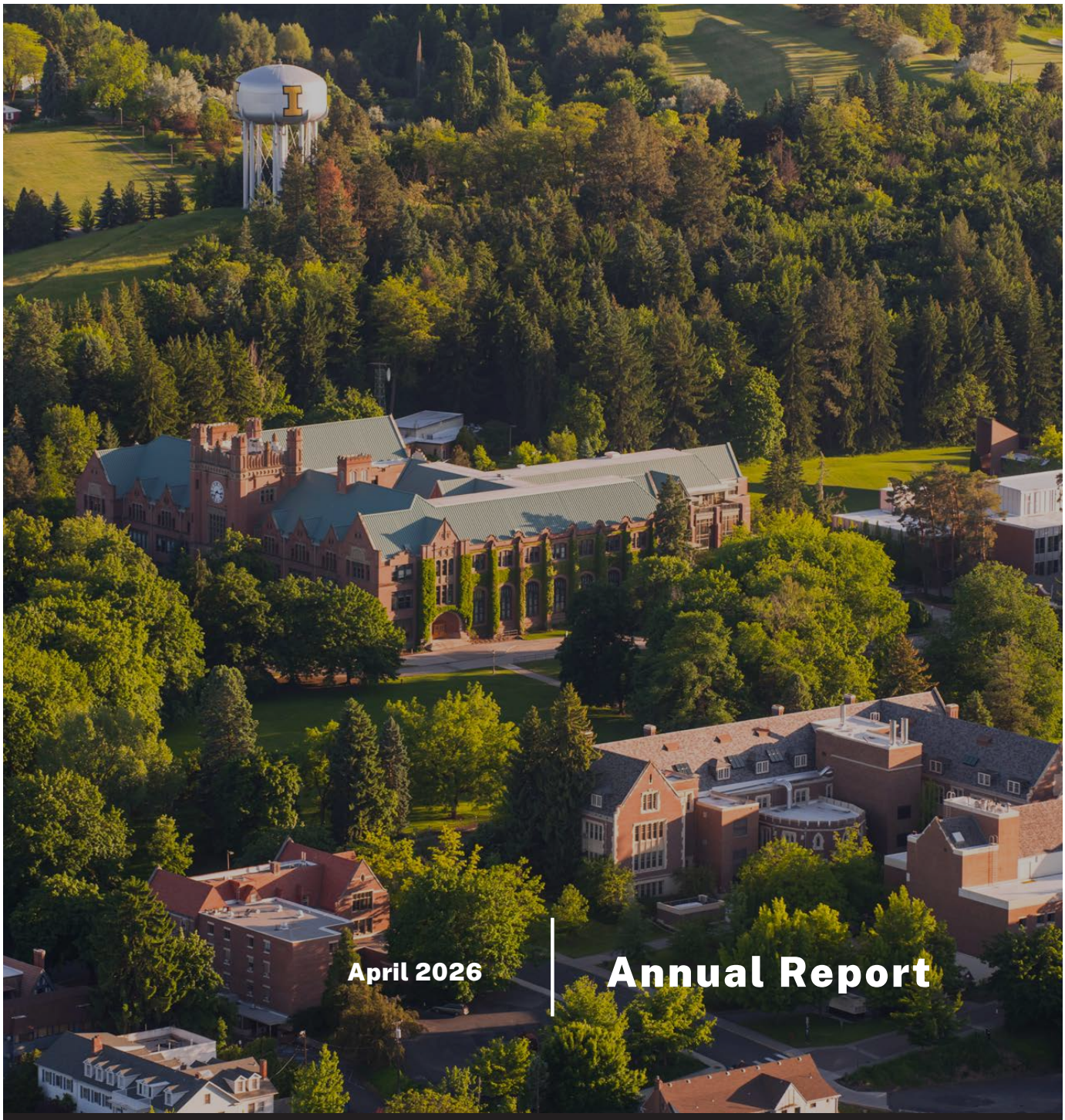
BACKGROUND/DISCUSSION
This agenda item fulfills the Board's requirement for the University of Idaho to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director.

ATTACHMENTS
Attachment 1 – University of Idaho Annual Report

IMPACT
This institutional annual report serves to provide a state of the college update and inform the Idaho Board of Education of the annual Presidential Priorities and how they are and will be used to guide the institution forward.

BOARD STAFF COMMENTS AND RECOMMENDATIONS
Informational item; no staff comments.

BOARD ACTION
This item is for informational purposes only.



CARNEGIE R1 CLASSIFIED UNIVERSITY

University of Idaho

Over the past year the University of Idaho focused on building its foundation for a promising future. After achieving goals in enrollment, research and fundraising, the university introduced a new strategic plan to build on momentum and guide its course through the next five years.



In Fall 2025, the university welcomed the second-largest freshman class in school history. In our 10th straight semester of enrollment growth, we posted the largest spring enrollment in our history in 2026.

The U of I became the first and only institution in Idaho to receive the Carnegie Research 1 (R1) designation. The university produces more research expenditures than all other higher education institutions combined, and has nationally recognized programs in AI, agriculture, forestry, water, engineering and cybersecurity.

When the university's $500 million fundraising goal was first discussed in 2019, there were many skeptics. But the Vandal Family reached the Brave. Bold. Unstoppable. campaign goal eight months early. The campaign raised over $550 million — far and away the largest philanthropic campaign in Idaho history.

More than $160 million from the campaign is dedicated to scholarships, helping the U of I maintain its U.S. News and World Report Best Value status. The average Vandal student receives more than $7,000 in scholarships and aid, which covers more than 2/3 of yearly tuition for in-state students.

Throughout the 2024-25 academic year, the U of I community came together to create a vibrant new five-year strategic plan. The result is a simple, practical document to guide operations and priorities through 2030.

Building on institutional strengths and utilizing AI technology to improve efficiency and effectiveness, the strategic plan will lead the U of I through a challenging period. The enrollment cliff, funding decreases and a shifting research environment are all challenging higher education and we are investing in strategic areas to get ahead of those changes.

Through intentional planning and sound investment, the U of I is building on its success by implementing new educational and operational models for the rapidly changing world economy.

Go Vandals!

C. Scott Green

President Scott Green



2	Student Gems
4	Strategic Plan
6	AI Initiative: teaching, training, curriculum
11	Student Success
17	Research Activities and Expenditures
18	U of I Fundraising
20	Building Our Future
25	Conclusion

student GEMS

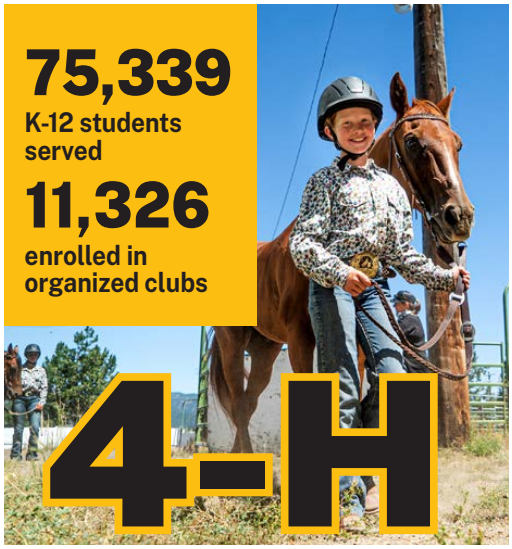
BEST COLLEGES
U.S.News & WORLD REPORT
BEST VALUE SCHOOLS 2026

6TH year in a row

U.S. News & World Report **best value** ranking

75,339
K-12 students served

11,326
enrolled in organized clubs



4-H



12,383
total student count for Fall 2025

2,762

degrees and certificates awarded





54
U of I Researchers ranked as **THE TOP** in their fields.


Freshman retention
up 1.7%
from 2024


Idaho resident
undergrad enrollment
up 5%
over 2024


$151.5M
in research expenditures


McCall Outdoor Science School
1,758
K-12 students served

STRATEGIC PLAN



Intro

University of Idaho's Strategic Plan for 2026-2030 is built on a solid foundation. Growing enrollment, and record-setting fundraising and research puts the university in excellent position for the last half of the decade.

The strategic plan will carry the institution through a critical time. Importantly, artificial intelligence is embedded in each pillar of the strategic plan as a tool to elevate student success, partner with Idaho industry, accelerate discovery, enhance operational excellence, and extend the university's impact.

This hard work is a credit to our employees and dedication of the broader Vandal Family. Loyal alumni, innovative faculty and staff, enterprising students and a supportive community have positioned us for national leadership in higher education.

Strategic Plan Investment Grants

Manager: *Michele Bartlett, Director of Executive Projects and Strategic Initiatives*

In November, 2025, University of Idaho announced preliminary award decisions for the **2026-2030 Strategic Plan Investment Grant Program (SPIGP)**. These awards reflect a major institutional investment in advancing the new strategic plan and strengthening alignment across our five pillars, as well as the university-wide AI initiative.

Following a rigorous review process by a broad spectrum of internal leaders and stakeholders including employees and students, **35 proposals were selected for funding across five pillars**. These projects reflect broad engagement across the institution and demonstrate strong alignment with university priorities in student success, experiential learning, innovation, research excellence and operational effectiveness.

Program overview

SPIGP was launched to catalyze high-impact initiatives that advance the 2026-2030 Strategic Plan. Proposals were evaluated for alignment with pillar goals, measurable return on investment, scalability, and potential to transform operations, research, and student experience.

Funding decisions were guided by the principles of transparency, collaboration and strategic balance — ensuring that awarded projects represent both immediate institutional priorities and longer-term capacity-building investments.





AI initiative: teaching, training and curriculum

Champion: *Ben Hunter, Dean University Libraries*

In addition to the five strategic pillars, a cross-cutting **AI Literacy and Faculty Development Initiative** is advancing campus-wide AI integration in teaching, research and operations.

Currently

- The university introduced an incentivized training for faculty members using a six-hour course called, "AI in Teaching and Learning." About 250 people have registered for the training and many have already completed it.
- A team with representation from every college is working on strategies to integrate AI literacy throughout the curriculum, including discipline-specific instruction. This summer, incentives will be available for faculty members to integrate AI into their curriculum.



AI and Operational Excellence

The University of Idaho was awarded a $4.5 million grant leveraging generative artificial intelligence (AI) to streamline administrative processes and drive efficiency in research management. The project represents a transformative step toward reducing administrative burdens. Principal Investigator Sarah Martonick, director of the Office of Sponsored Programs, leads the team, which is funded through the National Science Foundation's (NSF) GRANTED program. The goal is to enhance the U.S. research enterprise by improving administration support infrastructure, increasing service capacity and broadening participation by developing institutions across the national research landscape.



Strategic Plan Performance Measures: 2025 metrics

Student Access / Annual Enrollment:
Headcount (14,931)
FTE (10,120)

Student Retention: **77%**

Student Success / 6Y Graduation: **60%**

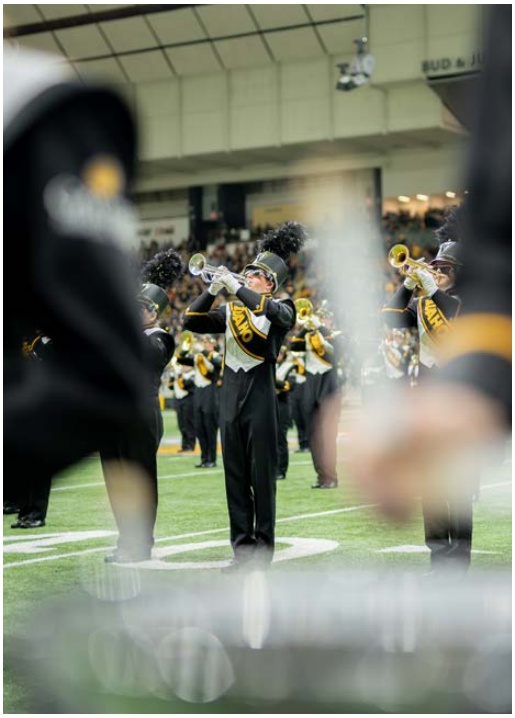
Student Affordability

US News & World Report Best Value Ranking

Post-graduation success / starting salary:
average: **$61,279**
median: **56,670**

Research Expenditures:
$151.5M





STUDENT ACHIEVEMENT LONGITUDINAL DATA

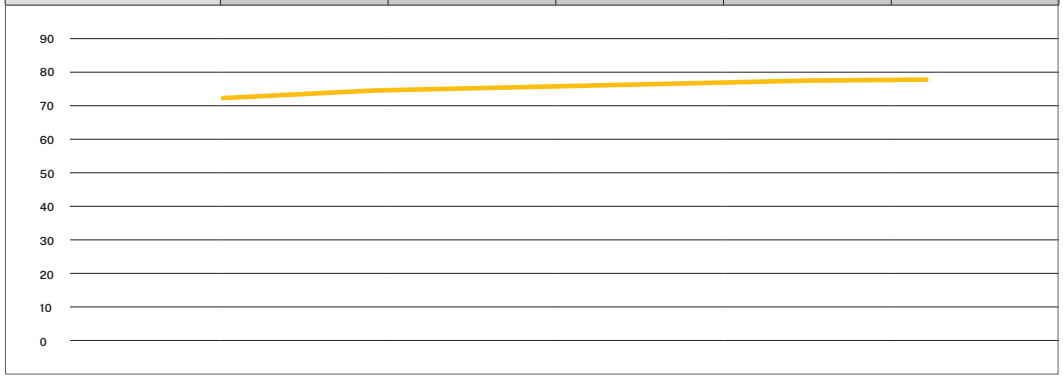
6-Year Graduation Rate (First-time Full-time Freshmen)

University of Idaho	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
	59	61	61	57	60



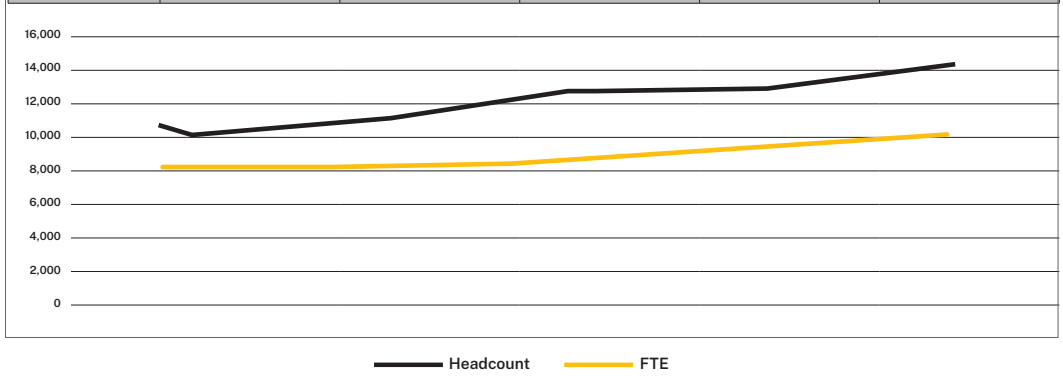
First-to-Second Year Retention (First-time Full-time Freshmen)

University of Idaho	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
	75	74	75	76	77



UI Annual Enrollment (Source: PSR 1 Annual Enrollment Report)

	FY21 (2020-21)	FY22 (2021-22)	FY23(2022-23)	FY24 (2023-24)	FY26 (2024-25)
University of Idaho	12,479	13,007	14,025	14,290	14,931
FTE	8,812	8,854	9,175	9,561	10,120

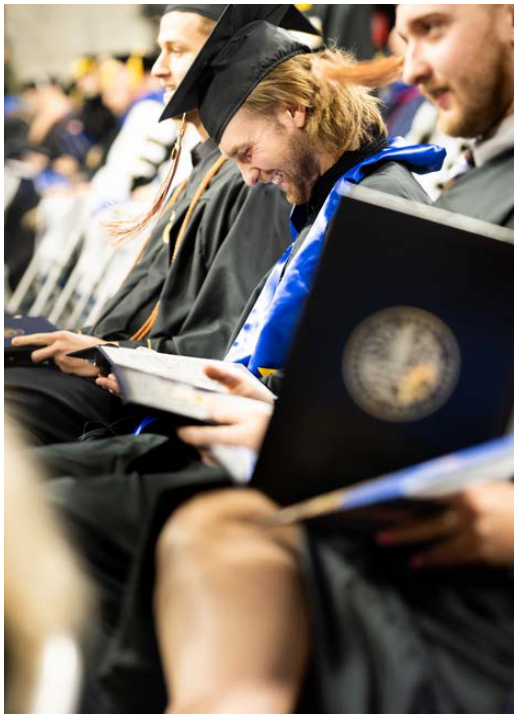


Strategic Plan Conclusion

University of Idaho's overriding success over the past half decade sets the stage for a promising future. The 2026-2030 Strategic Plan provides distinct priorities and clear direction as the university continues to deliver on its land grant mission.

The university has already invested in executing the plan, backing strategic priorities and supporting units to carry out their respective roles within the plan. Through the use of AI and technology, the university will become more efficient and effective, while equipping students with the skills they need to thrive in the new economy.

As Idaho's R1 research institution, the U of I is well positioned to lead our state through the last half of the decade and beyond.





STUDENT SUCCESS AND WORKFORCE DEVELOPMENT

A new path to the logging and forestry workforce

Growing up in the industry, it is no surprise Maria Kinne was one of the first students to enroll in — and graduate from — University of Idaho's two-year program that teaches students to operate logging equipment, plan timber sales and track forest land boundaries, in addition to sustainable forest practices and business competence. Kinne graduated with a job with the state of Idaho.

"It's a seasonal job with the Department of Lands, and after that I will likely apply for another state position, or with a forest management company," said Kinne, who grew up working with her dad, the owner of Odenwald Forestry near Sandpoint.

Although Kinne, who graduated high school in 2021, worked as a receptionist during the week to save money for college, she was in the woods on the weekends operating chainsaws and a mini backhoe to remove and pile forest slash.

Before enrolling at U of I, Kinne considered attending college, but wasn't sure what to study. After a couple of years in the workforce her father told her about a program at U of I that may interest her.

"He learned about it at a logging conference," she said.

The idea appealed to her.

"I knew I didn't want to go to school for another four years, and since this associate's degree could be completed in two years, and I could continue to do what I loved – being in the woods, working in the timber industry, I decided to go for it," she said.

She had already acquired some of the know-how to be employed in the forest resource profession, but the program bolstered her skillset and gave her a broad repertoire.

Using the U of I Experimental Forest as its outdoor classroom – the forest includes 10,300 acres of actively managed, productive working forestland – she learned to operate equipment including a Caterpillar 538 Logging Processor with Waratah attachments and a John Deere 648L Grapple Skidder, hand fell trees and cruise timber.

"We were taught about forest operations on a large scale, and in an office setting," she said. One of her most rewarding classes was a mapping and surveying course in which students laid out a timber sale using GIS coordinates.

"We learned to lay out a unit within land boundaries, which is something you must know if you work in forestry or logging," she said.



U of I team designs AI-driven solutions for Idaho-based sugar processing company

For nearly three decades, Amalgamated Sugar searched for a reliable way to automate one of its most challenging pieces of equipment: the steam dryer used to process sugar beet pulp. The breakthrough came through a collaboration with University of Idaho, where a graduate student's innovative use of artificial intelligence helped turn years of data into a practical safety and efficiency solution.

After meeting with Amalgamated Sugar's leadership at the company's Nampa facility, doctoral student Hunter Hawkins began thinking about how AI could address the persistent problem of dryer "plugging" events. These blockages force the dryer to be manually shut down and requires employees to enter a hot, pressurized, and potentially flammable environment to clear the system—posing serious safety risks and sometimes costing the company days of lost production.

Hawkins, who specializes in computer science and industrial automation, saw an opportunity. While waiting for a delayed flight with John Shovic, director of the Center for Intelligent Industrial Robotics at U of I Coeur d'Alene, Hawkins began sketching out an AI-driven approach. Drawing on years of historical data already collected from the dryer—nearly 100 different data points—he proposed a hybrid AI system that could predict problems before they occur.

"I actually combined two models for this project," Hawkins said. "I wanted to combine the prediction power of a deep-learning AI model with the explainability of a traditional machine-learning model. The result is a hybrid model that drives a dashboard, giving the Amalgamated team predictions and alerts to potential issues."

The proactive alert system benefits Amalgamated by reducing risk as well as actual damages. Instead of reacting after a shutdown, operators can now intervene early, often restarting the dryer in less than an hour and avoiding dangerous manual inspections altogether.

For Amalgamated Sugar, which processes more than 7 million tons of sugar beets annually and produces millions of pounds of sugar each day, the system represents a major step forward in both safety and operational reliability. For U of I, the project highlights the value of industry partnerships that give students real-world problems to solve.



"We feel very lucky to be involved with U of I," said Scott Hyer '10, operations manager at Amalgamated Sugar. "They've come down to us multiple times and that has helped us gain a better understanding of what they've put together and how the process works. Having a local collaboration is very beneficial for both Amalgamated and U of I."

Education leadership cohorts help Idaho teachers advance

Savannah Fritz '06, '25, an English teacher at Meridian High School, knew it was time for a change. After 20 years in the West Ada School District, she wanted to move into education administration while remaining connected to the high school she both attended and now teaches in. To do that, she needed advanced training designed for working professionals — and she knew exactly where to turn: University of Idaho's College of Education, Health and Human Sciences (EHHS).

Fritz recently earned her Master of Education in educational leadership as part of a two-year online cohort created specifically for West Ada teachers and support staff. The program allowed participants to continue working full time while preparing for administrative roles within their district.

"We call this a 'grow your own' program," said Bethani Studebaker, director of assessment and accreditation in EHHS's Department of Leadership and Counseling. "The need in Idaho for trained administrators is really significant right now, which is why we've created cohort options within our master of education program."

For Fritz, the degree provided a pathway to influence change. She realized that many of her concerns — teacher turnover, mentoring and access to resources — required a seat at the decision-making table. "I want to solve problems instead of just raising them up," she said.

Fritz completed the program alongside colleagues like Jill Ayabei '25, a West Ada coordinator who valued the collaborative, experience-driven nature of the cohort. "Using the expertise of everyone in the room is extremely important in this job," Ayabei said. The relationships built through the program also paid off professionally: West Ada recently created new Dean of Student Achievement positions, and three cohort members were hired into those roles.

U of I's cohort-based approach extends to the Indigenous Knowledge for Effective Education Program (IKEEP), in which the university supports Native educators pursuing leadership roles while honoring cultural context. Iris Chimburas '05, principal of Coeur d'Alene Tribal School, is earning her principal certification through IKEEP, continuing a family legacy of Native educational leadership.

Across districts and communities, U of I's Master of Education in educational leadership meets the needs of adult learners seeking career advancement, practical preparation, and the opportunity to lead meaningful change — without leaving the classrooms and communities they serve.



Alumni-led mentorship connects U of I students career-ready skills

Leah Holmgren, a College of Education, Health and Human Sciences undergraduate student athlete, completed her internship under the direction of two other Vandals whose own experience led them to give back by mentoring current students.

Kristi Holden and Allyssa Loesch both earned master degrees in exercise science from U of I and work together at Gritman Medical Center's cardiac rehabilitation clinic.

"I was unsure if working in a clinic would be something I truly wanted. After meeting all the patients in the Cardiac Rehab program I am excited to continue toward a clinic-based career," said Holmgren. "Helping others is something I am excited about. Especially after watching Kristi and Allyssa set such great examples. The patient's success comes from the environment that they create together."

EHHS Instructor Emma Grindley, who coordinates the practicum and internship program, said these hands-on experiences are invaluable for students.

"Practicum and internships allow students to sample different careers, make connections between the classroom and the real world, and gain experience working directly with real clients and patients," she said. "All of this helps students grow in knowledge, skills, professionalism, confidence and clarity in career direction."

Holden said the students who come to cardiac rehab gain valuable, real-world experience from day one.

"Working at cardiac rehab is a great experience. On day one, students interact with patients," she said. "Throughout their time with us, they learn the ins and outs of supervised exercise, education and the career. They also get to connect with patients and learn from them, too."

Hands-on experience is a cornerstone of all EHHS programs, woven into every degree's coursework to ensure students gain real-world skills. Collaborations with industry leaders like Gritman Medical Center provide valuable opportunities for practical learning and professional growth.

"The students are treated like employees. It's like an ongoing interview. It gives them the skills to get a job — not just in cardiac rehabilitation but in other areas as well," Loesch said. "The skills are transferable."

Mentorship plays a key role in helping students grow during their placements.

"I appreciate that Kristi and Allyssa gave me the room to learn without being coddled. This is a great skill to practice for going into the medical field. I also am glad to have gained such valuable hands-on patient experience," said Holmgren.



Political science major fast tracks through U of I's 3+3 program

As a youngster, Isabella Sindelar made waves in the classroom and the swimming pool as the kid who loved to argue almost as much as she loved to swim.

After earning an associate degree, Sindelar did a deep dive into what she wanted her future to look like. She realized earning a law degree whetted her competitive spirit.

Sindelar is in her third year at University of Idaho School of Law enrolled via the 3 + 3 program, a College of Letters Art and Social Sciences fast track that allows applicants to earn a bachelor's in three years followed by three years of law school.

"Because of the fast-track program, Idaho was the only school I applied to," she said.

After her first year of law school, Sindelar earned her bachelor's, and she and a group of U of I law students chose to study abroad in Florence, Italy, with peers from Gonzaga University Law.



In 2017, U of I's College of Law became an affiliate school to Gonzaga's Florence Summer Law Program. U of I law students can join the program thanks to the affiliation and study at the Gonzaga campus in Italy.

Sindelar and a U of I teammate won the Best Lawyer-Client Interaction in the program's annual summer mediation competition.

"U of I Law encourages an externship after your first year of law school. I decided I would rather pay for that coursework while learning overseas," Sindelar said. "I went to Italy, and it was such a great experience learning with students from all over the world. It was really a good deal."

Upon her return, she completed an internship in Lewiston at the Clark and Feeney law firm and joined the student bar association, becoming its president. She also gained hands-on experience at the school's Community Law Clinic. The clinic offers third-year law students the opportunity to provide free legal services under the guidance of a supervising attorney with cases commonly handled by Idaho lawyers.

"We do almost everything an attorney does," said Sindelar, whose goal when she enrolled in law school was to pursue family law. "We go to court hearings and trials and see the cases through until the matter is over."

Her most memorable experience at U of I was meeting the state's Supreme Court justices.

"We got to know them and see them in session," she said, "It's pretty rare. We were pretty lucky. I was kind of star struck and amazed at how accessible they are."

Sindelar, who plans to stay in Idaho, said the 3+3 program that brought her to U of I was a great fit for a motivated student.

Student researchers track Idaho wolves, collect DNA and study pack families

Hearing the howl of a wild wolf in Idaho's wilderness areas is one of the rewards students get after days of 10-to 20-mile hikes in the backcountry to collect wolf droppings, locate dens and document wolf gathering and home sites — called rendezvous sites — as part of an ongoing study of wolves in Idaho led by the College of Natural Resources and its USGS Cooperative Fish and Wildlife Research Unit.

Peter Rebholz, a former carpenter who came to the West to study big wild animals, and earn his master's degree at University of Idaho studying Idaho wolves, has been leading U of I student researchers into Idaho's backcountry for several years as he collects DNA from wolf scat to precisely document the family trees of 20 wolf groups in the state.

"We're out here for nine days at a time hiking, camping, setting up trail cameras and looking for wolves and their rendezvous sites," Rebholz said. "What we want from the rendezvous sites are genetic samples from scat."

From the wolf feces, Rebholz and the students scrape a few flakes off the top layer that contains the animals' epithelial cells. The flakes harbor the DNA from the individual that dropped the scat. The samples are bagged, marked and later used to identify the specific animals via its DNA.

"We can get a genetic sample from each individual in that pack," Rebholz said. "From that sample we can create pedigrees — large family trees of these wolf packs, and we've been doing this for the same packs for the past 20 years."

From the pedigrees of 20 wolf packs in four main study areas across the state of Idaho — the Coeur d'Alene National Forest, Boise National Forest, Salmon-Challis, and Island Park west of Yellowstone — researchers document the evolution of each wolf pack and annually learn about the pack's structure. They learn which are the dominant wolves, which are parents, whether any wolves have died and which individuals replaced them.

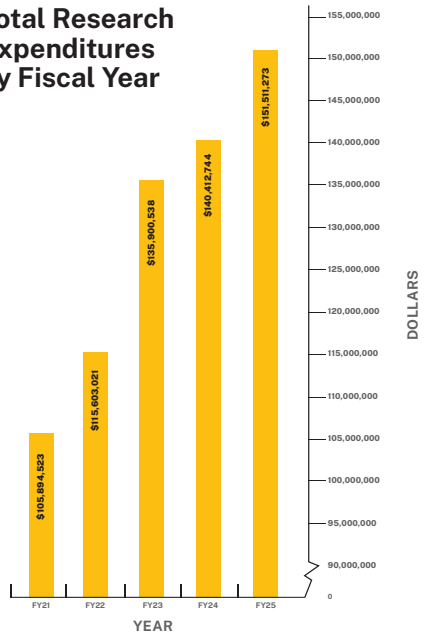
The research helps biologists at Idaho Department of Fish and Game and other agencies learn what effect hunting and trapping has on wolf packs and helps game departments make decisions about wolf management.



FY25 RESEARCH ACTIVITY AND EXPENDITURES

Expenditures are actual dollars spent on research as a measure of research activity. Research activity is the number of proposals and dollars awarded, not all of which is spent at the time of the report.

Total Research Expenditures by Fiscal Year



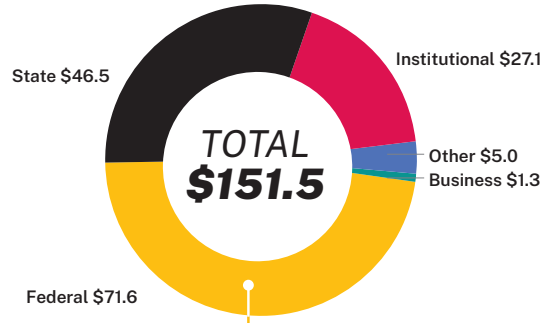
Summary of Sponsored Proposals & Awards Activity in FY25

SPONSORED PROJECTS	NUMBER	AMOUNT
Proposals Submitted	764	$297,990,840

AWARDS RECEIVED	NUMBER	AMOUNT
New Awards	409	$65,956,437
Other Actions	177	$44,931,882
TOTAL AWARDS	**586**	**$100,888,319**

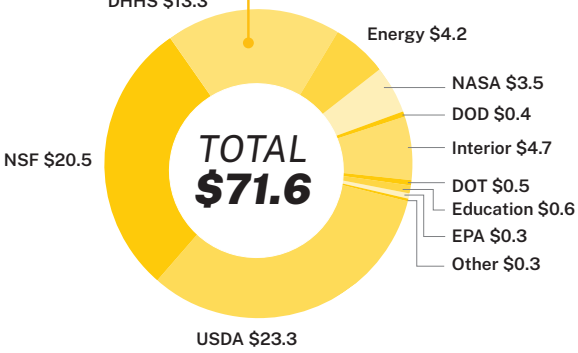
Total Research Expenditures in FY25 by Funding Source

(Dollars in Millions)



Portion of Federal Research Expenditures by Sponsoring Agency

(Dollars in Millions)



FY 25 STATS	$151.5 M in research expenditures	409 new awards	17 invention disclosures	3 new licenses

FUNDRAISING HIGHLIGHTS FOR 2025

In Fiscal Year 2025 (July 1, 2024-June 30,2025), donors contributed the largest amount for a single year in U of I history, making FY25 the fifth year in a row in which donors contributed more than $50 million to the U of I.

The FY25 fundraising total was $67.6 million, a 29% increase over FY24. More than 7,600 individuals, families and organizations made 15,384 gifts, with $19.3 million going to scholarships and student financial aid; $38.5 million to research and academics; $7.5 million to faculty support; and $2.3 million to facilities, operations and community outreach.

Vandal Giving Day 2025 raised $1.28 million in only 1,889 minutes, the largest total in the event's nine-year history. The one-day effort also pushed the Brave. Bold. Unstoppable. philanthropic campaign beyond the $500 million milestone eight months before its official end on Dec. 31, 2025. By the end of 2025, the campaign raised more than $550 million. More detailed information will appear in the 2027 Annual Report.

Donors established 58 new endowments in FY25, including 43 scholarship endowments for funding across colleges, majors and activities, including athletics, 4H, study abroad and Greek Life.



STUDENT TESTIMONIALS



Macie Grantham '26

Child Development and Psychology

"Being a Vandal has been such a positive experience for me, and the professors and friends I have met have made every second so worth it. Because of the support I've received through scholarships, I've been able to fully commit myself to strengthening my passion for child development and early education. Donor generosity has opened doors to experiences that have shaped who I am, both personally and professionally. Their investment in students like me truly changes lives, and I am deeply grateful."



Jon McKenzie '28

Law

"I took a huge leap of faith by returning to higher education as an older student. Without donor generosity, this opportunity would not have come to fruition. In 2024, I was blessed to graduate alongside my two adult children, and in my first month of law school, I was elected by my class as the 1L representative of the Student Bar Association. My wife, our two adult children, our two grandchildren and I send our endless appreciation for this honor."



Luna Migueles Miralles

Master of Fine Arts

"What I love most about being a Vandal is the sense of gratitude it has instilled in me. This community has connected me with inspiring people and opened unexpected opportunities. Scholarships support reinforces my confidence in my work and my decision to move far from home in pursuit of new opportunities. I will carry this encouragement with me as I continue my artistic journey."



James Cornelius '28

Finance and Marketing

"My Vandal experience has been nothing short of incredible! I've connected with a community unlike any other, and it's been transformative in many unforeseen ways. I don't take a single moment for granted because I know it's a result of the generosity of others. I only hope that someday I can pay it forward and give other people the same blessings."



BUILDING OUR FUTURE

Meat Science and Innovation Center

The **Meat Science and Innovation Center** Honoring Ron Richard opened in early 2026. Located on the Moscow campus this facility will accommodate larger classes of students, greater research and training opportunities, and expanded production to match the prestige of the meat science program and its student-run retail arm, Vandal Brand Meats.

U of I meat science graduates enjoy a 100% job placement rate with employers like Albertsons and AgriBeef. The facility will continue filling a niche as one of the few USDA-inspected plants where northern Idaho ranchers can process their beef. It will also train skilled workers to staff several large meat processing facilities that have opened in Idaho in recent years, including Intermountain Packing in Idaho Falls, True West Beef in Jerome and CS Beef Packers in Kuna. Classes in the new space began this spring semester and the grand opening event is April 10.





CAFE

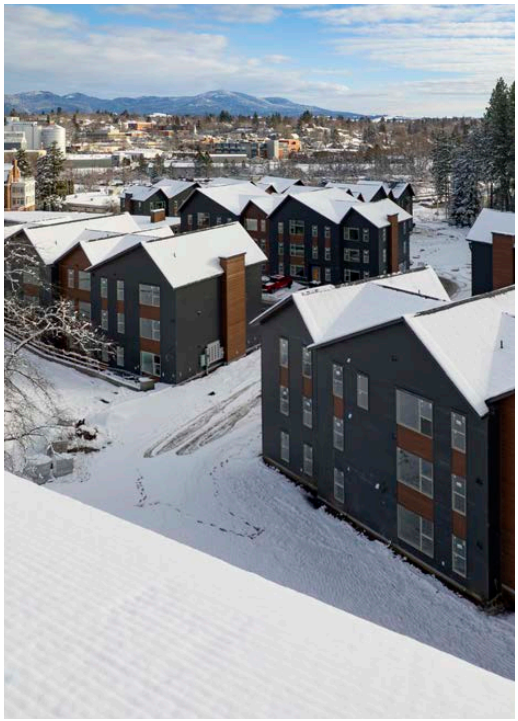
Dairy is the No. 1 agricultural commodity in Idaho and this year the U of I will open the nation's largest research dairy. Located in the heart of the dairy industry in Magic Valley, the **Center for Agriculture, Food and the Environment, or CAFE**, includes all the components of a typical Idaho dairy built to accommodate 2,000 cows, which represents the average herd size in Idaho. The center builds upon current research to develop new technologies to convert dairy manure into valuable products like fertilizers, bioplastics and clean water, helping our dairy farmers achieve sustainable solutions while realizing additional revenue streams. This strategic investment by U of I, in partnership with the state and private industry, will help the Idaho dairy industry compete nationally. By the end of 2026, CAFE will have 400 cows on site, building up to a herd size of 2,000 longer term.





Campus housing projects

Major upgrades to student housing on the Moscow campus are underway. The **South Hill housing project** will offer modern, sustainable housing for graduate students, married couples and families at U of I, beginning in Fall 2026. The development includes 451 total beds to meet a range of housing needs and help attract new students. The project replaces apartments that were long overdue for replacement. Undergraduate residence hall improvements are progressing, as well. Ongoing room remodels in Theophilus Tower and Wallace Residence Center are providing amenities like air conditioning. These ongoing projects are crucial for student recruitment and retention.



Military Science and Veteran's Assistance Center

State funding awarded in 2025 officially launched the fundraising and planning processes for the **Joint Military Science and Veteran's Assistance Center** on the south end of campus. U of I's land grant mission calls for a focus on military science education, and the new center will greatly elevate the university's ROTC programs. By renovating Targhee Hall, U of I will provide a functional space where multiple units can gather in one location. A consolidated facility promotes interaction and mentorship among Veterans, service members and future officer leadership of all branches.







D.A. Huckabay M.D. Medical Education

The **D.A. Huckabay M.D. Medical Education** expansion is nearly complete. Our 80 Idaho WWAMI Medical Education students are already using the extension for simulation training purposes. The extension offers simulation training rooms, faculty and staff offices and a classroom. Use of these spaces will increase with the first cohort of Doctor of Clinical Psychology (PsyD) students that begin instruction in Fall 2026. The extension also offers much needed spaces for other degrees in the U of I School of Health and Medical Professions including: Gerontology, MS; Doctor of Anatomical Sciences, DAS; Masters of Athletic Training, MSAT; Doctor of Athletic Training, DAT. The extension also provides space as well as anticipated future growth in our programming.







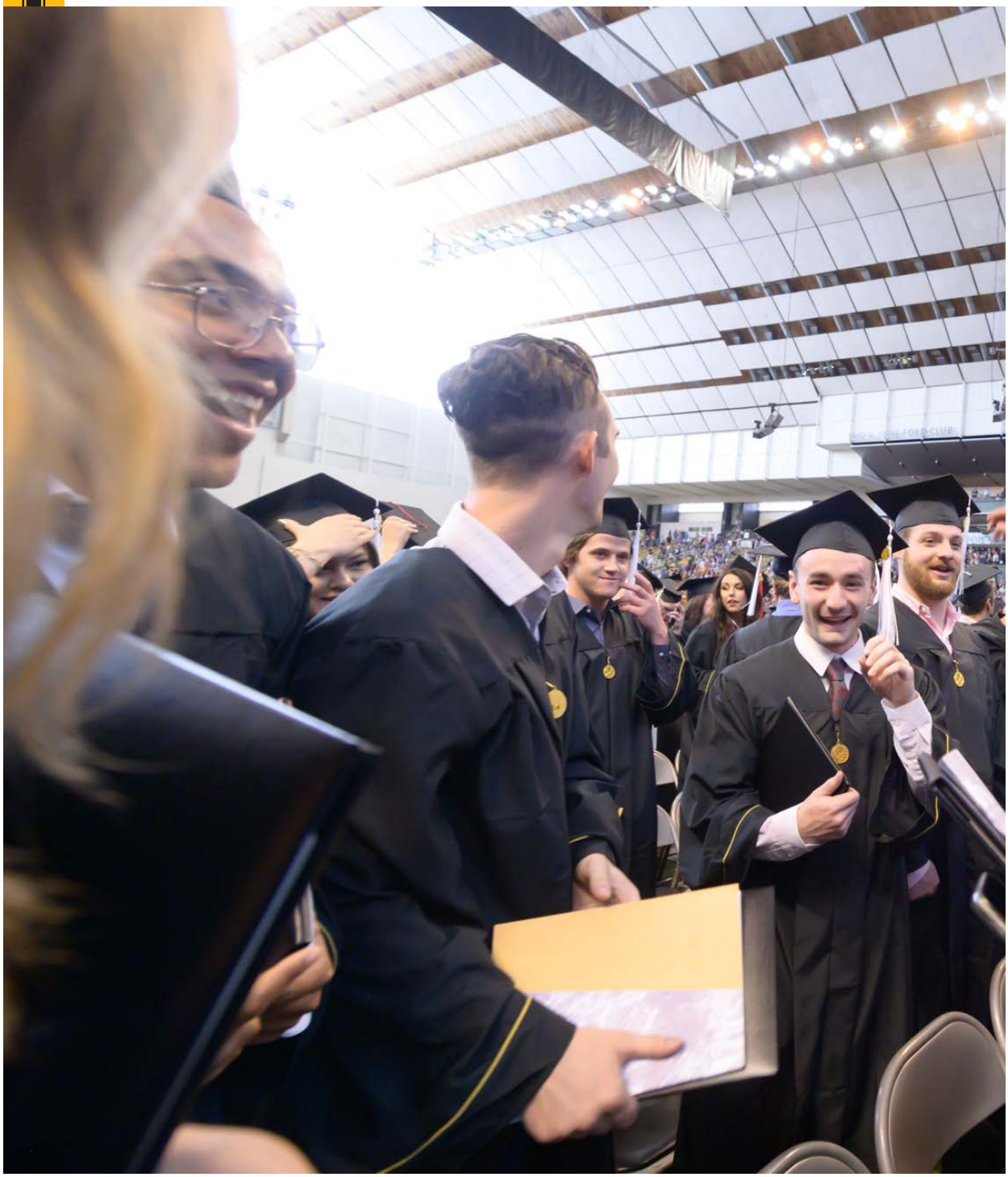


Maintenance projects

Across the university numerous **deferred maintenance projects** took place in 2025, including upgrades in Hays Hall and new HVAC systems in the Ag Science Building. The projects were funded by the university as well as the state's Permanent Building Fund, the state legislature and the governor. These infrastructure projects help prevent system failures and preserve our historic campus, improving conditions for our students and employees.





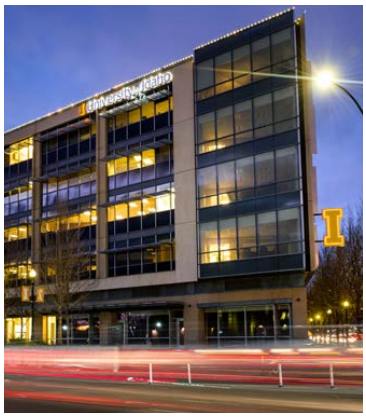




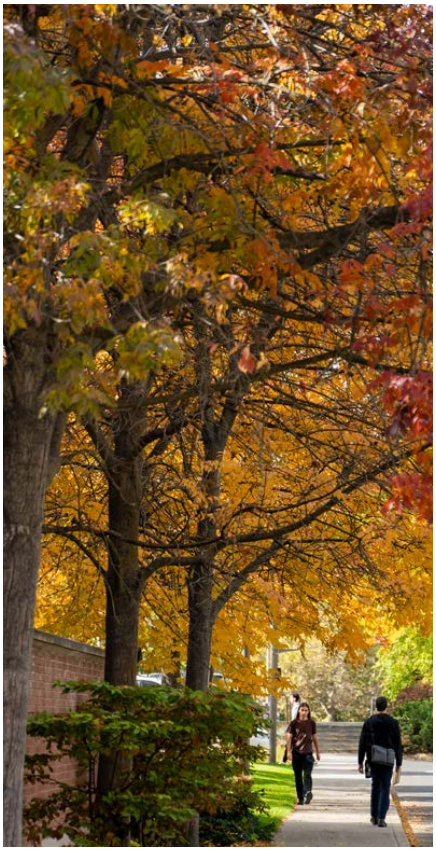
CONCLUSION

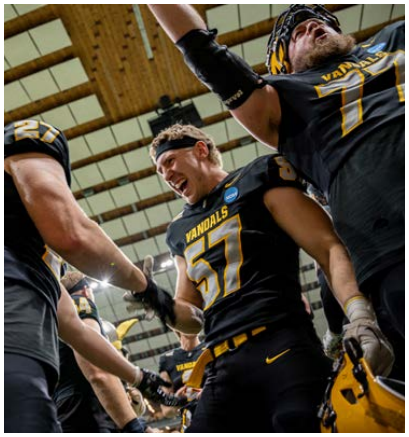
After years of steady enrollment growth, increased financial stability, successful fundraising and record research output, the University of Idaho is well-positioned for the future. Across the country, higher education faces a tumultuous future with the enrollment cliff and funding shortages already causing challenges. Thoughtful, community-centered planning and strategic investment in areas of strength —using AI— put the U of I on a path to lead Idaho into the future.














CARNEGIE R1 CLASSIFIED UNIVERSITY

University of Idaho

NORTH IDAHO COLLEGE

SUBJECT

North Idaho College – Annual Report

BACKGROUND/DISCUSSION

This agenda item allows the Board to receive an update from North Idaho College regarding progress report on the institution's strategic plan, details of implementation, status of goals and objectives, and information on other points of interest.

ATTACHMENTS

Attachment 1 – North Idaho College Annual Report

IMPACT

This institutional annual report serves to provide a state of the college update and inform the Idaho Board of Education of the priorities of the North Idaho College Board of Trustees and institution leadership and their plans to guide the institution forward.

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Informational item; no staff comments.

BOARD ACTION

This item is for informational purposes only.