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SUBJECT

Complete College Idaho Plan

REFERENCE

August 2010	Board established an attainment goal that 60% of Idaho's 25-34 year olds will have a postsecondary degree or certificate by 2020.
August 2011	Board reviewed data regarding Idaho's status in meeting the 60% goal by 2020, and heard strategies to meet the goal.
December 2011	Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State, and directed staff to obtain stakeholder feedback and buy-in, and bring back the plan for approval at the June 2012 Board meeting.

BACKGROUND/DISCUSSION

In 2010, the Idaho State Board of Education established an attainment goal that 60% of Idaho's 25 to 34 year olds would have a postsecondary degree or certificate of one academic year or greater by 2020. Subsequent to the Board adopting the 60% attainment goal, in August 2011 Board Staff presented revised degree completion projections and proposed possible strategies to aid the state in meeting the 60% attainment goal. In October 2011, a team of individuals that consisted of Idaho legislators, Governor's office staff, institutional VPs/Provosts, a member of the Board, a representative from the business community, and Board office staff attended the Complete College America Annual Convening and Completion Academy in Austin, Texas. The purpose of Idaho's participation in such an Academy was to draft a proposed statewide plan to move the state closer to its 60% attainment goal. In December 2011, the Board approved the framework for Complete College Idaho: A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State (CCI Plan); staff then garnered both public and private input regarding the proposed CCI Plan.

Stakeholder feedback was collected in a variety of ways. Board staff presented the CCI Plan to community college boards, K-12 superintendents, higher education representatives (Presidents, Provosts, Financial Aid Directors) and the Idaho Business Coalition for Education Excellence (IBCEE). In cooperation with IBCEE staff, Board staff attended community forums throughout the state where they presented the CCI Plan. IBCEE members promoted and hosted the forums, which were attended by legislators, members of the business community, SBOE members, K-12 and higher education representatives, parents, and students. Attendees had an opportunity to hear about the key strategies in the CCI Plan and then provide comment at the forum or on the Board's website. Comments

were compiled and carefully considered for incorporation into the final draft of the CCI Plan.

In addition to the revisions to the CCI Plan, staff have done further analysis on the 60% attainment goal and proposed degree and certificate projections for the public institutions. The 2010 U.S. Census Bureau estimates that 31.2% of Idaho's 25 to 34 year olds have an Associate's degree or higher. The U.S. average for the same demographic is 39.3%. Statewide degree and certificate production from all Idaho postsecondary institutions suggests that an additional 4% could be added to the above percentage to account for certificates of one academic year or greater. In order for Idaho to reach the 60% attainment goal by 2020, the number of degrees and certificates produced must increase by 25%.

To be on target to reach the Boards 60% attainment Goal, Idaho's public postsecondary institutions need to produce slightly more than 9,000 certificates of one year or greater, Associate's and Bachelor's degrees in Academic Year (AY) 2011-2012. These credentials are collectively referred to as goal related credentials (GRC). The number of GRCs produced annually needs to grow to nearly 20,000 by 2020, which is an average annual increase of 16.3% in GRCs over that time period.

In 2010, the Georgetown University Center on Education and the Workforce, led by Anthony Carnevale, suggests that 61% of Idaho's jobs in 2018 will require some form of postsecondary training beyond high school. However, this research suggests that the jobs in Idaho in 2018 will require a relatively low postsecondary education attainment level; thereby maintaining Idaho's education status quo of low-wage, low-skill jobs. In order to attract more businesses that provide greater earning potential, Idaho must produce a workforce with an increased level of educational attainment to attract and sustain the business needs.

There are multiple studies supporting that with higher levels of educational attainment comes increased personal income resulting in obvious increased tax revenues and a more robust economy. Higher levels of education have also been correlated with better societal decision-making and increased health and longevity.

IMPACT

The CCI Plan proposes focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future. Increasing the educational attainment of Idahoans will better prepare them for future job requirements. It has the potential to attract out-of-state businesses to Idaho, thus positively impacting Idaho's future economic development.

The proposed postsecondary degree and certificate projections and the CCI Plan provide the necessary analysis and framework for the Board to guide and direct the institutions regarding where to invest scarce resources. Once approved the CCI Plan sets priorities for implementing the Boards educational attainment goals.

ATTACHMENTS

Attachment 1 –Complete College Idaho Plan Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommend that the GRC ratios be comprised of certificates, Associate's, and Bachelor's degrees based on historical trends, and an aspirational average of the highest educational attainment levels of the top seven Western Interstate Commission for Higher Education (WICHE) states. To reach the 60% attainment goal, Idaho's public institution's degree and certificate production should increase approximately as follows:

- 1-year certificates or greater: increase from approximately 1,000 in 2012 to 2,400 in 2020
- Associate's degrees: increase from 2,700 in 2012 to 7,500 in 2020
- Bachelor's degrees: increase from 5,600 in 2012 to 9,700 in 2020.

The proposed degree and certificate projections includes over-production of credentials to account for 43% of the GRCs lost to graduate out-migration and aging out of the 25 to 34 year old population, as well as the in-migration of non-residents to Idaho possessing GRCs.

The CCI Plan proposes to build a system in which our students graduate with the knowledge and skills that maximize their potential for success in the workforce while providing business with the necessary talent needed to thrive. The proposed strategies in this plan will aid in meeting the goal that 60% of Idahoans 25 to 34 have a college degree or credential of value by 2020.

Staff recommends the Board approve the recommended aspirational postsecondary degree and certificate projections and the revised Complete College Idaho Plan as outlined.

BOARD ACTION

I move to approve the postsecondary degree and certificate projections and the Complete College Idaho plan as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Complete College Idaho

A Plan for Growing Talent to Fuel Innovation and Economic Growth in the Gem State

June 2012

Introduction

Idaho is at the crossroads. The choices we make today are the foundation that will shape the future for our children and grandchildren. College access without success is an empty promise, and a missed opportunity with economic consequences. It is time to tie access to completion for the benefit of our students. The choices are not easy, but *doing nothing is not an option*.

We must grow talent in our state to fuel innovation and compete economically.

Don Soltman
Vice President
State Board of Education

Sen. Russ Fulcher
Idaho
Senate

Rep. Mack Shirley
Idaho
House of Representatives

Roger Brown
Office of the Governor

Dr. Mike Rush
Office of the State Board of Education

Selena Grace
Office of the State Board of Education

Dr. Doug Baker
University of Idaho

Dr. Jeff Fox
College of Southern Idaho

Byron Yankey
Idaho Business Coalition for Education Excellence

Jessica Piper
Office of the State Board of Education

Basic facts about economic success in the 21st century economy should drive our decisions. Close to two-thirds of the projected workforce of 2020 are already out of elementary and secondary education. Following current trends, this nation will fall short an expected one million college graduates needed in the workforce by 2025. We know that postsecondary education enhances personal income. Those with some college have a median income 23% higher over their lifetimes; those with an associate's degree, 28% higher; and those with a baccalaureate degree, 61% higher. In 2011, the rate of unemployment for individuals 25 and older without a college degree was 9.4% compared to 4.3% for those with a 4-year degree.[1]

The Office of Performance Evaluations (OPE) recently concluded a study on reducing barriers to postsecondary education. In their report to the Idaho Legislature, OPE states, "The long-term benefits of increasing educational attainment levels of Idahoans will directly impact the creation of new businesses … [and] the economic and social well-being of the state."[2]

In addition to the basic skills necessary to be productive, 21st century employees must possess high-level critical thinking and problem solving skills. Maximizing all of these skills to drive innovation and job creation will be critical to Idaho's prosperity.

As society becomes increasingly reliant on information and technology, our educational and career planning mechanisms must adjust. The current workforce is mismatched to the needs of employers now and moving forward.

[1] http://www.bls.gov/cps/cpsaat07.pdf

[2] Office of Performance Evaluations, "Reducing Barriers to Postsecondary Education," Evaluation Report, January 2012. http://www.legislature.idaho.gov/ope/publications/reports/r1201.html.

While the skills gap phenomenon is a national one, it is particularly problematic in Idaho. A recent study issued by the International Monetary Fund showed that Idaho is in the most critical quartile of all states relative to the skills mismatch.[3] That challenge is ongoing. Georgetown University's Center for Education and the Workforce has estimated that by 2018, 61% of Idaho jobs will require some form of postsecondary credential, and by 2020 63% will require a certificate or degree.[4] Similarly Idaho has identified that 35% of Idahoans have a postsecondary certificate, associate degree, or higher.

The Board recognizes there must be a skilled workforce to meet the projected need. In 2010, the Board set an attainment goal that 60% of Idahoans, age 25 to 34, have a postsecondary degree or certificate by 2020. This will require a focus not only on increasing the number of students who complete college, but also on maximizing students' abilities and potential for success in the workforce.

Nearly all young adults recognize the value of college but many lack a clear understanding of the link between education and careers. Helping students gain an understanding of this link is critical, especially for those students from low-income families. Poverty is a significant barrier to education. Completion rates by income show a stark reality: young people from high-income families complete college at a 60% rate; those from low income families complete at a 7% rate. This disparity does not exist because young people from higher income families are smarter or more talented – they are simply afforded more opportunities. This should be a significant concern for Idaho because the primary source of new students is from traditionally underrepresented and underserved populations such as Latinos, Native Americans, and first-generation families with low income. The 2010 U.S. Census identified that 11% of the state's population was Latino with a median age of 23, compared to 35 for White non-Hispanics.[5, 6]

Idaho must focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future.

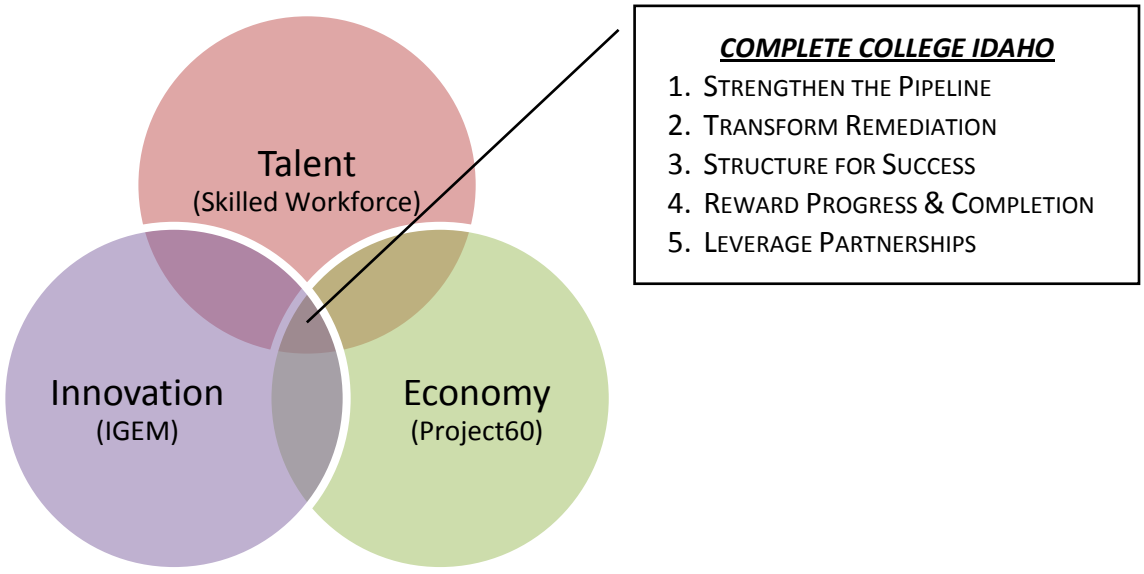
This generation is at risk of being the first in our country's history to be less educated than their parents. There is an ever growing population of non-traditional, first generation, and low-income students who are forced to work more hours than students of prior generations. They are underprepared for college and forced into remedial courses that slow their progress and force them deeper into debt where most lose momentum and simply give up. Students are overwhelmed by too many choices with little structure, leading to wasted semesters and years.

[3] http://www.imf.org/external/pubs/ft/wp/2011/wp11105.pdf
[4] Georgetown University Center on Education and the Workforce: http://cew.georgetown.edu/jobs2018/
[5] U.S. Census 2010: Idaho. http://2010.census.gov/2010census/data/
[6] U.S. Census Bureau, 2006-2010 American Community Survey. www.census.gov/acs

To encourage access and completion involves demystifying the college going process and experience. Ensuring there is alignment between secondary graduation requirements and postsecondary expectations so that students are ready for the rigor and expectations of college are integral to completion, which includes the development of a statewide model for assessment of college and career readiness. The transition from secondary to postsecondary education opportunities must be clear and straightforward, by simplifying and streamlining the college admissions process. And, transfer processes between colleges must be understandable and attainable.

Partnerships among education, non-profits, and business and industry are also necessary in creating a college going culture and providing the means to increase educational attainment. Commitments must be mutual and ongoing and will require significant engagement.

The state has committed to a bold agenda to transform our talent base by efficiently and effectively increasing the number of citizens with postsecondary degrees and certificates. To meet this commitment, a diverse partnership of individuals, businesses, institutions, and policymakers developed a statewide plan to achieve Idaho's education goal. This plan mirrors Governor Otter's commitment to a unified job creation and growth strategy, which has resulted in a focused vision for Idaho and its educational system.



The Board recognizes that all levels of education beyond high school are beneficial. The Board's definition of college includes certificates and credentials of program completion as well as Associate's and Bachelor's degrees. Idaho's public postsecondary institutions need to produce annually as many as 20,000 degrees and certificates by 2020.

This Complete College Idaho Plan proposes focus on improving educational attainment in a way that is responsive to the needs of business and those who will hire the workforce of the future. From this plan, our state can build a system in which students graduate with the knowledge and skills that maximize their potential for success in the workforce while providing business with the necessary talent needed to thrive. The proposed strategies in this plan will aid in meeting the goal that 60% of Idahoans 25 to 34 have a postsecondary degree or certificate by 2020. By meeting this goal, Idaho will be internationally recognized for the quality of talent, knowledge and skills of its workforce, and by the ability of its higher education system to prepare citizens to meet and exceed the needs of business, industry, and society.

The Board, institution presidents, and other key leaders in Idaho stand united with Governor Otter in growing the economy through innovation and talent, creating the foundation for Idaho's future success. Idaho joined the *Complete College America (CCA) Alliance of States* and the National Governors Association *Complete to Compete*, to become a recognized leader in talent creation.

KEY STRATEGIES:

STRENGTHEN THE PIPELINE	• Ensure College and Career Readiness • Develop Intentional Advising Along the K-20 Continuum that Links Education with Careers • Support Accelerated High School to Postsecondary and Career Pathways
TRANSFORM REMEDIATION	• Clarify and Implement College and Career Readiness Education and Assessments • Develop a Statewide Model for Transformation of Remedial Placement and Support • Provide three options: Co-requisite model, Emporium model, or Accelerated model
STRUCTURE FOR SUCCESS	• Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options
REWARD PROGRESS & COMPLETION	• Establish Metrics and Accountability Tied to Institutional Mission • Recognize and Reward Performance • Redesign the State's Current Offerings of Financial Support for Postsecondary Students
LEVERAGE PARTNERSHIPS	• Strengthen Collaborations Between Education and Business/Industry Partners • College Access Network • STEM Education

In conjunction with each key strategy listed above are a number of initiatives that may be implemented at either the state level or the institution/agency level. For example, adopting the Common Core State Standards is a way the state is supporting the strategy "Strengthen the Pipeline." An institution and local education agency may support that strategy using collaboration to prepare students for college and career through the development of a college

mentoring program employing recent college graduates. Further narrative on the statewide initiatives to support the key strategies is presented below.

The key strategies and subsequent initiatives are neither exhaustive, nor static. Rather, they are initiatives and best practices currently employed or being implemented within the next one to five years to move Idaho toward the 60% goal. It is anticipated that as 2020 approaches, an increasing number of impactful initiatives will come to light and will further inform this plan and the State Board of Education in its work toward creating a highly-skilled workforce.

STRENGTHEN THE PIPELINE

Education beyond high school should be the norm, not the exception

Strengthening the pipeline is a critical first step to meeting the 60% goal. Historically Idaho has been a state where a high school diploma or less was sufficient to obtain a living wage and often a middle class lifestyle. With the economic, technological, and industrial changes of the 21st century, a high school diploma is no longer enough. A change in the mindset that has been generations in the making must be addressed. Creating a college-going culture is paramount to support this strategy. The work done through the Albertson Foundation's *Go On* campaign has made significant strides in establishing a college-going culture in Idaho. Students should be college-ready when they graduate high school; doing so requires that high school curriculum is aligned to first year college courses and that support programs are in place to ensure students make a smooth transition to college.

Statewide Initiatives	
Initiative	**Activities to Support Initiative**
Ensure College and Career Readiness	Increase rigor in secondary school courses to prepare students for postsecondary coursework (Common Core State Standards)
	Incorporate mandatory college readiness assessments in middle school and junior year of high school Leverage work of the Common Core State Standards to develop and articulate high school to postsecondary standards in English and mathematics – organize faculty to faculty efforts Work towards recognition of the Smarter Balance Assessment outcomes for students as indicators of threshold for college and career readiness
Develop Intentional Advising Along the K-20 Continuum That Links Education With Careers	Integrate Collaborative Counselor Training Initiative into pre-service school counselor and teacher requirements (teachers as advisors)
	Improve direct adult contact with students vis-à-vis counselors (Near Peer Mentoring Program)
Support Accelerated High School to Postsecondary and Career Pathways	Increase and improve management and delivery of Tech Prep and Dual Credit programs • Evaluate current Tech Prep and Dual Credit policies and practices • Revise Tech Prep and Dual Credit policies and practices based on the results of the evaluation • Provide more 2+2 opportunities

STATEWIDE INITIATIVES

In 2011, the Board, along with the Governor's office and the State Department of Education, worked to establish evidence-based **Common Core State Standards**. Through Idaho's partnership in the national Smarter Balanced Assessment Consortium, these standards seek to address the misalignment of the K-12 education system with international standards and college admission expectations, so that all students are prepared for future opportunities in education, work and life. Content standards outline the knowledge and skills students should attain at each level of their education across different subjects. The Common Core State Standards are aligned with college and workforce expectations, are focused and coherent, include rigorous content, and are internationally benchmarked.

In an effort to keep secondary school counselors abreast of current resources available to them with regard to college access, Idaho has taken advantage of the work done by other states to create a customized facilitated online professional development course focused on college access information for secondary school counselors, college admissions counselors, financial aid administrators, teachers as advisors, and principals. Implemented using College Access Challenge Grant funds, the **Collaborative Counselor Training Initiative** (CCTI) began training its first cohort March 2012. Currently, CCTI is a stand-alone training course intended to serve as professional development for in-service counseling professionals. Incorporating this information at the pre-service level is key to developing a college- and career-minded cohort of counselors.

The secondary school counselor is the one person who is uniquely positioned to provide significant impact to students. Secondary school counselors carry a lofty responsibility of promoting college aspirations, ensuring that students enroll in the academic classes necessary to be ready for college, guiding students through the admission and financial aid processes, and helping students build the social skills necessary to succeed. This service is especially vital for first generation college students and for students from low-income families. In Idaho, a high school counselor's ability to succeed in all aspects of this role is hindered by the fact that student to counselor ratios average 443:1.[7] With waning resources and a disproportionate workload, professional development opportunities are limited at best.

A resource for the secondary school counselor is being developed through the **Near Peer Mentoring Program**. Near Peers are recent college graduates and their mission is to increase the number of students who enter and complete postsecondary education in their respective high schools, with an emphasis on low-income and first generation populations. Mentors seek out and work with high school students who typically "fall through the cracks" and help them plan for some kind of education and training beyond high school. This is a high-touch program where the needs of all students are addressed and served.

[7] College Board – The College Completion Agenda. http://completionagenda.collegeboard.org/state-performance/state/idaho

The acquisition of college credit in high school through **Dual Credit and Tech Prep Programs** is gaining momentum throughout the state. By participating in these programs students receive high school and college credit simultaneously and at a much reduced cost when compared to a traditional college delivery method. By earning college credit while still in high school, potentially students are preparing themselves for the rigor of college classes and reducing their time to degree completion. While dual credit and tech prep provide some postsecondary opportunities, **2+2 models** like the partnership between Idaho State University (ISU) and Renaissance High School (RHS) in Joint School District #2 should be expanded. ISU and RHS offer students the ability to pursue an Associate of Arts in General Studies while simultaneously completing their high school degree requirements.

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at varies levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	**Activities to Support Initiatives**
Ensure College and Career Readiness	Prepare students for entry into the educational pipeline through early literacy programs
	Implement high school graduation requirements (College Entrance Exams, 3 years of math - mandatory senior year, 3 years of science, senior project)
Develop Intentional Advising Along the K-20 Continuum That Links Education With Careers	Enhance campus advising (e-Advising)
	Student advising that includes students, parents, and teachers as partners (GEAR UP model)
	Enhance Career Information System (CIS) capabilities for linking certificates/degrees to professions
	Increase use of CIS
	Implement advisory home room class where teachers are trained to facilitate college and career planning (CCTI, CIS)
Support Accelerated High School to College and Career Pathways	Increase internship opportunities
	Provide access to take courses at both 2-year and 4-year institutions simultaneously (co-enrollment/co-admission agreements)

TRANSFORM REMEDIATION

Remediation in its current form is ineffective

The problem with remediation starts with the current placement assessments and their failure to provide postsecondary institutions with the appropriate information necessary to determine both a student's knowledge and abilities. Currently a variety of cut scores are used within and across states, providing no clear expectation of what college readiness really means. Additionally, student scores on current assessments reveal little about actual weaknesses or what help is needed to succeed at the college level.

Beyond placement in remedial classes, a one size fits all approach to remedial instruction, where students must enroll in one or more semesters of remedial instruction, has not proven to be effective. Research from the Community College Research Center has found that most students who require remedial education do not complete their remedial education sequence within one year. Many do not even enroll in a single remedial course.

In Idaho, on average, 41% of all first-time, full-time freshman who have been out of secondary school for less than 12 months were identified as needing remedial services in 2010. What's more troubling is the disparity in remedial need for students who attend 2-year versus 4-year Idaho postsecondary institutions. For students who enrolled in a 2-year Idaho postsecondary institution, nearly 67% were identified as needing remediation; whereas only 25% were identified for those enrolling in a 4-year institution. One potential reason for this disproportion is that all Idaho 2-year institutions have open-admission policies. Another is that the University of Idaho does not offer remedial math courses to their students.

Remedial need is not only a problem of recent high school graduates. Students who have been away from high school for more than a year will likely need a review of content and skills. For this population of students, 46% were identified by Idaho postsecondary institutions as needing remedial services. For all other returning or transfer students, 36% were identified as needing remedial services.

Statewide Initiatives	
Initiatives	**Activities to Support Initiatives**
Clarify and Implement College and Career Readiness Education and Assessments	Implement Common Core State Standards to address the misalignment between K-12 education and college and career expectations
Develop a Statewide Model for Transformation of Remedial Placement and Support	• Complete Institutional Readiness Inventory Evaluation • Evaluate efficacy of current student placement and success • Determine appropriate mechanisms to assess student readiness for college-level work • Articulate content area competencies and student learning outcomes
	• Determine common statewide placement tests and levels (e.g., SAT,

Statewide Initiatives	
	ACT, COMPASS, ACCUPLACER) • Incorporate additional tools as metrics for placement decision-making (GPA, portfolios)
Provide three options: Co-requisite model, Emporium model, or Accelerated model	Revise policies regarding placement, delivery, and evaluation of remedial services

STATEWIDE INITIATIVES

As stated under "Strengthen the Pipeline," the work of the **Common Core State Standards** seeks to address the misalignment between the K-12 system and the postsecondary system. This activity strives to prepare students for the rigor and expectations of postsecondary education throughout the educational pipeline, thus reducing the need for remediation. The Common Core State Standards serve as the foundation of every other component of raising student achievement. "The cost of unprepared students in postsecondary is a fiscal drain on families, education institutions, and states; as well as an emotional drain on students who believed they were prepared for college. Unfortunately, a high school diploma does not necessarily mean a student is college-ready."[8] A central goal of the Common Core State Standards is to the establishment of nationally and internationally consistent standards of college- and career- readiness.

While the Common Core State Standards seeks to address the misalignment between K-12 and postsecondary, Idaho must evaluate the use and effectiveness of the current placement policies and practice. College entrance exams (**ACT, SAT**) and placement exams (**COMPASS, ACCUPLACER**) are currently used to predict students' success in gateway and/or remedial college courses. It is apparent that statewide placement levels are not accurate and that additional metrics such as **GPA**s should be used to determine placement. The Board, in partnership with postsecondary institutions, needs to complete an evaluation of current practices of assessing student placement and success in remedial coursework.

Once a student is placed correctly in the appropriate program, the program must then meet the needs of the student. Various models have been researched. Three options have been identified as effective models in delivering remedial education to students in a shorter amount of time and with greater success than the traditional model. The **Co-requisite**, the **Emporium**, and the **Accelerated** models are recommended models to transform remediation statewide. In order to develop an effective, cohesive remediation model, collection of current data and tracking future data will be critical before implementation begins.

[8] http://www.boardofed.idaho.gov/public_col_univ/documents/smarter_balance/CCSS%20Intersegmental%20Rubric-IEBC%20Final%204-2-12.pdf

STRUCTURE FOR SUCCESS

Delivery of education must be restructured for today's students

The transition from 2-year to 4-year institutions is a critical barrier for many students. It has been estimated that nearly 60% of students attend more than one institution during their educational experience.[9] Delivery of education needs to focus on a student-centered approach. One in which a student can opt to take classes that fit into his or her schedule. And one in which credits transfer and courses articulate between schools in a manner that the time to degree is not lengthened, rather it is shortened.

Statewide Initiatives	
Initiatives	**Activities to Support Initiatives**
Communicate Strong, Clear, and Guaranteed Statewide Articulation and Transfer Options	Create a state-level student success web portal with clearly articulated pathways to certificates/degrees - Create a course equivalency guide focused on multi-institution transfer and articulation
	Improve transferability and integration of Professional-Technical Education (PTE) courses into advanced degree requirements
	Establish appropriate policies and procedures that allow for reverse transfer options to students who transferred from a 2-year institution to a 4-year institution prior to earning an associate's degree
	Reform general education core (LEAP framework) to include revised policies and practice

STATEWIDE INITIATIVES

There are multiple pathways to degrees, but not a single roadmap to getting there. Students who enroll in the nation's community colleges in order to save money may end up actually paying more than they should unless they have access to current, accurate information about how courses transfer from one institution to another. They may take the wrong courses for their chosen field of study, take courses that do not transfer at all, or end up in college longer than if they had not transferred, thereby negating any cost savings incurred from enrolling first at a community college.[10]

A **web portal** would provide accurate information about how to apply state transfer and articulation policies to an educational plan; provide tools, services, and resources that facilitate the transfer process; and, give detailed course schedules for programs that directly articulate to partner institutions. A first step in the development of a web portal is the creation of a **course equivalency guide.** This requires that faculty from both 2-year and 4-year institutions be responsible for developing and maintaining statewide articulation agreements, that articulation

[9] National Center for Education Statistics. "The Road Less Traveled? Students Who Enroll in Multiple Institutions. http://nces.ed.gov/pubs2005/2005157.pdf

[10] Western Interstate Commission on Higher Education. "Higher Education Web Portals: Serving State and Student Transfer Needs." McGill, 2010.

agreements accommodate students who have met their general education core requirements prior to having completed an associate's degree, and articulation agreements are developed for specific program majors. Establishing clear articulation agreements for program majors will also aid in improving transferability and integration of **Professional-Technical Education (PTE)** courses into advanced degree requirements. With the knowledge that nearly 60% of students attend more than one institution and that higher educational attainment is crucial to the health of Idaho and our nation, one mechanism to ensure students are obtaining a degree when they earn one is **reverse credit transfer**. Many students enroll in 2-year institutions with the intent of transferring to a 4-year institution. Reverse credit transfer provides a mechanism to award associate's degrees to students who transfer to a 4-year institution from 2-year institutions prior to having earned an associate's degree.

In addition to importance of a seamless transfer for students between 2-year and 4-year schools, institutional accountability of student learning outcomes is crucial. Institutional accreditation requires that accountability be focused on providing direct evidence of student academic achievement, centered on broad undergraduate skills like critical thinking, communication, problem-solving, and high quality research. Using the Liberal Education and America's Promise (LEAP) framework, Idaho's institutions are looking to reform the **general education core** to meet the demands for more college-educated workers and more engaged and informed citizens. The LEAP framework emphasizes broad knowledge of the wider world (e.g., science, culture and society) as well as in-depth achievement in a specific program of study. It helps students develop a sense of social responsibility as well as strong intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and includes a demonstrated ability to apply knowledge and skills in real-world settings.[11] A goal of reforming the general education core is to create campus-specific programs with clearly articulated student learning outcomes while also ensuring that credits seamlessly transfer among in-state institutions.

[11] http://www.aacu.org/leap/

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at varies levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	**Activities to Support Initiatives**
Default Program/Curriculum Options	Adopt "block scheduling" model at the undergraduate level
Package Certificates and Degree Programs for Accelerated Completion	Create an affordable, "no-frills" degree option that takes less time and less campus-based resources (Rec. Center, etc.)
Adult Reintegration/Near Completers	Create a near completer notification system and contact students within a certain number of credits (e.g., 12, 15) of graduation and offer degree audits, counseling, and advising to help them complete
	Link with employers to offer course schedules compatible with work schedules
	Identify targeted sectors of industry/business with high need and provide employees with information about the benefits of a certificate/degree
Cost Effective Delivery Option for Students in Eastern Idaho	Expand availability of general education core classes at 2-year tuition rates
Early Warning System	Create an early warning system to intervene in a targeted and timely manner when students get off track and/or are struggling

REWARD PROGRESS AND COMPLETION

Idaho's investment in 4-year public higher education has gone from $285.1M in FY2009 to $209.8M in FY2012. At the same time, the demand for postsecondary education is strong and the need for postsecondary education in today's global knowledge economy is essential if we wish to remain competitive among industrialized nations. The reality of this situation requires that we use every dollar to maximize operational efficiencies.

Students should reap the rewards of their progress as well. The increasing cost of college in conjunction with a high level of poverty is a significant barrier to education. Completion rates by income show that young people from high-income families complete college at a much higher rate than those from low-income families (60% vs. 7% respectively). However, the majority of new students are from families with low incomes.

Statewide Initiatives	
Initiatives	**Activities to Support Initiative**
Establish Metrics and Accountability Tied to Institutional Mission	Staff and institutions select three to five CCA common college metrics for use as system-wide metrics
	Institutions select three to four indicators or measures from their NWCCU Year One Self-Evaluation Report Core Themes to be used as their institution-specific performance metrics
	Board adopts system-wide and institution-specific metrics for FY 2013
	Use FY 2013 as a transitional year for purposes of deploying and assessing the metrics
Recognize and Reward Performance	Create and adopt methodology for allocating performance funding
	Submit budget request for performance pool if applicable
Redesign the State's Current Offerings of Financial Support for Postsecondary Students	Redesign statewide scholarships to enhance student access and completion

STATEWIDE INITIATIVES

Performance-based funding can be used as a strategic incentive for innovation and creativity in resource allocation to improve desired campus outcomes. Specifically, linking a portion of state funding for higher education to performance outcomes could prioritize and focus the use of institutional resources on student success. It is a generally accepted best practice for performance measures to be developed through negotiation and consensus between the governing board and the institutions.

Equally important as the work required for performance based funding, Idaho must redesign **statewide scholarship programs** to enhance student access and completion. An ad hoc committee of the Board has been created to evaluate the effectiveness of current state

scholarship programs. It is imperative that Idaho ensure state-funded financial support is appropriated to the students with the greatest need and demonstrate ability to succeed. The Board must also monitor the success of scholarship recipients to evaluate the effectiveness of the scholarship programs. Upon completion of the evaluation, the committee will make procedural, policy, and statutory recommendations to the Board as appropriate.

LEVERAGE PARTNERSHIPS

Partnerships among education, non-profits, and business and industry are necessary in creating a college going culture

According to the U.S. Department of Education, 45% of students in 4-year institutions work more than 20 hours a week, and among those students attending community colleges that number is 60%. More than a quarter of the nation's students work more than 35 hours a week, and 23% of all college students have children.[12, 13] Furthermore, 50% of students who enter a 4-year college do not finish. With these statistics in mind, and in order to meet the 60% attainment goal, higher education needs to work with business and industry to promote postsecondary education in the workplace. Creating class schedules that accommodate work schedules are beneficial to employee and employer alike. Likewise, providing college promotion materials and accommodating student class schedules are ways in which higher education and business and industry may cooperate to move the needle toward 60%.

Statewide Initiatives	
Initiatives	**Activities to Support Initiative**
Strengthen Collaborations Between Education and Business/Industry Partners	Collaboration between education with the business community, non-profit and philanthropic organizations to project and meet workforce requirements and business development opportunities
College Access Network	Develop a statewide network that links agencies, organizations, and businesses
STEM Education	Develop a statewide strategic plan for K-20 STEM education in Idaho

Collaborative efforts between education and the business community, the Department of Labor, Department of Commerce, non-profit and philanthropic organizations can identify ways to project and meet workforce requirements and business development opportunities. This requires all partners clearly identifying the skills and competencies necessary for a trained workforce.

The development of a **College Access Network** is an initiative aimed at creating a college-going culture as mentioned under "Strengthen the Pipeline." Linking agencies, organizations, and businesses to coordinate a network is an essential strategy to building a statewide communication plan, the purpose of which is to provide common information to all Idahoans about the benefits of postsecondary education. Additionally, it will serve as a conduit for communication between entities regarding higher education and access programs.

[12] U.S. Department of Education, 2007–2008 National Postsecondary Student Aid Study; in Viany Orozco and Nancy K. Cauthen, "Work Less, Study More & Succeed: How Financial Supports Can Improve Postsecondary Success." Demos, 2009.
[13] U.S. Department of Education, National Center for Education Statistics, 2008, National Postsecondary Student Aid Study.

The Board convened key stakeholders responsible for **STEM education** at the May 2012 STEM Summit, resulting in the identification of goals and initiatives that will be used to develop a K-20 STEM education plan. A subgroup is working to refine the goals and identify appropriate strategies that will be brought to the Board for approval and implementation.

INSTITUTION/AGENCY INITIATIVES

Accomplishing the 60% goal will require a significant effort by all educational partners with a variety of strategies and initiatives implemented at varies levels and complexities. What follows are examples of best practice models being implemented by individual school districts, institutions, state agencies, or other community programs. Based on the success and scalability of the models, the Board may choose to adopt some of these initiatives to implement on a statewide basis.

Institution/Agency Initiatives	
Initiatives	**Activities to Support Initiative**
Strengthen Collaborations Between Education and Business/Industry Partners	Link with employers to offer course schedules compatible with work schedules
	Identify targeted sectors of industry/business with high need and provide workers with information about the benefits of a certificate/degree

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SUBJECT

Second Reading - Board Policy Section III.Y. Advanced Opportunities

REFERENCE

August 2010	Board approved second reading to III.Y. in reference to clarifying the definitions for Tech Prep.
April 2012	Board approved the first reading of III.Y. that clarified the role and responsibility for fee setting.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Y.
Section 33-5101, Idaho Code

BACKGROUND/DISCUSSION

Dual Credit, as defined in Board Policy III.Y. Advanced Opportunities, allows a high school student to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. The term dual credit is also used simultaneously with dual enrollment, concurrent credit, and concurrent enrollment. Current policy specifies the Dual Credit Standards for students enrolled in courses taught at the high school and for students enrolled in courses at the college/university campus. For each of these different delivery methods institutions have different fee structures.

The proposed change identifies the Board's role in establishing the dual credit fee. There have been no changes between the first and second reading.

IMPACT

Approval of the proposed amendment would align with the roles and responsibilities of the Board, and not CAAP, in setting fees for Dual Credit courses.

ATTACHMENTS

Attachment 1 –Board Policy III.Y. Advanced Opportunities Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff recommends approval of the proposed amendments to Board Policy III.Y. Advanced Opportunities, as submitted.

BOARD ACTION

I move to approve the second reading of amendments to Board Policy III.Y. Advanced Opportunities as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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1. Coverage

Boise State University, Idaho State University, the University of Idaho, Lewis-Clark State College, Eastern Idaho Technical College, North Idaho College, the College of Southern Idaho, and the College of Western Idaho are covered by these policies. Post-secondary programs intended for transfer come under the purview of the Board.

2. Purpose

The State Board of Education has made a commitment to improve the educational opportunities to Idaho citizens by creating a seamless system. To this end, the Board has instructed its postsecondary institutions to provide educational programs and training to their respective service regions, to support and enhance regional and statewide economic development, and to collaborate with the public elementary and secondary schools. In addition to the Board's desire to prepare secondary graduates for postsecondary programs, the Board is also addressing advanced opportunities programs for qualified secondary students. These programs have the potential for reducing the overall costs of secondary and postsecondary programs to the students and institutions.

The primary intent of the Board is to develop a policy for advanced opportunities programs for secondary students, which would:

a. Enhance their postsecondary goals;
b. Reduce duplication and provide for an easy transition between secondary and postsecondary education; and
c. Reduce the overall cost of educational services and training.

3. Definitions

There are various advanced opportunities programs students may access to receive post-secondary credit for education completed while enrolled in the secondary system. Examples include Advanced Placement® (AP), dual credit courses that are taken either in the high school or on the college campus, Tech Prep, and International Baccalaureate programs. For the purpose of this policy the State Board of Education recognizes four different types of advanced opportunities programs depending upon the delivery site and faculty. They are: Advanced Placement®, dual credit, Tech Prep, and the International Baccalaureate program.

a. Advanced Placement® (AP)
The Advanced Placement® Program is administered by the College Board. AP students may take one or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students may earn college credit by scoring well on the national AP exams. It is up to the discretion

of the individual colleges to accept the scores from the AP exams to award college credit or advanced standing.

b. Dual Credit
Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student's permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus.

c. Tech Prep
Professional-technical education programs are delivered through comprehensive high schools, professional-technical schools, and technical colleges. Tech Prep allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a technical college. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate or an associate of applied science degree.

d. International Baccalaureate (IB)
Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college-credit. Successful completion of the full course of study leads to an IB diploma.

4. Idaho Programs Standards for Advanced Opportunities Programs

All advanced opportunities programs in the state of Idaho shall be developed and managed in accordance with these standards~~,~~ which were designed to help school districts, colleges and universities plan, implement, and evaluate high quality advanced opportunities programs offered to high school students before they graduate.

a. Dual Credit Standards for Students Enrolled in Courses Taught at the High School

Curriculum

Curriculum 1 (C1**)**	Courses administered through a dual credit program are catalogued courses and approved through the regular course approval process of the postsecondary institution. These courses have the same departmental designation, number, title, and credits; additionally these courses adhere to the same course description and course content as the postsecondary course.

Curriculum 2 (C2)	Postsecondary courses administered through a dual credit program are recorded on students' official academic record of the postsecondary institution.
Curriculum 3 (C3)	Postsecondary courses administered through a dual credit program reflect the pedagogical, theoretical and philosophical orientation of the sponsoring faculty and/or academic department at the postsecondary institution.

Faculty

Faculty 1 (F1)	Instructors teaching college or university courses through dual credit meet the academic requirements for faculty and instructors teaching in postsecondary or provisions are made to ensure instructors are capable of providing quality college-level instruction through ongoing support and professional development.
Faculty 2 (F2)	The postsecondary institution provides high school instructors with training and orientation in course curriculum, student assessment criteria, course philosophy, and dual credit administrative requirements before certifying the instructors to teach the college/university's courses.
Faculty 3 (F3)	Instructors teaching dual credit courses are part of a continuing collegial interaction~~,~~ through professional development, such as seminars, site visits, and ongoing communication with the postsecondary institutions' faculty and dual credit administration. This interaction addresses issues such as course content, course delivery, assessment, evaluation, and professional development in the field of study.
Faculty 4 (F4)	High school faculty is evaluated by using the same classroom performance standards and processes used to evaluate college faculty.

Students

Students 1 (S1)	High school students enrolled in courses administered through ~~a~~ dual credit are officially registered or admitted as degree-seeking, non-degree or non-matriculated students of the sponsoring post-secondary institution.
Students 2 (S2)	High school students are provided with a student guide that outlines their responsibilities as well as guidelines for the transfer of credit.
Students 3 (S3)	Students and their parents receive information about dual credit programs. Information is posted on the high school's website regarding enrollment, costs, contact information at the high school and the postsecondary institution, grading, expectations of student conduct, and other pertinent information to help the parents and students understand the nature of a dual credit course.
Students 4 (S4)	Admission requirements have been established for dual credit courses and criteria have been established to define "student ability to benefit" from a dual credit program such as having junior standing or other criteria that are established by the school district, the institution, and State Board Policy.

Students 5 (S5)	Prior to enrolling in a dual credit course, provisions are set up for awarding high school credit, college credit or dual credit. During enrollment, the student declares what type of credit they are seeking (high school only, college only or both high school and college credit). Students are awarded academic credit if they successfully complete all of the course requirements.

Assessment

Assessment 1 (A1)	Dual credit students are held to the same course content standards and standards of achievement as those expected of students in postsecondary courses.
Assessment 2 (A2)	Every course offered through a dual credit program is annually reviewed by postsecondary faculty from that discipline and dual credit teachers/staff to assure that grading standards meet those in on-campus sections.
Assessment 3 (A3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The dual credit program practices are assessed and evaluated based on criteria established by the school, institution and State Board to include at least the following: course evaluations by dual credit students, follow-up of the dual credit graduates who are college or university freshmen, and a review of instructional practices at the high school to ensure program quality.
Admin & Evaluation 2 (AE2)	Every course offered through a dual credit program is annually reviewed by faculty from that discipline and dual credit staff to assure that grading standards meet those in postsecondary sections.
Admin & Evaluation 3 (AE3)	Dual credit students are assessed using the same methods (e.g. papers, portfolios, quizzes, labs, etc.) as their on-campus counterparts.
Admin & Evaluation 4 (AE4)	A data collection system has been established based on criteria established by the high school, institution and State Board to track dual credit students to provide data regarding the impact of dual credit programs in relation to college entrance, retention, matriculation from high school and college, impact on college entrance tests, etc. A study is conducted every 5 years on dual credit graduates who are freshmen and sophomores in a college or university.
Admin & Evaluation 5 (AE 5)	Costs for high school students have been established and this information is provided to students before they enroll in a dual credit course. Students pay a reduced cost per credit that is ~~reviewed annually~~approved annually at the Board's fee setting meeting. ~~by the Council on Academic Affairs and Programs (CAAP) at their April meeting~~ The approval process will consider comparable rates among institutions within the state and the cost to deliver instruction for dual credit courses. ~~to ensure the rate is comparable among institutions within the state and in comparison to adjacent states.~~
Admin &	Agreements have been established between the high school and the

Evaluation 6 (AE 6)	postsecondary institution to ensure instructional quality. Teacher qualifications are reviewed, professional development is provided as needed, course content and assessment expectations are reviewed, faculty assessment is discussed, student's costs are established, compensation for the teacher is identified, etc.
Admin & Evaluation 7 (AE 7)	Postsecondary institutions have carefully evaluated how to provide services to all students regardless of where a student is located.

b. Dual Credit Standards for Students Enrolled in Courses at the College/University Campus

A.	The student is admitted by the postsecondary institution as a non-matriculating student.
B.	The student is charged the part-time credit hour fee or tuition and additional fees as established by the institution.
C.	Instructional costs are borne by the postsecondary institution.
D.	Four (4) semester college credits are typically equivalent to at least one (1) full year of high school credit in that subject.
E.	In compliance with Idaho Code 33-5104, prior to enrolling, the student and the student's parent/guardian must sign and submit a counseling form~~,~~ provided by the school district that outlines the provisions of the section of this Code. The counseling form includes written permission from the student's parent/guardian, and principal or counselor.
F.	Any high school student may make application to one of the public postsecondary institutions provided all of the following requirements are met: ~~In compliance with Idaho Code 33-202, t~~The student has reached the minimum age of 16 years or has successfully completed at least one-half of the high school graduation requirements as certified by the high school. Submission of the appropriate institutional application material for admission. Written notification of acceptance to the institution will be provided to the student after he or she submits the appropriate application. If required by institutional policy, a student must obtain approval of the college or university instructor to enroll in a course. Those high school students meeting the above requirements will be permitted to enroll on a part-time basis or full-time basis as defined in Board policy.
G.	Students seeking admission who do not meet the above requirements may petition the institution's admission committee for consideration. Students enrolled in a public school may seek admission to enroll by submitting a petition to the high school principal's office and to the admissions office of the postsecondary institution.

c. Advanced Placement Standards

Advanced Placement (AP) courses are taught by high school teachers following the curricular goals administered by The College Board. These college level courses are academically rigorous and conclude with the optional comprehensive AP exam in May. Students taking AP courses accept the challenge of a rigorous academic curriculum, with the expectation of completing the complex assignments associated with the course and challenging the comprehensive AP exam. The AP Examination is a national assessment~~,~~ based on the AP curriculum, given in each subject area on a specified day at a specified time, as outlined by the College Board. Students and parents are responsible for researching the AP policy of the postsecondary institution the student may wish to attend. College/university credit is based on the successful completion of the AP exam, and dependent upon institutional AP credit acceptance policy.

Curriculum

Curriculum 1 (C1**)**	Postsecondary institutions evaluate AP scores and award credit reflecting the pedagogical, theoretical, and philosophical orientation of the sponsoring faculty and/or academic department at the institution.
Curriculum 2 (C2)	High school credit is given for enrollment and successful completion of an AP class.

Faculty

Faculty 1 (F1)	AP teachers shall follow the curricular materials and goals outlined by The College Board.
Faculty 2 (F2)	The AP teacher may attend an AP Institute before teaching the course.

Students/Parents

Students 1 (S1)	A fee schedule has been established for the AP exam. Students and their parents pay the fee unless other arrangements have been made by the high school.
Students 2 (S2)	Information must be available from the high school counselor, AP coordinator or other faculty members regarding admission, course content, costs, high school credit offered and student responsibility.

Assessment

Assessment 1 (A1)	Students are assessed for high school credit according to the requirements determined by the high school.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	To evaluate the success of the programs and to improve services, the school district must annually review the data provided by The College Board.
Admin & Evaluation 2	The school district must carefully evaluate how to provide services to all students, regardless of family income, ethnicity, disability, or location of

(AE2)	educational setting.

d. Tech Prep Standards

Professional-Technical Education programs in Idaho are delivered through comprehensive high schools, professional-technical schools, and the technical college system. Tech Prep allows secondary professional-technical students the opportunity to simultaneously earn secondary and postsecondary technical credits. A Tech Prep course must have an approved articulation agreement between the high school and a postsecondary institution. Tech Prep is an advanced learning opportunity that provides a head start on a technical certificate, an associate of applied science degree, or towards a baccalaureate degree.

Curriculum

Curriculum 1 (C1)	A Tech Prep course must have an approved articulation agreement with a postsecondary institution.
Curriculum 2 (C2)	Secondary and postsecondary educators must agree on the technical competencies and agree to the level of proficiency.

Faculty

Faculty 1 (F1)	Secondary and postsecondary educators must hold appropriate certification in the program area for which articulated credit is to be awarded.

Students/Parents

Students 1 (S1)	Tech Prep students are high school students.
Students 2 (S2)	At the completion of the Tech-Prep course the instructor will recommend students eligible for college credit based on their performance. To be eligible for college credit students must receive a grade of B or complete a minimum of 80% of the competencies in the course.

Assessment

Assessment 1 (A1)	The students are assessed for high school and postsecondary credit according to the requirements of the articulation agreement.

Program Administration and Evaluation

Admin & Evaluation 1 (AE1)	The technical college in each region administers the Advanced Learning Partnership (ALP). The school districts in each region are members of the ALP. The Tech Prep program is administered through the six Advanced-Learning Partnerships and each of the technical colleges serves as the fiscal agent. The ALP Advisory Committee meets at least twice per school year.
Admin & Evaluation 2 (AE2)	Each articulation agreement must be reviewed annually.

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IDAHO STATE UNIVERSITY

SUBJECT

Approval of the Memorandum of Understanding between Idaho State University School of Nursing and the Boise State University School of Nursing

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.Z. Planning and Delivery of Postsecondary Programs and Courses

BACKGROUND/DISCUSSION

The Idaho State University (ISU) School of Nursing and Boise State (BSU) School of Nursing are planning to expand graduate opportunities for students in Idaho. The ISU School of Nursing is currently proposing a new Ph.D. in Nursing Program which is being presented to the Board under a separate agenda item. ISU is also planning a Doctor of Nursing Practice (DNP) program and a DNP in the Psych-Mental Health Nurse Practitioner (NP) program in the new future. The BSU School of Nursing is planning to expand their master's program, as well, to include an M.S. in Adult Gerontology NP program.

IMPACT

The proposed MOU between the School of Nursing at ISU and BSU outlines how they will work collaboratively to develop clear and concise curricula for graduate nursing education in Idaho, develop courses that can be taken by students at both institutions, obtain graduate faculty status for nursing faculty at both institutions, and share faculty across both institutions to allow faculty to teach and complete research in their respective areas of expertise.

A summary of terms include:

- developing and agreeing upon a common core graduate nursing curricula to include developing a schedule of core nursing courses in which both universities will participate;
- offering the graduate nursing curricula through an online format available to all eligible nurses throughout the state;
- developing nursing and inter-professional graduate courses to share between institutions;
- supporting new nursing program proposals respectively (programs outlines on page 4);
- developing agreement upon administrative issues such as professional fees, tuition, workload adjustment allocation, transfer credit, and other

issues relate to jointly enrolled students or collaborative courses between institutions;

- working together to not offer duplicative graduate nursing education/programs;
- collaborating to develop and manage clinical placements for graduate nursing students throughout the state; and
- using the Consensus Model for advanced Practice Registered Nurse (APRN) education, certification and practice materials to develop clear and concise education, role descriptions, and practice opportunities for advanced practice nurses in the State of Idaho.

ATTACHMENTS

Attachment 1 – MOU Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University (ISU) and Boise State University (BSU) currently share the Program Responsibility for graduate nursing in the southwest region. Both institutions identified a need for nursing professionals with advanced degrees in Idaho consistent with the Institute of Medicine's, "The Future of Nursing, Leading Change and Advancing Health" 2012 report. ISU and BSU propose to enter into a Memorandum of Understanding (MOU) for the coordination of graduate nursing education to include collaboration of doctoral prepared educators consistent with Board Policy III.Z.

The MOU proposed by ISU and BSU is demonstrative of a coordinated effort among the two institutions to meet a statewide need, while also sharing faculty expertise and resources to create efficiencies for both institutions. Board staff recommends approval, as presented, with the understanding that each new proposed program outlined in the MOU follow the required program review and approval process.

BOARD ACTION

I move to approve the Memorandum of Understanding between Idaho State University School of Nursing and Boise State University School of Nursing as presented in substantial conformance to the form submitted as attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

June 3, 2012

PREAMBLE TO MEMORANDUM OF UNDERSTANDING

The 2010 Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health* states nurses will play an expanded role in the provision of health care in the future. The report calls for nurses to practice at the full extent of their education and to achieve higher levels of education through effective education systems. The Schools of Nursing at Idaho State University and Boise State University are committed to further developing systems for graduate nursing education in the State of Idaho.

The State of Idaho has limited resources to provide access to graduate nursing education, yet Idaho has a great need for nursing professionals with advanced degrees in all areas of the State. The citizens of Idaho deserve competent, qualified nurses with access to quality and accessible graduate nursing education vital to meeting the health care needs of Idaho citizens. Idaho State University and Boise State University commit to work together to provide access to quality graduate nursing education throughout the State of Idaho, avoiding duplication of programs and effectively utilizing resources including collaboration of doctorally prepared educators in the state.

The Idaho State University School of Nursing is proposing an expansion of the graduate program to offer the Doctor of Philosophy (Ph.D.) degree in Nursing. This will be the first doctoral nursing program in the State of Idaho. The Ph.D. in Nursing is a research focused degree, and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

Both the BSU and ISU Schools of Nursing are also proposing to expand the graduate program to include the Doctor of Nursing Practice (DNP) degree. In 2006, the American Association of Colleges of Nursing (AACN) published a position statement regarding indicators of quality in practice-focused doctoral programs in nursing. The AACN report provides the foundation of DNP degree programs and sets the expectations for faculty, programs of study, resources, and students. The AACN recommends by 2015, that the DNP degree be offered as the primary advanced practice nursing degree for all graduate level nursing programs. The DNP program of study is grounded in evidence-based practice within a changing health care system.

The Schools of Nursing at Idaho State University and Boise State University have jointly agreed to provide the following nursing programs for nursing undergraduate and graduate education:

Boise State University	**Idaho State University**
Boise State University School of Nursing currently offers: • BS pre-licensure • RN-BS completion • MS in nursing care of populations with emphasis areas in clinical, education, and	Idaho State University currently offers an Associate Degree in Nursing through the College of Technology. Idaho State University School of Nursing currently offers • BS pre-licensure

leadership	o Traditional o Accelerated (Meridian) • RN-BS completion • MS in Nursing Education • MS in Nursing Leadership • MS in Family Nurse Practitioner (FNP) o Students are prepared to complete the standardized national certification examination as a Family Nurse Practitioner • MS in Clinical Nurse Specialist o Students are prepared to complete the standardized national certification examination as a Clinical Nurse Specialist in Adult Health • Post Master's Certificate Program o Certificate program available in all options for nurses with a master's degree who seek advanced preparation in a specialty.
Boise State University plans to offer: • MS in Adult-Gerontology NP o Students will be prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles. o Certification by the American Nurses Association Credentialing Center (AACN) will be available	**Idaho State University plans to offer:** • BS to DNP o Family Nurse Practitioner • BS to DNP o Clinical Nurse Specialist -Adult • BS to DNP o Psych-Mental Health NP (2014)

after 2013.
 	
• Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations.
  ○ BS to DNP
  ○ Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs.
	• MS to DNP
	  ○ Post Master's DNP with emphasis in clinical practice (NP and CNS)
	
	• PhD in Nursing

	Idaho State University plans to delete: • MS in Family Nurse Practitioner • MS in Clinical Nurse Specialist

The Schools of Nursing at Idaho State University and Boise State University are preparing to meet the health system needs through expansion of graduate nursing education.

Together, they will:

1. Develop clear and concise curricula for graduate nursing education for Idaho.
2. Develop courses that can be taken by students at both institutions.
3. Obtain graduate faculty status for nursing faculty at both institutions.
4. Share faculty across both institutions to allow faculty to teach and complete research in their respective areas of expertise.

MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT, effective the ____ day of _____, 2012 by and between IDAHO STATE UNIVERSITY (ISU), and BOISE STATE UNIVERSITY (BSU).

WHEREAS, the Idaho State Board of Education, ('the Board) has directed that ISU retain the health sciences leadership role; and

WHEREAS, the Board's eight year plan states that ISU and BSU have a shared emphasis in graduate programs in nursing in Southwest Idaho; and

WHEREAS, there is a manifest need for graduate nursing programs throughout the State of Idaho; and

WHEREAS, the Board has directed the institutions under its governance to avoid duplication of programs, where possible; and

WHEREAS, ISU and BSU desire to support a common vision and understanding of graduate nursing education on a statewide basis with development of core curricula; and

WHERES, there are changing roles and functions in advanced nursing practice and education; and

WHEREAS, the parties mutually desire to establish a framework of graduate nursing education, administrative structures, and core curricula for graduate nursing education to be made available on a statewide basis.

NOW THEREFORE, subject to any required approvals, including by the Idaho State Board of Education and the Council on Academic Affairs and Programs, ISU and BSU hereby agree to act in accordance with the following:

1. The administration and nursing faculties of ISU and BSU will develop and agree upon a common core graduate nursing curricula. This will include developing a schedule of core nursing courses in which both universities will participate. The schedule of core courses will enhance availability of graduate nursing education to students statewide and will eliminate unnecessary duplication of graduate nursing courses. ISU will take the leadership and coordination role in this effort.

2. A primary objective of the joint effort of the parties is agreement to offer the graduate nursing curricula through an online format available to all eligible nurses throughout the state.

3. BSU and ISU agree to develop nursing and interprofessional graduate courses to share between institutions.

4. As the common curricula are developed as set forth above, the institutions will also develop agreement upon administrative issues such as professional fees, tuition, workload adjustment allocation, transfer credit, and other issues related to jointly enrolled students or collaborative courses between institutions. Details will be facilitated by the Associate Dean/Directors of the Schools of Nursing.

5. ISU and BSU will work in concert to not offer duplicative graduate nursing education/programs. Nursing leadership and graduate nursing faculty from BSU and ISU will meet at least semi-annually to discuss graduate education needs and requests for new or enhanced graduate nursing programs. New course offerings related to graduate nursing programs will be submitted with the institution's respective plans in accordance with Board policy.

6. BSU and ISU will secure graduate faculty status for graduate nursing faculty at both institutions and share faculty across institutions to enhance availability of and access to faculty experts for teaching and research.

7. ISU and BSU support the proposals to develop the following new programs:

Boise State University	**Idaho State University**
• MS in Adult-Gerontology Nurse Practitioner (NP) o Students will be able prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles o Certification by the American Nurses Association Credentialing Center (AACN) will be	• BS to DNP o Family Nurse Practitioner • BS to DNP o Clinical Nurse Specialist -Adult • BS to DNP o Psych-Mental Health NP (2014)

available after 2013.
 	
• Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations.
  ○ BS to DNP
 	
Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs.
	• MS to DNP
	  ○ Post Master's DNP with emphasis in clinical practice (NP and CNS)
	
	• PhD in Nursing

8. ISU and BSU agree to collaborate and develop and manage clinical placements for graduate nursing students throughout the State. BSU and ISU will designate clinical coordinators for graduate nursing education. ISU and BSU nursing clinical coordinators will work with the clinical coordinator for ISU's PhysicianAssistant (PA) program to assure high quality clinical placements for students from both institutions. Both ISU and BSU will provide office space so coordinators from both nursing schools and the PA program can have office space in both locations. The institutions commit to the coordinators having routine meetings each semester to coordinate student placement.

9. BSU and ISU and their respective administrators, staff and faculty will work jointly in good faith to address issues that may arise in the implementation of this agreement.

10. ISU and BSU agree to use the Consensus Model for Advanced Practice Registered Nurse (APRN) education, certification and practice materials to develop clear and concise education, role descriptions, and practice opportunities for graduate nursing education for advanced practice nurses in the State of Idaho.

11. This agreement will remain in force until terminated by either party on 90 days written notice.

IDAHO STATE UNIVERSITY

_____

Barbara Adamcik, PhD Date
Interim Provost

_____

Linda Hatzenbuehler, PhD Date
Executive Dean
and Vice-President
Division of Health Sciences

BOISE STATE UNIVERSITY

_____

Martin Schimpf, PhD Date
Provost

_____

Tim Dunnagan, PhD Date
Dean, College of Health Sciences

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IDAHO STATE UNIVERSITY

SUBJECT

Approval of Full Proposal and Professional Fee for the Proposed Ph.D. in Nursing Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. 4 and 5

BACKGROUND/DISCUSSION

The School of Nursing in the Division of Health Sciences at Idaho State University (ISU) proposes to offer a new Doctor of Philosophy (Ph.D.) degree in Nursing. This will be the first doctoral program in nursing offered in the state of Idaho. The Ph.D. in Nursing is a research focused degree and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

The Ph.D. in Nursing program will prepare students to be nurse scientists with the ability to conduct original research, contribute to effective health care systems, and advance nursing science. The program has been developed to prepare nurse scholars in core areas of nursing science including research design, statistical methods, health policy and practice in rural and global communities. The program offers students a wide spectrum of courses to accomplish established goals as leaders in system change for advancing health, policy, education, and research. Elective courses will expand learning opportunities for developing a solid scientific knowledge base in conducting and utilizing research to improve health care. An emphasis on interprofessional collaborative health care approaches will prepare leaders, researchers, educators, and practice partners for redesigning and restructuring health care nationally and internationally.

IMPACT

The proposed Ph.D. in Nursing program will provide access to doctoral education for nurses in Idaho who are seeking a terminal degree in the profession. The Ph.D. program will be valuable to nurses residing in the state of Idaho, as these professionals have had to leave the state to pursue doctoral education. Nurses in Idaho will be able to stay in the state to earn a Ph.D. in Nursing degree, which can enhance practice opportunities, address critical Idaho workforce needs, and support retention. Nurses holding the Master's degree will be able to access the Ph.D. in Nursing program online, supporting the ability to advance education while remaining in the communities in which they reside. Nurses prepared with the Ph.D. in Nursing degree will contribute to improved health care in Idaho as nurse leaders, researchers, educators, and full partners in practice with advanced knowledge of research utilization and application. Development of a

Ph.D. program in Idaho is listed as a primary need by the Idaho Department of Labor and is recognized as a priority nationally and internationally for an improved health care system. Nurses prepared as nurse scientists, a specific focus of the Ph.D. degree, are increasingly needed to lead in a complex health care system and influence policy for the improvement of the health of a global society.

The proposed Ph.D. in Nursing program will be supported in part through reallocation of state appropriated funds. The proposed budget provides for salaries for three full-time faculty members who will coordinate functions of the program and provide courses. In addition, the budget provides for salary for a part-time administrative support person and part-time instructional design support. The budget also provides funding for operating costs and library services. The majority of the costs for the new program will be covered by reallocation of existing state funds. Once the student is enrolled in the Ph.D. program, professional and eISU fees will also be used to support the Ph.D. program.

ISU's School of Nursing has been preparing for the Ph.D. program for a significant period of time, and has planned for internal resources to be allocated for implementation. For instance, the Associate Degree to Master of Science degree (ADMS) option in the graduate program will not be continued, and funds utilized for the ADMS program will be allocated to the Ph.D. program. Nearly 100% of the ADMS students are Family Nurse Practitioner (FNP) students. In 2013, the School of Nursing plans to initiate a Doctor of Nursing Practice (DNP) degree for the FNP and CNS options, and at that time, the Master's options for the FNP and CNS will move to doctoral level preparation. We have stopped admitting students to the ADMS program at this point in anticipation of this degree change. The nurses prepared with an Associate Degree will continue to be able to advance education in the Bachelor's completion program in the School of Nursing.

At the present time, all other Master's options will continue which include the Family Nurse Practitioner (FNP), Clinical Nurse Specialist (CNS), and Education and Leadership options. The Education and Leadership options will remain as Master's degree options indefinitely, and there will be no change in Baccalaureate options.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University (ISU) proposes to create a new Doctor of Philosophy (Ph.D.) in Nursing to be offered online and also requests approval to assess a professional fee consistent with Board Policy V.R.3.b. The Ph.D. will be offered

fully online with a full-time program of study initially, followed by a part-time option. Initially 6 students per year will be admitted to the program. All students will begin year one coursework in the Fall semester, after completing an on-campus orientation in the summer of the year of admission. ISU will not be continuing their Associate Degree to Master of Science degree option and those funds will be directed toward the proposed program.

Consistent with Board Policy III.G., ISU's proposed Ph.D. in Nursing program was reviewed on February 14, 2012 by an external review panel consisting of Dr. Judith Berg, University of Arizona and Dr. Angeline Bushy, University of Central Florida. Reviewers provided positive and supportive reviews to include some additional considerations. Reviewers emphasized the "need for the additional infusion of resources to support ongoing student mentoring through expanded faculty teaching and research activities." This includes hiring the Director of Research, which ISU currently has filled on an interim basis. Reviewers also indicated the need for "additional essential tenure-track nursing faculty with established research programs to ease the workload of current faculty" as a long-term need. ISU indicates that the administration has plans to increase the number of faculty positions. Reviewers noted that "[a]s the program expands over time, new tenure-track faculty with solid programs of scholarship will be needed. Increased faculty members are essential for student teaching, mentoring, and scholarship and to address concerns of School of Nursing faculty workload."

Pursuant to III.Z, ISU and BSU share the Program Responsibility for graduate Nursing in the Southwest region. Other Nursing programs for ISU include the Family Nurse Practitioner, Leadership, Clinical Nurses Leader Education, Clinical Nurse Specialist options; BSU's School of Nursing offers a Master's degree in Nursing of Populations; and Northwest Nazarene University's School of Nursing and Health Sciences offers an online Masters of Science in Nursing degree in Nursing Education. Washington, Nevada, and Utah all offer a Ph.D. in Nursing.

Institution	Region	Branch Campus	Location	Program	Degree
BSU	3	BSU Campus	Boise	Nursing	BS, MS, Master's, BS completion (online)
BSU	3	BSU Campus	Boise	Nursing	BS, MS, Master's, BS completion (online)
ISU	4	CSI Campus	Twin Falls	Nursing (BSRN Completion)	BS
ISU	5	ISU Campus	Pocatello	Nursing	BS, MS, PM Cert
ISU	3	ISU-Meridian Ctr	Meridian	Nursing	MS, PM Cert
ISU	6	University Place	Idaho Falls	Nursing	BS
ISU	3	ISU-Meridian Ctr	Meridian	Nursing (BSRN Completion)	BS
ISU	3	ISU-Meridian Ctr	Meridian	Nursing (Fast-track)	BS
ISU	2	LCSC Campus	Lewiston	Nursing: Education Option	MS Option
ISU	1	NICHE	Coeur D'Alene	Nursing: Education Option	MS Option
ISU	6	University Place	Idaho Falls	Nursing: Education Option	MS Option
LCSC	1	LCSC Campus	Coeur D'Alene	Nursing	BSN
LCSC	2	LCSC Campus	Lewiston	Nursing	BSN
ISU	2	LCSC Campus	Lewiston	Nursing: Nurse Practioner Option	MS Option
ISU	1	NICHE	Coeur D'Alene	Nursing: Nurse Practioner Option	MS Option

Letters of support were provided from the Idaho Board of Nursing, Department of Labor, Idaho Alliance of Leaders in Nursing, ISU's School of Rehabilitation and Communication Sciences, Idaho Hospital, and St. Luke's Health System.

ISU's program is consistent with their Statewide Program Responsibilities and their Regional Eight-Year Plan. It is important to note that institutions are currently working on their Five-Year Plans, which replaces the Eight-year Plans, pursuant to the recently clarified Board Policy III.Z. The Five-Year Plans are scheduled to be presented to the Board at their August 2012 Board meeting.

BOARD ACTION

I move to approve the request by Idaho State University to offer a new online Ph.D. in Nursing.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Idaho State University to designate a professional fee for the Ph.D. in Nursing program and to set the fee at $1,000 per student per semester.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

Institution Tracking No. 2007-18

IDAHO STATE BOARD OF EDUCATION

ACADEMIC/PROFESSIONAL-TECHNICAL EDUCATION

FULL PROPOSAL

Submitted by:

REC'D ISU/GS
OCT 26 2011

Idaho State University

Institution Submitting Proposal

Division of Health Sciences

Name of College, School, or Division

School of Nursing

Name of Department(s) or Area(s)

A New, Expanded, or Off-Campus Instructional Program Leading to:

Expansion of Graduate Program
Ph.D. in Nursing Degree Program

Degree/Certificate & 2010 CIP

Program Change, Off-Campus Component

(

Summer 2012

Proposed Starting Date

This proposal has been reviewed and approved by:

College Dean (Institution) — Date 9/30/11

Chief Fiscal Officer (Institution) — Date 3/15/12

Chief Academic Officer (Institution) — Date 3-13-12

President — Date 3/15/12

VP Research and/or Graduate Dean — Date 10/19/11

Chief Academic Officer (OSBE) — Date

SBOE/OSBE Approval — Date

Before completing this form, refer to "Board Policy Section III.G. Program Approval and Discontinuance

1. Describe the nature of the request. For example, is this a request for a new on-campus program? Is this request for the expansion or extension of an existing program, or a new cooperative effort with another institution or business/industry or a contracted program costing greater than $250,000 per year? Is this program to be delivered off-campus or at a new branch campus? Attach any formal agreements established for cooperative efforts, including those with contracting party(ies). Is this request a substantive change as defined by the NWASC criteria?

The School of Nursing (SON) in the Division of Health Sciences at Idaho State University (ISU) is proposing an expansion of the graduate program to offer the Doctor of Philosophy (Ph.D.) degree in Nursing; this will be the first doctoral nursing program in the state of Idaho. The Ph.D. in Nursing is a research focused degree, and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

2. Quality – this section must clearly describe how this institution will ensure a high quality program. It is significant that the accrediting agencies and learned societies which would be concerned with the particular program herein proposed be named. Provide the basic criteria for accreditation and how your program has been developed in accordance with these criteria. Attach a copy of the current accreditation standards published by the accrediting agency.
Further, if this new program is a doctoral, professional, or research, it must have been reviewed by an external peer-review panel. A copy of their report/recommendations must be attached.

In July, 2011 the SON at ISU received continued accreditation of the Baccalaureate and Master's degree programs in nursing through The Commission on Collegiate Nursing Education (CCNE), the accreditation body of the American Association of Colleges of Nursing (AACN) for the full term of 10 years. **A copy of the CCNE notice of accreditation is attached with this proposal (Appendix A).** CCNE accreditation is a nongovernmental peer review process that operates in accordance with nationally recognized standards established for the practice of accreditation in the United States. The CCNE also serves the public interest by assessing and identifying programs that engage in effective practices. The CCNE accreditation evaluation consists of a review of the program's mission, goals, and expected outcomes, and an assessment of the performance of the program in achieving the mission and goals through the most effective utilization of available resources, programs, and administration. The evaluation process also calls for a review of evidence concerning the application of these resources in assisting the students in attaining their educational goals. CCNE accreditation is a voluntary self-regulatory process which supports and encourages continuing self-assessment by nursing programs and the continuing growth and improvement of collegiate professional education and post-baccalaureate nurse residency programs. The Commission ensures the quality and integrity of baccalaureate, graduate and residency programs in nursing. The CCNE currently does not have a process for accreditation of Ph.D. degree programs in nursing (Commission on Collegiate Nursing Education: Standards for Accreditation of Baccalaureate and Graduate Degree Nursing Programs, 2009). **A copy of the current accreditation standards published by the accrediting agency is attached (Appendix B).**

The AACN *Position Statement* on *Indicators of Quality in Research Focused Doctoral Programs* in Nursing (2001) was used as a foundation for the development of a program evaluation plan to ensure quality and will include: 1) systematic, ongoing, comprehensive focus on the university and program specific mission and goals, 2) collection and analysis of process and outcome data related to these indicators of quality, 3) adherence to established ethical and process standards for formal program evaluation, e.g., confidentiality and rigorous quantitative and qualitative analyses, 4) involvement of students and graduates in evaluation activities, 5) collection of data from a variety of internal and external

constituencies, 6) comparison of program processes and outcomes to the standards of the parent graduate school/university and selected peer nursing groups, 7) provision of feedback to program faculty, administrators, and external constituents to promote continuous program improvement, 8) provision of comprehensive data in order to determine patterns and trends and to recommend future directions and/or needed changes, and 9) maintenance of adequate human, financial and institutional resources.

The curriculum for the Ph.D. program is focused on assessable goals and outcomes that will be evaluated on a continuous basis through established assessment procedures. Idaho State University SON utilizes multiple methods to collect aggregate student outcome and program evaluation data as defined in the existing Master Evaluation Plan (MEP). The MEP provides the blueprint for systematic, ongoing evaluation of the processes and outcomes in the SON while implementation of the MEP ensures comprehensive assessment and continuous program improvement. The SON Assessment Team, a group of faculty members appointed by the Associate Dean and Director, is accountable to report data collection results to the Faculty Council for analysis, identification of areas for improvement, and subsequent development of action plans. The ongoing, systematic process ensures a continuous feedback loop to foster ongoing program improvement and evaluation of the effectiveness of action taken. Annual data collection and analysis includes Educational Benchmarking, Inc. (EBI) exit surveys, course and instructor evaluations, graduation rates, certification pass rates, oral and written comprehensive examination results, employment rates, alumni data, and employer survey results.

Faculty accomplishments in teaching, scholarship, practice and service contribute to the overall Mission of the SON, to prepare exemplary nurse leaders who integrate education, service and research to enhance the quality of life for diverse and rural populations. Promotion and tenure guidelines as well as established workload policies in the SON, Division of Health Sciences, and university levels define expected faculty outcomes. All faculty members submit an online annual report to the SON Associate Dean and Director detailing their productivity. In the annual performance evaluation, faculty document individual contributions to teaching, scholarship, and service during the previous year. Faculty members review self performance, progress toward goals for the current year, and discuss newly developed goals for the next year with the Associate Dean and Director. A faculty peer review process is included in the annual performance evaluation as an additional assessment to support achievement of SON strategic goals. Faculty teaching in the doctoral program will regularly attend the annual AACN doctoral education conferences, the Western Institute of Nursing annual conferences and conferences related to their research specialty areas in order to maintain knowledge and continuously improve doctoral education.

Idaho State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and as such, maintains high and consistent standards for all academic programs that will apply to ensuring the quality of the proposed Ph.D. in nursing program.

a. Curriculum – describe the listing of new course(s), current course(s), credit hours per semester, and total credits to be included in the proposed program.

The Ph.D. in Nursing program in the SON at ISU will prepare students to be nurse scientists with the ability to conduct original research, contribute to effective health care systems, and advance nursing science for practice application. The program has been developed to prepare graduates in core areas of nursing science including research design, statistical methods, health policy and coursework in rural and global communities. The program offers students a wide spectrum of courses to accomplish established goals as leaders in system change for advancing health, policy, education and research. Elective courses allow students to prepare for their future careers and to develop a solid scientific foundation in their area of specialty to expand their scope of knowledge and expertise in research and leadership. An emphasis on interprofessional collaborative health care approaches will provide a strong foundation for nurse

researchers, educators and leaders to be full partners with physicians and other health care professionals in redesigning and restructuring health care nationally and internationally.

An earned Master of Science in Nursing is the entry level requirement for admission. The Ph.D. program will be offered fully online with full time program of study initially, followed by a part time option. Initially six students per year will be admitted to the program. All students will begin coursework in fall semester, year one after completing an on campus orientation in the summer of the year of admission. Full time students will complete core and elective courses in two years; part time students will complete core and elective courses in four years. New students will be admitted in the spring semester of any academic year to start coursework in the fall semester of each year. The curriculum will include foundational core courses (15 credits), Research Methodology (15 credits), Research Seminars and Mentored Research project (8 credits), elective courses, (12 credits) and the dissertation (12 credits) for a total of 62 credits. Core courses are designed to provide a foundation in nursing science, theory development, health care and policy, role advancement, and rural and global health issues. Research methodology courses are applied through research seminars and a faculty mentored research project. Elective courses are tailored to individual research interests, experience and goals of the doctoral student and selection is guided by the major advisor and established interprofessional committee. The goal of elective coursework is to enhance student expertise in a content, methodological, or technological area prior to beginning the dissertation. Examples of specialty foci might include physiological responses to injury, decision making related to harm/risk reduction, use of simulation technology to improve and support quality patient care, symptom management, healthy aging, palliative care, and rural and vulnerable populations.

The dissertation is the culminating research experience in which the doctoral student, with guidance of a selected doctoral advisory committee, conducts an original inquiry. All Graduate School requirements regarding successful completion of preliminary and qualifying examinations will be observed in the Program of Study. Given that the Ph.D. program is fully online, all courses completed during the program of study qualify as eISU credits. Courses designated as eISU credits are delivered completely online with an additional course fee assessed per credit in addition to base tuition fees.

Master of Science in Nursing Curriculum

Required Core Courses

NURS 6600	Theoretical Foundations for Nursing Practice	(3 cr)
NURS 6602	Health Care Policy and Finance	(3 cr)
NURS 6610	Advanced Evidence Application	(4 cr)
NURS 6612	Health Care of Rural Communities	(3 cr)
NURS 6621	Advanced Nursing Roles	(3 cr)

Specific requirements for Master of Science program options

Each student must complete the following courses that are specific to the option in addition to core

Family Nurse Practitioner

BIOL 5563	Human Pathophysiology	(4 cr)
NURS 6604	Health Promotion	(2 cr)
NURS 6611	Advanced Health Assessment	(2 cr)
NURS 6611L	Advanced Health Assessment Lab	(3 cr)
NURS 6642	Primary Care of the Young Adult & Lab	(3cr/2cr)
NURS 6643	Primary Care of the Child & Adolescent & Lab	(3cr/2cr)
NURS 6644	Primary Care of the Middle & Older Adult & Lab	(3cr/2cr)
PHAR 6645	Pharmacotherapeutics for APN	(3cr)
NURS 6646	NP Practicum	(8cr)

Clinical Nurse Specialist

BIOL 5563	Human Pathophysiology	(4cr)
NURS 6604	Health Promotion	(2cr)
NURS 6611	Advanced Health Assessment	(2cr)
NURS 6611L	Advanced Health Assessment Lab	(3cr)
NURS6657	Advanced Adult Health Nursing I and Lab	(3cr/1cr)
NURS 6658	Advanced Adult Health Nursing II and Lab	(3cr/2cr)
PHAR 6645	Pharmacotherapeutics for APN	(3cr)
NURS 6659	Advanced CNS Practicum	(6cr)

Clinical Nurse Leader

BIOL 5563	Human Pathophysiology	(4 cr)
NURS 6611	Advanced Health Assessment	(2cr)
NURS 6611L	Advanced Health Assessment Lab	(3cr)
NURS 6652	Administrative Approaches to Nursing Leadership	(3cr)
NURS 6660	Care Environment Management and Lab	(2cr/1cr)
NURS 6661	Clinical Outcomes Management and Lab	(2cr/2cr)
PHAR 6645	Pharmacotherapeutics for APN	(3cr)
NURS 6662	CNL Practicum	(6cr)

Nursing Education

BIOL 5563	Human Pathophysiology	(4cr)
NURS 6633	Rethinking Nursing Education	(3cr)
NURS 6640	Evaluation Issues and Strategies	(3cr)
NURS 6635	Curriculum Issues and Development	(3cr)
NURS 6639	Teaching and Learning Strategies	(3cr)
NURS 6647	Advanced Practicum in Nursing Education	(6cr)
Elective	Elective	(2-3cr)

Leadership

NURS 6652	Administrative Approaches to Nursing Leadership	(3cr)
NURS 6653	Organizational Behavior in a Changing Health Care System	(3cr)
NURS 6654	Financial Management	(3cr)
NURS 6655	Advanced Leadership and Lab	(3cr/2cr)
NURS 6656	Advanced Leadership Practicum	(4cr)
Elective	Elective	(2-3cr)

Post Masters Certificate program of study also in place for nurses holding a Master's degree in Nursing from an accredited program and seek advanced preparation in a specialized area of practice.

Expansion of the Graduate Program
Addition of the Ph.D. Degree Program

The Master of Science program requires a minimum of 39 to 53 credits for graduation depending on the option in which the student is enrolled. Masters degree programs will be maintained with plans being developed to expand specific graduate programs to the Doctorate in Nursing Practice (DNP) based on the SON eight year strategic plan. Each student completes a rigorous and extensive practicum in the option of enrollment that adheres to national accreditation guidelines and includes development of a scholarly project integral to the experience. For the Ph.D. program the curriculum will be expanded to develop expertise in research methodology, scholarly and grant writing, and research that will result in a

dissertation. The doctoral program will enable students to devote time to develop specialization in their research area of interest with an emphasis on interprofessional approaches and leadership.

The Ph.D. in Nursing degree program will prepare nurse scholars to conduct independent research that leads change and extends knowledge, and advances nursing and health care in a complex health care system. The proposed Ph.D. program will emphasize leadership and interprofessional collaborative practice, primary strategies identified in the Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health* for redesigning and improving practice environments and health care systems (Institute of Medicine [IOM], 2010). The doctoral curriculum will prepare students to pursue intellectual inquiry and develop knowledge and expertise in theoretical, methodological and analytic approaches to research development as an emerging nurse scientist. The hallmark of the program is the interprofessional mentored research experience with faculty having an established program of research and broad expertise across the Division of Health Sciences. Electives will provide an opportunity for the student to access expertise both on campus and through *The Nursing Education xChange,* (NEXus), a program involving an academic collaboration of eleven (11) accredited universities with Ph.D. and/or (DNP) programs.

NEXus began as a partnership among select Western universities offering doctoral programs and has now expanded to include programs outside the Western states. NEXus makes courses available by distance to students enrolled in other academic collaborating institutions. Currently over 177 course are offered through the NEXus collaborative to participating Ph.D. and DNP students. NEXus is funded by the U.S. Department of Health and Human Services, Health Resources and Services Administration (HRSA) and is administered by the Western Institute of Nursing, a regional nursing organization. The cost of becoming an institutional member of NEXus is $5000.00 base dues and $1000.00 new member fee for a total cost of $6000.00 the first year, followed by $5000.00 each year thereafter. These costs will be covered through student professional fees in the Ph.D. degree program. Tuition for students enrolled in NEXus courses is based on established rates for the 2011-2012 academic year and are $725.00 per credit hour with 75% of the tuition staying with the teaching institution, 15% to the NEXus central office, and 10% to the home institution. NEXus had ninety (90) enrollments in the 2010-2011 academic year, with continuous increase in number of participating students.

The philosophy of the proposed Ph.D. program is to provide research intensive interprofessional education that is flexible and can accommodate to the needs and interests of each student. Students will be expected to develop mentors in nursing and other disciplines and take course work outside of nursing to develop a broad world view. The goal is for students to develop collaborative interprofessional research that will contribute to the science of nursing and other disciplines to improve health for individuals, communities and health care systems.

Curriculum for the Ph.D. in Nursing

Foundational Core Courses

NURS 66XX	Theoretical & Conceptual Analysis	(3cr)
NURS 66XX	Philosophy of Inquiry	(3cr)
NURS 66XX	Rural/Global Communities in Society	(3cr)
NURS 66XX	Health Policy	(2cr)
NURS 66XX	Advanced Scientific Writing	(2cr)
NURS 66XX	Grant and Scholarly Writing	(2cr)
	Total Credits	**(15)**

Research Methodology		
NURS 60XX	Advanced Qualitative Analysis	(3cr)
NURS 66XX	Advanced Quantitative Analysis	(3cr)
NURS 66XX	Advanced Statistics: Multivariate	(3cr)
NURS 66XX	Advanced Statistical Methods	(3cr)
NURS 66XX	Mixed Methods in Health Care Research	(3cr)
	Total credits	**(15)**
Research Seminars and Mentored Research Project		
NURS 66XX	Research Seminars (one/year)	(4cr)
NURS 66XX	Mentored Research Project	(4 cr)
	Total Credits	**(8)**
Electives		
Electives	**Total Credits**	**(12)**
Dissertation		
Dissertation	**Total Credits**	**(12)**
Total Credits (62)		

The Ph.D. program requires completion of 62 credit hours, a dissertation, a written comprehensive examination and an oral comprehensive examination.

ISU has a longstanding Graduate School that promotes and supports excellence in graduate education. In realizing this mission, the Graduate School acts to recruit, support, retain and matriculate scholars, researchers and practitioners educationally empowered as critical thinking citizens and agents of innovation, opportunity and change. Faculty members at ISU are required to complete an application process to be awarded graduate faculty status through the Graduate School in order to teach in graduate courses or serve as Chair or member on thesis or dissertation committees. Members of the graduate faculty are expected to be productive scholars in areas of instruction and research, and to be effective leaders in the graduate programs of their various fields. The Graduate School will provide internal existing resources supporting success of students in the Ph.D. program in Nursing.

The Ph.D. program in Nursing will require the development of new courses based on curriculum, with opportunity for the student to enroll in some courses offered through other graduate programs on campus, through NEXus, as well as emerging interprofessional courses currently being developed within the Division of Health Sciences. Collaboration will occur with other faculty in the Division of Health Sciences in teaching and coordination of Research Methodology courses. Research Seminars will be held once a year in the spring semester and will be facilitated by nursing faculty teaching in the Ph.D. program holding graduate faculty status. Students in Mentored Research Project course will work with nursing faculty having existing research program grants, and/or contracts. Electives will provide an opportunity for the student to take courses in an area of individual interest and specialization offered within the Division of Health Sciences, at ISU, or through NEXus.

The Dissertation will require formation of a committee with a graduate nursing faculty member serving as Chair. The committee will consist of a minimum of one additional graduate faculty member in the SON, one graduate faculty member within the Division of Health Sciences, and one graduate faculty member external to the Division of Health Sciences serving as Graduate Faculty Representative (GFR). The role

of the GFR is to objectively evaluate rigor and fairness of the process of the oral examination. The student, in consultation with the Chair, could choose to include a member of the committee external to Idaho State University and holding graduate faculty status at another university as an additional committee member. Students will be strongly encouraged to seek grant support for the dissertation through professional organizations, foundations, National Institutes of Health National Research Service Award, or other existing grant opportunities working with the committee Chair. Idaho State University utilizes Community of Science as a significant resource for identifying funding opportunities. Community of Science (COS) is the leading international resource for medical, health related, and scientific research funding information and opportunities.

Unique Aspects of the Doctoral Program

- Addresses the national nursing shortage of faculty and researchers.
- Designed for scholars who wish to pursue careers as leaders in research, education, and health policy with an emphasis on rural and vulnerable populations.
- Interprofessional, highly individualized program to accommodate the unique interests of each graduate student using virtual educational technology and a commitment to a highly mentored, interactive learning experience.
- Student access to Nursing Education Exchange (NEXus) Program, a collaboration among participating doctoral programs in nursing, providing doctoral students enrolled at member colleges and universities the opportunity to enroll in courses for a common price that may not be offered at their home institution. This expands the breadth and scope of courses that students may take for electives.
- Ph.D. students benefit from strong interprofessional faculty mentorship.

Faculty – include the names of full-time faculty as well as adjunct/affiliate faculty involved in the program. Also, give the names, highest degree, rank and specialty. In addition, indicate what percent of an FTE position each faculty will be assigned to the program. Are new faculty required? If so, explain the rationale including qualifications.

Name	Rank	Percent of FTE	Specialization Areas	Other Responsibilities
Core Program Faculty				
Anna Schwartz, Ph.D., FNP, FAAN	Associate Professor	100%	Wellness, Rehabilitation, Oncology	
Deana Molinari, Ph.D., R.N., CNE	Professor	100%	Rural Populations, Simulation, Education	
Director of Research	To be determined	50%		
Karen S. Neill, Ph.D., R.N., SANE-A	Professor	50%	Forensics, Wellness, Rural Populations, Interprofessional Practice	Interim Assistant Director of Graduate Studies
Other Program Faculty:				
Elizabeth Cartwright, Ph.D., R.N.	Professor	20%	Simulation, Vulnerable Populations, Global Health	
Cathy Arvidson, Ph.D., FNP-BC, FAANP	Associate Professor	20%	Distance Education, Health Promotion with a focus on Women and Children	
Mary Anne Hales Reynolds, R.N., P.h.D., ACNS-BC	Clinical Associate Professor	20%	Palliative Care, Community Based Pain Management	

The School of Nursing has 16 full time faculty members, eight of which are Ph.D. prepared, two with an earned DNP degree. No new faculty will be needed to implement the program.

Idaho State University School of Nursing Faculty Expertise and Productivity

ISU nursing faculty members have diverse research interests including rural nursing practice, global health, forensics, education, oncology, wellness, and palliative care. The SON is prepared with strong community links, research projects, grants and contracts to support the Ph.D. program. A review of faculty member research, publications, grants, and service evidences a strong foundation for the expansion of the graduate program.

- Cathy Arvidson, Ph.D.,FNP-BC, FAANP is actively involved in policy work at both the state and national level for nurse practitioners. She serves on Idaho's Campaign for Action-Action

Coalition, chairs the Advanced Practiced Advisory Council for the Board of Nursing. She is Region 10 Director of the American Academy of Nurse Practitioners (AK, OR, WA, ID). She serves on the Health Policy Advisory Committee of Nurse Practitioners for Idaho. She is a Fellow of American Academy of Nurse Practitioners. Dr. Arvidson has participated in the American Academy of Nurse Practitioners Leadership Fellowship in Washington, D.C. Dr. Arvidson's research focus is distance education and health promotion with a focus on women and children. As well as being a family nurse practitioner she holds a master's degree as a pediatric clinical nurse specialist.

- Elizabeth Cartwright, Ph.D., R.N. has devoted her career to increase care for Hispanic populations earning many awards, grants and contracts. Federal grants total 1.8 million dollars. The Hispanic Health Projects were funded through grants and contracts with Health West Clinics Inc., Idaho Southeast District Health Department, Idaho Department of Health and Welfare, America Corps, VISTA, the National Science Foundation, and Idaho State University. She also works in a number of South American countries with graduate students. Several projects are under development with potential funding from the National Institute of Health, National Science Foundation, and USAID and various contracts.
- Deana Molinari, Ph.D., R.N., CNE has service and research focus on rural patient care and nursing workforce issues. Currently she serves on the Boards of Idaho Rural Health Association, Region VI Mental Health, and the Idaho Federation of Families for Children's Mental Health. She is also the President of the National Rural Nurse Organization. Dr. Molinari developed the Office of Professional Development for the School of Nursing to collaborate with professional nurses. She has received over three million dollars in federal grant funding for rural nursing professional development including recent award for the Northwest Rural Nurse Residency (NWRNR) of $1,672,564. Additional foundation funding was received for other research and educational projects. Several research articles and chapters were written on the following topics in 2011; rural program development, instructional design, medication errors, educational perceptions, stress, rural nurse organizational culture, reasons for the intent to move, and NWRNR program efficacy. A book by Springer Publishers, *Rural Nurse Transition-to-Practice*, will be circulated November 2011.
- Karen Neill, Ph.D., R.N., SANE-A is a nationally recognized expert in forensic nursing. A current grant of $6,000 funded by the Shoshone Stop Violence against Women Project is being implemented and involves delivery of an online Sexual Assault Response Team/Sexual Assault Nurse Examiner (SART/SANE) course. Dr. Neill also served as Principal Investigator on a federally funded grant from the U.S. Department of Health and Human Services, Rural Health Outreach Program for regional SART/SANE program development awarded 05/01/03 to 04/30/07 ($452,622.00). Dr. Neill collaborated with the Idaho Rural Health Education Center as Coordinator of the Senior Health Mobile grant contract, funded by the Department of Health and Human Services, Quentin N. Burdick Interdisciplinary Grant Program ($118,658). Dr. Neill's connections with state prisons, local and regional community non-profit advocacy organizations, participation on one state level council and one state level committee focused on forensic issues provides many research and collaborative opportunities in sexual assault, domestic violence and other forensic areas.
- Mary Anne Hales Reynolds, Ph.D., R.N., ACNS-BC has a practice focus in palliative care for young and middle aged adults including oncology, acute care and pain management and has published in these areas. She has received grants for pain management and job satisfaction research. Dr. Hales Reynolds serves as a research committee member for Eastern Idaho Regional Medical Center, is active in the Oncology Nursing Society, the National Association of Clinical Nurse Specialists, American Society of Pain Management Nurses, and is a board member of the Eastern Idaho Hospice.

- Anna L. Schwartz Ph.D., FNP, FAAN is the newest member of the graduate faculty. Dr. Schwartz has developed research connections across several universities and communities. Her program of research is focused on cancer symptom management and quality of life, and the effects of physical activity during and following cancer treatment. She has received extensive federal and foundation funding for research exceeding three million dollars. Currently, the focus of her research is on translation and dissemination of exercise programs for cancer survivors to the public through YMCA of the USA's **LIVESTRONG** which is funded by grants from the Centers for Disease Control, American Cancer Society, and Lance Armstrong Foundation. A research proposal is in review at National Institutes of Health to support a large randomized trial to evaluate the translation and dissemination of the **LIVESTRONG** at the YMCA program, into communities across the U.S. Dr. Schwartz chaired the American College of Sports Medicine Exercise Guidelines for Cancer Survivors and sits on expert panels for the Lance Armstrong Foundation, American Cancer Society, and YMCA of the USA. Dr. Schwartz has received numerous research for research, has authored over 80 research papers and is the author of *Cancer Fitness: Exercise Programs for Patients and Survivors* (Simon & Schuster, 2004). Community ties include consulting work for the YMCA of the USA and locally with the Boise YMCA, Lance Armstrong Foundation, as well as leadership and writing for the American Cancer Society.

The SON is a vertical independent entity within the Division of Health Sciences at Idaho State University, alongside the College of Pharmacy, Kasiska School of Health Professions, Office of Medical and Oral Health, and the School of Rehabilitative and Communication Sciences. ISU is dedicated to the education of health professionals and the state's lead institution for health programs. The primary mission of the Division of Health Sciences is to enhance the quality of life of the residents of Idaho and the greater community through the education of students across five dimensions of the health professions: 1) physical, 2) mental, 3) oral health, 4) rehabilitation, and 5) wellness. An integral part of the Mission of the Division of Health Sciences is the continued development of an interprofessional core curriculum supporting research, community partnerships, university clinics, practice and education.

Currently there are adequate resources for the Master of Science degree program in Nursing which is delivered fully online through the SON, Division of Health Sciences at ISU. There is a strong foundation for the Ph.D. program in Nursing with the primary faculty teaching in the graduate program options currently holding graduate faculty status through the Graduate School, an earned doctorate, with focused areas of research. A fully funded position for a Director of Research in the SON is currently advertised. This position will be filled by fall semester of 2012, with specific responsibility in the Ph.D. in Nursing program. Specific existing faculty currently teaching in the Master's program options in the SON are qualified and will have primary responsibility as core faculty in the Ph.D. program (3FTE's). Additional faculty within the SON holding graduate faculty status will be involved in the Ph.D. program through contributions in teaching, research expertise, mentorship, and serving on dissertation committees. The Director of Research will also have responsibility for building resources for sustained research programs in the SON, and facilitate the procurement of external funding through grant writing, contract development, and collaborative partnerships internal and external to the university, as well as teaching in the Ph.D. program. The unique interprofessional emphasis of the Ph.D. program in Nursing provides a foundation for involvement of existing faculty members across the Division of Health Sciences to serve as committee members and research mentors for Ph.D. students in collaboration with faculty in the SON.

b. Student – briefly describe the students who would be matriculating into this program.

Initially, students matriculating into the Ph.D. program will be primarily from Idaho. In the future, it is envisioned that the program will be an attractive and affordable option for students across the nation. The proposed Ph.D. program will require an earned Master's degree for admission. Students holding an earned Master's degree from an educational institution within or external to the state of Idaho could apply for the

Ph.D. program. Currently, there are Master's degree programs offered at three educational institutions in the state of Idaho. These include Idaho State University with FNP, Leadership, Clinical Nurses Leader, Education, and Clinical Nurse Specialist options, Boise State University School of Nursing which offers a Master's degree in Nursing of Populations, and Northwest Nazarene School of Nursing and Health Sciences in Nampa, Idaho offering an online Master's of Science in Nursing degree in Nursing Education.

c. Infrastructure support – clearly document the staff support, teaching assistance, graduate students, library, equipment and instruments employed to ensure program success.

The SON has a full complement of faculty and administrative support including: Administrative Assistant II (2FTE), Administrative Assistant I (1 FTE), Office Specialist (2 FTE), an Information Systems Technician (.75 FTE), and an Academic Advisor for graduate and undergraduate students (1 FTE). An Office Specialist currently assisting with graduate programs in the SON will be assigned to provide staff support for faculty teaching in the Ph.D. program. Duties of office personnel will be reassigned as needed. A Master database is currently being developed to improve efficiency in the SON and will provide for effective assignment of work duties of office personnel. The Academic Advisor assists all students and faculty through academic advising and other related activities such as recruitment and retention.

Teaching Assistance

Adjunct faculty member(s) are currently utilized to teach in lab and practicum courses in the graduate curriculum, with SON faculty serving as Coordinator for each course. These adjuncts are prepared at the Master's level and provide expertise and supervision for students in lab and practicum courses. Adjuncts are utilized as needed, are paid at credit hour rate, and work closely with SON full time faculty. The SON utilizes affiliate faculty who serve as preceptors in option specific practicum courses. Preceptors are carefully selected and are utilized for on site supervision and education of students working closely with graduate faculty. The preceptors are working professionals and are not paid by ISU to serve in the preceptor role. Affiliation agreements exist between ISU SON and organizations that provide preceptored opportunities for graduate nursing students. The SON will continue to utilize preceptors as adjunct and affiliate faculty to support graduate students and continued quality of graduate programs.

Teaching Assistant Positions in the SON

The SON currently has two Teaching Assistant (TA) positions. The TA positions are 0.5 FTE or 20 hour per week positions. These positions are anticipated to be continuing and are currently filled by graduate students enrolled in the Master's program. These TA positions can be used for research, or teaching assistance in the undergraduate courses. The plan is to utilize one TA position to assist graduate faculty teaching in the Ph.D. program. This student can assist with research, grant writing, contract development and other activities. The SON applied for, and was awarded one TA position (0.5 FTE) through the Division of Health Sciences for the academic year 2011-2012. The SON will continue to utilize resources in the Division of Health Sciences when available. Teaching assistant positions provide an opportunity for doctoral students to refine and enhance their teaching skills.

Library

The SON has been working closely with the staff of the Eli Oboler health sciences library to assure that the library will have a collection of nursing journals and other publications that will be necessary for success of the Ph.D. program. The library provides access to major databases for nursing research (CINAHL, EBSCOhost and PUBMED, among others). Faculty in the SON are actively working with the

staff at the Eli Oboler Library and with groups of interprofessional health care researchers on the ISU campus, to increase the holdings of both hard and electronic copy of journals and books needed to support advanced academic health care research.

A nursing collection evaluation was completed by Marcia Francis, M.A., M.Ed., AHIP of the Eli Oboler Library for the proposed Ph.D. in Nursing program. This review included the following sections of the library resources: books, paper journals, electronic journals, interlibrary loan access and document delivery, government documents, medical databases, and copyright fees. The library report estimated that for the Ph.D. in Nursing program to be successful and regionally competitive, the amount of annual support to the library will need to be between $43,000 (minimum level) and $67,000. Students will also be charged $100 per course fee for library resources as part of professional fees. Reallocation of existing funds will support needed library resources for the Ph.D. program. This amount will need to be increased annually according to the inflation of the cost of needed materials. Expansion of library holdings including electronic journals and other publications through specific allocation of funding in this proposal is critical to the education and development of the nurse scientist.

Equipment

The SON has a fully equipped, state of the art simulation learning lab that will provide the doctoral students with both opportunities to teach clinical skills to the undergraduates as well as provide an exceptional research environment. Specifically, the clinical simulation laboratory (CSL) provides 4,938 square feet of learning space. The laboratory includes a simulated (10) bed hospital with a technology enriched learning environment designed to assist students to learn new and/or advanced clinical skills. Two primary care examination rooms provide a clinical environment for the advanced practice graduate students to practice primary care management. The lab also holds a nursing station with (7) computers loaded with learning/charting modules, a conference room, open learning space, (2) offices and a state-of-art- storage area. All simulated hospital rooms are equipped with active compression and oxygen delivery and can actually support direct clinical care in the case of an emergency. There are (3) control rooms for use in recording/analyzing clinical learning scenarios associated with use of low to high human simulators and standardized patients. The simulators include adults, baby, pregnant mother, and geriatric models. All durable and disposable equipment and supplies are represented of those used in a variety of clinical settings. In a collaborative approach, nursing faculty and TA's work with CSL staff to instruct and evaluate clinical learning in the simulation setting. Baccalaureate and graduate students utilize the CSL to develop skills necessary to become competent beginning practitioners as well as advanced practice nurses. Doctoral students will have the learning opportunities and equipment necessary to develop the complex assessment, diagnostic and interventional skills that are appropriate to their clinical populations The unique combination of high fidelity patient simulators, visual and audio recording capabilities and built-in observational and assessment software that is integrated into the lab gives the ISU SON cutting edge capabilities for assessing teaching efficacy the learning of complex skills and clinical interactions. This facility is unique in the Rocky Mountain region and is on par with major teaching medical centers. Aspects of the simulation lab will also be integrated into our real time distance residency programs allowing our doctoral students to engage in teaching and research in Idaho and across the US. The School of Nursing is a national leader in online simulation and online competence validation by simulation.

Additional Infrastructure Support

The Office of Professional Development (OPD) in the School of Nursing offers continuing education for geographically bound professional nurses using the latest pedagogies and delivery tools. The OPD provides workshops, conferences, and continuing education courses for professional nurses as well as interprofessional development. Currently the OPD conducts a Health Resources and Services Administration supported online transition to practice program called the Northwest Rural Nurse Residency. This program is delivered in twenty four states with a national advisory board.

The Institute of Rural Health (IRH) is an integral part of the ISU campus with a mission to improve the health of communities through research, education and service. The IRH provides additional research support for students who are interested in outcome evaluation, community and policy development, technology, diversity, and health disparities.

The Instructional Technology Resource Center (ITRC) located on the Idaho State University campus in the Eli Oboler Library provides faculty with a complete technology resource for all levels of instruction. The ITRC has an ongoing support role which gives faculty the confidence to integrate technology in the learning environment. ITRC facilities are user-friendly and offer access to hardware, software and training in state-of-the-art technologies.

The Research Office on the ISU campus coordinates all research activities and facilitates research opportunities for faculty and students. The Research Office oversees most of the compliance committees, and administers internal grant opportunities for faculty and students. The Research Office oversees the Office of Sponsored Programs which facilitates the request and acceptance of external funding.

d. Future plans – discuss future plans for the expansion or off-campus delivery of the proposed program.

The graduate programs in the SON will continue to be delivered fully online reaching students in Idaho and across the United States. The SON has effectively delivered graduate education in an online learning environment and will continue utilizing available technologies to enhance teaching and learning. Students across Idaho and the world will continue to be able to attend classes full or part time using the latest technology for online education.

3. **Duplication – if this program is unique to the state system of higher education, a statement to that fact is needed. However, if the program is a duplication of an existing program in the system, documentation supporting the initiation of such a program must be clearly stated along with evidence of the reason(s) for the necessary duplication.**

Idaho State University is the state's designated lead institution in the health professions as designated by the State Board of Education. The Ph.D. in Nursing program will be the first Ph.D. program in the state of Idaho.

Describe the extent to which similar programs are offered in Idaho, the Pacific Northwest and states bordering Idaho. How similar or dissimilar are these programs to the program herein proposed?

Washington, Nevada, and Utah, offer a Doctor of Philosophy (Ph.D.) degree program in Nursing.

- University of Utah provides a distance education Doctor of Philosophy (Ph.D.) degree for nurses holding an earned Bachelor and/or Master's degree.
- University of Nevada offers two Ph.D. degree programs; one in Education and the other in Urban Sustainability Health.
- Washington State University offers a Doctor of Philosophy (Ph.D.) in Nursing with with emphasis on rural and vulnerable populations.
- The University of Washington offers a Doctor of Philosophy (Ph.D.) in Nursing Science with a focus on biobehavioral science.

4. **Centrality – documentation ensuring that program is consistent with the Board's policy on role and mission is required. In addition, describe how the proposed program relates to the Board's current Statewide Plan for Higher Education as well as the institution's long-range plan.**

The proposed Ph.D. program is consistent with the State Board of Education's (SBOE) Statewide Plan for Higher Education and policy on role and mission, with assigned responsibility of ISU to deliver health professions programs. Further, the proposed Ph.D. program has been on the SBOE 8 year plan and supports the assigned responsibility of ISU to develop and offer a program to meet the education and workforce needs of Idaho Citizens and the state of Idaho (SBOE 8 Year Plan for the Delivery of Academic Programs, 2004). The development of the Ph.D. program is consistent with ISU's strategic plan to advance scholarly and creative endeavors through the creation of new knowledge, increase quality of academic instruction to educate and provide competent health care providers, and provide leadership to enrich the future in a diverse global society (Idaho State University Strategic Plan, 2006-2011; 2011-2015). The ISU Division of Health Sciences has developed a strategic plan for research for increasing scholarly productivity and create a sustainable culture of inquiry that advances our position as leaders in the health professions through basic, translational, interdisciplinary, and participatory scholarly endeavors, integral to the successful development and delivery of doctoral programs (Division of Health Sciences Strategic Plan for Research, 2009). The curriculum developed for the Ph.D. program is consistent with strategic initiatives at the state and institutional levels and is focused on interprofessional practice for advancing health care and leading change with an emphasis on rural and vulnerable populations. Development of the Ph.D. program in Nursing is consistent with the governing policies of the SBOE to increase efficiency, enhance access to quality educational programs, avoid duplication, and maximize cost efficient use of existing resources (SBOE Governing Policies and Procedures, 2010).

The SON is poised to provide graduate nursing education for all of Idaho's residents. The SON's growing expertise in rural health care expands the School's value and visibility to the nation. Collaborative relationships within the Division of Health Sciences with health care providers and organizations internal and external to the university environment enhance interprofessional relationships and research opportunities. Nursing claims the largest workforce within health care and provides more patient contacts than any other profession thus the need for academic support of terminal degrees. There is a clear need for students who are prepared for careers as leaders in research, practice, education and health policy with an emphasis on rural and vulnerable populations (Idaho Department of Labor, 2011; IOM, 2010). Idaho State University has taken the lead in addressing the documented need for advanced education of nurses through the effective delivery of successful graduate programs in nursing, and the implementation of strategic objectives to build a foundation for the delivery of the Ph.D. program in challenging economic times.

5. **Demand – address student, regional and statewide needs.**
   a. **Summarize the needs assessment that was conducted to justify the proposal. The needs assessment should address the following: statement of the problem/concern; the assessment team/the assessment plan (goals, strategies, timelines); planning data collection; implementing date collection; dissemination of assessment results; program design and on-going assessment. (See Board policy III.X., Outcomes Assessment.)**

The Ph.D. degree program development in the SON began as part of an eight year strategic plan (ISU SON Strategic Plan, 2004). In 2004, a statewide assessment of educational needs of practicing nurses was completed. The needs assessment was sponsored by the SON and the data were used to enhance opportunities in graduate nursing education. In 2005, based on the needs assessment completed, major changes occurred in the graduate program. The graduate program was modified to a fully online format and options were either deleted or introduced based on assessment completed. The SON has had a Master of Science graduate nursing program since 1986, and now currently offers five full or part time options

which include: Family Nurse Practitioner, Nursing Education, Clinical Nurse Leader, Clinical Nurse Specialist, and Nursing Leadership.

In 2007, a survey was conducted of 125 Idaho nurse educators in the state of Idaho, sponsored by the ISU SON. The survey was designed to determine interest of Idaho nurse educators in doctoral education as well as research interests. to ascertain interest in doctoral study. One hundred and six (106) nurse educators returned the survey with an 85% return rate. Ninety-four percent of respondents were Caucasian and 40% were under the age of 50. Most (75%) were employed full time in education while another 13% were employed part time.

Respondents indicated active involvement in exploring opportunities for advancing their education. Fifty-eight of the 106 respondents indicated an intention to enroll in a doctoral education program in order to complete a Ph.D. degree program and expressed an interest in a variety of research focus areas. The most frequently mentioned research interest areas included (includes multiple responses by any one participant):

Research Topic	Frequency Mentioned
Rural Population and Issues	29
Vulnerable Populations and Issues	28
Community and Public Health Issues	28
Gerontology	17
Symptom Management	17
Effects of Exercise	20
Caregiver Stress	21
Forensics and Domestic Violence	12

Based on the survey conducted and interest of nurse educators in Idaho of advancing education, the initial Notice of Intent was submitted by the ISU SON for the development of the Ph.D. in Nursing program. This initial Notice of Intent was submitted in 2007 and approved by the State Board of Education. Recommendations at both national and state levels support the need for development of doctoral programs in Nursing to improve the health of the nation and reducing health care costs. These include the Institute of Medicine report *The Future of Nursing, Leading Change and Advancing Health* (2010) with a specific recommendation to double the number of nurses with doctoral degrees by the year 2020. In Idaho, the *Governor's Health Care Summit Recommendations* (2007) included the creation of adequate numbers of nurses qualified to teach through the increase in the number of master's and doctoral nursing programs delivered through distance education technology. A recent report by the Idaho Department of Labor, *Idaho Nursing Overview,* (January 2011) includes a statement regarding the capacity to educate nurses as influenced by a primary factor of the availability of nursing faculty, limited by in state access to graduate level nursing education. Based on this critical review, the overall demand for graduate level nurses including nurses with Ph.D. degrees is expected to continue to increase in Idaho.

The SON has continued to build capacity for doctoral education through addition of faculty with established research programs, enhancement of online program delivery using state of the art technology, resource reallocation, as well as other initiatives. The proposed Ph.D. in Nursing program offered at ISU in the SON, through the Division of Health Sciences will provide critical access to doctoral education for Idaho nurses who wish to reside in the state, continue to work, support their families and pursue affordable nursing education that will ensure a future supply of researchers, nurse educators, and practice leaders. A strong core curriculum and well qualified faculty will serve as the foundation for the Ph.D. program in Nursing. The proposed Ph.D. in Nursing program serves research interests of needs assessment respondents. Based on current areas of faculty scholarship, research emphases will include

forensics, effects of exercise in vulnerable populations, rural health and wellness, use of simulation technology in nursing practice, and palliative care. The SON academic advisor reports receiving at least five inquiries a month regarding a Ph.D. program at ISU, and faculty report additional inquires about the proposed program in the last year.

The ISU SON investigated the need for doctoral studies within an eight year strategic plan. The goal was to create a strong educational environment for expansion of the graduate program to include the Ph.D degree. Faculty then worked to develop strategies, timelines, resources, and research and grant opportunities. A Faculty Development Council was formed to develop policies and procedures within the SON to support successful promotion and tenure of faculty, scholarly productivity though mentoring, and annual evaluation processes to guide goal development. An assessment team was formed and a plan developed for formal data collection and analysis critical to recent successful accreditation of the SON programs. Preparation for the doctoral program in the last five years has included thoughtful hiring strategies and resource management during a difficult economic period. A sufficient number of researchers and educators were hired, strategic goals reviewed carefully, and efforts made to strengthen research focus areas in the SON.

National and state studies document the demand for nurses with advanced education for employment in varied roles in a variety of health care settings. Nurses holding the Ph.D. degree are increasingly in demand to meet the need for nurse educators, researchers, and practice partners working closely with physicians to improve care in a complex, changing health care system (Governor's Health Care Summit Recommendations, 2007; Idaho Department of Labor, 2011; IOM, 2010).

State Need: The Governor's Health Care Summit Recommendations (2007) included the recommendation to create adequate numbers of nurses qualified to teach by increasing the number of Master's and doctoral nursing programs delivered through distance technology. In January 2009, the Idaho Department of Labor published the final report and recommendations of the Idaho Nursing Workforce Advisory Council. The Council was formed through enabling legislation to identify issues surrounding the nurse work force shortage and to advise the Governor, Board of Education, legislators and other policy makers on solutions. Recommendations of the report included; 1) increasing nursing faculty to meet growing demand, 2) implementation of doctoral nursing program by Idaho State University, 3) continuation of support for increased educational capacity across nursing degree options to best meet industry and regional demand for nurses, and 4) to build sustainability of current nursing workforce. Based on a study completed by the Idaho Department of Labor, *Idaho Nursing Overview* (2011) the need for doctorally prepared nurse educators in the state of Idaho will continue to increase. A primary barrier to the education of nurses in all areas of practice is the lack of faculty holding a doctoral degree. The National Campaign for Action approved the development of an Idaho Nursing Action Coalition. The Idaho Nursing Action Coalition met during the summer of 2011 to determine the top three nursing needs in the state. Development of a Ph.D. program in Idaho was listed as a top priority. Nurses with doctoral degrees are increasingly needed to develop nurse scientists for new knowledge development and best practice, lead new types of health care agencies, and influence policy for the improvement of the health of a global society.

National Need: The demand for nursing faculty to support expansion of undergraduate and graduate education is a national priority. The Institute of Medicine (IOM) in *The Future of Nursing: Leading Change, Advancing Health* (2010) recommended doubling the number of nurses with doctorates by 2020 in order to improve the profession's evidence base and to teach a new generation of nurses. The IOM observed the challenges facing the nation including the shifts in caregiving, aging, diversity, health system complexity, and the need for avenues for nurses with advanced education. The government, professional organizations, and researchers call for new nursing curricula, instructional design, and competency validation. The population's health requires caregiver teamwork and collaboration. Complex care environments, information management technologies, and the need to reduce costs demand

researchers who will discover and substantiate evidence, as well as leaders who will develop policy and implement change based on evidence. The IOM (2010) urges nurses to achieve higher levels of education in order to better care for the population. The Ph.D. is considered the terminal degree for academic work (Blais, Hayes, Kozier, & Erb, 2006; Finn, 2005; McEwen & Bechtel, 2000).

b. Students – explain the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Document student demand by providing information you have about student interest in the proposed program from inside and outside the institution.

Potential Students

The Ph.D. program will be the first Idaho doctoral program in nursing and is expected to enroll nurse educators as well as nurses in the clinical practice arena. Students will be admitted full time initially and part time within four years. Student interest is evidenced by the needs assessment completed (see 5a. above). Leaders of Idaho nursing schools inquire frequently about implementation of the Ph.D. program at Idaho State University. Large health care institutions in the state are increasingly hiring Ph.D. prepared nurses to direct research and quality initiatives, develop internal policy consistent with state and national studies, involvement in partnership development, among other roles.

Differentiate between the projected enrollment of new students and those expected to shift from other program(s) within the institution.

The Ph.D. program will enroll new students holding an earned master's degree from an accredited institution. Planned enrollment is 6 full time students in the first year, followed by 6 full time enrollments in year two and year three. Planning will occur for enrollment of part time students in year four.

c. Expansion or extension – if the program is an expansion or extension of an existing program, describe the nature of that expansion or extension. If the program is to be delivered off-campus, summarize the rationale and needs assessment.

The Ph.D. program is an expansion of the graduate program at Idaho State University in the School of Nursing with the addition of a Ph.D. degree program. The program will be delivered fully online.

6. **Resources** – fiscal impact and budget

On this form, indicate the planned FTE enrollment, estimated expenditures, and projected revenues for the first three fiscal years (FY) of the program. Include both the reallocation of existing resources and anticipated or requested new resources. Second and third year estimates should be in constant dollars. Amounts should reflect explanations of subsequent pages. If the program is a contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).

I. PLANNED STUDENT ENROLLMENT

	FY 2013		FY 2014		FY 2015	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	6	6	6	6	6	6
B. Shifting enrollments	0		0		0	

EXPENDITURES

	FY 2013		FY 2014		FY 2015	
	FTE	Cost	FTE	Cost	FTE	Cost
A. Personnel Costs						
1. Faculty (with fringe)	3	304,110	3	313,233	3	322,630
2. Administrators						
3. Adjunct faculty						
4. Graduate/Instructional Assistant (with fringe)						
5. Research personnel						
6. Support personnel (1 Office Specialist; fringe included)	.5	17,460	.5	17,984	.5	18,523
7. Fringe benefits						
8. Other: Instructional design support	.1	2,186	.1	2,252	.1	2,319
Total FTE Personnel and Costs:		323,756		333,469		343,472

	FY 2013	FY 2014	FY 2015
B. Operating expenditures			
1. Travel	4,500	4,635	4,774
2. Professional services			
3. Other services			
4. Communications			
5. Utilities			
6. Materials & supplies	6,000	5,150	5,305
7. Rentals			
8. Repairs & maintenance			
9. Materials & goods for manufacture & resale			
10. Miscellaneous			
Total Operating Expenditures:	10,500	9,785	10,079

- FY 2012 represents one month (June 1-June 30 of fiscal year)

	FY 2013	FY 2014	FY 2015
C. Capital Outlay			
1. Library resources	43,105	44,398	45,730
2. Equipment			
Total Capital Outlay:	43,105	44,398	45,730
D. Physical facilities Construction or major Renovation			
E. Indirect costs (overhead)			
GRAND TOTAL EXPENDITURES:	377,361	387,652	399,281

III. REVENUES

	FY 2013	FY 2014	FY 2015
A. Source of funds			
1. Appropriated funds -- Reallocation – MCO	362,481	357,892	354,641
2. Appropriated funds -- New – MCO	0	0	0
3. Federal funds			
4. Other grants			
5. Fees (professional & eISU Fees)	14,880	29,760	44,640
6. Other:			
GRANT TOTAL REVENUES:	377,361	387,652	399,281

	FY 2013	FY 2014	FY 2015
B. Nature of Funds			
1. Recurring*	377,361	387,652	399,281,
2. Non-recurring**			
GRANT TOTAL REVENUES:	377,361	387,652	399,281

* Recurring is defined as ongoing operating budget for the program which will become part of the base.

** Non-recurring is defined as one-time funding in a fiscal year and not part of the base.

a. Faculty and Staff Expenditures

Project for the first three years of the program, the credit hours to be generated by each faculty member (full-time and part-time), graduate assistant, and other instructional personnel. Also indicate salaries. After total student credit hours, convert to an FTE student basis. Please provide totals for each of the three years presented. Salaries and FTE students should reflect amounts shown on budget schedule.

Core Faculty

Year 1

Name, Position and Rank	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars	Projected Student Credit Hours	FTE Students
Dr. Anna Schwartz Associate Professor	$94,010 with fringe)	1	$94,010	52	2
Dr. Karen Neill Professor	$113,339 (with fringe)	0.5	$56,650	25	1
Dr. Deana Molinari Professor	$98,238 (with fringe)	1.0	$98,348	52	2
Director of Research	$110,386 (with fringe)	0.5	$55,193	25	1
3 FTE's	304,110				

Year 2

Name, Position and Rank	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars	Projected Student Credit Hours	FTE Students
Dr. Anna Schwartz Associate Professor	$96,830 (with fringe)	1	$96,830	48	2
Dr. Karen Neill Professor	$116,738 (with fringe)	0.5	$58,369	24	1
Dr. Deana Molinari Professor	$101,185 (with fringe)	1	$101,185	48	2
Director of Research	$113,698 (with fringe)	0.5	$56,849	24	1
3 FTE's	$313,233				

Year 3

Name, Position and Rank	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars	Projected Student Credit Hours	FTE Students
Dr. Anna Schwartz Associate Professor	$99,735 (with fringe)	1	$99,735	24	2
Dr. Karen Neill Professor	$120,241 (with fringe)	0.5	$60,121	12	1
Dr. Deana Molinari Professor	$104,220 (with fringe)	1	$104,220	24	2
Director of Research	$117,108 (with fringe)	0.5	$58,554	12	1
3FTE's	$322,630				

Project the need and cost for support personnel and any other personnel expenditures for the first three years of the program.

Year 1

Position	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars
Office Specialist	$34,920 (with fringe)	0.5	$17,460

Year 2

Position	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars
Office Specialist	$35,967 (with fringe)	0.5	$17,984

Year 3

Position	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars
Office Specialist	$35,523 (with fringe)	0.5	$18,523

Year 1

Position	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars
Instructional Design Support		0.1	$2,186

Year 2

Position	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars
Instructional Design Support		0.1	$2,252

Year 3

Position	Annual Salary Rate	FTE Assignment to this program	Program Salary Dollars
Instructional Design Support		0.1	$2,319

b. Administrative Expenditures
Describe the proposed administrative structure necessary to ensure program success and the cost of that support. Include a statement concerning the involvement of other departments, colleges, or other institutions and the estimated cost of their involvement in the proposed program.

Name, Position, And Rank	Annual Salary Rate	FTE Assignment to this Program	Program Salary Dollars	Percent of Salary Dollars to Program

No additional administrative resources are needed or requested for the success of the program. Administrative structure currently in place will support the expansion of graduate program in the SON.

c. Operating Expenditures (travel, professional services, etc.) Briefly explain the need and cost for operating expenditures.

Travel $4,500 for the first year and then a 3% increase for the next two years.
Regular attendance of core faculty in the Ph.D. in Nursing program at the annual AACN doctoral education conference
NEXus Collaborative: $6,000 (Year 1), $5,150 (Year 2), and $5,305 (Year 3)
Student access to elective courses through the NEXus collaborative administered by the Western Institute of Nursing
(see p.6)

d. Capital Outlay

(1) Library resources will be $43,105 for the first year and then 3% increase for the next two years

(a) Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? If not, explain the action necessary to ensure program success.

(b) Indicate the costs for the proposed program including personnel, space, equipment, monographs, journals, and materials required for the program.

(c) For off-campus programs, clearly indicate how the library resources are to be provided.

Funding is not requested for library resources. Funding for resources needed, based on evaluation completed by Staff of the Eli Oboler library at ISU, will be allocated from current budget resources.

(2) Equipment/Instruments

Describe the need for any laboratory instruments, computer(s), or other equipment. List equipment, which is presently available and any equipment (and cost) which must be obtained to support the proposed program.

All faculty have a computer and private office. Technology and institutional support are in place to successfully deliver the fully online Ph.D. program. The SON has a state of the art simulation lab. No additional equipment/instrument resources are needed or requested for success of the program.

e. Revenue Sources

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?

Existing state appropriated funds will be reallocated to identified core faculty (3 FTE's) whose responsibility will be shifted from current graduate programs in the SON to the Ph.D. in Nursing program. Existing graduate programs will not be impacted as careful planning and preparation for the Ph.D. program over a five year time period has resulted in a full complement of doctorally prepared faculty, and adequate resources for successful implementation.

Professional fees will be charged to Ph.D. students who enroll in the program. All students currently enrolled in graduate programs in the SON incur a professional fee per semester. A professional fee (per semester) charged to Ph.D. students will create a source of revenue to cover new cost of NEXus membership, among other existing costs. Professional fees to be charged to Ph.D. students who enroll in the program are in line with other institutions in the Western region offering graduate programs in Nursing.

eISU fees will provide a source of revenue for the Ph.D. program. All students enrolled in fully online courses at ISU (graduate or undergraduate) currently incur an eISU fee of $35.00 per credit.

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

No additional resources are needed or requested for the success of the program.

(2) Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. What does the institution propose to do with the program upon termination of those funds?

The Ph.D. program implementation is not dependent on a federal grant, special fee arrangement, or contract to fund the program.

Appendix A
Commission on Collegiate Nursing Education (CCNE)
Notice of Accreditation

Commission on
Collegiate Nursing
Education

Serving the
Public Interest
Through Quality
Accreditation

One Dupont Circle, NW
Suite 530
Washington, DC
20036-1120
202-887-6791
fax 202-887-8476
www.aacn.nche.edu

May 12, 2011

Carol Ashton, PhD, RN
Director
School of Nursing
Idaho State University
921 South 8th Avenue, Mail Stop 8101
Pocatello, ID 83209-8101

Dear Dr. Ashton:

On behalf of the Commission on Collegiate Nursing Education (CCNE), I am pleased to advise you that the CCNE Board of Commissioners acted at its meeting on April 14-16, 2011, to grant accreditation to the baccalaureate and master's degree programs in nursing at Idaho State University for the term of 10 years, extending to June 30, 2021. These accreditation actions are effective as of November 17, 2010, which is the first day of the programs' recent CCNE on-site evaluation. You should plan for the next on-site evaluation to take place in the fall of 2020.

At its meeting, the Board determined that the programs met all four accreditation standards. The Board additionally determined that there are no compliance concerns with respect to the key elements.

As is required for all accredited programs, the Board requested that the programs submit a Continuous Improvement Progress Report (CIPR) at the mid-point of the accreditation term. The CIPR should address the nursing programs' continued compliance with all accreditation standards. The deadline for submitting the progress report to CCNE is June 1, 2016. The Report Review Committee, and then the Board of Commissioners, will review the progress report in the fall of 2016. For more information about CIPRs, please refer to the CCNE *Procedures for Accreditation of Baccalaureate and Graduate Degree Nursing Programs*, available at http://www.aacn.nche.edu/Accreditation/pdf/Procedures.pdf.

Please note that the aforementioned CIPR will need to address the CCNE standards that are in effect at the time of submission. In the reminder letter sent approximately 5 months prior to the CIPR due date, CCNE will inform the program of the specific standards to be used and will provide guidance for the preparation of the report.

A copy of the accreditation report that was sent to you earlier, along with your response to it, is being transmitted to the institution's chief executive officer as the Commission's official report to Idaho State University. We hope that both the results of your self-study process and the accreditation report will be useful to the continued growth and development of the nursing programs. Certificates of accreditation are enclosed.

As a reminder, programs are expected to continue to comply with the CCNE standards and procedures throughout the period of accreditation. This includes advising CCNE in the event of any substantive change in the nursing programs or of any major organizational changes that may affect the programs' administration, scope, or quality. Substantive change notifications must be submitted to CCNE no earlier than 90 days prior to implementation or occurrence of the change, but no

later than 90 days after implementation or occurrence of the change. These reporting requirements are discussed further in the CCNE *Procedures*.

We appreciate the many courtesies and the helpfulness extended to the CCNE evaluation team in the fall of 2010. The Commissioners join me in expressing our best wishes as you proceed with tasks important to the future of your nursing programs.

Sincerely,

Carol Ledbetter, PhD, FNP, BC, FAAN
Chair, Board of Commissioners

cc: President Arthur C. Vailas
CCNE Board of Commissioners
CCNE Accreditation Review Committee
CCNE Evaluation Team

Appendix B
Commission on Collegiate Nursing Education (CCNE)
Standards for Accreditation of Baccalaureate and Graduate Nursing Programs

Commission on Collegiate Nursing Education

Standards for Accreditation of

Baccalaureate and Graduate Degree Nursing Programs

Amended April 2009

Commission on Collegiate Nursing Education

Standards for Accreditation of

Baccalaureate and Graduate Degree Nursing Programs

Amended April 2009

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Introduction

Accreditation Overview

Accreditation is a nongovernmental process conducted by representatives of postsecondary institutions and professional groups. As conducted in the United States, accreditation focuses on the quality of institutions of higher and professional education and on the quality of educational programs within institutions. Two forms of accreditation are recognized: one is institutional accreditation and the other is professional or specialized accreditation. Institutional accreditation concerns itself with the quality and integrity of the total institution, assessing the achievement of the institution in meeting its own stated mission, goals, and expected outcomes. Professional or specialized accreditation is concerned with programs of study in professional or occupational fields. Professional accrediting agencies assess the extent to which programs achieve their stated mission, goals, and expected outcomes. In addition, consideration of the program's mission, goals, and expected outcomes is of importance to the accrediting agency in determining the quality of the program and the educational preparation of members of the profession or occupation.

Commission on Collegiate Nursing Education

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. A specialized/professional accrediting agency, CCNE ensures the quality and integrity of baccalaureate and graduate degree nursing programs. Specifically, CCNE accredits baccalaureate degree nursing programs, master's degree nursing programs, and clinical nursing doctorates that are practice-focused and have the title Doctor of Nursing Practice (DNP). CCNE also accredits post-baccalaureate nurse residency programs (using a separate set of accreditation standards).

CCNE serves the public interest by assessing and identifying programs that engage in effective educational practices. As a voluntary, self-regulatory process, CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement of collegiate professional education and post-baccalaureate nurse residency programs. Because the accreditation process is a voluntary enterprise, institutions that seek CCNE accreditation of their baccalaureate and/or graduate degree nursing education programs or post-baccalaureate nurse residency programs are viewed to have a cooperative relationship with CCNE in seeking ways to improve and enhance the educational programs for professional nursing students.

CCNE has established a peer review process in accordance with nationally recognized standards established for the practice of accreditation in the United States and its territories. Accreditation by CCNE serves as a statement of good educational practice in the field of nursing. Accreditation evaluations are useful to the program in that they serve as a basis for continuing or formative self-assessment as well as for periodic or summative self-assessment through which the program, personnel, procedures, and services are improved. The results of such assessments form the basis for planning and the setting of priorities at the institution.

The CCNE accreditation evaluation consists of a review of the program's mission, goals, and expected outcomes; and an assessment of the performance of the program in achieving the mission and goals through the most effective utilization of available resources, programs, and administration. The evaluation process also calls for a review of evidence concerning the application of these resources in assisting the students in attaining their educational goals.

In evaluating a baccalaureate, master's and/or DNP program for accreditation, the CCNE Board of Commissioners assesses whether the program meets the standards and complies with the key elements presented in this publication. A self-study conducted by the sponsoring institution prior to the on-site evaluation provides data indicating the extent to which the program has complied with the key elements and, ultimately, whether the program has met the overall standards for accreditation.

The Commission formulates and adopts its own accreditation standards and procedures. The accreditation standards and procedures for post-baccalaureate nurse residency programs and the accreditation procedures for baccalaureate and graduate degree nursing programs may be obtained by contacting CCNE offices.

Accreditation Purposes

Accreditation by CCNE is intended to accomplish at least five general purposes:

1. To hold nursing programs accountable to the community of interest – the nursing profession, consumers, employers, higher education, students and their families, nurse residents – and to one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles.
2. To evaluate the success of a nursing program in achieving its mission, goals, and expected outcomes.
3. To assess the extent to which a nursing program meets accreditation standards.
4. To inform the public of the purposes and values of accreditation and to identify nursing programs that meet accreditation standards.
5. To foster continuing improvement in nursing programs – and, thereby, in professional practice.

CCNE Accreditation: A Value-Based Initiative

CCNE accreditation activities are premised on a statement of principles or values. These values are that the Commission will:

1. Foster *trust* in the process, in CCNE, and in the professional community.
2. Focus on stimulating and supporting *continuous quality improvement* in nursing programs and their outcomes.
3. Be *inclusive* in the implementation of its activities and maintain an openness to the *diverse institutional and individual issues and opinions* of the interested community.
4. Rely on *review and oversight* by peers from the community of interest.
5. Maintain *integrity* through a consistent, fair, and honest accreditation process.
6. Value and foster *innovation* in both the accreditation process and the programs to be accredited.
7. Facilitate and engage in *self-assessment*.
8. Foster an educational climate that supports program students, graduates, and faculty in their pursuit of *life-long learning*.

9. Maintain a high level of *accountability* to the publics served by the process, including consumers, students, employers, programs, and institutions of higher education.
10. Maintain a process that is both *cost-effective and cost-accountable.*
11. Encourage programs to develop graduates who are *effective professionals and socially responsible citizens.*
12. Ensure *autonomy and procedural fairness* in its deliberations and decision-making processes.

Goals for Accrediting Nursing Education Programs

In developing the educational standards for determining accreditation of baccalaureate, master's, and DNP programs, CCNE has formulated specific premises or goals on which the standards are to be based. These goals include the following:

1. Developing and implementing accreditation standards that foster continuing improvement within nursing education programs.
2. Enabling the community of interest to participate in significant ways in the review, formulation, and validation of accreditation standards and policies and in determining the reliability of the conduct of the accreditation process.
3. Establishing and implementing an evaluation and recognition process that is efficient, cost-effective, and cost-accountable with respect to the institution and student.
4. Assessing whether nursing education programs consistently fulfill their stated missions, goals, and expected outcomes.
5. Ensuring that nursing education program outcomes are in accordance with the expectations of the nursing profession to adequately prepare individuals for professional practice, life-long learning, and graduate education.
6. Encouraging nursing education programs to pursue academic excellence through improved teaching/learning and assessment practices and in scholarship and public service in accordance with the unique mission of the institution.
7. Ensuring that nursing education programs engage in self-evaluation of personnel, procedures, and services, and that they facilitate continuous improvement through planning and resource development.
8. Acknowledging and respecting the autonomy of institutions and the diversity of programs involved in nursing education.
9. Ensuring consistency, peer review, agency self-assessment, procedural fairness, confidentiality, and identification and avoidance of conflict of interest, as appropriate, in accreditation practices.
10. Enhancing public understanding of the functions and values inherent in nursing education accreditation.
11. Providing to the public an accounting of nursing education programs that are accredited and merit public approbation and support.
12. Working cooperatively with other agencies to minimize duplication of review processes.

Curricular Innovation

CCNE standards and key elements are designed to encourage innovation and experimentation in teaching and instruction. Without experimentation for the sake of experimentation and without adversely affecting the educational outcomes, curricular innovations should ultimately serve the needs of the student, the profession, and the public. CCNE recognizes that advancements in technology have enabled programs to facilitate the educational process in ways that may complement or supplant traditional pedagogical methods. CCNE encourages the introduction and use of innovative teaching and learning strategies in the curriculum and looks to the programs that it accredits to make available this technology for the improvement and enhancement of student learning.

About this Document

This publication describes the standards and key elements used by CCNE in the accreditation of baccalaureate, master's, and DNP programs. The standards and key elements, along with the accreditation procedures, serve as the basis to evaluate the quality of the educational program offered and to hold the nursing program(s) accountable to the educational community, the nursing profession, and the public. All nursing programs seeking CCNE accreditation, including those with distance education offerings, are expected to meet the standards presented in this document. Program compliance with the key elements promotes good educational practice in the field of nursing and thus enables CCNE to grant or confirm accreditation.

The standards are written as broad statements that embrace several areas of expected institutional performance. Related to each standard is a series of key elements. Viewed together, the key elements provide an indication of whether the broader standard has been met. The key elements will be considered by the evaluation team, the Accreditation Review Committee, and the Board of Commissioners in determining whether the program meets each standard. The key elements are designed to enable the broadest possible interpretation of each standard in order to support institutional autonomy and encourage innovation while maintaining the quality of nursing programs and the integrity of the accreditation process.

Accompanying each key element is an elaboration, which provides an interpretation of the key element. The elaboration is provided to assist program representatives in addressing the key elements and to enhance understanding of CCNE's expectations. Following each standard is a list of supporting documentation that assists program representatives in developing self-study materials and in preparing for the on-site evaluation. Supporting documentation is included in the self-study document or made available for review by the evaluation team on site. Supporting documentation may be provided in paper or electronic form. The Commission recognizes that reasonable alternatives exist when providing documentation to address the key elements.

Throughout this document, the need for programs to demonstrate the incorporation of professional nursing standards and guidelines is emphasized. CCNE requires, as appropriate, the following professional nursing standards and guidelines: 1) *The Essentials of Baccalaureate Education for Professional Nursing Practice* [American Association of Colleges of Nursing (AACN), 2008]; 2) *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996); 3) *Criteria for Evaluation of Nurse Practitioner Programs* [National Task Force on Quality Nurse Practitioner Education (NTF), 2008]; and 4) *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). Programs identify additional nursing standards and guidelines selected as the basis for specialty programs, as appropriate.

The standards are subject to periodic review and revision. The next scheduled review of this document will include both broad and specific participation by the CCNE community of interest in the analysis and discussion of additions and deletions. Under no circumstances may the standards and key elements defined in this document supersede federal or state law.

At the end of this document is a glossary, which defines terms and concepts used in this document. Terms defined in the glossary are indicated in color throughout the standards.

STANDARD I

Program Quality: Mission and Governance

The mission, goals, and expected aggregate student and faculty outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest. Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

Key Elements

I-A. **The mission, goals, and expected student outcomes are congruent with those of the parent institution and consistent with relevant professional nursing standards and guidelines for the preparation of nursing professionals.**

Elaboration: The program's mission statement, goals, and expected student outcomes are written and accessible to current and prospective students. A mission statement may relate to all nursing programs offered by the nursing unit or specific programs may have separate mission statements. Program goals are clearly differentiated by level when multiple degree programs exist. Expected student outcomes are clear and may be expressed as competencies, objectives, benchmarks, or other language congruent with institutional and program norms.

The program identifies the professional nursing standards and guidelines it uses, including those required by CCNE and any additional program-selected guidelines. A program preparing students for specialty certification incorporates professional standards and guidelines appropriate to the specialty area. A program may select additional standards and guidelines (e.g., state regulatory requirements), as appropriate. Compliance with required and program-selected professional nursing standards and guidelines is clearly evident in the program.

I-B. **The mission, goals, and expected student outcomes are reviewed periodically and revised, as appropriate, to reflect:**

- **professional nursing standards and guidelines; and**
- **the needs and expectations of the community of interest.**

Elaboration: There is a defined process for periodic review and revision of program mission, goals, and expected student outcomes. The review process has been implemented and resultant action reflects professional nursing standards and guidelines. The community of interest is defined by the nursing unit. The needs and expectations of the community of interest are reflected in the mission, goals, and expected student outcomes. Input from the community of interest is used to

foster program improvement. The program afforded the community of interest the opportunity to submit third-party comments to CCNE, in accordance with accreditation procedures.

I-C. Expected faculty outcomes in teaching, scholarship, service, and practice are congruent with the mission, goals, and expected student outcomes.

Elaboration: Expected faculty outcomes are clearly identified by the nursing unit, are written, and are communicated to the faculty. Expected faculty outcomes are congruent with those of the parent institution.

I-D. Faculty and students participate in program governance.

Elaboration: Roles of the faculty and students in the governance of the program, including those involved in distance education, are clearly defined and promote participation.

I-E. Documents and publications are accurate. References to the program's offerings, outcomes, accreditation/approval status, academic calendar, recruitment and admission policies, transfer of credit policies, grading policies, degree completion requirements, tuition, and fees are accurate.

Elaboration: A process is used to notify constituents about changes in documents and publications. Information regarding licensure and/or certification examinations for which graduates will be eligible is accurate.

I-F. Academic policies of the parent institution and the nursing program are congruent. These policies support achievement of the mission, goals, and expected student outcomes. These policies are fair, equitable, and published and are reviewed and revised as necessary to foster program improvement. These policies include, but are not limited to, those related to student recruitment, admission, retention, and progression.

Elaboration: Nursing faculty are involved in the development, review, and revision of academic program policies. Differences between the nursing program policies and those of the parent institution are identified and are in support of achievement of the program's mission, goals, and expected student outcomes. Policies are written and communicated to relevant constituencies. Policies are implemented consistently. There is a defined process by which policies are regularly reviewed. Policy review occurs and revisions are made as needed.

I-G. There are established policies by which the nursing unit defines and reviews formal complaints.

Elaboration: The program's definition of a formal complaint and the procedure for filing a complaint are communicated to relevant constituencies. The program follows its established policies/procedures for formal complaints.

Supporting Documentation for Standard I.

1. Mission, goals, and expected student and faculty outcomes.
2. Copies of all professional nursing standards and guidelines used by the program. CCNE requires the following professional nursing standards and guidelines:
   - Baccalaureate programs: *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
   - All master's programs: Graduate Core Curriculum Content from *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996).
   - Master's programs with an advanced practice focus: Graduate Core and Advanced Practice Core of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996).
   - DNP programs: *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006).
   - Graduate programs preparing nurse practitioners: *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008).
   - Post-baccalaureate entry programs: *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and other *relevant* standards based on the degree outcome (e.g., *The Essentials of Master's Education for Advanced Practice Nursing* for master's programs, *Criteria for Evaluation of Nurse Practitioner Programs* for nurse practitioner programs, and *The Essentials of Doctoral Education for Advanced Nursing Practice* for DNP programs).
   - All programs: Any additional relevant professional nursing standards and guidelines used by the program.
3. Appointment, promotion, and tenure policies or other documents defining faculty expectations.
4. Major institutional and nursing unit reports and records for the past 3 years, such as strategic planning documents and annual reports.
5. Documentation that the program has afforded the community of interest the opportunity to submit written third-party comments to CCNE, in accordance with accreditation procedures.
6. Reports submitted to and official correspondence received from applicable accrediting and regulatory agencies since the last accreditation review of the nursing program.
7. Catalogs, student handbooks, faculty handbooks, personnel manuals, or equivalent information, including, among other things, academic calendar, recruitment and admission policies, grading policies, and degree completion requirements.
8. A copy of the institution's policies on transfer of credit, including the criteria used to determine whether credit will be awarded and evidence that the policies are publicly disclosed.
9. If applicable, a description of the processes through which the institution verifies that the student who registers in a distance education course is the same student who participates in and completes the course and receives academic credit.
10. Program advertising and promotional materials directed at prospective students.
11. Documents that reflect decision-making (e.g., minutes, memoranda, reports).
12. Program policies related to formal complaints.

STANDARD II

Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment and support for the nursing program. The institution makes available resources to enable the program to achieve its mission, goals, and expected aggregate student and faculty outcomes. The faculty, as a resource of the program, enables the achievement of the mission, goals, and expected aggregate student outcomes.

Key Elements

II-A. **Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals, and expected outcomes. Adequacy of resources is reviewed periodically and resources are modified as needed.**

Elaboration: The budget enables achievement of the program's mission, goals, and expected student and faculty outcomes. The budget also supports the development, implementation, and evaluation of the program. Compensation of nursing unit personnel supports recruitment and retention of qualified faculty and staff. Physical space is sufficient and configured in ways that enable the program to achieve its mission, goals, and expected student and faculty outcomes. Equipment and supplies (e.g., computing, laboratory, and teaching-learning) are sufficient to achieve the mission, goals, and expected student and faculty outcomes. There is a defined process for regular review of the adequacy of the program's fiscal and physical resources. Review of fiscal and physical resources occurs and improvements are made as appropriate.

II-B. **Academic support services are sufficient to ensure quality and are evaluated on a regular basis to meet program and student needs.**

Elaboration: Academic support services (e.g., library, technology, distance education support, research support, admission, and advising services) are adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected student and faculty outcomes. There is a defined process for regular review of the adequacy of the program's academic support services. Review of academic support services occurs and improvements are made as appropriate.

II-C. The chief nurse administrator:

- is a registered nurse (RN);
- holds a graduate degree in nursing;
- is academically and experientially qualified to accomplish the mission, goals, and expected student and faculty outcomes;

- is vested with the administrative authority to accomplish the mission, goals, and expected student and faculty outcomes; and
- provides effective leadership to the nursing unit in achieving its mission, goals, and expected student and faculty outcomes.

Elaboration: The chief nurse administrator has budgetary, decision-making, and evaluation authority that is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest, to make decisions to accomplish the mission, goals, and expected student and faculty outcomes. The chief nurse administrator is perceived by the communities of interest to be an effective leader of the nursing unit. The program provides a rationale if the chief nurse administrator does not hold a graduate degree in nursing.

II-D. Faculty members are:

- sufficient in number to accomplish the mission, goals, and expected student and faculty outcomes;
- academically prepared for the areas in which they teach; and
- experientially prepared for the areas in which they teach.

Elaboration: The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs. The mix of full-time and part-time faculty is appropriate to achieve the mission, goals, and expected student and faculty outcomes. Faculty-to-student ratios ensure adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.

Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a rationale for the use of any faculty who do not have a graduate degree.

Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks have lead faculty who are nationally certified in that specialty.

II-E. When used by the program, preceptors, as an extension of faculty, are academically and experientially qualified for their role in assisting in the achievement of the mission, goals, and expected student outcomes.

Elaboration: The roles of preceptors with respect to teaching, supervision, and student evaluation are clearly defined; congruent with the mission, goals, and expected student outcomes; and congruent with relevant professional nursing standards and guidelines. Preceptors have the expertise to support student achievement of expected learning outcomes. Preceptor performance expectations are clearly communicated to preceptors.

II-F. The parent institution and program provide and support an environment that encourages faculty teaching, scholarship, service, and practice in keeping with the mission, goals, and expected faculty outcomes.

Elaboration: Institutional support is available to promote faculty outcomes congruent with defined expectations of the faculty role and in support of the mission, goals, and expected student outcomes. For example:

- Faculty have opportunities for ongoing development in pedagogy.
- If research is an expected faculty outcome, the institution provides resources to support faculty research.
- If practice is an expected faculty outcome, opportunities are provided for faculty to maintain practice competence, and institutional support ensures that currency in clinical practice is maintained for faculty in roles which require it.
- If service is an expected faculty outcome, expected service is clearly defined and supported.

Supporting Documentation for Standard II.

1. Nursing unit budget for the current and previous 2 fiscal years.
2. Name, title, educational degrees with area of specialization, certification, relevant work experience, and teaching responsibilities of each faculty member and administrative officer associated with the nursing unit.
3. Curricula vitae of the chief nurse administrator and faculty.
4. Policies regarding preceptor selection and evaluation and documentation of preceptor qualifications.
5. Current collective bargaining agreement, if applicable.
6. Policies regarding workload or teaching assignments, if applicable.
7. Documents that reflect decision-making (e.g., minutes, memoranda, reports).

STANDARD III

Program Quality: Curriculum and Teaching-Learning Practices

The curriculum is developed in accordance with the mission, goals, and expected aggregate student outcomes and reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected individual student learning outcomes and expected aggregate student outcomes. The environment for teaching-learning fosters achievement of expected individual student learning outcomes.

Key Elements

III-A. The curriculum is developed, implemented, and revised to reflect clear statements of expected individual student learning outcomes that are congruent with the program's mission, goals, and expected aggregate student outcomes.

Elaboration: Curricular objectives (course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected individual student learning outcomes. Expected individual student learning outcomes contribute to achievement of the mission, goals, and expected aggregate student outcomes.

III-B. Expected individual student learning outcomes are consistent with the roles for which the program is preparing its graduates. Curricula are developed, implemented, and revised to reflect relevant professional nursing standards and guidelines, which are clearly evident within the curriculum, expected individual student learning outcomes, and expected aggregate student outcomes.

- Baccalaureate program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008).
- Master's program curricula incorporate professional standards and guidelines as appropriate.
  a. All master's programs incorporate the Graduate Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996) and additional relevant professional standards and guidelines as identified by the program.
  b. All master's-level advanced practice nursing programs incorporate the Advanced Practice Nursing Core Curriculum of *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996). In addition, nurse practitioner programs incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008).
- Graduate-entry program curricula incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) and appropriate graduate program standards and guidelines.

- DNP program curricula incorporate professional standards and guidelines as appropriate.
  a. All DNP programs incorporate *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006) and incorporate additional relevant professional standards and guidelines as identified by the program.
  b. All DNP programs that prepare nurse practitioners also incorporate *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008).

Elaboration: Each degree program and specialty area incorporates professional nursing standards and guidelines relevant to that program/area. The program clearly demonstrates where and how content, knowledge, and skills required by identified sets of standards are incorporated into the curriculum. Advanced practice master's programs (Clinical Nurse Specialist, Nurse Anesthesia, Nurse Midwife, and Nurse Practitioner) and DNP programs with a direct care focus incorporate separate graduate level courses in health/physical assessment, physiology/pathophysiology, and pharmacology. Additional content in these areas may be integrated as needed into specialty courses. Separate courses in physical assessment, physiology/pathophysiology, and pharmacology are not required by CCNE for students enrolled in post-master's DNP programs who hold current national certification as advanced practice nurses, unless the program has deemed this necessary.

III-C. **The curriculum is logically structured to achieve expected individual and aggregate student outcomes.**

- **The baccalaureate curriculum builds upon a foundation of the arts, sciences, and humanities.**
- **Master's curricula build on a foundation comparable to baccalaureate level nursing knowledge.**
- **DNP curricula build on a baccalaureate and/or master's foundation, depending on the level of entry of the student.**

Elaboration: Baccalaureate program faculty and students articulate how knowledge from courses in the arts, sciences, and humanities is incorporated into nursing practice. Post-baccalaureate entry programs in nursing incorporate the generalist knowledge common to baccalaureate nursing education as delineated in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008) as well as advanced course work.

Graduate curricula are clearly based on a foundation comparable to a baccalaureate degree in nursing. Graduate programs delineate how students who do not have a baccalaureate degree in nursing acquire the knowledge and competencies comparable to baccalaureate education in nursing as a foundation for advanced nursing education. Accelerated programs that move students from basic nursing preparation (e.g., associate degree or diploma education) to a graduate degree demonstrate how these students acquire baccalaureate level knowledge and competencies delineated in *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008), even if they do not award a baccalaureate degree in nursing in addition to the graduate degree. DNP programs, whether post-baccalaureate or post-master's, demonstrate

how students acquire doctoral-level competencies delineated in *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006). The program provides a rationale for the sequence of the curriculum for each program.

III-D. **Teaching-learning practices and environments support the achievement of expected individual student learning outcomes and aggregate student outcomes.**

Elaboration: Teaching-learning practices and environments (classroom, clinical, laboratory, simulation, distance education) support achievement of expected individual student learning outcomes identified in course, unit, and/or level objectives.

III-E. **The curriculum and teaching-learning practices consider the needs and expectations of the identified community of interest.**

Elaboration: Teaching-learning practices are appropriate to the student population and build on prior learning. Teaching-learning practices consider the needs of the program-identified community of interest (e.g., use of distance technology, simulation, adult learner needs, second language students).

III-F. **Individual student performance is evaluated by the faculty and reflects achievement of expected individual student learning outcomes. Evaluation policies and procedures for individual student performance are defined and consistently applied.**

Elaboration: Evaluation of student performance is consistent with expected individual student learning outcomes. Grading criteria are clearly defined for each course, communicated to students, and applied consistently. There are processes by which the evaluation of individual student performance is communicated to students. Student performance is evaluated by faculty. In instances where preceptors facilitate students' clinical learning experiences, faculty may seek input from preceptors regarding student performance, but ultimately faculty are responsible for evaluation of individual student learning outcomes. The requirement for evaluation of student clinical performance by qualified faculty applies to all students, including those enrolled in post-master's DNP programs. CCNE recognizes that faculty evaluation of student clinical performance may be accomplished through a variety of mechanisms.

III-G. **Curriculum and teaching-learning practices are evaluated at regularly scheduled intervals to foster ongoing improvement.**

Elaboration: Faculty use data from faculty and student evaluation of teaching-learning practices to inform decisions that facilitate the achievement of individual student learning outcomes. Such evaluation activities may be formal or informal, formative or summative. Curriculum is regularly evaluated by faculty and other communities of interest as appropriate. Data from the evaluation of curriculum and teaching-learning practices are used to foster program improvement.

Supporting Documentation for Standard III.

1. Course syllabi.
2. Examples of student work.
3. Student performance evaluations.
4. Current affiliation agreements with institutions at which student instruction occurs.
5. Student and faculty evaluations of clinical sites.
6. Course/faculty evaluations.
7. Documents that reflect decision-making (e.g., minutes, memoranda, reports).

STANDARD IV

Program Effectiveness: Aggregate Student and Faculty Outcomes

The program is effective in fulfilling its mission, goals, and expected aggregate student and faculty outcomes. Actual aggregate student outcomes are consistent with the mission, goals, and expected student outcomes. Actual alumni satisfaction data and the accomplishments of graduates of the program attest to the effectiveness of the program. Actual aggregate faculty outcomes are consistent with the mission, goals, and expected faculty outcomes. Data on program effectiveness are used to foster ongoing program improvement.

Key Elements

IV-A. Surveys and other data sources are used to collect information about student, alumni, and employer satisfaction and demonstrated achievements of graduates. Collected data include, but are not limited to, graduation rates, NCLEX-RN® pass rates, certification examination pass rates, and employment rates, as appropriate.

Elaboration: Processes are in place for regular collection of aggregate student outcome data. For entry-level programs, the program indicates whether NCLEX-RN® pass rate data represent first-time takers and/or repeat takers. The program is expected to demonstrate how RN-to-baccalaureate program graduates as well as pre-licensure graduates achieve the expected outcomes of the baccalaureate program. Certification pass rates are obtained and reported for those graduates taking each examination, even when national certification is not required to practice in a particular state. Program evaluation data are collected on a regular basis. For each degree program, the program calculates graduation rates (number of students completing a program divided by number of students entering a program). The program specifies the entry point and the time frame used in the calculation of graduation rates. Individual programs may collect additional aggregate outcome data related to other aspects of their mission, goals, and expected student outcomes (e.g., enrollment in further graduate education).

IV-B. Aggregate student outcome data are analyzed and compared with expected student outcomes.

Elaboration: Actual student outcomes data are analyzed in relation to expected student outcomes to identify areas of discrepancies. Discrepancies may indicate areas for program improvement.

IV-C. Aggregate student outcome data provide evidence of the program's effectiveness in achieving its mission, goals, and expected outcomes.

Elaboration: The program reports aggregate data related to its expected outcomes. Reported data include student, alumni, and employer satisfaction; graduation rates; NCLEX-RN® pass rates;

certification examination pass rates; employment rates; as well as data related to other program-identified expected outcomes.

IV-D. Aggregate student outcome data are used, as appropriate, to foster ongoing program improvement.

Elaboration: The program demonstrates use of aggregate student outcome data for program improvement when actual outcomes are not consistent with expected outcomes. Adjustments to foster ongoing program improvement are deliberate and congruent with the mission, goals, and expected student outcomes.

IV-E. Aggregate faculty outcomes are consistent with and contribute to achievement of the program's mission, goals, and expected student outcomes.

Elaboration: Aggregate faculty outcomes reflect the program's mission, goals, and expected student outcomes. For example, if research is an identified element of the program's mission, faculty research productivity should be assessed as an expected faculty outcome. If research is not part of the identified mission, it would not be expected as a faculty outcome. Evaluation of faculty outcomes is consistent with the institution's and program's definition(s) of faculty role expectations. There is congruence between expectations of the faculty in their roles and evaluation of faculty performance.

IV-F. Information from formal complaints is used, as appropriate, to foster ongoing program improvement.

Elaboration: If formal complaints indicate a need for program improvement, there is evidence that action has been taken to address that need.

Supporting Documentation for Standard IV.

1. Aggregate student outcomes data (not applicable to new programs without graduates), including:
   - Student, alumni, and employer satisfaction for each program
   - Graduation rates for each program
   - NCLEX-RN® pass rates
   - Certification examination pass rates by specialty
   - Employment rates for each program
   - Other aggregate data, as appropriate
2. Summary of aggregate faculty outcomes for the past 3 years with an analysis of aggregate faculty outcomes' relationship to expected outcomes.
3. Record of formal complaints, if any, for the past 3 years, and any action(s) taken to foster program improvement.
4. Documents that reflect decision-making (e.g., minutes, memoranda, reports).
5. Examples of use of aggregate data to foster program improvement when indicated.

Glossary

Academic Policies

Published rules that govern the implementation of the academic program including, but not limited to, policies related to admission, retention, progression, graduation, grievance, and grading.

Academic Support Services

Services available to the nursing program that facilitate faculty and students in any teaching/learning modality, including distance education, in achieving the expected outcomes of the program. These may include, but are not limited to, library, computer and technology resources, advising, counseling, and placement services.

Advanced Nursing

Nursing roles requiring advanced nursing education beyond the basic baccalaureate preparation. Academic preparation for advanced nursing may occur at the master's and/or doctoral level.

Chief Nurse Administrator

A registered nurse with a graduate degree in nursing who serves as the administrative head of the nursing unit.

Community of Interest

Groups and individuals who have an interest in the mission, goals, and expected outcomes of the nursing unit and its effectiveness in achieving them. The community of interest comprises the stakeholders of the program and may include both internal (e.g., current students, institutional administration) and external constituencies (e.g., prospective students, regulatory bodies, practicing nurses, clients, employers, the community/public). The community of interest might also encompass individuals and groups of diverse backgrounds, races, ethnicities, genders, values, and perspectives who are served and affected by the program.

Curriculum

All planned educational experiences under the direction of the program that facilitate students in achieving expected outcomes. Nursing curricula include supervised clinical learning experiences.

Distance Education

Teaching-learning activities characterized by the separation, in time or place, between instructor and student. Courses may be offered through the use of print, electronic, or other media. Distance education methodologies may be used for a portion of or for an entire nursing degree program.

Formal Complaint

A statement of dissatisfaction that is presented according to a nursing unit's established procedure.

Goals

General aims of the program that are consistent with the institutional and program missions and reflect the values and priorities of the program.

Mission

A statement of purpose defining the unique nature and scope of the parent institution or the nursing program.

Nursing Program

A system of instruction and experience coordinated within an academic setting and leading to acquisition of the knowledge, skills, and attributes essential to the practice of professional nursing at a specified degree level (baccalaureate, master's, doctorate).

Nursing Unit

The administrative segment (e.g., college, school, division, or department of nursing) within an academic setting in which one or more nursing programs are conducted.

Outcomes

Individual Student Learning Outcomes: Learner-focused statements explicitly describing the characteristics or attributes to be attained by students as a result of program activities. At the curricular level these outcomes may be reflected in course, unit, and/or level objectives.

Expected Outcomes: Statements of predetermined levels of aggregate achievement expected of students who complete the program and of faculty. Expected outcomes are established by the faculty and are consistent with professional nursing standards and guidelines and reflect the needs of the community of interest.

Aggregate Student Outcomes: Statements of the level of attainment of designated outcomes expected of a group or cohort of students as a result of completing the nursing program. Aggregate student outcomes include graduation rates, NCLEX-RN® pass rates, certification rates, employment rates, and employer satisfaction with graduates. Programs may identify other expected student outcomes, such as percentage of alumni pursuing further education or actively involved in professional organizations.

Aggregate Faculty Outcomes: Statements of expected collective faculty accomplishments that support the program's mission and goals. Expected aggregate faculty accomplishments may reflect teaching, scholarship, practice, and/or service components of the faculty role, as defined by the program and its parent institution.

Actual Outcomes: Aggregate results describing student and faculty accomplishments. Actual outcomes are analyzed in relation to expected outcomes to demonstrate program effectiveness.

Aggregate Student Outcomes: A description of the level of students' actual collective attainment of designated outcomes as a result of completing the nursing program. Aggregate student outcomes include graduation rates, NCLEX-RN® pass rates, certification rates, employment rates, employer satisfaction with graduates, and program-identified outcomes.

Aggregate Faculty Outcomes: Collective accomplishments of faculty that support the program's mission and goals. Actual accomplishments may reflect teaching, scholarship, practice, and/or service components of the faculty role.

Parent Institution

The entity (e.g., university, academic health center, college, or other entity) accredited by an institutional accrediting agency (regional or national) recognized by the U.S. Secretary of Education that has overall responsibility and accountability for the nursing program.

Preceptor

An experienced practitioner who facilitates and guides students' clinical learning experiences in the preceptor's area of practice expertise.

Professional Nursing Standards and Guidelines

Statements of expectations and aspirations providing a foundation for professional nursing behaviors of graduates of baccalaureate, master's, and professional doctoral programs. Standards are developed by a consensus of professional nursing communities who have a vested interest in the education and practice of nurses. CCNE recognizes that professional nursing standards and guidelines are established through: state rules and regulations, nationally recognized accrediting agencies and professional nursing specialty organizations, national and institutional educational organizations, and health care agencies used in the education of nursing graduates.

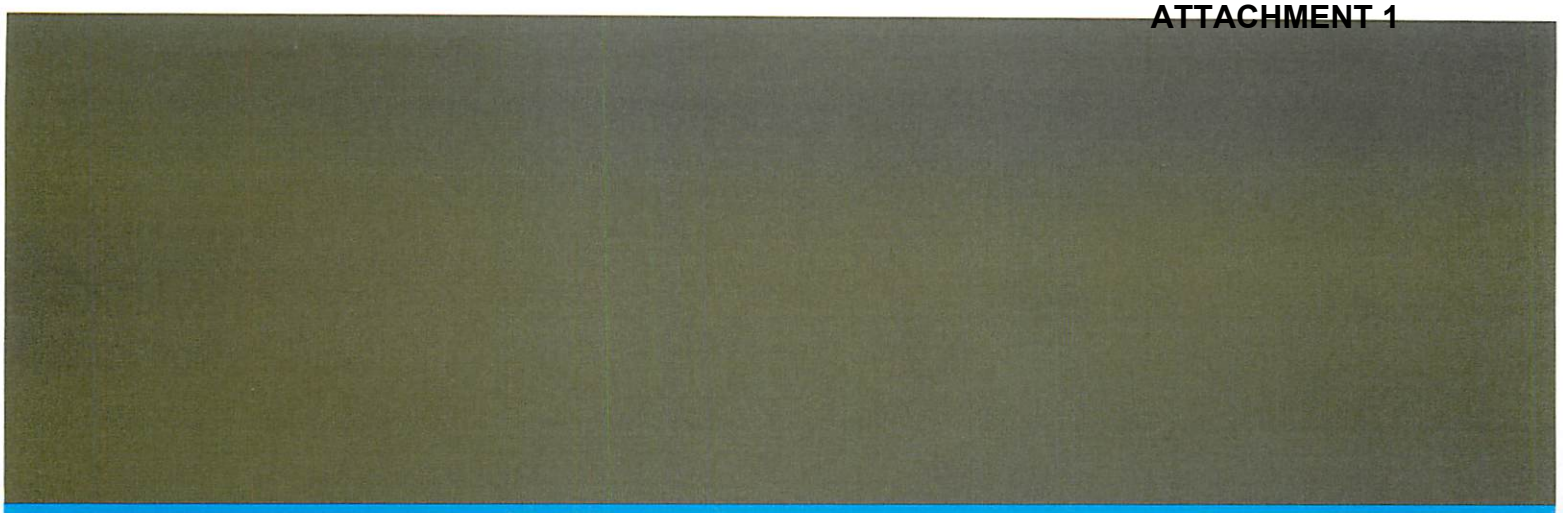
CCNE requires that baccalaureate or graduate pre-licensure programs in nursing use *The Essentials of Baccalaureate Education for Professional Nursing Practice* (AACN, 2008); that master's degree programs use *The Essentials of Master's Education for Advanced Practice Nursing* (AACN, 1996); that DNP programs use *The Essentials of Doctoral Education for Advanced Nursing Practice* (AACN, 2006); and that nurse practitioner programs use *Criteria for Evaluation of Nurse Practitioner Programs* (NTF, 2008). Programs incorporate additional professional nursing standards and guidelines, as appropriate, consistent with the mission, goals, and expected outcomes of the program.

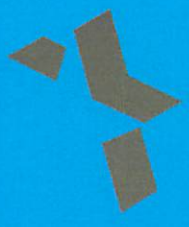
Program Improvement

The process of utilizing results of assessments and analyses of actual student and faculty outcomes in relation to expected outcomes to validate and revise policies, practices, and curricula as appropriate.

Teaching-Learning Practices

Strategies that guide the instructional process toward achieving individual student learning outcomes and expected student outcomes.





Commission on
Collegiate Nursing
Education

One Dupont Circle, NW
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Washington, DC 20036-1120

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Fax: (202) 887-8476
Web site: www.aacn.nche.edu/accreditation

Appendix C
Letters of Support

Board of Nursing – State of Idaho
PO Box 83720 (Mailing) 280 No 8th Street, Suite 210 - Boise, Idaho 83720-0061
(208) 334-3110 - Fax: (208) 334-3262 TDD – 1-800-377-3529

September 15, 2011

Nancy Renn, PhD, RN
Interim Director, School of Nursing
Idaho State University
921 S. 8th Ave. STOP 8101
Pocatello, ID 83201-8101

Dear Dr. Renn:

On behalf of the members of the Idaho Board of Nursing, I am pleased to write in support of the proposal by Idaho State University to offer the doctor of philosophy in nursing program through ISU's School of Nursing.

The Board shares concerns noted in numerous recent studies relative to the shortage of qualified faculty necessary to prepare adequate numbers of graduates to meet the projected nursing workforce needs of this state. The current number of master's-prepared nurse faculty is barely sufficient to support current undergraduate program enrollments in Idaho's nursing programs. Plans to increase enrollments are out of the question unless additional qualified faculty become available. ISU's proposed PhD in nursing program is a step forward in preparing the faculty necessary to meet Idaho's current and future nursing education needs.

The School of Nursing at Idaho State University has a history of successful graduate nursing programs, currently supported by a core of doctorally-prepared faculty who are committed to development of quality nursing education in this state. The university's support through fiscal and other resources to implement the doctorate in nursing program demonstrates a commitment to retain Idaho nurses who want to teach in Idaho.

The ability to prepare nurses through a research-focused nursing doctoral program will address Idaho's critical need for qualified faculty, both graduate and undergraduate. In addition, the program will respond to the needs of our healthcare industry for doctorally-prepared nurses, consistent with regional and national initiatives to enhance the academic credentials of nurses in active clinical practice.

On behalf of the members of the Board of Nursing, thank you for your consideration of the proposal from Idaho State University's School of Nursing.

Sincerely,

SANDRA EVANS, MAEd, RN
Executive Director

SE:lhc

The Mission of the Board of Nursing is to regulate nursing practice and education for the purpose of safeguarding the public health, safety and welfare.

IDAHO
DEPARTMENT OF LABOR
C.L. "BUTCH" OTTER, GOVERNOR
ROGER B. MADSEN, DIRECTOR

September 16, 2011

Karen S. Neill, Ph.D., R.N., SANE-A
Professor of Nursing
Interim Assistant Director for Graduate Studies
School of Nursing
Idaho State University
921 S. 8th Ave. STOP 8101
Pocatello, Idaho 83201-8101

Dear Dr. Neill:

Much has been done in the state to address the nurse workforce shortage in Idaho but it is clear by any measure that the ability of the state to train more nurses is dependent upon the availability of masters and PhD faculty to meet current and future demand in our colleges and universities. PhD's in nursing are required to prepare master's level faculty to train Idaho's new nurses.

The 2011 Idaho Nursing Overview projects continuing chronic vacancies through the end of the projection period in 2015 for nurses with advanced degrees. Attracting and retaining nurse educators poses a particular problem. Nurse educators with master's or advanced practice professional degrees earn 33 to 39 per cent less than their counterparts in practice settings. While there has been an expansion of nurse educators to 189 full time and 73 adjunct and part-time instructors during the 2010-11 school year, more than a quarter of the instructors plan to retire in the next five years and 13% plan to leave faculty positions in the next two. And, too few applicants are available when openings arise. According to the 2008 Nursing Workforce Director's Survey, only 2.31 applicants apply for open faculty positions. The lack of access to an in-state PhD program adds to the many challenges Idaho's education institutions will face as they seek new and replacement faculty to train the many nurses Idaho will need.

The on-line model proposed by the new program is particularly appealing from a workforce perspective. Idaho students will be able to remain in their communities, allowing them to continue to teach or engage in practice while increasing their education. This approach offers accessibility and the opportunity to build a new workforce who will remain in their communities to teach and practice.

We look forward to the approval of this much-needed program.

Sincerely,

Cheryl A. Brush
Assistant Deputy Director Workforce

Idaho Alliance of Leaders in Nursing

"The Driving Force for Excellence in Nursing"

September 19, 2011

Margaret Henbest
Executive Director

2011 Board of Directors:

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St. Luke's McCall
President

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Saint Alphonsus
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Hearts for Hospice
Region 7

Lori Stinson
Lewis Clark State College
CNEL President

Nancy Renn, Ph.D., R.N.
Interim Director, School of Nursing
Idaho State University School of Nursing
921 S. 8th Ave STOP 8101
Pocatello, Idaho 83201-8101

Dear Dr. Renn,

The Idaho Alliance of Leaders in Nursing's (IALN) mission is to advance Idaho's nursing workforce which is accomplished by providing scholarship support for graduate and undergraduate nursing students, and through its collaborative support of nursing workforce data collection. The IALN is guided by a Board of Directors who represent nursing education and practice statewide. IALN is also the co-lead of a state effort to institute the recommendations of the recent Institute of Medicine (IOM), Future of Nursing report released in October of 2010.

IALN strongly supports your proposal to develop a PhD nursing program at Idaho State University (ISU). The most recent nursing workforce report, published in January by the Idaho Department of Labor reveals a current and on-going shortage of nursing faculty and Advanced Practice Registered Nurses (APRN) in Idaho. Future workforce demands cannot be met without adequate numbers of well prepared nursing faculty to educate the nurses of tomorrow.

The IOM report also highlights the need to increase the number of PhD prepared nurses. The report recommends doubling the number of doctoral prepared nurse by 2020 in order to meet the demand of an evolving health system to improve the quality and health outcomes of the care nurses provide. Your focus on inter-professional practice is also very relevant and timely. The burden of chronic disease is increasing in our nation and the most effective management of these patients is achieved through case management and care coordination across teams of multidisciplinary professionals.

Thank you for identifying and pursuing this educational opportunity for Idaho nurses. Please do not hesitate to contact me if I can assist you in any way in this process.

Sincerely,

Margaret Henbest, RN, MSN, CPNP, Executive Director

615 North Seventh Street, Boise, ID 83702
208-367-1171 www.nurseleaders.org

Idaho State
UNIVERSITY

School of Rehabilitation and Communication Sciences
921 South 8th Avenue, Stop 8090 · Pocatello, Idaho 83209-8090

September 19, 2011

Nancy Renn, Ph.D.
Interim Associate Dean and Director
School of Nursing

Dear Dr. Renn,

I am pleased to write this strong letter of support for your proposed development of the Doctorate in Nursing at Idaho State University. The critical nature of the nursing profession requires knowledgeable leadership as the country moves into the new health care environment, and this leadership will arise from programs such as the one you propose.

We are preparing to propose development of a doctoral program in the Rehabilitation and Communication Sciences that would prepare graduates to serve in one of our professional areas, and the most critical element of our proposal is recognition and development of the interprofessional component. We envision a strong relationship with the nursing doctoral program, with significant interaction between programs. We look forward to developing shared interprofessional courses, and feel that our students will be greatly benefited by the interprofessional collaborations that they experience through those interactions.

In summary, I whole-heartedly support your development of the Doctorate of Nursing, and look forward to collaborating with you and your faculty as this develops.

Sincerely,

John A. (Tony) Seikel, Ph.D.
Associate Dean and Director

Idaho Hospital Association

September 20, 2007

Carol A. Ashton, Ph.D., R.N.
Associate Dean and Director
School of Nursing
Idaho State University
921 S. 8th Ave.
Stop 8101
Pocatello, ID 83209-8101

Dear Doctor Ashton:

This is to express the support of the Idaho Hospital Association for Idaho State University's PhD in nursing proposal. As a member of Governor Risch's Nursing Task Force, I learned first hand about the barriers standing in the way of educating more nurses and supported the task force's recommendations on how to get more nurses at the bedside.

Idaho is on the brink of a serious nursing shortage. While our small hospitals need well educated and experienced bedside nurses, our larger medical centers are getting desperate for critical care nurses and other advanced practice nurses who typically are educated at the masters or PhD levels. It is my understanding that the PhD level faculty is the minimum level of educational preparation required for teaching at the masters level.

It is clear that additional masters and PhD level faculty are necessary in order to increase capacity in the state's nursing programs. Without additional faculty, nursing seats cannot be added. Our nursing schools are turning away huge numbers of highly qualified applicants for nursing seats because of lack of capacity while hospitals are frantically recruiting to fill the existing vacancies. To put it more succinctly, capacity is static and vacancies are on a steep uphill curve. The only solution is to add more seats. To add more seats, more faculty is needed. To add more faculty more PhD prepared nurses are needed. What better way to get more PhD nurses than to educate them in Idaho.

The Idaho Hospital Association encourages the Idaho State Board of Education to approve ISU's PhD nursing program. It needs to start now, as we need the nurses now before the crisis worsens. And, on a personal note, all of us will need a nurse some time in our lives.

Sincerely,

Steven A. Millard

Steven A. Millard
President

P.O. Box 1278, Boise, ID 83701 - Phone: 208.338.5100 - Fax: 208.338.7800 - www.teamiha.org

Idaho Hospital Association

October 18, 2011

Karen S. Neill, Ph.D., R.N., SANE-A
Professor of Nursing
Interim Assistant Director for Graduate Studies
School of Nursing
Idaho State University
921 S. 8th Ave. STOP 8101
Pocatello, Idaho 83201-8101

Dear Dr. Neill:

Once again the Idaho Hospital Association is happy to express support for Idaho State University's PhD in nursing proposal. As I mentioned in my 2007 support letter, as a member of Governor Risch's Nursing Task Force, I learned first-hand about the barriers to educating more nurses and fully supported the task force's recommendations on how to get more nurses at the bedside.

While the 2008 downturn in the economy mitigated the nursing shortage to some degree, it is just a matter of time when those nurses who put off retirement or delayed it will be leaving the workforce. Add to that the huge wave of baby boomers reaching retirement beginning this year and we may very well not have enough nurses to meet the needs of our population. The patients we are seeing in our hospitals are far sicker with more comorbid conditions than ever before which requires critical care nurses and other advanced practice nurses who typically are educated at the master's or PhD levels. It is my understanding that the PhD is the minimum level of educational preparation required for teaching at the master's level.

It is clear that additional master's and PhD level faculty is necessary in order to increase capacity in the state's nursing programs. Without additional faculty, nursing seats cannot be added. Our nursing schools continue to turn away highly qualified applicants for nursing seats because of lack of capacity. While the shortages are not evident right now, it won't be long until they are back. We must get in front of the curve so we are ready when the real shortages do hit.

The Idaho Hospital Association encourages the Idaho State Board of Education to approve ISU's PhD nursing program.

Sincerely,

Steven A. Millard

Steven A. Millard
President

EXTERNAL REVIEW OF PROPOSED PhD IN NURSING PROGRAM

IDAHO STATE UNIVERSITY

SCHOOL OF NURSING

Prepared by

Judith Berg, PhD, RN, WHNP-BC, FAAN, FAANP
University of Arizona College of Nursing

Angeline Bushy, PhD, RN, FAAN, PHCNS-BC
University of Central Florida College of Nursing, Daytona Campus

February 19, 2012

Executive Summary

A thorough review of materials prepared by the Idaho State University (ISU) School of Nursing (SON) coupled with a site visit led us to support the proposed PhD program in Nursing. Arguments in favor of our recommendation are as follows:

- ISU is in the midst of a major initiative to expand research capacity in the Division of Health Sciences (DHS). The proposed PhD in Nursing bolsters that endeavor.

- No institution of higher education in the state of Idaho currently offers a PhD in Nursing. This deficit necessitates exporting Idaho's nurse leaders, scientists, and clinicians to neighboring or outside states to obtain this terminal degree. By offering an in-state web based (online) doctoral program, place-bound nurses in Idaho could continue nursing responsibilities in their communities while obtaining a terminal degree from ISU. Research suggests nurses who are educated in their home state are more likely to remain there upon graduating with an advanced degree.

- Nationally, there is an urgent need for increased numbers of PhD prepared nurses to serve as faculty and scientists. This fact is evidenced by unfilled faculty job postings, position statements by professional nursing organizations and growing demands from health provider groups.

- The newly restructured ISU Division of Health Sciences (DHS) encourages inter-professional faculty and student research activities and affords expanded opportunities for mentoring nursing students enrolled in the PhD program of study.

- The ISU SON is positioned to implement the PhD program in the very near future, evidenced by solid budget support, adequate faculty resources, and administrative personnel to support admitting an initial student cohort of six (6) students.

Although the SON has detailed plans for program implementation within the next 6 months, there is need for the additional infusion of resources to support ongoing student mentoring through expanded faculty teaching and research activities. More specifically, these needs include:

- The position of Director of Research in the SON currently is advertised nationally. This position involves direct responsibility in the PhD program for conducting research, mentoring faculty and students, teaching, and serving on dissertation committees. The individual assuming this position also will have responsibility for procuring resources for sustained faculty research programs in the SON in the form of external funding through grants, as well as developing contracts and collaborative partnerships.

- Additional essential tenure-track nursing faculty with established research programs are needed to ease the workload of current faculty. An increased number of faculty positions are planned for by the SON administration. There is current recruitment activity to fill these vacant positions within the SON.

- To provide maximum learning opportunities for students in the PhD program, the SON should consider becoming a member of NEXus. As an academic collaborative entity, NEXus includes eleven (11) accredited universities offering PhD and/or DNP nursing programs that offer web based graduate level courses. The cost to participate in NEXus as an institutional member is $5000.00 (base dues) and an additional $1000.00 for new membership. Students of NEXus member schools have an opportunity to enroll in a variety of web based core and elective courses that are offered by member schools. Student tuition is dispersed according to a predetermined formula; that is, 75% is allocated to the teaching institution, 15% to the NEXus administrative office; and, 10% to the student's home institution. We urge the SON to consider joining NEXus as an Academic Collaborator. Membership would allow ISU SON to list its PhD program courses in the NEXus catalog as this would allow students from NEXus member institutions to enroll in ISU courses and thereby be apportioned 75% of their tuition.

Long term needs were noted for the expanding PhD program as well, including:

- As the PhD program expands over time with the annual admission of another student cohort, additional (new) tenure-track faculty with solid programs of scholarship will be needed. Increased faculty numbers are essential for student teaching, mentoring, and scholarship (i.e., dissertations) and to address concerns of SON faculty workload.

- Funds for student scholarships and/or grants to support student learning are necessary, particularly in the form of research and teaching assistantships. There may be opportunities for external funding from the Nurse-Faculty Loan Forgiveness Grant which supports students who plan to obtain a faculty position upon graduation. Also, the SON is encouraged to pursue development opportunities that focus on donors' funding for graduate fellowships.

The essential points that support our recommendation to implement a PhD in nursing have been summarized in this Executive Summary. In the following pages, we elaborate on these conclusions and offer additional recommendations.

Background

In October 2011, we were contacted by Dr. Karen S. Neill, Professor and Interim Assistant Director of Graduate Studies in the ISU-SON and invited to review the proposal for a PhD program in Nursing. The review was to include evaluation of the full proposal to the Idaho State Board of Education along with a site visit to campus to meet individuals who were actively involved and see the facilities. We were selected for this review because both of us are faculty in Colleges of Nursing that offer a PhD in Nursing and have had extensive involvement in those programs; and, served as consultants to other programs. Dr. Bushy has experience with PhD program development and consultation with schools offering PhD course offerings with a rural health focus. Dr. Berg has experience with PhD program development, online PhD course development, and curriculum revision. Both have had active programs of research with numerous scholarly publications and presentations; and, over several decades, mentored large numbers of PhD students.

We visited the ISU- SON on February 14, 2012. During this site visit, we met with Dr. Nancy Renn, Interim Director of the SON; Dr. Karen Neill, Interim Assistant Director of Graduate Studies; and Dr. Tina Mladenka, Interim Assistant Director of Undergraduate Studies. As well, we had meetings with the entire nursing graduate faculty and additional discussion with the graduate faculty with active programs of research.

To better understand the research support structure for the SON that is part of the Division of Health Sciences (DHS) we met with Dr. Rex Force, Interim Associate Dean for Clinical Research; Dr. Debra Easterly, Interim Director of Research Development and Compliance I the Office of Research; and, Dr. Tony Seikel, Associate Dean and Director, School of Rehabilitation and Communication Sciences.

We met with Marcia Francis from the Idaho Health Sciences Library and learned about the online library resources. We also had a meeting with Dr. Linda Hatzenbuehler, Associate Vice President and Executive Dean of the DHS. She provided detailed information about the relationship of DHS to the SON, and expressed enthusiastic support on the part of her office for the proposed nursing PhD program. Subsequently, we met with Dr. Nicole Hill, Interim Dean of the Graduate School, and Dr. Laura Woodworth-Ney, associate Vice President of Academic Affairs, and both reiterated the ISU Administrations' commitment to, and support for, the proposed PhD program.

All of the afore mentioned meetings were highly informative, clarifying questions that we had regarding the proposal. All ISU faculty and administrators were forthcoming and very receptive to our questions, insights and suggestions.

Need

Nationally and in the state of Idaho there is an urgent national need for nurses with doctoral preparation to educate an expanding nursing workforce, contribute to nursing science, and lead clinical practice endeavors. Recently, the Institute of Medicine (IOM) report *The Future of Nursing, Leading Change and Advancing Health* (2010) specifically recommended doubling the

number of nurses with doctoral degrees by 2020. The American Association of Colleges of Nursing notes the well documented nursing faculty shortage has resulted in turning away thousands of qualified applicants to undergraduate and graduate nursing education programs (AACN, 2010). In Idaho, the *Governor's Health Care Summit Recommendations* (2007) called for the creation of adequate numbers of nurses who are qualified to teach by establishing additional masters level and doctoral level nursing program; and, these should be delivered via distance education technology to meet the needs of place bound nurses in the state. A recent report by the Idaho Department of Labor, *Idaho Nursing Overview* (January 2011) includes a statement that capacity to educate nurses is influenced by the availability of nursing faculty, currently limited by in state access to graduate level nursing education. Based on this critical factor, demand for graduate level nursing, particularly nurses with a PhD degree, is expected to increase in Idaho.

The proposed PhD program in Nursing has been included in the Idaho State Board of Education's eight (8) year plan and supports ISU's assigned responsibility to develop and offer a program to meet the education and nursing workforce needs of Idaho. Since there currently is no PhD program in Nursing offered in Idaho, the proposed ISU program is urgently needed. Further, the proposed program meets the needs of the ISU –DHS' strategic plan for expanding research and scholarly productivity. More specifically, an immediate goal of the DHS is developing a sustained culture of inquiry that advances leadership in the health professions through basic, translational, interdisciplinary, and participatory scholarly endeavors.

In 2004, a statewide assessment of educational needs of practicing nurses by the SON was completed. The following year (2005) based on the needs assessment, major changes occurred in the graduate program, including transition of the curriculum to a fully online (web based) format. In 2007, a survey of 125 Idaho nurses was conducted to determine interest in doctoral education and research interests. Respondents indicated active involvement in exploring opportunities for advancing their education. Of the 106 respondents, 58 individuals indicated intent to enroll in a PhD in nursing program. Based on the survey results, an initial Notice of Intent was submitted by the ISU- SON for the development of the PhD in Nursing program. The initial Notice of Intent was submitted in 2007 and approved by the State Board of Education.

Without question, the evidence overwhelmingly supports the need for the proposed ISU SON PhD in nursing program. National professional organization position statements, coupled with data indicating interest from potential students in the state of Idaho along with strategic initiatives at the Idaho State Board of Education, *underscore program need.*

Resources

Faculty

While on the site visit, we met with Graduate Faculty who demonstrated excitement and enthusiasm for the proposed PhD program. They project the PHD program could begin by Fall Semester (2012), reporting they have the experience and expertise necessary to develop and teach the courses for the proposed curriculum. Faculty and administrators assured us they have ample time to admit students to the program, develop the courses and load these to the ISU

online platform prior to the proposed start date. Two recent faculty additions, Dr. Ana Schwartz and Dr. Elizabeth Cartwright bring active research programs which are vital to educating doctoral students. Both indicated a willingness to mentor doctoral students; and, that their studies could provide experiences for at least six students (i.e., a total of 12 students). As well, there are at least two other faculty who engage in research activities that may be of interest to students. Currently there are six PhD prepared faculty who had experience serving on doctoral student committees. Of these, at least four have served as the dissertation committee chairperson. It will be important for faculty with experience serving as dissertation chairs to mentor other faculty who have had little or no experience in this critical role, as a successful PhD program hinges on the relationship between the student and his or her dissertation chairperson.

Our review concludes the SON is positioned to begin the PhD program. However, the ongoing success of the program will be dependent upon infusing the SON with faculty with active research programs. Current research activity will be sufficient to enrich the experiences of the first student cohort; but, insufficient as the program expands and additional students are admitted to the program in subsequent years. In recognition of this important factor, a Director of Research is currently being recruited, and additional faculty positions are planned for by the SON and ISU administration. Additional faculty resources will be critically needed by the third year of the program year as faculty workload expands dramatically associated with students in the dissertation phase. Further, the new faculty will be essential to allow for ongoing scholarly activities of the existing graduate nursing faculty; these activities require dedicated time such as grant writing, completing research activities, writing manuscripts and delivering presentations.

Administrative Support

The SON –Office Specialist (1.0 full-time equivalent [FTE]) currently assists with the graduate programs and will have a dedicated .05 FTE to support the PhD Program. The SON currently has an Academic Advisor (1.0 FTE) for graduate and undergraduate students; also the SON has available onsite an Information Systems Technician (.05 FTE). Neither the administrators, faculty, or the administrative assistants expressed concerns about the level of administrative support after the program is implemented. We recommend the SON assure that there be sufficient support from the Information Systems Technician to assist both PhD faculty and students. However the SON has years of experience delivering online graduate programs and appears well versed in the technical support needs for a solely online format.

Our meeting with Dr. Linda Hatzenbuehler, Associate Vice President and Executive Dean, Department of Health Sciences, assured us of her support and enthusiasm for the proposed PhD program. She indicated the SON has built capacity in the last five years to support the PhD program. She believes the nursing faculty are ideally positioned to begin student recruitment soon after program approval (within the next 6 months). Dr. Nicole Hill, Interim Dean, Graduate School, and Dr. Laura Woodworth-Ney, Associate Vice President of Academic Affairs further indicated overwhelming support for the proposed program. All ISU administrators that we met with indicated the major challenge will be recruiting additional PhD-prepared nursing faculty with solid research backgrounds and active programs of research. We concur with their perspective.

Students

The SON has conducted surveys to determine interest in PhD education among Idaho nurse educators and found a high degree of interest. Of 106 respondents in a 2007 survey, 58 indicated intention to enroll in a PhD program. Survey respondents expressed interest in research foci including rural, vulnerable populations, community and public health issues, Gerontology, symptom management, effects of exercise, caregiver stress, and forensic and domestic violence. Faculty in the SON hold expertise in these research areas and can mentor students in these and related areas. Our meetings with Graduate Faculty assured us that current undergraduate and graduate students also indicated interest in enrolling in the proposed PhD program. The SON currently has on file, an inquiries list of prospective students; thus, assuring admission of an initial cohort of students within six months. However, ongoing marketing activities will likely be necessary to recruit students to the doctoral program.

Teaching Assistant (TA) positions provide an opportunity for doctoral students to refine and enhance their teaching skills. Currently there are two TA positions in the SON (0.5 FTE each). These positions are currently filled by graduate students enrolled in the Master's program, but could be allocated to PhD students. Administration plan is to utilize one TA position to assist faculty who are teaching in the PhD program. That TA would assist with research, grant writing, contract development and other activities. We encourage the SON to pursue other avenues to support Research Assistant (RA) and TA positions for doctoral students.

Facilities

Division of Health Sciences (DHS): The SON is a vertical independent entity within ISU-DHS which includes the College of Pharmacy, Kasiska School of Health Professions, Office of Medical and Oral Health, and the School of Rehabilitative and Communication Sciences. The primary mission of the DHS is to enhance the quality of life of the residents of Idaho and the greater community. An integral aspect of the DHS' mission is the continued development of an interprofessional core curriculum supporting research, community partnerships, university clinics, practice and education. Our meeting with Dr. Rex Force, Interim Associate Dean for Clinical Research, Division of Health Sciences, Dr. Debra Easterly, Interim Director of Research Development and Compliance, Office of Research, and Dr. Tony Seikel, Associate Dean and Director, School of Rehabilitation and Communication Sciences, provided detailed information about the ways the DHS can facilitate and enhance the PhD in Nursing Program. Resources available through the DHS include interdisciplinary research opportunities and mentorship of students, research proposal development and support for faculty and students, and statistical consultation. Further, the Office of Research assists with electronic proposal submission, budgetary consultation and development, and activities related to funded research opportunities for faculty and students. The recently reorganized DHS provides enhanced opportunities for interdisciplinary collaboration as evidenced by our interviews with Dr. Linda Hatzenbuehler, Dr. Rex Force, Dr. Debra Easterly, Dr. Tony Seikel and faculty and administrators in the SON.

Idaho Health Sciences Library: Our meeting with Marcia Francis from the Idaho Health Sciences Library provided detailed evidence of the ample library support available to SON PhD program faculty and students. Since the proposed PhD program in Nursing is solely online, we

were particularly interested in hearing about the library support available electronically. Ms. Francis assured us of the measures the library and SON have taken to assure students have access to the necessary library holdings. As part of the SON-PhD proposal development, she completed an audit of existing library offerings, compared these to nationally recommended publications for PhD in Nursing programs, solicited needs from SON faculty; and, identified strategies to address the noted deficits. Approximately $40,000.00 was used to purchase essential electronic journals and other materials to support the program. There are plans to sustain essential electronic offerings with an estimated annual budget ranging from $43,000.00 to $67,000. 00.

SON Building: The ISU facility in which the SON is located has sufficient space for the proposed PhD in Nursing program. The PhD curriculum will be entirely web based; however, the faculty plan to bring these students to the ISU campus for some period of time at the beginning of each academic year (Summer). Faculty and administrators believe there is sufficient space for these instructional activities to occur. Since the program is offered solely online, space needs in the SON building are related to faculty teaching, office, and research needs. Dr. Rex Force and Dr. Tony Seikel stated there currently is ample space in the SON and DHS to accommodate expanded research needs. However, they elaborated on the expansive complex on the ISU-Meridian campus near Boise, Idaho.

Equipment: The SON has a long history of online course delivery; thus, have ample facility to offer the PhD program online. Faculty are familiar with the SON's online course platform, (Moodle). Additionally, there appears to be sufficient technical support for both faculty and students using this course delivery modality. The rich history of online course delivery enhances the SON's ability to offer the proposed program with little need for faculty development for this teaching/learning modality.

Institute of Rurah Health (IRH): The IRH is integral to the ISU campus and has a mission to improve the health of communities through research, education and services. The IRH provides additional support for students who are interested in outcome evaluation, community and policy development, technology, diversity, and health disparities. The Institute also is a valuable resource with connections to state, regional and federal resources that can be used by students and faculty who have an interest in research having a rural focus.

Curriculum

The PhD in Nursing program in the ISU- SON is poised to prepare students to be nurse scientists with the ability to conduct original research, contribute to effective health care systems, and advance nursing science for practice application. The curriculum is designed to prepare graduates in core areas of nursing science including research design, statistical methods, health policy and coursework in rural and global communities. Elective courses allow students to prepare for their future careers, develop a solid foundation in their area of specialty and expand their knowledge in research and leadership. An emphasis on interprofessional collaborative health care approaches is planned; thus, providing a solid foundation for nurse researchers, educators and leaders that enables them to be full partners with interdisciplinary colleagues.

An earned Master of Science in Nursing (MSN) is the entry level requirement for admission. A cohort of six (6) students per year will be admitted to the program, with expectation of full-time study; however, a part-time option is also planned. The curriculum consists of 16 credit hours of required core courses. The program will emphasize leadership and interprofessional collaborative practice which are strategies identified in the Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health for redesigning and improving practice environments and health care systems* (IOM, 2010). The proposed PhD curriculum is sufficient to prepare students to pursue intellectual inquiry and develop knowledge and expertise in theory, research methods and analytic approaches to research development for a nurse scientist. Mentored research experience with faculty having an established program of research and broad expertise is the hallmark of the program and will result in a dissertation of the highest quality.

Electives will provide an opportunity for the student to access expertise both on campus and through *The Nursing Education Change, (NEXus),* a program involving an academic collaboration of eleven (11) accredited universities with PhD and/or DNP programs in Nursing. NEXus makes courses available by distance to students enrolled in other academic collaborating institutions. Currently more than 177 courses are offered through the NEXus collaborative to participating PhD and DNP students. The cost of becoming an institutional affiliate member of NEXus is $5000.00 (annual dues) and $1000.00 for new members. (Total cost for new members = $6000.00.) In the SON plan, these costs will be covered by the student professional fees in the PhD program. Tuition for students enrolled in NEXus courses is based on established rates of $725.00 per credit hour, of which 75% is allocated to the teaching institution, 15% to the NEXus administrative office, and 10% to the student's home institution. The reviewers strongly suggest the SON consider joining NEXus as a full academic collaborator, so that it could offer courses for NEXus students from other member institutions. The institutional cost for joining in this capacity is the same. However, the benefit is that ISU SON can capture additional tuition as the teaching institution which may be sufficient to offset the annual membership fees; and, increase the number of students enrolled in the ISU course offerings.

Since the curriculum includes a dissertation as the culminating research experience, there will be a need for sufficient faculty to guide this extensive student experience. The selected doctoral advisory committee will consist of three qualified faculty members. The workload of the chairperson of a doctoral dissertation committee is considerable. Although the SON currently has sufficient faculty to enroll six doctoral students per year, we strongly recommend faculty be recruited by the time the first cohort of students begin the dissertation process (third year of the program). Faculty resources should be expanded to mentor students in their intense research experiences.

Additional Considerations

There are particular aspects of the proposal that invite our comment. None should be considered shortcomings. Rather, we offer these as issues that the core PhD faculty should consider along with plans for implementation.

New Faculty Hires

Already administration of ISU, the DHS and SON anticipate need for additional PhD-prepared Nursing faculty with strong programs of research. The national search for these individuals should be considered priority, as the third program year will realize high demand for faculty (workload) commitment to mentoring doctoral students. As well, the Director of Research position should be filled as soon as possible. This individual is key to ensuring increased emphasis on the research mission, support for scholarly activities in the SON, and assistance with workload burden that is the result of doctoral student mentoring activities.

Curriculum

There is an urgent need for immediate development of PhD courses before the program commences, projected to start within the next 6 -10 months. We understand that most of the faculty in the SON currently have 9 month Academic appointments. It is important to identify who will develop these new courses and when this course development will occur. It may be that summer support and faculty commitment will be necessary. We urge the SON to consider this urgent need a priority and plan for it early.

As a review team, we whole heartedly support the proposed new SON- PhD program in Nursing. We urge that this program be approved as soon as possible as it definitely addresses the educational needs of nurses in Idaho, fulfills an Idaho State Board of Education strategic planning initiative, and, will bolster the health and nursing care needs of Idaho citizens.

Thank you for the opportunity to be part of the review process for the proposed ISU-SON PhD program. Thank you as well, for the gracious hospitality of everyone at ISU during our site visit, in particular administration, faculty and support staff in the School of Nursing.

We wish you every success!

Dr. Judith Berg
Dr. Angeline Bushy

03/01/12

Response to External Review of full proposal for the Ph.D. in Nursing program
Idaho State University
School of Nursing
Division of Health Sciences

Prepared by:
Karen S. Neill, Ph.D., R.N., SANE-A
Interim Assistant Director of Graduate Studies
School of Nursing

The Division of Health Sciences recently filled the position of Interim Director of Research and is working toward a permanent hire. The Director of Graduate Studies and graduate faculty in the School of Nursing (SON) will work closely with the Director of Research in the Division of Health Sciences to increase research funding in the Division and particularly collaborative proposals that include the School of Nursing. The administrative structure in the SON includes the positions of Associate Dean and Director, Director of Graduate Studies and Director of Undergraduate Studies. These positions are currently held by individuals on interim status. The plan is to fill the Associate Dean and Director position in summer of 2012, and both the Director of Graduate Studies and the Director of Undergraduate Studies in the 2012-2013 academic year. The responsibility of building research programs and funding will be integrated across the permanent administrative positions in the School of Nursing working with the Director of Research at the Division level, and will be supported through specific initiatives in the SON. These initiatives include increase in grant submission through the SON, faculty development, collaboration through a Memorandum of Understanding (MOU) with Boise State University (BSU) in the delivery of specific graduate programs, and accountability in annual evaluations of all nursing faculty with emphasis on building research and scholarly productivity in the School of Nursing and Division of Health Sciences.

A Memorandum of Understanding has been developed between ISU and BSU to expand graduate nursing education in the state of Idaho (see attached). Idaho State University plans to collaborate with BSU in the expansion of graduate education. While ISU will deliver the Ph.D. in Nursing program, the MOU will involve collaboration which will expand capacity by providing increased access to faculty prepared at the doctoral level with varied areas of expertise, cooperative and collaborative research, participation on student committees, student mentorship, development of some core curricula for graduate programs, among other opportunities. This agreement will support the need for additional tenure track faculty with established research programs and ease faculty workload which will support success of the Ph.D. program in Nursing. The MOU with BSU is in the final draft form and has been approved by the BSU and SON faculty. The MOU is currently under review by ISU General Council, and is expected to be signed by BSU and ISU administration in the next 30 days.

The position of Coordinator of the Accelerated Baccalaureate Nursing Program was recently filled with a Ph.D. prepared faculty member supporting capacity for doctoral programs in the School of Nursing. One additional faculty line is being established and will be filled with a faculty member prepared at the doctoral level with an active program of research. This new position is planned for responsibility in the graduate program in the School of Nursing. A formal search for this faculty member will begin within 60 days.

The SON had planned within the proposal for the Ph.D. program to become a member of NEXus, a collaborative of accredited universities offering Ph.D. and DNP level nursing courses in an online format. This membership will provide opportunity for students in the graduate programs to take some elective or required courses from other universities while enrolled in the graduate program at ISU.

Currently, two graduate faculty members in the SON have release time for the purpose of developing funding sources through grants and contracts to support faculty research and student learning in the SON. The Office of Professional Development in the SON provides a strong foundation for the generation of funding to support faculty development, research, and student learning opportunities. The Enhancement Council in the School of Nursing has worked specifically over the last year to promote the SON through marketing and events to build alumni and other donor support sources.

Curriculum development for the Ph.D. in Nursing program was an essential part of the process of developing the full proposal for the Ph.D. in Nursing program. The graduate faculty felt that developing the curriculum for the Ph.D. in Nursing program for full time as well as part time students was essential in the planning process, therefore this was accomplished as a critical starting point in proposal development. Further, faculty course assignments have been made for the first year of the full time Ph.D. program based on faculty expertise, and faculty are currently developing each course as assigned to align with the mission and vision of the School of Nursing and expected course as well as program outcomes established. Faculty are working diligently at the present time to plan for admission of students including admission process, online application, curriculum and course development, and program outcome evaluation, among other priorities to support success.

PREAMBLE TO MEMORANDUM OF UNDERSTANDING

The 2010 Institute of Medicine (IOM) report, *The Future of Nursing, Leading Change and Advancing Health* states nurses will play an expanded role in the provision of health care in the future. The report calls for nurses to practice at the full extent of their education and to achieve higher levels of education through effective education systems. The Schools of Nursing at Idaho State University and Boise State University are committed to further developing systems for graduate nursing education in the State of Idaho.

The State of Idaho has limited resources to provide access to graduate nursing education, yet Idaho has a great need for nursing professionals with advanced degrees in all areas of the State. The citizens of Idaho deserve competent, qualified nurses with access to quality and accessible graduate nursing education vital to meeting the health care needs of Idaho citizens. Idaho State University and Boise State University commit to work together to provide access to quality graduate nursing education throughout the State of Idaho, avoiding duplication of programs and effectively utilizing resources including collaboration of doctorally prepared educators in the state.

The Idaho State University School of Nursing is proposing an expansion of the graduate program to offer the Doctor of Philosophy (Ph.D.) degree in Nursing. This will be the first doctoral nursing program in the State of Idaho. The Ph.D. in Nursing is a research focused degree, and is designed to prepare nurse scholars to advance the art, science and practice of the discipline through a career in research, education, and/or practice.

Both the BSU and ISU Schools of Nursing are proposing to expand the graduate program to include the Doctor of Nursing Practice (DNP) degree. In 2006, the American Association of Colleges of Nursing (AACN) published a position statement regarding indicators of quality in practice-focused doctoral programs in nursing. The AACN report provides the foundation for DNP degree programs and sets the expectations for faculty, programs of study, resources, and students. The DNP program of study is grounded in evidence-based practice within a changing health care system.

The Schools of Nursing at Idaho State University and Boise State University have jointly agreed to provide the following nursing programs for nursing undergraduate and graduate education:

Boise State University	**Idaho State University**
Boise State University School of Nursing currently offers: • BS pre-licensure • RN-BS completion • MS in nursing care of populations with emphasis areas in clinical, education, and leadership	Idaho State University currently offers an Associate Degree in Nursing through the College of Technology. Idaho State University School of Nursing currently offers • BS pre-licensure ○ Traditional

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	○ Accelerated (Meridian) • RN-BS completion • ADMS Program • MS in Nursing Education • MS in Nursing Leadership • MS in Family Nurse Practitioner (FNP) ○ Students are prepared to complete the standardized national certification examination as a Family Nurse Practitioner • MS in Clinical Nurse Specialist ○ Students are prepared to complete the standardized national certification examination as a Clinical Nurse Specialist in Adult Health • Post Master's Certificate Program ○ Certificate program available in all options for nurses with a master's degree who seek advanced preparation in a specialty.
Boise State University plans to offer: • MS in Adult-Gerontology NP ○ Students will be prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles. ○ Certification by the American Nurses Association Credentialing Center (AACN) will be available	**Idaho State University plans to offer:** • BS to DNP ○ Family Nurse Practitioner • BS to DNP ○ Clinical Nurse Specialist -Adult • BS to DNP ○ Psych-Mental Health NP

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after 2013.
 	
• Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations.
  o BS to DNP
  o Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs.
	(2014)
	
	• MS to DNP
	  o Post Master's DNP with emphasis in clinical practice (NP and CNS)
	
	• PhD in Nursing

	Idaho State University plans to delete: • ADMS Program • MS in Family Nurse Practitioner • MS in Clinical Nurse Specialist

The Schools of Nursing at Idaho State University and Boise State University are preparing to meet the health system needs through expansion of graduate nursing education. Together, they will 1.) develop clear and concise curricula for graduate nursing education for Idaho, 2.) develop courses that can be taken by students at both institutions, 3.) work to obtain graduate faculty status for nursing faculty at both institutions, and 4.) share faculty across both institutions to allow faculty to teach and complete research in their respective areas of expertise.

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MEMORANDUM OF AGREEMENT

THIS MEMORANDUM OF AGREEMENT, effective the ____ day of _____, 2012 by and between IDAHO STATE UNIVERSITY (ISU), and BOISE STATE UNIVERSITY (BSU).

WHEREAS, the Idaho State Board of Education, ('the Board) has directed that ISU retain the primary healthcare educational role and mission in the State of Idaho; and

WHEREAS, the Board's eight year plan states that ISU and BSU have a shared emphasis in graduate programs in nursing in Southwest Idaho; and

WHEREAS, there is a manifest need for graduate nursing programs throughout the State of Idaho; and

WHEREAS, the Board has directed the institutions under its governance to avoid duplication of programs, where possible; and

WHEREAS, ISU and BSU desire to support a common vision and understanding of graduate nursing education on a statewide basis with development of core curricula; and

WHERES, there are changing roles and functions in advanced nursing practice and education; and

WHEREAS, the parties mutually desire to establish a framework of graduate nursing education, administrative structures, and core curricula for graduate nursing education to be made available on a statewide basis.

NOW THEREFORE, subject to any required approvals, including by the Idaho State Board of Education Council of Academic Standards and the Council of Academic Affairs and Programs and the Board, ISU and BSU hereby agree to act in accordance with the following:

1. The administration and nursing faculties of ISU and BSU will develop and agree upon a common core graduate nursing curricula. This will include developing a schedule of core nursing courses in which both universities will participate. The schedule of core courses will enhance availability of graduate nursing education to students statewide and will eliminate unnecessary duplication of graduate nursing courses. ISU will take the leadership and coordination role in this effort.

2. A primary objective of the joint effort of the parties is agreement to offer the graduate nursing curricula through an online format available to all eligible nurses throughout the state.

3. BSU and ISU agree to develop nursing and interprofessional graduate courses to share between institutions.

4. As the common curricula are developed as set forth above, the institutions will also develop agreement upon administrative issues such as professional fees, tuition, workload adjustment allocation, transfer credit, and other issues related to jointly enrolled students or collaborative courses between institutions. Details will be facilitated by the Associate Dean/Directors of the Schools of Nursing.

5. ISU and BSU will work in concert to not offer duplicative graduate nursing education/programs. Nursing leadership and graduate nursing faculty from BSU and ISU will meet at least semi-annually to discuss graduate education needs and requests for new or enhanced graduate nursing programs. New course offerings related to graduate nursing programs will be submitted with the institution's respective plans in accordance with Board policy.

6. BSU and ISU will secure graduate faculty status for graduate nursing faculty at both institutions and share faculty across institutions to enhance availability of and access to faculty experts for teaching and research.

7. ISU and BSU support the proposals to develop the following new programs:

Boise State University	**Idaho State University**
• MS in Adult-Gerontology Nurse Practitioner (NP) o Students will be able prepared to complete standardized national certification examination for acute care and/or primary care certified NP roles o Certification by the American Nurses Association Credentialing Center (AACN) will be	• BS to DNP o Family Nurse Practitioner • BS to DNP o Clinical Nurse Specialist -Adult • BS to DNP o Psych-Mental Health NP (2014)

available after 2013. • Post Master's DNP with a focus on indirect care with emphasis in nursing care of populations. o BS to DNP Will transition Adult-Gerontology NP program to the DNP degree once the credentialing organizations require a DNP degree for all nurse practitioner programs.	• MS to DNP o Post Master's DNP with emphasis in clinical practice (NP and CNS) • PhD in Nursing

8. ISU and BSU agree to collaborate and develop and manage clinical placements for graduate nursing students throughout the State. BSU and ISU will designate clinical coordinators for graduate nursing education. ISU and BSU nursing clinical coordinators will work with the clinical coordinator for ISU's PhysicianAssistant (PA) program to assure high quality clinical placements for students from both institutions. Both ISU and BSU will provide office space so coordinators from both nursing schools and the PA program can have office space in both locations. The institutions commit to the coordinators having routine meetings each semester to coordinate student placement.

9. BSU and ISU and their respective administrators, staff and faculty will work jointly in good faith to address issues that may arise in the implementation of this agreement.

10. ISU and BSU agree to use the Consensus Model for Advanced Practice Registered Nurse (APRN) education, certification and practice materials to develop clear and concise education, role descriptions, and practice opportunities for graduate nursing education for advanced practice nurses in the State of Idaho.

11. This agreement will remain in force until terminated by mutual agreement of the parties.

IDAHO STATE UNIVERSITY

_____

Barbara Adamcik, PhD Date

BOISE STATE UNIVERSITY

_____

Martin Schimpf, PhD Date

Interim Provost

Linda Hatzenbuehler, PhD Date
Executive Dean
and Vice-President
Division of Health Sciences

Provost

Tim Dunnagan, PhD Date
Dean, College of Health Sciences

AT

05/17/12
Notice of Proposed Programs
Needs Assessment/Ongoing Future Workforce Needs

Ph.D. in Nursing Program
Idaho State University School of Nursing

Submitted By:
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Interim Assistant Director of Graduate Studies
Idaho State University School of Nursing

The Ph.D. in Nursing program in the School of Nursing (SON) at Idaho State University (ISU) will be the first Ph.D. degree offered in nursing in the state of Idaho. The Ph.D. in Nursing is a research focused degree and is designed to prepare nurse scholars to advance the science and practice of the discipline thorough a career in research, practice and teaching.

Segmentation: Student's enrolled in the graduate program at ISU in the SON are pursuing a Master's degree and have returned to college holding an earned Bachelor's in Nursing. Some students return to college to earn a Post Master's degree in a selected option. These students hold a Master's degree in Nursing and are returning to obtain an additional Master's degree in another specific area such as Leadership or Family Nurse Practitioner. In 2010-2011, the average age of students admitted to the graduate program in the SON was 37 years of age. Students come to ISU SON from all areas of the state, primarily from the Meridian, Boise, Pocatello and Idaho Falls areas, with approximately 26% of current enrolled students residing in rural areas across Idaho. Currently there are 8 students or 6% of enrolled graduate students from out of state. The largest majority of students are enrolled part time (71, 59.6%) with 41% (40) enrolled full time. Students enter the Master's program to specialize in a particular area, increase opportunities for employment, expand knowledge for application to practice, and personal satisfaction.

Target Market: The target market for the Ph.D. in Nursing program will be students holding a Master's degree in Nursing. Currently, ISU SON has the largest graduate program in the state, preparing students with a Master's degree in Nursing in multiple options including Leadership, Family Nurse Practitioner, Clinical Nurse Specialist, and Education. In 2010 and 2011, 40 graduates received a Master's degree from ISU SON. In 2012, 50 students earned a Master's degree from ISU SON. Boise State University and Northwest Nazarene University also offer graduate programs in Nursing.

Initially, it is expected that students will come from Idaho into the Ph.D. in Nursing program, however the program will be offered online and will be available to students outside of the state of Idaho. A total of six students will be admitted to the Ph.D. program in Nursing each year in the first three years.

A target market for the Ph.D. in Nursing program are nurse educators in the state of Idaho holding a Master's degree in Nursing. The doctoral degree is the terminal degree in Nursing and those educators with a Master's degree are highly encouraged to obtain the terminal degree. Many are interested in advancing ability to conduct research, and the Ph.D. degree is focused on the preparation of nurse scholars with a research emphasis for advancing the science of nursing. In order for Idaho colleges and universities to continue to enroll nursing students at all levels, qualified faculty are needed. Idaho is expected to see a decline in the number of qualified nursing faculty due to an aging workforce, clinical practice opportunities, and retirement. These nursing educators will need to be replaced. Assisting existing young faculty to attain higher degrees will support recruitment and retention of qualified faculty for Idaho's nursing programs (Idaho Department of Labor, 2011). The Ph.D. program in Nursing will be the first in the state of Idaho. Nurses have had to leave the state to obtain this degree.

Demand:
Nurses holding a graduate degree are the smallest pool of nurses composed of approximately 11 percent of the current nursing population in Idaho (Idaho Department of Labor, 2011). The Ph.D. program will be offered online which increases the access of students to higher education, and specifically the Ph.D. in Nursing program. Interest in the Ph.D. program has been robust with many inquiries received via calls and e-mails to the School of Nursing.

The demand for nurses prepared at the graduate level includes the need for qualified educators and highly educated nurses by practice setting employers. This demand for nurses prepared at the graduate level is expected to increase significantly (Idaho Department of Labor, 2011). Nurses holding the Ph.D. degree are in demand in nursing education and practice setting roles. In the practice setting, nurse scientists are needed to conduct research, serve as practice partners, and lead system change as health care delivery becomes more complex and extends beyond acute care settings (IOM, 2010). Dr. Miki Goodwin, Director for the Center of Nursing Evidence Based Practice, Research and Innovation in St. Luke's Health System in the Treasure Valley speaks to an increasing call for hospital systems to recruit Ph.D. prepared nurses to conduct and utilize research in the delivery of patient care (see letter of support for the Ph.D. program provided by Dr. Goodwin; Ph.D. NOPP ISU SON). Increasing the pool of highly educated nurses "will be necessary to expand the ranks of nurse faculty, addressing the shortfall that now causes nursing schools to turn away thousands of qualified applicants each year" (Lavizzo-Mourey, 2012), p. 58).

Currently there are no barriers to entry into the market for the Ph.D. prepared nurse. Nurses holding a Ph.D. in Nursing are prepared for employment in varied settings including in universities, community based health care systems, hospitals, industry, among many other areas of opportunity.

References:

Idaho Department of Labor. (2011, January). *Idaho Nursing Overview, 2011*. Retrieved from http://labor.idaho.gov/publications/idaho_nursing_overview.pdf

Institute of Medicine. (2010, October). *The Future of Nursing: Focus on Education.* Robert Wood Johnson Foundation Initiative on the Future of Nursing. Retrieved from http://www.iom.edu/~/media/Files/Report%20Files/2010/The-Future-of-Nursing/Nursing%20Education%202010%20Brief.pdf

Lavizzo-Mourey, R. (2012). The nurse education imperative. *Nursing Economics, 30*(2), 58-59.

Attachment:

Letter of support, Miki Goodwin, Ph.D., R.N., PHN
Director for the Center of Nursing Evidence Based Practice, Research and Innovation
St. Luke's Health System in the Treasure Valley

St Luke's Boise · Meridian

September 27, 2011

To Whom it May Concern,

I am writing in support of the Idaho State University School of Nursing's proposal to implement a Ph.D. program. According to the 2011 Institute of Medicine Report, *The Future of Nursing: Leading Change, Advancing Health*, nurses are continuously challenged to advance the highest quality, safest and most effective care for better outcomes. It is vital for universities to prepare nurse scientists to conduct research and evaluate ways of promoting health and wellness for clients across the life span, and to prepare leaders in system change for advancing health, policy, education and research.

The ISU program promises a unique approach by combining interprofessional teaching and learning with an emphasis on rural and vulnerable populations. This is an essential element in Idaho where the Ph.D. prepared nurse will lead change through partnerships with patients, families, other healthcare professionals and the community to identify specific healthcare needs, make informed healthcare decisions, evaluate healthcare outcomes and implement interventions. In addition to the academic preparation of new nurses, there is an increasing call for hospitals to recruit Ph.D. prepared nurses to generate, replicate and utilize research and best practice standards in the delivery of patient care and the creation of a healthy work environment. Idaho will benefit from preparing Ph.D. nurse leaders with the tools to use innovative methods to understand and evaluate evidence-based markers to improve and sustain optimum health system changes.

I sincerely support the creation of a Ph. D. program in nursing at Idaho State University.

Miki Goodwin, Ph.D, RN, PHN
Director, Center for Nursing Evidence-based Practice, Research and Innovation
St. Luke's Health System - Treasure Valley

St. Luke's Boise Medical Center
St. Luke's Meridian Medical Center
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IDAHO STATE UNIVERSITY

SUBJECT

Approval of Memorandum of Understanding between Idaho State University Physician Assistant Studies Program and College of Idaho

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G. Program Approval and Discontinuance and Section III.Z. Planning and Delivery of Postsecondary Programs and Courses

BACKGROUND/DISCUSSION

The Idaho State University (ISU) Physician Assistant Studies (PAS) Program currently exists on two campuses, Pocatello and Meridian, and serves a total of 60 students per class. ISU is proposing to expand the existing PAS program to a third campus at the College of Idaho (C of I) in Caldwell. This is in response to the College of Idaho's interest in collaborating with ISU to offer a joint degree program. By expanding the distance learning technology currently used at ISU's PAS Program to the C of I campus, the program will initially increase by 10 seats, and then increasing to a maximum of 30 seats.

The PAS Program expects the current applicant pool, which is recruited from state, regional, and national areas, to be sufficient to fill a third campus. Additionally, the combined academic reputations of the C of I and the ISU Department of Physician Assistant Studies will lend itself to substantive joint marketing opportunities.

ISU and C of I have agreed to develop a joint degree program that is advantageous to both institutions and will avoid competition for scarce clinical placement sites. A Memorandum of Understanding outlines each institution's responsibilities associated with the program expansion.

IMPACT

Idaho Department of Labor predicts a 41.6% growth in the PA profession from 2008-2018. Additionally, there are projected health care provider shortages for the years 2020 and beyond due to the projected physician shortage, aging population, and the implementation of the Affordable Care Act (ACA) of 2010. The primary objective of the joint program is to meet the state and nationwide demand for an increase in Physician Assistants. This program will provide additional primary care mid-level practitioners for employment in rural settings throughout Idaho, thereby benefiting those living in those areas.

ATTACHMENTS

Attachment 1 – MOU Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University (ISU) currently has the statewide program responsibility for the delivery of the Physician Assistant program at the graduate level. While the proposed partnership involves a private Idaho institution, staff recommended that the Memorandum of Understanding (MOU) come before the Board for their consideration as it involves the expansion of an existing program to an off-site campus, which currently requires approval consistent with Board Policy III.G. In addition to the MOU, ISU is preparing a program proposal for the expansion of the Physician Assistant program to the C of I campus in Caldwell and anticipates bringing it forward by the August Board meeting.

The collaborative partnership between ISU and C of I meets both a state and national need for more health care providers. The partnership also allows for a sharing of faculty expertise and institutional resources. It is an excellent example of a public/private partnership that provides a benefit not only to the state and citizens but the institutions.

Board staff recommends approval as presented.

BOARD ACTION

I move to approve the Memorandum of Understanding between Idaho State University and the College of Idaho for the purpose of offering a joint Physician Assistant Studies Program on the College of Idaho Caldwell campus in substantial conformance to the form submitted as attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

MEMORANDUM OF UNDERSTANDING
COLLEGE OF IDAHO/IDAHO STATE UNIVERSITY: JOINT PROGRAM IN MPAS

This Memorandum of Understanding ("MOU") is between the College of Idaho ("C of I"), located at 2112 Cleveland Boulevard., Caldwell, ID 83605, and Idaho State University ("ISU"), located at 921 South 8th Avenue, Pocatello, ID 83209 (hereinafter the "Parties").

ISU currently offers a Masters in Physician Assistant Studies ("MPAS") at two sites using distant learning technology. The Parties intend to work cooperatively to expand ISU's Master of Physician Assistant Studies Program to a third site, which will be on the C of I campus. The Parties agree to work to design and make available this third site by expanding the distance learning technology currently in use.

The parties believe the public/private partnership associated with this joint degree program (the "Degree Program") approach is advantageous to both institutions and will help meet the growing demands of students and the health care demands of the region. Through cooperation, the Parties will avoid competition for scarce clinical placement sites. Moreover, C of I's strong connection to leadership in the medical and health care community will help to develop the clinical capacity needed not only for the expansion of the Degree Program but also for maintenance of existing clinical placements.

This MOU is intended to serve as an initial agreement between the parties. Additional terms may be incorporated into a more detailed agreement by way of amendment, as agreed in writing between the parties. This MOU and any amendments hereto, will become effective only upon approval by the required governing authorities, and signed by the parties

The Parties agree as follows:

A. The College of Idaho will provide:

   a. Appropriately equipped facilities at the C of I campus as determined in collaboration with ISU.

   b. Payment of all expenses related to expansion and maintenance of the accreditation of C of I and ISU to include this Degree Program including expenses for ARC-PA accreditation.

   c. Access to C of I's extended network of physicians and medical professionals to provide expanded opportunities for the development of program preceptors.

d. Provision of a Clinical Coordinator position to assist in expansion of clinical rotation sites during the time before the first students matriculate into the program.

e. Staff needed to manage the technical and clerical portions of the program delivery.

f. PhD faculty to instruct classes in the areas of Human Anatomy and Physiology offered to students in the Degree Program and access to the C of I cadaver as needed.

g. Joint appointment status for all PA faculty and non-classified staff.

h. Salary expense for increasing the part-time Assistant Director in Meridian position to a full-time position. This person will report to the C of I Vice President for Academic Affairs and the ISU PA Program Director, and oversee all aspects of program development and implementation for the joint degree program. C of I will incur these salary expenses during the period of program development, up to one year before the first students matriculate.

B. Idaho State University will provide:

a. Guidance on the requirements for the facilities to be used for the Degree Program on the C of I campus.

b. Program administration and oversight.

c. Assessment mechanisms and academic direction for the curriculum of the Degree Program.

d. Access to the Meridian Simulation Lab and the Anatomy & Physiology Lab (when completed) for the students in the Degree Program.

e. All PA faculty and administration required to provide instruction in core classes for the Degree Program, except those in the areas of Human Anatomy & Physiology. Human Anatomy & Physiology will be delivered via distance learning from C of I as needed.

f. Access to the ISU-Pocatello Cadaver Lab when appropriate, which determination will be made by ISU.

C. Students:

a. Students in the Degree Program will be enrolled via the ISU admissions system under the leadership of the PA and C of I administration. Students will select their preferred site for participation in the Degree Program.

b. Students in the Degree Program will be enrolled as degree-seeking students at ISU, and have their coursework and degrees officially and solely recorded by ISU. Enrollment and degree verifications as well as official transcripts will be issued by ISU.

c. Students in the Degree Program will be issued a joint diploma certificate with both institutions' names on it. ISU and C of I registrars will collaborate in developing a process for accomplishing this.

d. Students in the Degree Program seeking financial aid will apply for aid through the ISU Financial Aid Office. All scholarships issued to students in the Degree Program by C of I or any outside agency must be reported to the ISU Scholarship Office.

e. Students in the Degree Program will have available to them services comparable to all other ISU students, such as health and mental health services.

D. Tuition and Fees:

a. Students in the Degree Program will pay tuition at a rate to be determined by C of I, but not less than ISU PA Program resident tuition and fees.

b. Each semester ISU will collect tuition and fee payments. ISU will retain the amount of the ISU Non-Resident Program Student Fees per student (presently $19,821/student/year [or $6,607/student/semester]), as well as an additional overhead fee of $2,000/year (or $667/semester). This amount will be adjusted annually by the parties after consultation.

c. Each semester ISU will remit to C of I by a date mutually agreed to, the net amount of tuition and fees minus the ISU non-resident program and overhead fees.

E. Insurance and Indemnification:

The parties agree to provide liability, workers' compensation, and other customary and applicable insurance for their respective personnel and property in amounts required by their respective governing authorities, including, in the case of ISU, the minimum amounts required under the Idaho Tort Claims Act, and in the case of the College of Idaho, in amounts maintained by C of I for its current operations and programs and to hold harmless and indemnify each other to the extent any claim related to this MOU arises out of the negligence or alleged negligence or wrongful act of that party.

F. Term of MOU:

a. This MOU, along with any amendments hereto, will be effective for an initial term of seven years from the date the first students are enrolled in the Degree Program and begin their studies at the C of I site. Terms of renewal, early termination, and penalties will be articulated in an amendment hereto to be mutually agreed upon by the parties, and to be appended hereto.

IDAHO STATE UNIVERSITY

_____

By:
Date:

COLLEGE OF IDAHO

_____

By:
Date:

Approved by the State Board of Education the _____day of _____, 2012.

Approved by the Board of Trustees of the College of Idaho the _____day of _____, 2012.

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SUBJECT

Reappointment of Accountability Oversight Committee Members

REFERENCE

April 22, 2010	The second reading of Board Policy III. AA. Accountability Oversight Committee as submitted was approved at the April 22, 2012 Board meeting.
June 23, 2011	Motion carried unanimously to reappoint John Goedde and Jackie Thomason to the Accountability Oversight Committee for a two (2) year term, effective July 1, 2011.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Accountability Oversight Committee was established in February 2010 as an ad hoc committee of the Idaho State Board of Education. It provides oversight of the K-12 statewide assessment system, ensures effectiveness of the statewide system, and recommends improvements or changes as needed. Two of the four members recommended by the Governor are up for reappointment.

The committee consists of:

- The Superintendent of Public Instruction,
- Two Board members,
- Four at-large members appointed by the Board, one of which will chair the committee, and
- Staffed by the Board's Accountability Program Manager.

The four at-large members appointed by the Board are recommended by the Governor. These members serve 2-year terms which begin on July 1 and end on June 30. The appointments for each of the two members are off-set by one year from the other two members. In this instance, the appointments of Christine Donnell and Sharon Parry end on June 31, 2012. Thus, their reappointments, or new appointments need to be made at this time. The appointments of John Goedde and Jackie Thomason will end on June 30, 2013.

The Governor recommends that the Board reappoint Christine Donnell to the Accountability Oversight Committee. Ms. Donnell has served as the Committee's Chair for the past two years. At this time no recommendation has been made by the Governor to the Board for Sharon Parry's seat on the Accountability Oversight Committee.

IMPACT

The Governor has recommended to the Board that Christine Donnell continue in her membership on the Accountability Oversight Committee. She has also confirmed her interest in such. No alternate recommendations were made. Additionally, the Governor still needs to provide a recommendation to the Board for Sharon Parry's position on the committee. Pursuant to Board Policy, she will continue as a representative until she has been reappointed or a new member appointed.

ATTACHMENTS

Attachment 1 – Committee Biography – Christine Donnell Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the approval of Christine Donnell's reappointment to the Accountability Oversight Committee.

BOARD ACTION

I move to reappoint Accountability Oversight Committee member Christine Donnell to a 2-year term beginning July 1, 2012 and ending June 30, 2014.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Christine Donnell, Chair – *2-year term expires June 30, 2012*
(208) 850-5783, email address – bandcdonnell@gmail.com

Christine Donnell is the former superintendent of Joint School District # 2 (better known as the Meridian School District). She retired in 2004 after spending 34 years in the district as a teacher, principal, assistant superintendent and superintendent. Christine was honored by the District's Board of Trustees when they named the first magnet school in the district, the Christine Donnell School of the Arts. She has been recognized as a National Distinguished Principal by the National Association of Elementary School Principals (NAESP), given the State Educational Leadership Award by the Idaho State Superintendent Association (ISSA) and was named Woman of the Year in 2002 by the Meridian Chamber of Commerce. Since retirement, Christine has consulted for the University of Phoenix, served on the Meridian City Council and worked part-time in Middleton District setting up their human resource department. Until recently she had worked part-time as the executive director of Idaho Business Coalition for Education Excellence (IBCEE) for five years. Christine is currently the president of the Meridian District Education Foundation, is on the founding board of the Idaho Center for Fiscal Policy, is on the Idaho Meth Project advisory committee and has served on the Office of the State Board Accountability Oversight Committee since 2010. Christine received a Bachelor of Arts degree in Education from Boise State University, a Masters in School Administration from the College of Idaho and a Specialist Degree in Education Administration from the University of Idaho.

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SUBJECT

Value of Research to Postsecondary Education

REFERENCE

May 2011	Board discussed the necessity of determining the impact of three research institutions on the statewide education system.
October 2011	Board reviewed initial Value of Research Report and requested the Vice Presidents of Research work with the IRSA Committee to define additional data and resubmit the report to the Board.

BACKGROUND/DISCUSSION

This report is in response to the request made at the May 2011 Board retreat to describe and document the impact of the research function at each of the three universities in Idaho. The intent was to identify the value of research to the institution and the state as well as the costs associated with maintaining a research function. The original request was made by President Westerberg during the May 2011 retreat with concurrence from the remainder of the Board. A formal Board motion was not made. Board Member Edmunds was asked to facilitate the report generation. The Vice Presidents of Research (VPR) from Boise State University, Idaho State University, and the University of Idaho were tasked with creating the report. After some conversations about the scope of the report, a format was agreed upon. The report intended to document the value research adds to, or takes away from, an institution's core mission to produce degrees and an educated citizenry, and to include quantifiable data supporting the information provided.

The VPR's provided an initial report to the Board at the October 2011 Board meeting. It was requested at that time that the VPR's, with guidance from the Board's Instruction, Research and Student Affairs (IRSA) Committee, identify additional metrics to include in the report. The VPR's met with IRSA on two separate occasions and established the reporting requirements outlined in Attachment 1.

IMPACT

The attached report provides information on the value of research at the universities. It will assist the Board in understanding the role research should play in the development of institutional roles and missions.

ATTACHMENTS

STAFF COMMENTS AND RECOMMENDATIONS

The Board identified research as being one of the priority areas for the Board during the May 2011 Board retreat. Additionally, in past years there have been ongoing discussions regarding the impact of three research institutions on the statewide educational system, the cost to run three research institutions and the relative need, given the state's demographics, of having three research institutions. The report submitted as Attachment 2 is a direct result of direction from the IRSA Committee.

BOARD ACTION

This item is for informational purposes only. Any action will be at the Board's discretion.

Value and Cost of Research
Report to State Board of Education

Each university will submit data in each of the categories listed below. It will be important that the categories are strictly defined in order that the State Board of Education (SBOE) receives consistent and meaningful information. If these categories are approved, representatives from each university will need to get together with members of the SBOE staff to clarify the meaning of each category. This will be particularly important when we determine the cost of supporting research. The research offices in the three universities support different functions so it will be important to determine which activities are included in the report. Also, it will be necessary to determine which compliance functions are included in the report since some extend beyond sponsored program activities e.g. conflict of interest. A particular subset of compliance activities is suggested below. All numbers will be based on fiscal year 2011 activities (1 July 2010 to 30 June 2011)

Report outline

1. Sponsored program data—some of this is already supplied to SBOE but requires further explanation and division
   a. Research award and expenditure data
      i. Total figures (SBOE definitions and NSF expenditure reports)
      ii. Divided by activity (instruction, research, etc) and then further segregated by construction and state research appropriations
      iii. Divided by source of funds (Federal, state, private and other)
      iv. Divided by colleges and departments
   b. Cost share
      i. Total expenditures
      ii. Source of cost share funds (state appropriated vs other sources)
2. Cost of supporting research
   a. Sponsored program administration supported centrally. This will not include sponsored program administration at the college or department level since these activities are usually a portion of an FTE.
      i. Number of research office staff supporting research administration and their duties
      ii. Distribution of their salaries between state appropriated funds and other sources of funding such as overhead return
   b. Technology transfer
      i. Number of research office staff and their duties
      ii. Distribution of salaries between state appropriated funds and other sources of funding such as licensing income and overhead
   c. Research compliance—biosafety, select agent, animal care and use, human subjects
      i. Number of research office staff and their duties

ii. Distribution of salaries between state appropriated funds and other funding sources
iii. Specialized facility costs—Laboratory Animal Research Facility, Biosafety Laboratory-Levels 2 and 3
    1) Costs for operation and maintenance including sources of funds
    2) Salaries for staff and sources of funds

3. Research support of students
    a. Number of undergraduate students supported by sponsored projects
    b. Number of graduate students supported by sponsored project presented by total and by degree
    c. Amount of sponsored project funding used to support undergraduate students
    d. Amount of sponsored project funding used to support graduate students
4. Research support of faculty and staff
    a. Number of post-doctoral fellows, salaries and sources of support
    b. Number of technicians associated with sponsored program activities, salaries and sources of support
    c. Number of faculty partially supported on sponsored projects and total salary—this will be primarily summer salary although some faculty such as those that work at CAES will be supported during the academic year
5. Student involvement in research
    a. Number of students enrolled in research methods and related courses (needs to be defined)
    b. Number of students on human subjects, and animal use protocols
    c. Number of students involved in technology transfer activities

THE VALUE OF RESEARCH IN IDAHO HIGHER EDUCATION
A report prepared by Boise State University, Idaho State University and the University of Idaho

Idaho's universities are deeply embedded in the life, economy and culture of the state they serve. Conducting research enhances the universities' core mission of educating undergraduate students by generating a wealth of opportunities, supporting classroom instruction, encouraging retention, creating a culture of excellence, attracting and retaining top talent in our state and strengthening Idaho's economy. This paper explores some of the many ways that the research enterprises at Idaho universities benefit students, and as part of an upward spiral of opportunity, our state as a whole.

Students: A Stronger Education, A Brighter Future

An important role of research is to provide a strong scholarly base for educational programs. This model also upholds the original intention that American universities were established with the idea that teaching should be informed by scholarship and research.

A landmark 2007 report from the Boyer Commission notes that a research university's "ability to create such an integrated education will produce a particular kind of individual, one equipped with a spirit of inquiry and a zest for problem solving; one possessed of the skill in communication that is the hallmark of clear thinking as well as mastery of language; one informed by a rich and diverse experience. It is that kind of individual that will provide the scientific, technological, academic, political, and creative leadership for the next century."

Research can be a vital part of a student's undergraduate degree program. Real world experiences, no matter what the discipline, contribute an element to the education experience that reading and lectures alone don't provide. Not only is a research experience beneficial to those students in a science, technology, engineering, or math (STEM) discipline who desire to continue their education, but it is also a plus to those stopping at the undergraduate degree, and to those in disciplines outside of STEM.

Russell, Hancock, and McCullough (2007) conducted a study of undergraduate students, faculty, graduate students and postdocs to understand what effects research experiences had on students. Approximately 15,000 respondents provided information. Results showed that students with a research experience were more likely to be interested in a career in a STEM field and to obtain a PhD. In a time with a shortage of professionals in the STEM areas, research opportunities for students may be an answer to increase these numbers (National Science Board, 2010). Such experiences have also been shown to help increase the number of minority, women and first-generation students who go into the STEM fields (National Academy of Science, 2009).

Students who participated in research projects reported increases in intellectual curiosity, communication skills, motivation, confidence and ability to act independently (Bauer & Bennet, 2003; Campbell & Skoog, 2004). Nagda, Gregerman, Jonides, von Hippel, and Lerner (1998) found that students who participated in research as an

undergraduate had a lower attrition rate. Clearly, research opportunities for undergraduate students can benefit the student, the institution and society.

As Idaho strives to educate its next generation of leaders, the integrated education model referred to in the Boyer report is of increasing relevance. Teaching and research are inseparable components in the learning environments of Idaho's universities, creating a culture of inquiry, and providing experiences for students that form the bedrock of future careers and a lifetime of success.

Students work alongside faculty on funded research projects and in the process develop relationships with mentors that build confidence and support learning. As part of research teams facilitated by talented faculty, students learn from each other and develop skills in leadership and collaboration that prepare them for challenging careers. Research enhances classroom learning by providing opportunities for students to "use" what they learn in hands-on settings, thus making abstract concepts more accessible and helping students understand their relevance to address real world issues and challenges.

Conducting research encourages students to stay in college and complete their educations, and thus supports the State Board of Education's (SBOE) 60 percent goal – that 60 percent of Idahoans age 25-34 will have a degree or certificate of by the year 2020. Financial issues, a sense of isolation, and a lack of motivation are consistently identified in surveys as among primary reasons students drop out– all issues that student research addresses. Research grants fund student salaries that help pay tuition and living costs, and research groups provide a sense of camaraderie and shared purpose. During FY 2010, 35 percent of the total amount of student salaries at Idaho's universities were paid from federal and state research awards and other sponsored projects– more than $ 12.4 million. The overall number of students who received salaries from sponsored projects funding was 2,086.

A study from Boise State provides more evidence of the positive relationship between student research and student retention: The College of Engineering placed 37 freshman and sophomore students in college research programs. The one-year retention rate for these students was 100 percent – well above the overall retention rate for sophomore and freshmen classes.

Professor M. Powell at the University of Idaho Aquaculture Research Institute in Hagerman worked with two high school teachers at Filer High School in 2004 to develop a biotechnology course for juniors and seniors using genetic sequencing equipment donated by the university. Part of the course was the genetic sequencing of fish samples for Idaho Department of Fish and Game and Idaho Power. In addition, 13 juniors and seniors have done semester long projects with Powell at the Hagerman facility. All 13 students have gone on to study at universities.

Each year undergraduate and graduate students give research presentations at regional, national and international conferences, invaluable experiences that build confidence, lead to new professional contacts and broaden perspectives of the world. Idaho students publish their research findings in prestigious academic journals, an indication of the rigor and relevance of their research. It is particularly impressive that *undergraduate* students are authors, something unheard of at many state universities where only graduate students conduct research that leads to publication.

Idaho students are listed as inventors on patents awarded to their respective universities by the U.S. Patent Office. As active participants in the development of intellectual property, students gain an understanding and passion for innovation, the steps involved in patent acquisition and how to present complicated material in way that underscores its potential and relevance.

Students actively engaged in conducting research gain experience and expertise that increases their competitiveness for high-paying jobs after graduation. In 2010, Idahoans working in the high-tech sector earned an average $71,216 – more than the overall salary average of $34,904, according to the Idaho Department of Labor. Through research internships and research collaborations with public and private sector partners, students have many opportunities to interact with potential employers, develop contacts and hone skills that enhance their competitiveness for these sought-after jobs.

New graduates entering industry bring knowledge of recent scientific research and an ability to solve complex problems, perform research and develop ideas. At the same time, the skills gained by conducting research are highly transferable, since at their core they involve the ability to communicate clearly, to tackle complex challenges, learn new protocols and to collaborate effectively. In today's increasingly competitive market, such skills strengthen a prospective employee's opportunities for obtaining a rewarding job.

In addition to undergraduate education, research conducted at Idaho universities is integral to the coursework and success of graduate students, many of whom receive external support for master's and Ph.D. programs through research fellowships awarded as part of federal grants. The U.S. Bureau of Labor and Statistics projects jobs that typically require a master's or doctoral degree are likely to increase 17-18 percent between 2008 and 2018, with a projected estimate of 2.5 million jobs, underlying the importance of graduate education in a number of fields of study.

Faculty and Institutions: Leveraging Strengths

Faculty members who conduct research are oftentimes at the cutting edge of their fields. They bring this knowledge to their teaching, research labs and interactions with students and colleagues, raising the standards of scholarly work and education beyond their disciplines to create a "rising tide" of university excellence that advances the entire institution, regardless of the field of study. In a setting in which inquiry is prized, many courses now provide opportunities for students to succeed through discovery-based methods. Idaho universities encourage teacher/scholar/researchers who discover, create, apply, and transmit insights about subjects in which they are the experts.

Research and creative activities that are conducted at the highest levels and funded by national public funding bodies, the private sector and international/national private foundations bring global recognition to the faculty and attest to their high levels of achievement in their field. Within this context, senior faculty also participate in leadership roles in their professional societies, lead international and national conferences and meetings, provide peer review through panel service for national funding bodies and editorial leadership of peer reviewed journals. Through these

professional networks, senior faculty members generate opportunities for junior faculty in networking and towards funding success. The benefits from these activities also flow on to graduate and undergraduate students and feed back to regional collaborating industries.

Research programs enable Idaho universities to acquire sophisticated scientific instrumentation and other infrastructure paid for through federal grants. This instrumentation expands the scope of research conducted at the university by enabling researchers to tackle increasingly complex challenges that would not otherwise be possible. Businesses and entrepreneurs utilize this instrumentation, as do researchers at top institutions as part of their research programs, providing more opportunities for collaboration.

Research programs also support the efforts of Idaho universities to effectively serve their regions and fulfill their missions:

As the state's land-grant university, the University of Idaho was founded with a constitutional charge to conduct scientific research in disciplines related to agriculture and engineering. Contributions by the University of Idaho (UI) and other land grant institutions have had major impacts on the development of agriculture and underpinned the growth of the rest of the U.S. economy. More recently, land-grant impact, including UI's impact, has extended across the sciences, engineering, information technology and other knowledge-based industries. Idaho State University capitalizes on its location in southeastern Idaho to forge collaborations and outreach with public and private sector partners and has specific responsibilities in delivering programs in the health professions, the related biological and physical sciences, and teacher preparation. As Idaho's university located in and serving the greater Boise metropolitan area, Boise State University's research programs are focused on meeting the needs of the region, including preparing its students for jobs today and in the future as the Treasure Valley continues to grow. Boise State's research strengths include public policy, materials science, nanoelectronics and several other areas that are aligned with the area's government, business, industry and technology sectors.

Idaho Universities: An Engine for Economic Growth and Prosperity

With technical, professional and scientific jobs projected by the U.S. Bureau of Labor & Statistics to be the fastest growing job sector in coming years, developing a strong regional high tech culture can help ensure economic growth. Idaho's universities provide expertise, infrastructure, resources and a trained workforce essential to this effort. Many tens of millions of dollars in federal grants are awarded each year to Idaho's universities, and is new money to Idaho.

Research conducted at Idaho's universities generates new knowledge, inventions and technologies that can be commercialized, expanding Idaho's economy. Through basic research, our universities further expand understanding about our world. This basic research could lead to tomorrow's breakthroughs and help address major social and health concerns. Many of today's hottest products – from the iPod to GPS to flat screen televisions – were invented as the result of basic research.

In FY 10, Idaho universities were awarded 12 patents by the U.S. Patent Office**,** including patents that could lead to applications as diverse, as better ways to treat cancer, a vaccine for a previously untreatable fish disease, improved methods for storing hydrogen and smaller and faster computers. Idaho's universities filed 38 invention disclosures and finalized 16 licensing agreements that generated $205,051. This intellectual property is akin to a savings bond for Idaho's future economy, with potential for commercialization that could generate new businesses and expand the tax base in the state.

The research programs at Idaho universities helps create a climate of opportunity and progress that attracts creative new minds to our state and region. This in turn stimulates additional knowledge that leads to new enterprises and partnerships that continue to build the knowledge-based economy. A climate of opportunity encourages our brightest students to enroll in Idaho universities and to launch their careers here rather than relocate to other states.

Through research collaborations with the public and private sectors, Idaho universities provide expertise and resources to address issues that impact Idahoans and that strengthen a broad range of organizations. The link between universities and industry is a two-way interaction, with knowledge and informal discussions flowing between them. University research and development (R&D) encourages industry R&D, and vice versa.

The Council on Competitiveness (2011) notes that universities are being called upon by business and commerce to partner in building mutually beneficial goals " between research and manufacturing - especially manufacturing at scale, improved vocational and STEM education and a commitment to supporting higher education and science." These evolving roles bring new opportunities to regions as it is now widely accepted that "innovation is an interactive process between businesses, universities, and governments," according to a report published in the IEEE Technology and Society Magazine (2001).

At a time when a number of Idaho's neighboring states, including Utah, Washington and Oregon, have implemented comprehensive plans for economic development through investment in higher education and the innovation ecosystem, robust research programs at Idaho universities will help ensure that our state will have resources and programs in place to be able to successfully compete in the knowledge-based economy in the years ahead.

Undergraduate Research: Laying a Foundation for Future Success

Many students who conduct research at Idaho universities point to their experiences as pivotal to their overall education and invaluable to their future successes. Here are some examples.

BEN PARKER, BOISE STATE UNIVERSITY
Research experiences "made me more competitive in the job market"

Conducting hands-on research at Boise State laid a foundation of experience and knowledge that was pivotal both in helping Ben Parker figure out the kind of work he'd like to do and gaining employment in his field.

A 2009 graduate of Boise State in chemistry, Parker is currently the R&D and Process manager at BHS Marketing, a Nampa-based company that manufactures specialty chemical products for industrial, water, and food processing. Parker's relationship with BHS began in 2006 as a chemistry student intern. While at Boise State, he also worked with chemistry professor Owen McDougal to characterize fuel briquettes made of biodegradable materials as well as on a collaboration with professor McDougal, professor Henry Charlier, and a private firm, Boise Technology, to develop new chemical decontamination methods.

"It was invaluable," said Parker of the skills and perspective he gained while doing undergraduate research. "It made me more competitive in the job market and deepened my overall education. I found I really enjoyed the problem-solving process. I love being able to apply the things I've learned to create new things, and that's something I've been able to continue to do here at BHS."

HILLARY SWANN, IDAHO STATE UNIVERSITY
Psychology major receives highly competitive grants from international honor society

Psychology major Hillary Swann was recently awarded three research grants for an independent project that examines how direct spinal administration of a serotonin receptor agonist influences locomotor behavior in young rats. Swann's project provides implications for rehabilitation of function in individuals with a spinal cord injury, as well as infants with motor or neurological disorders.

Swann is a recipient of an ISU Undergraduate Research Grant for $2,000, a $1,400 Psi Chi Undergraduate Grant and a Psi Chi $5,000 Summer Research Grant. Psi Chi is the international honor society in psychology, and the Psi Chi grants Swann received were highly competitive at an international level.

Swann wrote all three grant proposals, did pilot research for the project, and is currently working on collecting and analyzing data. She will present her findings at upcoming meetings of the International Society for Developmental Psychobiology and the Idaho INBRE.

Swann plans to graduate with a bachelor's degree in psychology this next year and is applying to graduate programs in psychology and neuroscience. Her goal is to gain an academic position in a university setting so that she can continue to conduct neuroscience research.

INGRID FRUTH, UNIVERSITY OF IDAHO
Love of research leads former INBRE fellow to grad school, NIC professorship

Ingrid Fruth began her college career as a nursing student at Northern Idaho College, when her advisor noticed a sparkle in her eye as she spoke passionately about biomedical research.

"Ingrid learned that she did enjoy the laboratory environment and that she possessed the fine motor skills to succeed," said Rhena Cooper, an NIC microbiology instructor and INBRE coordinator. "She knew that not only did she want to work in a laboratory, but that she wanted to be involved in problem solving investigations. She learned enough to follow her dreams!"

Fruth received an associate degree from NIC and then enrolled at the University of Idaho, where she earned a bachelor's degree in microbiology in 2005 and a Ph.D. in 2009. Fruth was NIC's first INBRE intern and was also an INBRE fellow at UI. She also received the university's Microbiology, Molecular Biology and Biochemistry Department award for Best Ph.D. Student of the Year.

After earning her Ph.D., Fruth noted that she hoped "to use the unique opportunities I was provided and serve future students and young scientists as they strive to meet their lifelong goals." Now a biology instructor at NIC, Fruth has accomplished exactly that.

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INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 21, 2012

FY2011

Awards for the Period July 1, 2010 through June 30, 2011

	Federal	State	Industry	Other	Total	% of Grand Total	% of Sponsor Total
Instruction:							
Sponsored Programs	$ 4,702,556.82	$ 195,607.00	$ -	$ 14,339.71	$ 4,912,503.53		**6.17%**
	$ 4,702,556.82	$ 195,607.00	$ -	$ 14,339.71	$ 4,912,503.53	**4.51%**	
Research:							
Sponsored Programs	$ 54,688,219.25	$ 2,492,966.97	$ 1,319,600.71	$ 2,453,444.83	$ 60,954,231.76		**79.57%**
Sponsored ARRA Stimulus Funding	2,419,624.00				2,419,624.00		
Federal Land Grant Appropriations (FFY11)	2,690,531.00				2,690,531.00		
State Research Appropriations		14,393,768.74			14,393,768.74		
Subtotal Research:	$ 59,798,374.25	$ 16,886,735.71	$ 1,319,600.71	$ 2,453,444.83	$ 80,458,155.50	**73.84%**	
Public Service:							
Sponsored Programs	$ 10,519,698.76	$ 122,626.32	$ 17,000.00	$ 667,570.24	$ 11,326,895.32		**14.26%**
Sponsored ARRA Stimulus Funding	29,000.00				29,000.00		
Federal Land Grant Appropriations (FFY11)	2,855,276.00				2,855,276.00		
State Extension Appropriations		9,377,731.26			9,377,731.26		
Subtotal Public Service:	$ 13,403,974.76	$ 9,500,357.58	$ 17,000.00	$ 667,570.24	$ 23,588,902.58	**21.65%**	
Construction:							
Sponsored Programs	-	-	-	-	-	**0.00%**	**0.00%**
Total Sponsored Programs Funding & ARRA Funding Only	**$ 72,359,098.83**	**$ 2,811,200.29**	**$ 1,336,600.71**	**$ 3,135,354.78**	**$ 79,642,254.61**		
Percent of Total Sponsored Programs	***91%***	***4%***	***2%***	***4%***	***100%***		***100%***
Grand Total of All Funding Per Category	**$ 77,904,905.83**	**$ 26,582,700.29**	**$ 1,336,600.71**	**$ 3,135,354.78**	**$ 108,959,561.61**		
Percent of All Funding	***71%***	***24%***	***1%***	***3%***	***100%***	***100%***	

Expenditures for the Period July 1, 2010 through June 30, 2011

	Federal	State	Industry	Other	Institutional	Total	% of Grand Total	% of Sponsor Total
Instruction:								
Sponsored Programs	$ 4,336,441.45	$ 468,479.82	$ -	$ 31,810.52	$ 1,073,327.69	$ 5,910,059.48		**6.44%**
State Board of Vocational Ed (ARRA Pass Thru)	73,632.19					73,632.19		**0.08%**
Other Sources (Recovered F&A)					59,574.82	59,574.82		
	$ 4,410,073.64	$ 468,479.82	$ -	$ 31,810.52	$ 1,132,902.51	$ 6,043,266.49	**4.48%**	
Research:								
Sponsored Programs	$ 48,271,885.42	$ 3,002,397.85	$ 1,988,954.54	$ 1,314,250.05	$ 6,577,607.70	$ 61,155,095.56		**66.60%**
Sponsored ARRA Stimulus Funding	4,280,046.91					4,280,046.91		**4.66%**
ARRA State Stimulus Funding	12,821.97					12,821.97		
Federal Land Grant Appropriations	1,678,273.24					1,678,273.24		
State Research Appropriations		15,089,395.14				15,089,395.14		
Other Sources		4,656,200.78	155,203.90	108,211.74	9,093,581.41	14,013,197.83		
Subtotal Research:	$ 54,243,027.54	$ 22,747,993.77	$ 2,144,158.44	$ 1,422,461.79	$ 15,671,189.11	$ 96,228,830.65	**71.30%**	
Public Service:								
Sponsored Programs	$ 15,427,161.21	$ 582,565.01	$ 28,563.59	$ 681,842.48	$ 1,617,384.38	$ 18,337,516.67		**19.97%**
Sponsored ARRA Stimulus Funding	1,766,893.44					1,766,893.44		**1.92%**
Federal Land Grant Appropriations	2,280,230.49					2,280,230.49		
State Extension Appropriations		10,012,664.19				10,012,664.19		
Other Sources				(52,631.80)	57,289.71	4,657.91		
Subtotal Public Service:	$ 19,474,285.14	$ 10,595,229.20	$ 28,563.59	$ 629,210.68	$ 1,674,674.09	$ 32,401,962.70	**24.01%**	
Construction:								
Sponsored Programs	$ 289,683.16				$ 5,414.35	$ 295,097.51	**0.22%**	**0.32%**
Total Sponsored Programs Funding & ARRA Funding Only	$ 74,445,743.78	$ 4,053,442.68	$ 2,017,518.13	$ 2,027,903.05	$ 9,273,734.12	$ 91,818,341.76		
Percent of Total Sponsored Programs	***81%***	***4%***	***2%***	***2%***	***10%***	***100%***		100%
Grand Total of All Funding Per Category	$ 78,417,069.48	$ 33,811,702.79	$ 2,172,722.03	$ 2,083,482.99	$ 18,484,180.06	$ 134,969,157.35	**100%**	
Percent of All Funding	***58%***	***25%***	***2%***	***2%***	***14%***	***100%***		

University of Idaho
Value and Cost of Research Report
Awards by College & Department
FY2011

Awards for the Period July 1, 2010 through June 30, 2011

	Federal	State	Industry	Other	Total	% of Grand Total
Instruction:						
Sponsored Programs Total	$ 4,702,556.82	$ 195,607.00	$ -	$ 14,339.71	$ 4,912,503.53	**4.51%**
College of Agricultural & Life Sciences	**$ 1,129,232.00**	**$ 52,000.00**	**$ -**	**$ -**	**$ 1,181,232.00**	
Animal & Veterinary Science	$ -	$ 52,000.00	$ -	$ -	$ 52,000.00	
Biological & Agr Engineering	$ 7,887.00	$ -	$ -	$ -	$ 7,887.00	
College of Agriculture	$ 823,145.00	$ -	$ -	$ -	$ 823,145.00	
District I	$ 49,200.00	$ -	$ -	$ -	$ 49,200.00	
Plant,Soil & Entomological Sciences	$ 249,000.00	$ -	$ -	$ -	$ 249,000.00	
College of Letters, Arts & Social Science	**$ 20,000.00**	**$ 32,100.00**	**$ -**	**$ -**	**$ 52,100.00**	
Journalism and Mass Media	$ 10,000.00	$ -	$ -	$ -	$ 10,000.00	
Psychology & Communication Studies	$ 10,000.00	$ 32,100.00	$ -	$ -	$ 42,100.00	
College of Education	**$ 81,000.00**	**$ -**	**$ -**	**$ 9,529.21**	**$ 90,529.21**	
Dept of Curriculum & Instruction	$ 81,000.00	$ -	$ -	$ 9,529.21	$ 90,529.21	
College of Engineering	**$ 151,007.00**	**$ 103,330.00**	**$ -**	**$ -**	**$ 254,337.00**	
College of Engineering	$ -	$ 103,330.00	$ -	$ -	$ 103,330.00	
Electrical & Computer Engineering	$ 151,007.00	$ -	$ -	$ -	$ 151,007.00	
College of Natural Resources	**$ 70,525.00**	**$ -**	**$ -**	**$ -**	**$ 70,525.00**	
Conservation Social Sciences	$ 47,231.00	$ -	$ -	$ -	$ 47,231.00	
Range Resources	$ 23,294.00	$ -	$ -	$ -	$ 23,294.00	
Student Affairs	**$ 424,271.00**	**$ 177.00**	**$ -**	**$ -**	**$ 424,448.00**	
CAMP	$ 424,271.00		$ -	$ -	$ 424,271.00	
Career Center	$ -	$ 177.00	$ -	$ -	$ 177.00	
University Outreach - Idaho Falls	**$ 2,221,721.82**	**$ -**	**$ -**	**$ -**	**$ 2,221,721.82**	
Center for Advanced Energy Studies	$ 200,000.00	$ -	$ -	$ -	$ 200,000.00	
Idaho Falls Center	$ 2,021,721.82	$ -	$ -	$ -	$ 2,021,721.82	
University Research	**$ -**	**$ -**	**$ -**	**$ 110.50**	**$ 110.50**	
Idaho Geological Survey	$ -	$ -	$ -	$ 110.50	$ 110.50	
Vice Provost for Academic Affairs	**$ 604,800.00**	**$ 8,000.00**	**$ -**	**$ 4,700.00**	**$ 617,500.00**	
International Programs	$ 604,800.00	$ 8,000.00	$ -	$ 4,700.00	$ 617,500.00	
Subtotal Instruction	**$ 4,702,556.82**	**$ 195,607.00**	**$ -**	**$ 14,339.71**	**$ 4,912,503.53**	**4.51%**

	Federal	State	Industry	Other	Total	% of Grand Total
Research:						
Sponsored Programs Total	$ 54,688,219.25	$ 2,492,966.97	$ 1,319,600.71	$ 2,453,444.83	$ 60,954,231.76	**55.94%**
Sponsored ARRA Stimulus Total	$ 2,419,624.00	$ -	$ -	$ -	$ 2,419,624.00	**2.22%**

College of Agricultural & Life Sciences	**$ 15,434,774.10**	**$ 1,701,310.00**	**$ 327,634.72**	**$ 456,312.76**	**$ 17,920,031.58**
Agr Economics & Rural Sociology	$ 31,480.00	$ 22,141.00	$ -	$ -	$ 53,621.00
Animal & Veterinary Science	$ 155,827.00	$ 131,384.00	$ 56,869.63	$ 174,409.19	$ 518,489.82
Biological & Agr Engineering	$ 405,753.04	$ 98,185.00	$ -	$ 55,197.00	$ 559,135.04
Branch Stations-Dubois	$ 36,000.00	$ -	$ -	$ -	$ 36,000.00
College of Agriculture	$ 840,057.76	$ -	$ -	$ -	$ 840,057.76
District II	$ 75,000.00	$ 3,400.00	$ -	$ -	$ 78,400.00
Family & Consumer Sciences	$ 1,018,060.00	$ -	$ -	$ 5,267.80	$ 1,023,327.80
Food Science	$ 508,244.00	$ 50,000.00	$ 40,000.00	$ 182,201.00	$ 780,445.00
MMBB	$ 713,243.00	$ -	$ -	$ -	$ 713,243.00
Plant,Soil & Entomological Sciences	$ 11,651,109.30	$ 1,396,200.00	$ 230,765.09	$ 39,237.77	$ 13,317,312.16
College of Letters, Arts & Social Science	**$ 409,238.28**	**$ -**	**$ 25,191.00**	**$ 4,989.60**	**$ 439,418.88**
Anthropology Lab	$ 18,000.00	$ -	$ -	$ -	$ 18,000.00
English	$ -	$ -	$ -	$ 4,989.60	$ 4,989.60
Philosophy	$ 18,842.28	$ -	$ -	$ -	$ 18,842.28
Psychology & Communication Studies	$ 199,396.00	$ -	$ 25,191.00	$ -	$ 224,587.00
Sociology,Anthro & Justice Studies	$ 173,000.00	$ -	$ -	$ -	$ 173,000.00
College of Art & Architecture	**$ 85,000.00**	**$ -**	**$ 495,000.00**	**$ 5,500.00**	**$ 585,500.00**
Architecture	$ 85,000.00	$ -	$ 495,000.00	$ 5,500.00	$ 585,500.00
College of Education	**$ 10,900.00**	**$ 5,000.00**	**$ -**	**$ 2,000.00**	**$ 17,900.00**
College of Education	$ -	$ 5,000.00	$ -	$ 2,000.00	$ 7,000.00
Div Health/PE/Recreation/Dance	$ 10,900.00	$ -	$ -	$ -	$ 10,900.00
College of Engineering	**$ 5,216,928.85**	**$ 50,000.00**	**$ 5,000.00**	**$ 61,300.00**	**$ 5,333,228.85**
Chemical Engineering	$ 112,811.00	$ -	$ -	$ -	$ 112,811.00
Civil Engineering	$ 56,834.92	$ 50,000.00	$ -	$ -	$ 106,834.92
Computer Science	$ 827,032.00	$ -	$ -	$ -	$ 827,032.00
Ctr for Ecohydraulics Research	$ 708,984.00	$ -	$ -	$ -	$ 708,984.00
Engineering in Boise	$ 7,207.00	$ -	$ -	$ -	$ 7,207.00
Idaho Space Grant	$ 2,594,854.00	$ -	$ -	$ -	$ 2,594,854.00
Materials Science & Engr	$ 143,803.00	$ -	$ -	$ 61,300.00	$ 205,103.00
Mechanical Engineering	$ 765,402.93	$ -	$ 5,000.00	$ -	$ 770,402.93
College of Graduate Studies	**$ 1,023,410.00**	**$ -**	**$ -**	**$ 7,940.27**	**$ 1,031,350.27**
College of Graduate Studies	$ 585,395.00	$ -	$ -	$ -	$ 585,395.00
Environmental Science	$ 438,015.00	$ -	$ -	$ 7,940.27	$ 445,955.27
College of Natural Resources	**$ 11,459,152.44**	**$ 324,075.06**	**$ 310,467.43**	**$ 529,709.88**	**$ 12,623,404.81**
College of Natural Resources	$ 1,289,688.02	$ -	$ -	$ -	$ 1,289,688.02
Conserv Social Sci-Park Studies	$ 1,319,519.00	$ -	$ -	$ -	$ 1,319,519.00
Conservation Social Sciences	$ 500,261.00	$ -	$ 150,725.00	$ -	$ 650,986.00
F&W-Coop Unit	$ 426,582.55	$ 1,365.72	$ -	$ 11,105.00	$ 439,053.27
Fish & Wildlife Resources	$ 848,835.57	$ 209,206.34	$ 8,702.00	$ 134,844.92	$ 1,201,588.83
Fisheries Unit	$ 1,579,801.29	$ 24,300.00	$ -	$ -	$ 1,604,101.29
Forest Products	$ 504,201.00	$ -	$ -	$ -	$ 504,201.00
Forest Resources	$ 2,722,177.46	$ -	$ 151,040.43	$ 368,887.00	$ 3,242,104.89
General Forestry	$ 693,188.55	$ -	$ -	$ -	$ 693,188.55
Range Resources	$ 662,642.00	$ -	$ -	$ 4,872.96	$ 667,514.96
Wildlife Resources	$ 912,256.00	$ 89,203.00	$ -	$ 10,000.00	$ 1,011,459.00
College of Science	**$ 8,726,974.19**	**$ 91,587.44**	**$ 23,772.00**	**$ 38,849.11**	**$ 8,881,182.74**
Biological Sciences	$ 2,162,517.00	$ -	$ -	$ 14,482.87	$ 2,176,999.87
Chemistry	$ 980,085.00	$ -	$ -	$ 2,970.00	$ 983,055.00
Department of Statistics	$ 81,550.00	$ -	$ -	$ -	$ 81,550.00
Geography	$ 788,530.45	$ 41,587.44	$ -	$ -	$ 830,117.89
Geological Sciences	$ 223,478.74	$ -	$ -	$ 1,596.24	$ 225,074.98

Initiative for Bioinfo & Evol Study	$ 3,569,668.00	$ -	$ 23,772.00	$ 19,800.00	$ 3,613,240.00	
Mathematics	$ 56,798.00	$ -	$ -	$ -	$ 56,798.00	
Physics	$ 864,347.00	$ 50,000.00	$ -	$ -	$ 914,347.00	
General Library	**$ 2,700.00**	**$ -**	**$ -**	**$ -**	**$ 2,700.00**	
General Library	$ 2,700.00	$ -	$ -	$ -	$ 2,700.00	
Student Affairs	**$ 7,500.00**	**$ -**	**$ -**	**$ -**	**$ 7,500.00**	
Native American Center	$ 7,500.00	$ -	$ -	$ -	$ 7,500.00	
University Outreach - Idaho Falls	**$ 1,375,839.00**	**$ -**	**$ -**	**$ -**	**$ 1,375,839.00**	
Center for Advanced Energy Studies	$ 984,206.00	$ -	$ -	$ -	$ 984,206.00	
Idaho Falls Center	$ 391,633.00	$ -	$ -	$ -	$ 391,633.00	
University Research	**$ 10,251,641.39**	**$ 178,361.47**	**$ 132,535.56**	**$ 1,389,476.21**	**$ 11,952,014.63**	
Aquaculture	$ 2,081,495.92	$ -	$ 70,869.00	$ -	$ 2,152,364.92	
Ctr Adv Microelect & Bio-molecular	$ 39,273.42	$ -	$ -	$ -	$ 39,273.42	
EBI	$ 2,062.00	$ -	$ -	$ -	$ 2,062.00	
Idaho Geological Survey	$ 582,967.00	$ -	$ -	$ -	$ 582,967.00	
MRCI	$ 1,631,788.00	$ -	$ -	$ -	$ 1,631,788.00	
NIATT	$ 1,071,437.05	$ -	$ 61,666.56	$ -	$ 1,133,103.61	
Research Financial Support Services	$ -	$ -	$ -	$ 1,202,800.00	$ 1,202,800.00	
University Research	$ 181,912.00	$ -	$ -	$ 3,533.77	$ 185,445.77	
University Research - EPSCoR	$ 4,501,282.00	$ -	$ -	$ 2,675.75	$ 4,503,957.75	
Water/Energy Resources Res Inst	$ 159,424.00	$ 178,361.47	$ -	$ 180,466.69	$ 518,252.16	
WI-Regional Program in Vet Med	**$ 147,561.00**	**$ 100,000.00**	**$ -**	**$ -**	**$ 247,561.00**	
Caine Center Administration	$ 147,561.00	$ -	$ -	$ -	$ 147,561.00	
Caine Center Clinics	$ -	$ 100,000.00	$ -	$ -	$ 100,000.00	
WWAMI Medical Education Program	**$ 2,956,224.00**	**$ -**	**$ -**	**$ -**	**$ 2,956,224.00**	
INBRE	$ 2,956,224.00	$ -	$ -	$ -	$ 2,956,224.00	

Subtotal Sponsored Research/ARRA	**$ 57,107,843.25**	**$ 2,450,333.97**	**$ 1,319,600.71**	**$ 2,496,077.83**	**$ 63,373,855.76**	**58.16%**

Federal Land Grant Appropriated Research Total	**$ 2,690,531.00**	**$ -**	**$ -**	**$ -**	**$ 2,690,531.00**	**2.47%**
State Research Appropriation Total		**$ 14,393,768.74**			**$ 14,393,768.74**	**13.21%**
College of Agricultural & Life Sciences	**$ 2,690,531.00**	**$ 13,181,268.74**	**$ -**	**$ -**	**$ 15,871,799.74**	
Ag & Extension Distance Education Appropriation	$ -	$ 1,249.93	$ -	$ -	$ 1,249.93	
Agr Economics & Rural Sociology Appropriations	$ 236,571.60	$ 802,128.79	$ -	$ -	$ 1,038,700.39	
Agricultural & Extension Education Appropriations	$ 6,680.74	$ 188,534.76			$ 195,215.50	
Animal & Veterinary Science Appropriations	$ 107,651.64	$ 782,151.63	$ -	$ -	$ 889,803.27	
Biological & Agr Engineering Appropriations	$ 169,018.06	$ 572,674.84	$ -	$ -	$ 741,692.90	
Branch Stations-Aberdeen Appropriations	$ -	$ 570,522.14	$ -	$ -	$ 570,522.14	
Branch Stations-Caldwell Appropriations	$ -	$ 1,383.64	$ -	$ -	$ 1,383.64	
Branch Stations-Hagerman Appropriations	$ -	$ 114,449.69	$ -	$ -	$ 114,449.69	
Branch Stations-Kimberly Appropriations	$ -	$ 261,495.87	$ -	$ -	$ 261,495.87	
Branch Stations-Parma Appropriations	$ -	$ 60,585.85	$ -	$ -	$ 60,585.85	
CALS Educational Communications Appropriations	$ -	$ 217,410.99	$ -	$ -	$ 217,410.99	
College of Agriculture Appropriations	$ 750,841.03	$ 4,464,771.47	$ -	$ -	$ 5,215,612.50	
District I Appropriations	$ -	$ 6,847.77	$ -	$ -	$ 6,847.77	
District II Appropriations	$ 10,834.63	$ 29,764.32	$ -	$ -	$ 40,598.95	
District III Appropriations	$ 14,125.09	$ 81,219.07	$ -	$ -	$ 95,344.16	
Family & Consumer Sciences Appropriations	$ 33,444.25	$ 218,769.34	$ -	$ -	$ 252,213.59	
Food Science Appropriations	$ 184,696.41	$ 511,012.98	$ -	$ -	$ 695,709.39	
International Programs Appropriations	$ -	$ 65,980.80	$ -	$ -	$ 65,980.80	
MMBB Appropriations	$ 109,286.55	$ 408,523.27	$ -	$ -	$ 517,809.82	

N. Cummings Rsrch Ext Ed Ctr Appropriations	$ -	$ 281,430.55	$ -	$ -	$ 281,430.55	
Palouse Rsrch Ext Education Ctr Appropriations	$ -	$ 454,085.54	$ -	$ -	$ 454,085.54	
Plant,Soil & Entomological Sciences Appropriations	$ 1,067,381.00	$ 3,038,943.04	$ -	$ -	$ 4,106,324.04	
Special Allocations Appropriations	$ -	$ 47,332.46	$ -	$ -	$ 47,332.46	
College of Natural Resources	**$ -**	**$ 511,400.00**	**$ -**	**$ -**	**$ 511,400.00**	
Forest Utilization State Appropriation	$ -	$ 511,400.00	$ -	$ -	$ 511,400.00	
University Research	**$ -**	**$ 701,100.00**	**$ -**	**$ -**	**$ 701,100.00**	
Idaho Geological Survey State Appropriation	$ -	$ 701,100.00	$ -	$ -	$ 701,100.00	
Subtotal Appropriated Research	**$ 2,690,531.00**	**$ 14,393,768.74**	**$ -**	**$ -**	**$ 17,084,299.74**	**15.68%**
Subtotal Research	**$ 59,798,374.25**	**$ 16,844,102.71**	**$ 1,319,600.71**	**$ 2,496,077.83**	**$ 80,458,155.50**	**73.84%**

	Federal	State	Industry	Other	Total	% of Grand Total
Public Service						
Sponsored Programs Total	$ 10,519,698.76	$ 122,626.32	$ 17,000.00	$ 667,570.24	$ 11,326,895.32	**10.40%**
Sponsored ARRA Stimulus Total	$ 29,000.00	$ -	$ -	$ -	$ 29,000.00	**0.03%**
	$ -					
College of Agricultural & Life Sciences	**$ 2,190,701.00**	**$ 57,668.00**	**$ 2,000.00**	**$ 552,688.97**	**$ 2,803,057.97**	
Agr Economics & Rural Sociology	$ 26,068.00	$ 6,375.00	$ -	$ 201,300.00	$ 233,743.00	
Animal & Veterinary Science	$ 31,954.00	$ 45,043.00	$ -	$ -	$ 76,997.00	
Biological & Agr Engineering	$ 200,000.00	$ -	$ -	$ -	$ 200,000.00	
District I	$ 435,415.00	$ -	$ -	$ 2,919.97	$ 438,334.97	
District II	$ 297,841.00	$ 1,250.00	$ -	$ 252,150.00	$ 551,241.00	
District III	$ 184,547.00	$ -	$ -	$ 93,984.00	$ 278,531.00	
District IV	$ 175,634.00	$ -	$ -	$ -	$ 175,634.00	
Extension Forestry	$ 22,868.00	$ -	$ -	$ -	$ 22,868.00	
Family & Consumer Sciences	$ 77,372.00	$ -	$ -	$ -	$ 77,372.00	
Plant,Soil & Entomological Sciences	$ 182,039.00	$ 5,000.00	$ -	$ -	$ 187,039.00	
4-H Programs	$ 556,963.00	$ -	$ 2,000.00	$ 2,335.00	$ 561,298.00	
College of Letters, Arts & Social Science	**$ 73,008.00**	**$ 6,455.00**	**$ -**	**$ 13,300.00**	**$ 92,763.00**	
Anthropology Lab	$ 29,000.00	$ -	$ -	$ -	$ 29,000.00	
Col of Letters, Arts & Soc Sci	$ 10,000.00	$ -	$ -	$ -	$ 10,000.00	
English	$ 2,000.00	$ -	$ -	$ -	$ 2,000.00	
Foreign Language & Literature	$ -	$ -	$ -	$ 1,800.00	$ 1,800.00	
Hampton School of Music	$ 4,250.00	$ 6,455.00	$ -	$ 7,000.00	$ 17,705.00	
History	$ 618.00	$ -	$ -	$ -	$ 618.00	
McClure Ctr Public Policy Res	$ 27,140.00	$ -	$ -	$ 4,500.00	$ 31,640.00	
College of Art & Architecture	**$ 23,840.00**	**$ 6,662.00**	**$ 15,000.00**	**$ -**	**$ 45,502.00**	
Architecture	$ 16,340.00	$ -	$ 15,000.00	$ -	$ 31,340.00	
Art & Architecture Admin	$ 7,500.00	$ 6,662.00	$ -	$ -	$ 14,162.00	
College of Education	**$ 4,258,265.92**	**$ -**	**$ -**	**$ 41,645.00**	**$ 4,299,910.92**	
Ctr on Disabilities & Human Dev	$ 1,519,934.81	$ -	$ -	$ 31,670.00	$ 1,551,604.81	
Dept of Curriculum & Instruction	$ 189,139.11	$ -	$ -	$ -	$ 189,139.11	
Div Health/PE/Recreation/Dance	$ 20,000.00	$ -	$ -	$ -	$ 20,000.00	
Leadership and Counseling	$ 369,335.00	$ -	$ -	$ -	$ 369,335.00	
TRIO Pre-College Projects	$ 2,159,857.00	$ -	$ -	$ 9,975.00	$ 2,169,832.00	
College of Engineering	**$ 473,901.00**	**$ -**	**$ -**	**$ -**	**$ 473,901.00**	
Civil Engineering	$ 64,500.00	$ -	$ -	$ -	$ 64,500.00	
Engineering in Boise	$ 402,831.00	$ -	$ -	$ -	$ 402,831.00	
Idaho Space Grant	$ 6,570.00	$ -	$ -	$ -	$ 6,570.00	

College of Graduate Studies	**$ 836,451.00**	**$ 36,000.00**	**$ -**	**$ -**	**$ 872,451.00**	
College of Graduate Studies	$ 231,000.00	$ -	$ -	$ -	$ 231,000.00	
Environmental Science	$ 605,451.00	$ 36,000.00	$ -	$ -	$ 641,451.00	
College of Law	**$ 100,000.00**	**$ -**	**$ -**	**$ 4,428.27**	**$ 104,428.27**	
College of Law	$ 100,000.00	$ -	$ -	$ 4,428.27	$ 104,428.27	
College of Natural Resources	**$ 1,726,499.36**	**$ -**	**$ -**	**$ 2,427.00**	**$ 1,728,926.36**	
Conservation Social Sciences	$ -	$ -	$ -	$ 2,427.00	$ 2,427.00	
Forest Resources	$ 1,726,499.36	$ -	$ -	$ -	$ 1,726,499.36	
College of Science	**$ 71,226.00**	**$ -**	**$ -**	**$ -**	**$ 71,226.00**	
Biological Sciences	$ 51,226.00	$ -	$ -	$ -	$ 51,226.00	
Mathematics	$ 20,000.00	$ -	$ -	$ -	$ 20,000.00	
General Library	**$ 2,500.00**	**$ -**	**$ -**	**$ -**	**$ 2,500.00**	
General Library	$ 2,500.00	$ -	$ -	$ -	$ 2,500.00	
Human Rights, Access & Inclusion	**$ -**	**$ -**	**$ -**	**$ 2,475.00**	**$ 2,475.00**	
Human Rights, Access & Inclusion	$ -	$ -	$ -	$ 2,475.00	$ 2,475.00	
President's Area	**$ -**	**$ -**	**$ -**	**$ 22,366.00**	**$ 22,366.00**	
President's Area	$ -	$ -	$ -	$ 22,366.00	$ 22,366.00	
Student Affairs	**$ 402,119.48**	**$ 15,841.32**	**$ -**	**$ -**	**$ 417,960.80**	
Academic Asst Pgrm/SSS	$ 335,666.00	$ -	$ -	$ -	$ 335,666.00	
Counseling & Testing Center	$ 23,037.00	$ -	$ -	$ -	$ 23,037.00	
Dean of Students	$ 43,416.48	$ 15,841.32	$ -	$ -	$ 59,257.80	
University Research	**$ 343,646.00**	**$ -**	**$ -**	**$ 1,590.00**	**$ 345,236.00**	
Idaho Geological Survey	$ 39,792.00	$ -	$ -	$ -	$ 39,792.00	
NIATT	$ 299,876.00	$ -	$ -	$ -	$ 299,876.00	
Water/Energy Resources Res Inst	$ 3,978.00	$ -	$ -	$ 1,590.00	$ 5,568.00	
Vice Prov for Academic Affairs	**$ 44,041.00**	**$ -**	**$ -**	**$ 26,650.00**	**$ 70,691.00**	
International Programs	$ 44,041.00	$ -	$ -	$ 650.00	$ 44,691.00	
Vice Provost for Academic Aff	$ -	$ -	$ -	$ 26,000.00	$ 26,000.00	
WWAMI Medical Education Program	**$ 2,500.00**	**$ -**	**$ -**	**$ -**	**$ 2,500.00**	
Medical Education Program	$ 2,500.00	$ -	$ -	$ -	$ 2,500.00	
	$ -					
Subtotal Sponsored Public Service	**$ 10,548,698.76**	**$ 122,626.32**	**$ 17,000.00**	**$ 667,570.24**	**$ 11,355,895.32**	**10.42%**
	$ -					
Federal Land Grant Appropriated Extension Total	**$ 2,855,276.00**	**$ -**	**$ -**	**$ -**	**$ 2,855,276.00**	**2.62%**
State Extension Appropriation Total	**$ -**	**$ 9,377,731.26**	**$ -**	**$ -**	**$ 9,377,731.26**	**8.61%**
College of Agricultural & Life Sciences	**$ 2,855,276.00**	**$ 9,377,731.26**	**$ -**	**$ -**	**$ 12,233,007.26**	
Ag & Extension Distance Education Appropriation	$ -	$ 80,486.39	$ -	$ -	$ 80,486.39	
Agr Economics & Rural Sociology Appropriations	$ 353,363.63	$ 311,072.69	$ -	$ -	$ 664,436.32	
Agricultural & Extension Education Appropriations	$ 8,619.44	$ -	$ -	$ -	$ 8,619.44	
Animal & Veterinary Science Appropriations	$ 225,313.40	$ 233,565.96	$ -	$ -	$ 458,879.36	
Biological & Agr Engineering Appropriations	$ 104,906.77	$ 142,944.60	$ -	$ -	$ 247,851.37	
Branch Stations-Caldwell Appropriations	$ -	$ 42,548.94	$ -	$ -	$ 42,548.94	
Branch Stations-Parma Appropriations	$ 1,292.17	$ 38,525.70	$ -	$ -	$ 39,817.87	
CALS Educational Communications Appropriations	$ 228.80	$ 227,809.41	$ -	$ -	$ 228,038.21	
College of Agriculture Appropriations	$ 399,102.12	$ 1,618,894.52	$ -	$ -	$ 2,017,996.64	
District I Appropriations	$ 144,711.77	$ 1,128,836.00	$ -	$ -	$ 1,273,547.77	
District II Appropriations	$ 203,755.85	$ 1,402,272.56	$ -	$ -	$ 1,606,028.41	
District IIII Appropriations	$ 68,448.96	$ 1,180,475.19	$ -	$ -	$ 1,248,924.15	
District IV Appropriations	$ 122,207.52	$ 1,361,891.53	$ -	$ -	$ 1,484,099.05	
Extension Forestry Appropriations	$ 94,239.82	$ 64,429.48	$ -	$ -	$ 158,669.30	
Family & Consumer Sciences Appropriations	$ 177,159.08	$ 296,852.87	$ -	$ -	$ 474,011.95	
Food Science Appropriations	$ 12,341.22	$ 59,857.65	$ -	$ -	$ 72,198.87	
Palouse Rsrch Ext Education Ctr Appropriations	$ -	$ 77,531.45	$ -	$ -	$ 77,531.45	

Plant,Soil & Entomological Sciences Appropriations	$ 696,677.89	$ 642,171.82	$ -	$ -	$ 1,338,849.71	
Special Allocations Appropriations	$ -	$ 218,649.03	$ -	$ -	$ 218,649.03	
4-H Programs Appropriations	$ 242,907.56	$ 248,915.47	$ -	$ -	$ 491,823.03	
Subtotal Appropriated Public Service	**$ 2,855,276.00**	**$ 9,377,731.26**	**$ -**	**$ -**	**$ 12,233,007.26**	**11.23%**
Subtotal Public Service	**$ 13,403,974.76**	**$ 9,500,357.58**	**$ 17,000.00**	**$ 667,570.24**	**$ 23,588,902.58**	**21.65%**
Grand Totals	**$ 77,904,905.83**	**$ 26,540,067.29**	**$ 1,336,600.71**	**$ 3,177,987.78**	**$ 108,959,561.61**	**100%**

University of Idaho
Value and Cost of Research Report
Expenses by College & Department
FY2011

Expenses for the Period July 1, 2010 through June 30, 2011

	Federal	State	Industry	Other	Institutional	Total	% of Grand Total
Instruction:							
Sponsored Programs	$ 4,336,441.45	$ 468,479.82	$ -	$ 31,810.52	$ 1,073,327.69	$ 5,910,059.48	**4.38%**
State Board of Vocational Ed (ARRA Pass Thru)	$ 73,632.19	$ -	$ -	$ -	$ -	$ 73,632.19	**0.05%**
Other Sources	$ -	$ -	$ -	$ -	$ 59,574.82	$ 59,574.82	**0.04%**
College of Agricultural & Life Sciences	**$ 132,190.55**	**$ 51,605.37**	**$ -**	**$ -**	**$ 42,386.75**	**$ 226,182.67**	
Animal & Veterinary Science	$ -	$ 35,671.12	$ -	$ -	$ 17,606.83	$ 53,277.95	
Biological & Agr Engineering	$ 9,351.85	$ -	$ -	$ -	$ 4,762.94	$ 14,114.79	
College of Agriculture	$ 40,946.92	$ -	$ -	$ -	$ 147.30	$ 41,094.22	
District I	$ 37,547.98	$ -	$ -	$ -	$ (1.09)	$ 37,546.89	
District IV	$ (45.00)	$ -	$ -	$ -	$ (11.70)	$ (56.70)	
Family & Consumer Science	$ (153.46)	$ -	$ -	$ -	$ (22.94)	$ (176.40)	
MMBB	$ -	$ 16,104.00	$ -	$ -	$ 8,969.93	$ 25,073.93	
Plant,Soil & Entomological Sciences	$ 44,542.26	$ -	$ -	$ -	$ 11,030.03	$ 55,572.29	
4-H Program	$ -	$ (169.75)	$ -	$ -	$ (94.55)	$ (264.30)	
College of Letters, Arts & Social Science	**$ 4,514.80**	**$ 62,642.86**	**$ -**	**$ -**	**$ 30,842.28**	**$ 97,999.94**	
Journalism and Mass Media	$ 3,274.95	$ -	$ -	$ -	$ 4,398.20	$ 7,673.15	
Hampton School of Music	$ -	$ 28,665.89		$ -	$ 15,966.90	$ 44,632.79	
Psychology & Communication Studies	$ 1,239.85	$ 33,976.97	$ -	$ -	$ 10,477.18	$ 45,694.00	
College of Art & Architecture	**$ -**	**$ 154,940.49**	**$ -**	**$ -**	**$ 86,301.85**	**$ 241,242.34**	
Architecture	$ -	$ 11,446.25	$ -	$ -	$ 6,375.56	$ 17,821.81	
Art & Architecture Admin	$ -	$ 143,494.24	$ -	$ -	$ 79,926.29	$ 223,420.53	
College of Education	**$ 789,937.90**	**$ 95,487.82**	**$ -**	**$ 2,076.86**	**$ 482,086.28**	**$ 1,369,588.86**	
Adult, Career, & Tech Education	$ (256.00)	$ (76.00)	$ -	$ -	$ (175.58)	$ (507.58)	
College of Education	$ 5,039.57	$ -	$ -	$ -	$ 2,842.68	$ 7,882.25	
Ctr on Disabilities & Human Dev	$ 560,770.95	$ -	$ -	$ -	$ 247,692.26	$ 808,463.21	
Dept of Curriculum & Instruction	$ 150,929.63	$ -	$ -	$ 2,076.86	$ 82,271.67	$ 235,278.16	
Div Health/PE/Recreation/Dance	$ -	$ -	$ -	$ -	$ 38,666.20	$ 38,666.20	
Leadership and Counseling	$ 73,632.19	$ 95,563.82	$ -	$ -	$ 110,812.65	$ 280,008.66	
TRIO Pre-College Projects	$ (178.44)	$ -	$ -	$ -	$ (23.60)	$ (202.04)	
College of Engineering	**$ 695,378.30**	**$ 97,454.45**	**$ -**	**$ 112.13**	**$ 249,900.29**	**$ 1,042,845.17**	
Civil Engineering	$ 115,786.14	$ -	$ -	$ -	$ 0.04	$ 115,786.18	
College of Engineering	$ -	$ 97,454.45		$ -	$ 54,282.13	$ 151,736.58	
Electrical & Computer Engineering	$ 149,324.01	$ -	$ -	$ -	$ 83,173.47	$ 232,497.48	
Computer Science	$ (1,000.00)	$ -	$ -	$ -	$ -	$ (1,000.00)	
Idaho Space Grant	$ 431,268.15	$ -	$ -	$ -	$ 112,382.19	$ 543,650.34	
Mechanical Engineering	$ -	$ -	$ -	$ 112.13	$ 62.46	$ 174.59	
College of Natural Resources	**$ 99,790.84**	**$ -**	**$ -**	**$ -**	**$ 11,957.84**	**$ 111,748.68**	
Conservation Social Sciences	$ 55,289.36	$ -	$ -	$ -	$ (0.02)	$ 55,289.34	
Forest Resources	$ 44,501.48	$ -	$ -	$ -	$ 11,957.86	$ 56,459.34	
Student Affairs	**$ 504,971.84**	**$ 3,612.62**	**$ -**	**$ -**	**$ 156,681.79**	**$ 665,266.25**	
Academic Asst Pgrm/SSS	$ 90,297.05	$ -	$ -	$ -	$ 28,890.24	$ 119,187.29	
CAMP	$ 413,407.14	$ -	$ -	$ -	$ 127,264.91	$ 540,672.05	

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 21, 2012

Career Center	$ -	$ 3,612.62	$ -	$ -	$ (0.01)	$ 3,612.61	
Dean of Students	$ 1,267.65	$ -	$ -	$ -	$ 526.65	$ 1,794.30	
University Outreach - Idaho Falls	**$ 1,919,323.76**	**$ -**	**$ -**	**$ -**	**$ 13,498.29**	**$ 1,932,822.05**	
Center for Advanced Energy Studies	$ 38,800.83	$ -	$ -	$ -	$ 13,498.20	$ 52,299.03	
Idaho Falls Center	$ 1,880,522.93	$ -	$ -	$ -	$ 0.09	$ 1,880,523.02	
University Research	**$ 3,989.39**	**$ -**	**$ -**	**$ 25,574.66**	**$ 6,649.41**	**$ 36,213.46**	
Idaho Geological Survey	$ -	$ -	$ -	$ 25,574.66	$ 6,649.41	$ 32,224.07	
Water/Energy Resources Res Inst	$ 3,989.39	$ -	$ -	$ -	$ -	$ 3,989.39	
Vice Provost for Academic Affairs	**$ 259,976.26**	**$ 2,736.21**	**$ -**	**$ 4,046.87**	**$ 52,597.73**	**$ 319,357.07**	
International Programs	$ 259,976.26	$ 2,736.21	$ -	$ 4,046.87	$ 52,597.73	$ 319,357.07	
Subtotal Instruction	**$ 4,410,073.64**	**$ 468,479.82**	**$ -**	**$ 31,810.52**	**$ 1,132,902.51**	**$ 6,043,266.49**	**4.48%**

	Federal	State	Industry	Other	Institutional	Total	% of Grand Total
Research:							
Sponsored Programs	$ 48,271,885.42	$ 3,002,397.85	$ 1,988,954.54	$ 1,314,250.05	$ 6,577,607.70	**$ 61,155,095.56**	**45.31%**
Sponsored ARRA Funding	$ 4,280,046.91	$ -	$ -	$ -	$ -	**$ 4,280,046.91**	**3.17%**
ARRA State Stimulus Funding	$ 12,821.97	$ -	$ -	$ -	$ -	**$ 12,821.97**	**0.01%**
Other Sources	$ -	$ 4,656,200.78	$ 155,203.90	$ 108,211.74	$ 9,093,581.41	**$ 14,013,197.83**	**10.38%**
College of Agricultural & Life Sciences	**$ 7,745,902.43**	**$ 2,126,531.86**	**$ 365,050.32**	**$ 239,856.18**	**$ 5,016,440.37**	**$ 15,493,781.16**	
Ag & Extension Distance Education	$ -	$ -	$ -	$ -	$ 11,570.00	$ 11,570.00	
Agr Economics & Rural Sociology	$ 407,541.66	$ 51,909.61	$ -	$ -	$ 143,061.75	$ 602,513.02	
Agricultural & Extension Education	$ 232.31	$ -	$ -	$ -	$ -	$ 232.31	
Animal & Veterinary Science	$ 330,157.62	$ 323,777.96	$ 41,600.18	$ 177,357.46	$ 287,198.22	$ 1,160,091.44	
Biological & Agr Engineering	$ 854,263.56	$ 207,860.17	$ -	$ 13,636.77	$ 125,002.45	$ 1,200,762.95	
Branch Stations-Aberdeen	$ (4.39)				$ 296,998.35	$ 296,993.96	
Branch Stations-Dubois	$ 36,370.47	$ -	$ -	$ -	$ 149,515.38	$ 185,885.85	
Branch Stations-Kimberly	$ -	$ -	$ -	$ -	$ 114,421.95	$ 114,421.95	
Branch Stations-Parma	$ -	$ -	$ -	$ -	$ 433,593.30	$ 433,593.30	
Branch Stations-Tetonia	$ -	$ -	$ -	$ -	$ 90,395.51	$ 90,395.51	
College of Agriculture	$ 536,068.88	$ -	$ -	$ -	$ 97,723.75	$ 633,792.63	
District I	$ 1,053.55	$ -	$ -	$ -	$ 319.23	$ 1,372.78	
District II	$ -	$ 2,751.36	$ -	$ -	$ 881.95	$ 3,633.31	
District III	$ -	$ -	$ -	$ -	$ 52,998.35	$ 52,998.35	
District IV	$ -	$ -	$ -	$ -	$ 1,944.70	$ 1,944.70	
Family & Consumer Sciences	$ 524,218.05	$ -	$ -	$ -	$ 39,422.43	$ 563,640.48	
Food Science	$ 533,565.00	$ 149,193.15	$ 69,613.11	$ 293.72	$ 199,965.21	$ 952,630.19	
MMBB	$ 67,240.14	$ -	$ -	$ 4,381.34	$ 23,351.88	$ 94,973.36	
N. Cummings Rsrch Ext Ed Ctr	$ -	$ -	$ -	$ -	$ 23,880.25	$ 23,880.25	
Palouse Rsrch Ext Education Ctr	$ -	$ -	$ -	$ -	$ 69,267.56	$ 69,267.56	
Plant,Soil & Entomological Sciences	$ 4,455,195.58	$ 1,391,039.61	$ 253,837.03	$ 44,186.89	$ 2,531,993.91	$ 8,676,253.02	
Special Allocations	$ -	$ -	$ -	$ -	$ 322,934.24	$ 322,934.24	
College of Letters, Arts & Social Science	**$ 344,435.35**	**$ 110,757.04**	**$ 50,778.35**	**$ 10,024.15**	**$ 206,943.78**	**$ 722,938.67**	
Anthropology Lab	$ 2,484.92	$ 51,855.43	$ -	$ -	$ 29,734.08	$ 84,074.43	
College of Letters, Arts & Social Science	$ 5,875.14	$ -	$ -	$ -	$ 997.46	$ 6,872.60	
English	$ -	$ -	$ -	$ -	$ 14,464.97	$ 14,464.97	
Hampton School of Music	$ -	$ -	$ -	$ -	$ 15,623.97	$ 15,623.97	
History	$ -	$ -	$ -	$ -	$ 12,525.56	$ 12,525.56	
Journalism and Mass Media	$ -	$ -	$ -	$ -	$ 10,654.40	$ 10,654.40	
McClure Ctr Public Policy Res	$ -	$ 56,428.72	$ -	$ -	$ 5,692.08	$ 62,120.80	
Philosophy	$ 63,417.85	$ -	$ -	$ 8,738.03	$ 2,907.97	$ 75,063.85	
Political Science	$ -	$ -	$ -	$ -	$ 16,635.42	$ 16,635.42	
Psychology & Communication Studies	$ 2,427.80	$ -	$ 36,937.15	$ 1,286.12	$ 847.30	$ 41,498.37	

Sociology,Anthro & Justice Studies	$ 270,229.64	$ 2,472.89	$ 13,841.20	$ -	$ 89,390.57	$ 375,934.30
Theatre Arts and Film	$ -	$ -	$ -	$ -	$ 7,470.00	$ 7,470.00
College of Art & Architecture	**$ 22,877.64**	**$ -**	**$ 576,746.57**	**$ 39,902.67**	**$ 8,242.58**	**$ 647,769.46**
Architecture	$ 22,877.64	$ -	$ 576,746.57	$ 39,902.67	$ 8,242.58	$ 647,769.46
College of Business & Economics	**$ -**	**$ -**	**$ -**	**$ 137.72**	**$ (137.72)**	**$ -**
Business	$ -	$ -	$ -	$ 137.72	$ (137.72)	$ -
College of Education	**$ 8,889.50**	**$ 3,105.02**	**$ -**	**$ 4,677.47**	**$ 93,405.07**	**$ 110,077.06**
College of Education	$ -	$ 3,105.02	$ -	$ 1,986.27	$ 10,161.00	$ 15,252.29
College of Education-Project Fds	$ -	$ -	$ -	$ -	$ 80,634.28	$ 80,634.28
Dept of Curriculum & Instruction	$ -	$ -	$ -	$ -	$ 620.23	$ 620.23
Div Health/PE/Recreation/Dance	$ 8,889.50	$ -	$ -	$ -	$ 395.79	$ 9,285.29
Leadership and Counseling	$ -	$ -	$ -	$ 2,691.20	$ 1,167.98	$ 3,859.18
TRIO Pre-College Projects	$ -	$ -	$ -	$ -	$ 425.79	$ 425.79
College of Engineering	**$ 7,607,913.52**	**$ 1,861,342.15**	**$ 473,357.37**	**$ 123,009.38**	**$ 2,080,681.83**	**$ 12,146,304.25**
Chemical Engineering	$ 511,410.48	$ -	$ -	$ -	$ 156,942.30	$ 668,352.78
Civil Engineering	$ 161,203.85	$ 54,397.03	$ -	$ -	$ 48,844.77	$ 264,445.65
College of Engineering	$ 48,376.82	$ -	$ -	$ -	$ 7,618.52	$ 55,995.34
Computer Science	$ 223,327.93	$ -	$ 31,544.84	$ -	$ 42,088.31	$ 296,961.08
Ctr for Ecohydraulics Research	$ 487,974.77	$ 401,390.50	$ -	$ 1.02	$ 334,930.46	$ 1,224,296.75
Electrical & Computer Engineering	$ -	$ -	$ 12,136.44	$ 66,480.03	$ 146,146.40	$ 224,762.87
Engineering Experiment Station	$ -	$ 1,299,209.79	$ -	$ -	$ 228,169.34	$ 1,527,379.13
Engineering in Boise	$ 6,724.81	$ -	$ -	$ -	$ 5,569.19	$ 12,294.00
Idaho Space Grant	$ 1,385,053.51	$ -	$ -	$ -	$ 260,372.72	$ 1,645,426.23
Materials Science & Engr	$ 318,625.80	$ -	$ -	$ 56,528.33	$ 19,985.92	$ 395,140.05
Mechanical Engineering	$ 429,520.77	$ -	$ 4,097.64	$ -	$ 35,976.14	$ 469,594.55
MRCI	$ 2,778,790.02	$ 29,453.80	$ 415,785.49	$ -	$ 259,180.19	$ 3,483,209.50
NIATT	$ 1,256,904.76	$ 76,891.03	$ 9,792.96	$ -	$ 534,857.57	$ 1,878,446.32
College of Graduate Studies	**$ 938,879.51**	**$ -**	**$ 4,813.02**	**$ -**	**$ 100,908.70**	**$ 1,044,601.23**
College of Graduate Studies	$ 514,943.57	$ -	$ 4,816.17	$ -	$ 24,523.12	$ 544,282.86
COGS - INRA	$ 2,294.48	$ -	$ -	$ -	$ 696.71	$ 2,991.19
Environmental Science	$ 421,641.46	$ -	$ (3.15)	$ -	$ 68,261.00	$ 489,899.31
UI Sustainability Center	$ -	$ -	$ -	$ -	$ 7,427.87	$ 7,427.87
College of Natural Resources	**$ 9,011,585.14**	**$ 2,893,834.99**	**$ 326,387.11**	**$ 208,592.55**	**$ 3,178,076.78**	**$ 15,618,476.57**
College of Natural Resources	$ 334,400.14	$ -	$ -	$ -	$ 70,625.77	$ 405,025.91
Conserv Social Sci-Park Studies	$ 1,207,309.00	$ -	$ -	$ -	$ 234,954.86	$ 1,442,263.86
Conservation Social Sciences	$ 183,027.93	$ -	$ 20,606.06	$ -	$ 65,310.23	$ 268,944.22
F&W-Coop Unit	$ 617,915.14	$ -	$ -	$ -	$ 121,376.01	$ 739,291.15
Fish & Wildlife Resources	$ 717,891.39	$ 278,876.38	$ 25,315.06	$ 65,136.44	$ 163,287.94	$ 1,250,507.21
Fisheries Unit	$ 1,422,786.21	$ 21,514.99	$ -	$ -	$ 107,104.77	$ 1,551,405.97
Forest Products	$ 549,163.10	$ -	$ -	$ -	$ 141,246.29	$ 690,409.39
Forest Resources	$ 1,516,853.27	$ 40,495.90	$ 280,231.29	$ 105,754.67	$ 1,049,779.78	$ 2,993,114.91
General Forestry	$ 245,157.87	$ -	$ -	$ 27,324.58	$ 119,555.30	$ 392,037.75
Natural Resources Expt Station	$ 37,792.85	$ 2,529,402.56	$ -	$ -	$ 776,588.19	$ 3,343,783.60
Range Resources	$ 397,729.61	$ 17,695.62	$ 234.70	$ -	$ 96,645.34	$ 512,305.27
Wildlife Resources	$ 1,781,558.63	$ 5,849.54	$ -	$ 10,376.86	$ 231,602.30	$ 2,029,387.33
College of Science	**$ 10,802,416.78**	**$ 72,907.53**	**$ 204,834.83**	**$ 233,783.53**	**$ 2,093,980.72**	**$ 13,407,923.39**
Biological Sciences	$ 2,873,269.85	$ 25,976.49	$ -	$ 205,876.54	$ 857,941.79	$ 3,963,064.67
Chemistry	$ 1,392,058.99	$ 9,598.37	$ -	$ -	$ 540,208.29	$ 1,941,865.65
College of Science	$ -	$ -	$ -	$ -	$ 93,228.16	$ 93,228.16
Department of Statistics	$ 152,466.16	$ -	$ -	$ -	$ 18,771.92	$ 171,238.08
Geography	$ 967,382.81	$ 34,965.60	$ -	$ -	$ 213,433.48	$ 1,215,781.89
Geological Sciences	$ 310,629.88	$ -	$ (57.50)	$ 8,255.14	$ 20,894.97	$ 339,722.49
Initiative for Bioinfo & Evol Study	$ 3,998,249.82	$ -	$ 204,394.63	$ 19,576.85	$ 174,377.91	$ 4,396,599.21
Mathematics	$ 87,944.53	$ -	$ 497.70	$ -	$ 52,402.33	$ 140,844.56
Physics	$ 1,020,414.74	$ 2,367.07	$ -	$ 75.00	$ 122,721.87	$ 1,145,578.68

General Library	$ -	$ -	$ -	$ -	$ 962.72	$ 962.72
General Library	$ -	$ -	$ -	$ -	$ 962.72	$ 962.72
Student Affairs	$ 3,600.00	$ -	$ -	$ -	$ (390.60)	$ 3,209.40
Native American Center	$ 3,600.00	$ -	$ -	$ -	$ (390.60)	$ 3,209.40
University Outreach - Idaho Falls	$ 2,375,510.04	$ -	$ -	$ -	$ 82,319.71	$ 2,457,829.75
Center for Advanced Energy Studies	$ 1,002,916.88	$ -	$ -	$ -	$ 578.88	$ 1,003,495.76
Idaho Falls Center	$ 1,372,593.16	$ -	$ -	$ -	$ 81,740.83	$ 1,454,333.99
University Outreach-Northern Idaho	$ -	$ -	$ -	$ 8,247.69	$ 9,073.89	$ 17,321.58
Coeur d'Alene Center	$ -	$ -	$ -	$ 8,247.69	$ 9,073.89	$ 17,321.58
University Research	$ 9,371,452.19	$ 484,948.72	$ 142,190.87	$ 538,305.07	$ 2,375,760.23	$ 12,912,657.08
Aquaculture	$ 1,977,724.46	$ -	$ 142,190.87	$ 148,474.09	$ 385,536.08	$ 2,653,925.50
Ctr Adv Microelect & Bio-molecular	$ 1,428,636.68	$ -	$ -	$ -	$ 252,505.01	$ 1,681,141.69
EBI	$ 101,091.46	$ -	$ -	$ -	$ 11,837.15	$ 112,928.61
Idaho Geological Survey	$ 417,731.60	$ 67,514.08	$ -	$ -	94,303.29	$ 579,548.97
Research Financial Support Services	$ 463,053.44	$ -	$ -	$ 247,280.32	$ 104,046.94	$ 814,380.70
University Research	$ 543,308.57	$ -	$ -	$ -	$ 46,271.39	$ 589,579.96
University Research - EPSCoR	$ 4,055,524.33	$ 258,151.56	$ -	$ 6,462.02	$ 1,216,884.22	$ 5,537,022.13
Water/Energy Resources Res Inst	$ 384,381.65	$ 159,283.08	$ -	$ 136,088.64	$ 264,376.15	$ 944,129.52
WI-Regional Program in Vet Med	$ 46,615.14	$ 105,171.32	$ -	$ 15,925.38	$ 70,104.82	$ 237,816.66
Caine Center Administration	$ 46,615.14	$ 76,675.81	$ -	$ -	$ 37,722.06	$ 161,013.01
Caine Center Clinics	$ -	$ 28,495.51	$ -	$ 15,925.38	$ 32,382.76	$ 76,803.65
WWAMI Medical Education Program	$ 4,284,677.06	$ -	$ -	$ -	$ 354,816.23	$ 4,639,493.29
INBRE	$ 4,284,677.06	$ -	$ -	$ -	$ 310,881.93	$ 4,595,558.99
Medical Education Program	$ -	$ -	$ -	$ -	$ 43,934.30	$ 43,934.30

Subtotal Sponsored/ARRA/Other Research Expense	**$ 52,564,754.30**	**$ 7,658,598.63**	**$ 2,144,158.44**	**$ 1,422,461.79**	**$ 15,671,189.11**	**$ 79,461,162.27**	**58.87%**

	Federal	State	Industry	Other	Institutional	Total	% of Grand Total
Federal Land Grant Appropriated Research Total	**$ 1,678,273.24**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 1,678,273.24**	**1.24%**
State Research Appropriation Total	**$ -**	**$ 10,012,664.19**	**$ -**	**$ -**	**$ -**	**$ 10,012,664.19**	**7.42%**
College of Agricultural & Life Sciences	**$ 1,678,273.24**	**$ 13,781,739.25**	**$ -**	**$ -**	**$ -**	**$ 15,460,012.49**	
Ag & Extension Distance Education Appropriation	$ -	$ 1,249.93	$ -	$ -		$ 1,249.93	
Agr Economics & Rural Sociology Appropriations	$ 147,566.33	$ 841,827.58	$ -	$ -	$ -	$ 989,393.91	
Agricultural & Extension Education Appropriations	$ 4,167.25	$ 202,576.87	$ -	$ -	$ -	$ 206,744.12	
Animal & Veterinary Science Appropriations	$ 67,149.89	$ 825,677.05	$ -	$ -	$ -	$ 892,826.94	
Biological & Agr Engineering Appropriations	$ 105,428.44	$ 603,303.01	$ -	$ -	$ -	$ 708,731.45	
Branch Stations-Aberdeen Appropriations	$ -	$ 613,706.30	$ -	$ -	$ -	$ 613,706.30	
Branch Stations-Caldwell Appropriations	$ -	$ 1,383.64	$ -	$ -	$ -	$ 1,383.64	
Branch Stations-Hagerman Appropriations	$ -	$ 123,249.37	$ -	$ -	$ -	$ 123,249.37	
Branch Stations-Kimberly Appropriations	$ -	$ 285,508.38	$ -	$ -	$ -	$ 285,508.38	
Branch Stations-Parma Appropriations	$ -	$ 65,432.69	$ -	$ -	$ -	$ 65,432.69	
CALS Educational Communications Appropriations	$ -	$ 233,750.77	$ -	$ -	$ -	$ 233,750.77	
College of Agriculture Appropriations	$ 468,352.31	$ 4,562,327.66	$ -	$ -	$ -	$ 5,030,679.97	
District I Appropriations	$ -	$ 7,261.68	$ -	$ -	$ -	$ 7,261.68	
District II Appropriations	$ 6,758.32	$ 32,303.39	$ -	$ -	$ -	$ 39,061.71	
District III Appropriations	$ 8,810.81	$ 87,601.74	$ -	$ -	$ -	$ 96,412.55	
Family & Consumer Sciences Appropriations	$ 20,861.53	$ 230,862.22	$ -	$ -	$ -	$ 251,723.75	
Food Science Appropriations	$ 115,208.13	$ 532,700.40	$ -	$ -	$ -	$ 647,908.53	
International Programs Appropriations	$ -	$ 70,740.23	$ -	$ -	$ -	$ 70,740.23	
MMBB Appropriations	$ 68,169.70	$ 411,235.19	$ -	$ -	$ -	$ 479,404.89	
N. Cummings Rsrch Ext Ed Ctr Appropriations	$ -	$ 301,922.30	$ -	$ -	$ -	$ 301,922.30	
Palouse Rsrch Ext Education Ctr Appropriations	$ -	$ 488,468.81	$ -	$ -	$ -	$ 488,468.81	
Plant,Soil & Entomological Sciences Appropriations	$ 665,800.53	$ 3,211,317.58	$ -	$ -	$ -	$ 3,877,118.11	

Special Allocations Appropriations	$ -	$ 47,332.46	$ -	$ -	$ -	$ 47,332.46	
Forest Utilization Research	**$ -**	**$ 549,884.87**	**$ -**	**$ -**	**$ -**	**$ 549,884.87**	
Forest Utilization Research Appropriation	$ -	$ 549,884.87	$ -	$ -	$ -	$ 549,884.87	
University Research	**$ -**	**$ 757,771.02**	**$ -**	**$ -**	**$ -**	**$ 757,771.02**	
Idaho Geological Survey State Appropriation	$ -	$ 757,771.02	$ -	$ -		$ 757,771.02	
Subtotal Appropriated Research	**$ 1,678,273.24**	**$ 15,089,395.14**	**$ -**	**$ -**	**$ -**	**$ 16,767,668.38**	**12.42%**
Subtotal Research	**$ 54,243,027.54**	**$ 22,747,993.77**	**$ 2,144,158.44**	**$ 1,422,461.79**	**$ 15,671,189.11**	**$ 96,228,830.65**	**71.30%**

	Federal	State	Industry	Other	Institutional	Total	% of Grand Total
Public Service:							
Sponsored Programs Total	**$ 15,427,161.21**	**$ 582,565.01**	**$ 28,563.59**	**$ 681,842.48**	**$ 1,617,384.38**	**$ 18,337,516.67**	**13.59%**
Sponsored ARRA Stimulus Total	**$ 1,766,893.44**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 1,766,893.44**	**1.31%**
Other Sources	**$ -**	**$ -**	**$ -**	**$ (52,631.80)**	**$ 57,289.71**	**$ 4,657.91**	**0.00%**
Administrative Operations	**$ 257,515.14**	**$ -**	**$ -**	**$ -**	**$ 0.28**	**$ 257,515.42**	
Risk Management	$ 257,515.14	$ -	$ -	$ -	$ 0.28	$ 257,515.42	
College of Agricultural & Life Sciences	**$ 2,390,898.63**	**$ 440,812.91**	**$ 614.35**	**$ 220,342.63**	**$ 460,686.67**	**$ 3,513,355.19**	
Ag & Extension Distance Education	$ -	$ -	$ -	$ 250.76	$ -	$ 250.76	
Agr Economics & Rural Sociology	$ 11,573.37	$ 6,375.00	$ 614.35	$ 282,685.75	$ 58,179.25	$ 359,427.72	
Animal & Veterinary Science	$ 9,512.58	$ 54,479.21	$ -	$ 13,546.14	$ 11,440.69	$ 88,978.62	
Biological & Agr Engineering	$ 224,402.00	$ 786.84	$ -	$ 21,771.62	$ 2,073.62	$ 249,034.08	
Branch Stations-Caldwell	$ -	$ -	$ -	$ 10,674.51	$ -	$ 10,674.51	
College of Agriculture	$ 5,566.00	$ -	$ -	$ (550,852.78)	$ 1,168.86	$ (544,117.92)	
District I	$ 440,269.75	$ 2,656.33	$ -	$ 23,670.73	$ 56,127.03	$ 522,723.84	
District II	$ 484,058.94	$ 375,465.48	$ -	$ 74,624.08	$ 143,206.47	$ 1,077,354.97	
District III	$ 118,461.04	$ -	$ -	$ 83,863.47	$ 2,391.81	$ 204,716.32	
District IV	$ 448,945.41	$ 1,317.65	$ -	$ 103,465.21	$ 62,573.03	$ 616,301.30	
Extension Forestry	$ 53,442.85	$ -	$ -	$ 7,369.33	$ 11,223.00	$ 72,035.18	
Family & Consumer Sciences	$ 60,934.23	$ -	$ -	$ 33,950.30	$ (0.15)	$ 94,884.38	
Food Science	$ -	$ -	$ -	$ 6,471.50	$ -	$ 6,471.50	
Palouse Rsrch Ext Education Ctr	$ -	$ -	$ -	$ 232.53	$ -	$ 232.53	
Plant,Soil & Entomological Sciences	$ 99,959.21	$ 93.40	$ -	$ 43,606.08	$ 23,903.08	$ 167,561.77	
4-H Programs	$ 433,773.25	$ (361.00)	$ -	$ 65,013.40	$ 88,399.98	$ 586,825.63	
College of Letters, Arts & Social Science	**$ 73,726.58**	**$ 6,455.00**	**$ -**	**$ 14,313.67**	**$ 23,892.17**	**$ 118,387.42**	
Anthropology Lab	$ 30,367.80	$ -	$ -	$ -	$ (2.14)	$ 30,365.66	
Col of Letters, Arts & Soc Sci	$ 10,000.00	$ -	$ -	$ -	$ 12,100.00	$ 22,100.00	
English	$ 718.53	$ -	$ -	$ -	$ 129.68	$ 848.21	
Hampton School of Music	$ 4,253.85	$ 6,455.00	$ -	$ 6,000.00	$ 3,504.20	$ 20,213.05	
History	$ 453.49	$ -	$ -	$ -	$ 1,538.82	$ 1,992.31	
Jazz Festival	$ (936.00)	$ -	$ -	$ -	$ (196.56)	$ (1,132.56)	
Journalism and Mass Media	$ 4,444.63	$ -	$ -	$ -	$ 3,194.84	$ 7,639.47	
McClure Ctr Public Policy Res	$ 24,424.34	$ -	$ -	$ 4,499.54	$ 3,011.30	$ 31,935.18	
Modern Languages and Cultures	$ -	$ -	$ -	$ 1,800.00	$ 189.00	$ 1,989.00	
Philosophy	$ (0.06)	$ -	$ -	$ -	$ 0.06	$ -	
Psychology & Communication Studies	$ -	$ -	$ -	$ 2,014.13	$ 422.97	$ 2,437.10	
College of Art & Architecture	**$ 60,266.93**	**$ 15,782.03**	**$ 28,490.35**	**$ 144,860.57**	**$ 95,950.74**	**$ 345,350.62**	
Architecture	$ 17,582.82	$ -	$ 28,490.35	$ 126,114.13	$ 2,465.85	$ 174,653.15	
Art & Architecture Admin	$ 15,000.56	$ 7,345.11	$ -	$ -	$ 38,584.45	$ 60,930.12	
Landscape Architecture	$ 27,683.55	$ 8,436.92	$ -	$ 18,746.44	$ 54,900.44	$ 109,767.35	
College of Business & Economics	**$ -**	**$ 38,522.56**	**$ -**	**$ -**	**$ 8,089.74**	**$ 46,612.30**	
Accounting	$ -	$ 38,522.56	$ -	$ -	$ 8,089.74	$ 46,612.30	
College of Education	**$ 10,231,886.92**	**$ 58,576.86**	**$ -**	**$ 59,795.55**	**$ 457,147.97**	**$ 10,807,407.30**	

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 21, 2012

Adult, Career, & Tech Education	$ 2,113.88	$ 975.00	$ -	$ -	$ 648.66	$ 3,737.54	
College of Education	$ 944,379.76	$ -	$ -	$ -	$ 7,363.24	$ 951,743.00	
College of Education-Off Campus	$ 54,651.56	$ 54,651.57	$ -	$ -	$ (0.15)	$ 109,302.98	
Ctr on Disabilities & Human Dev	$ 6,837,805.76	$ 2,950.29	$ -	$ 20,476.43	$ 132,137.70	$ 6,993,370.18	
Dept of Curriculum & Instruction	$ 158,027.98	$ -	$ -	$ 28,818.84	$ 37,158.63	$ 224,005.45	
Div Health/PE/Recreation/Dance	$ 27,288.41	$ -	$ -	$ -	$ 15,404.39	$ 42,692.80	
Leadership and Counseling	$ 339,250.99	$ -	$ -	$ 1,000.00	$ 42,048.38	$ 382,299.37	
TRIO Pre-College Projects	$ 1,868,368.58	$ -	$ -	$ 9,500.28	$ 222,387.12	$ 2,100,255.98	
College of Engineering	**$ 1,076,464.89**	**$ 246.19**	**$ (541.11)**	**$ 140,464.28**	**$ 116,408.32**	**$ 1,333,042.57**	
Civil Engineering	$ 42,234.52	$ -	$ -	$ -	$ 10,358.99	$ 52,593.51	
Ctr for Ecohydraulics Research	$ -	$ -	$ (541.11)	$ -	$ 37.85	$ (503.26)	
Engineering in Boise	$ 265,146.66	$ 246.19	$ -	$ 140,464.28	$ 84,548.47	$ 490,405.60	
Idaho Space Grant	$ 416,701.91	$ -	$ -	$ -	$ -	$ 416,701.91	
NIATT	$ 352,381.80	$ -	$ -	$ -	$ 21,463.01	$ 373,844.81	
College of Graduate Studies	**$ 291,132.97**	**$ -**	**$ -**	**$ 506.17**	**$ 66,830.97**	**$ 358,470.11**	
Environmental Science	$ 59,238.82	$ -	$ -	$ -	$ 43,709.99	$ 102,948.81	
The McNair Program	$ 231,894.15	$ -	$ -	$ 506.17	$ 23,120.98	$ 255,521.30	
College of Law	**$ 444,692.51**	**$ -**	**$ -**	**$ 1,215.03**	**$ 117,169.93**	**$ 563,077.47**	
College of Law	$ 444,692.51	$ -	$ -	$ 1,215.03	$ 117,169.93	$ 563,077.47	
College of Natural Resources	**$ 1,809,338.13**	**$ -**	**$ -**	**$ 5,940.19**	**$ 203,128.53**	**$ 2,018,406.85**	
Conservation Social Sciences	$ -	$ -	$ -	$ 2,426.98	$ 509.67	$ 2,936.65	
Forest Resources	$ 1,575,307.37	$ -	$ -	$ 3,513.21	$ 173,503.59	$ 1,752,324.17	
Forestry Summer Camp	$ 147,761.11	$ -	$ -	$ -	$ 22,090.50	$ 169,851.61	
Range Resources	$ 86,269.65	$ -	$ -	$ -	$ 7,024.77	$ 93,294.42	
College of Science	**$ 70,259.72**	**$ -**	**$ -**	**$ -**	**$ 2,304.05**	**$ 72,563.77**	
Biological Sciences	$ 41,063.57	$ -	$ -	$ -	$ 2,142.38	$ 43,205.95	
Mathematics	$ 19,396.15	$ -	$ -	$ -	$ 161.67	$ 19,557.82	
Physics	$ 9,800.00	$ -	$ -	$ -	$ -	$ 9,800.00	
General Library	**$ 29,476.99**	**$ -**	**$ -**	**$ -**	**$ 221.39**	**$ 29,698.38**	
General Library	$ 29,476.99	$ -	$ -	$ -	$ 221.39	$ 29,698.38	
Human Rights, Access & Inclusion	**$ -**	**$ -**	**$ -**	**$ 15,670.59**	**$ 1,624.80**	**$ 17,295.39**	
Human Rights, Access & Inclusion	$ -	$ -	$ -	$ 15,670.59	$ 1,624.80	$ 17,295.39	
Student Affairs	**$ 313,566.26**	**$ 13.50**	**$ -**	**$ -**	**$ 107,993.22**	**$ 421,572.98**	
Academic Asst Pgrm/SSS	$ 242,643.60	$ -	$ -	$ -	$ 86,722.03	$ 329,365.63	
CAMP	$ -	$ -	$ -	$ -	$ 8,558.43	$ 8,558.43	
Counseling & Testing Center	$ 21,752.58	$ -	$ -	$ -	$ 3,314.66	$ 25,067.24	
Dean of Students	$ 49,170.08	$ 13.50	$ -	$ -	$ 9,398.10	$ 58,581.68	
University Outreach - Idaho Falls	**$ 19,683.00**	**$ -**	**$ -**	**$ -**	**$ 0.04**	**$ 19,683.04**	
Center for Advanced Energy Studies	$ 19,683.00	$ -	$ -	$ -	$ 0.04	$ 19,683.04	
University Research	**$ 72,111.32**	**$ 20,740.13**	**$ -**	**$ 3,814.67**	**$ 1,226.48**	**$ 97,892.60**	
Idaho Geological Survey	$ 64,222.46	$ -	$ -	$ -	$ (0.19)	$ 64,222.27	
Water/Energy Resources Res Inst	$ 7,888.86	$ 20,740.13	$ -	$ 3,814.67	$ 1,226.67	$ 33,670.33	
Vice Prov for Academic Affairs	**$ 51,859.38**	**$ 1,415.83**	**$ -**	**$ 22,287.33**	**$ 11,751.98**	**$ 87,314.52**	
International Programs	$ 51,859.38	$ 1,415.83	$ -	$ 630.16	$ 7,203.97	$ 61,109.34	
Vice Provost for Academic Aff	$ -	$ -	$ -	$ 21,657.17	$ 4,548.01	$ 26,205.18	
WWAMI Medical Education Program	**$ 1,175.28**	**$ -**	**$ -**	**$ -**	**$ 246.81**	**$ 1,422.09**	
Medical Education Program	$ 1,175.28	$ -	$ -	$ -	$ 246.81	$ 1,422.09	

Subtotal Sponsored/ARRA/Other Public Service Exp	**$ 17,194,054.65**	**$ 582,565.01**	**$ 28,563.59**	**$ 629,210.68**	**$ 1,674,674.09**	**$ 20,109,068.02**	**14.90%**

	Federal	State	Industry	Other	Institutional	Total	% of Grand Total
Federal Land Grant Appropriated Public Service Total	**$ 2,280,230.49**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 2,280,230.49**	**1.69%**
State Extension Appropriation Total	**$ -**	**$ 10,012,664.19**	**$ -**	**$ -**	**$ -**	**$ 10,012,664.19**	**7.42%**

College of Agricultural & Life Sciences	**$ 2,280,230.49**	**$ 10,012,664.19**	**$ -**	**$ -**	**$ -**	**$ 12,292,894.68**
Ag & Extension Distance Education Appropriation	$ -	$ 86,101.26	$ -	$ -	$ -	$ 86,101.26
Agr Economics & Rural Sociology Appropriations	$ 282,197.07	$ 335,589.03	$ -	$ -	$ -	$ 617,786.10
Agricultural & Extension Education Appropriation	$ 6,883.51					$ 6,883.51
Animal & Veterinary Science Appropriations	$ 179,935.84	$ 250,881.33	$ -	$ -	$ -	$ 430,817.17
Biological & Agr Engineering Appropriations	$ 83,778.81	$ 154,695.92	$ -	$ -	$ -	$ 238,474.73
Branch Stations-Caldwell Appropriations	$ -	$ 45,681.01	$ -	$ -	$ -	$ 45,681.01
Branch Stations-Kimberly Appropriations	$ 9.68	$ -	$ -	$ -	$ -	$ 9.68
Branch Stations-Parma Appropriations	$ 1,022.25	$ 41,433.79	$ -	$ -	$ -	$ 42,456.04
CALS Educational Communications Appropriations	$ 182.72	$ 244,779.93	$ -	$ -	$ -	$ 244,962.65
College of Agriculture Appropriations	$ 318,723.93	$ 1,677,487.66	$ -	$ -	$ -	$ 1,996,211.59
District I Appropriations	$ 115,567.18	$ 1,207,483.45	$ -	$ -	$ -	$ 1,323,050.63
District II Appropriations	$ 217,216.21	$ 1,548,193.44	$ -	$ -	$ -	$ 1,765,409.65
District IIII Appropriations	$ 167.23	$ 1,228,173.30	$ -	$ -	$ -	$ 1,228,340.53
District IV Appropriations	$ 97,595.23	$ 1,467,386.43	$ -	$ -	$ -	$ 1,564,981.66
Extension Forestry Appropriations	$ 75,260.15	$ 71,485.60	$ -	$ -	$ -	$ 146,745.75
Family & Consumer Sciences Appropriations	$ 141,479.68	$ 318,544.31	$ -	$ -	$ -	$ 460,023.99
Food Science Appropriations	$ 9,855.73	$ 63,983.81	$ -	$ -	$ -	$ 73,839.54
Palouse Rsrch Ext Education Ctr Appropriations	$ -	$ 83,058.46	$ -	$ -	$ -	$ 83,058.46
Plant,Soil & Entomological Sciences Appropriations	$ 556,368.69	$ 688,631.39	$ -	$ -	$ -	$ 1,245,000.08
Special Allocations Appropriations	$ -	$ 226,424.46	$ -	$ -	$ -	$ 226,424.46
4-H Programs Appropriations	$ 193,986.58	$ 272,649.61	$ -	$ -	$ -	$ 466,636.19
Subtotal Appropriated Public Service	**$ 2,280,230.49**	**$ 10,012,664.19**	**$ -**	**$ -**	**$ -**	**$ 12,292,894.68**	**9.11%**
Subtotal Public Service	**$ 19,474,285.14**	**$ 10,595,229.20**	**$ 28,563.59**	**$ 629,210.68**	**$ 1,674,674.09**	**$ 32,401,962.70**	**24.01%**

	Federal	State	Industry	Other	Institutional	Total	% of Grand Total
Construction:							
Sponsored Programs	$ 289,683.16	$ -	$ -	$ -	$ 5,414.35	$ 295,097.51	**0.22%**
Central University	**$ 289,683.16**	**$ -**	**$ -**	**$ -**	**$ 5,414.35**	**$ 295,097.51**	
Central University	$ 289,683.16	$ -	$ -	$ -	$ 5,414.35	$ 295,097.51	
Subtotal Construction	**$ 289,683.16**	**$ -**	**$ -**	**$ -**	**$ 5,414.35**	**$ 295,097.51**	**0.22%**
Grand Totals	**$ 78,417,069.48**	**$ 33,811,702.79**	**$ 2,172,722.03**	**$ 2,083,482.99**	**$ 18,484,180.06**	**$ 134,969,157.35**	**100%**

University of Idaho
Value and Cost of Research Report
Cost Share by Sources
FY2011

Cost Share for the Period July 1, 2010 through June 30, 2011

	State Appropriated	State Endowment	Other Sources	Total	% of Grand Total
Instruction Cost Share:					
Federal and ARRA Funding	$ -	$ 6,947.61	$ 174,967.68	$ 181,915.29	**13.02%**
State Funding	$ -	$ -	$ 2,159.39	$ 2,159.39	**0.15%**
Industry Funding	$ -	$ -	$ -	$ -	**0.00%**
Other Sources Funding	$ -	$ -	$ -	$ -	**0.00%**
Subtotal Instruction Cost Share	**$ -**	**$ 6,947.61**	**$ 177,127.07**	**$ 184,074.68**	**13.18%**

	State Appropriated	State Endowment	Other Sources	Total	% of Grand Total
Research Cost Share:					
Federal and ARRA Funding	$ 107,937.03	$ 439,456.58	$ 330,360.49	$ 877,754.10	**62.84%**
State Funding	$ -	$ -	$ -	$ -	**0.00%**
Industry Funding	$ -	$ -	$ -	$ -	**0.00%**
Other Sources Funding	$ -	$ -	$ -	$ -	**0.00%**
Subtotal Research Cost Share	**$ 107,937.03**	**$ 439,456.58**	**$ 330,360.49**	**$ 877,754.10**	**62.84%**

	State Appropriated	State Endowment	Other Sources	Total	% of Grand Total
Public Service Cost Share:					
Federal and ARRA Funding	$ -	$ 95,274.09	$ 226,497.27	$ 321,771.36	**23.04%**
State Funding	$ -	$ -	$ 6,854.50	$ 6,854.50	**0.49%**
Industry Funding	$ -	$ -	$ -	$ -	**0.00%**

Other Sources Funding	$ -	$ -	$ 1,000.18	$ 1,000.18	**0.07%**
Subtotal Public Service Cost Share	**$ -**	**$ 95,274.09**	**$ 234,351.95**	**$ 329,626.04**	**23.60%**

	State Appropriated	State Endowment	Other Sources	Total	% of Grand Total
Construction Cost Share:					
Federal and ARRA Funding	$ -	$ -	$ 5,414.36	$ 5,414.36	**0.39%**
State Funding	$ -	$ -	$ -	$ -	**0.00%**
Industry Funding	$ -	$ -	$ -	$ -	**0.00%**
Other Sources Funding	$ -	$ -	$ -	$ -	**0.00%**
Subtotal Construction Cost Share	**$ -**	**$ -**	**$ 5,414.36**	**$ 5,414.36**	**0.39%**
Cost Share Grand Totals	**$ 107,937.03**	**$ 541,678.28**	**$ 747,253.87**	**$ 1,396,869.18**	**100%**

University of Idaho
Value and Cost of Research Report
Cost of Supporting Research
FY2011

				Funding Source				Totals
Item 2.		**Number of Staff**	**Description of Duties**	**Appropriated Funds**	**ARRA Funds**	**VP F&A/Local**	**External - including Service Centers**	
	a. Sponsored Programs							
	i. Number of staff	**23**	The Office of Sponsored Programs is responsible for submission of proposals to external funding sources. Provides funding opportunity information, proposal development information, budget development, and proposal submission. Administers all areas of administration for sponsored projects from award to final close.					
	ii. Distribution of their salaries			$ -	$ -	$ 1,168,990.57	$ -	$ 1,168,990.57
	b. Technology transfer							
	i. Number of staff	**5**	Working with faculty to develop patentable ideas, apply for patents, work with industry to develop patents and other technology					
	ii. Distribution of salaries			$ 29,768.49	$ -	$ 232,622.03	$ 174,699.83	$ 437,090.35
	c. Compliance							
	i. Number of staff	**6**	Oversee the research compliance functions and administer the research compliance committees.					
	ii. Distribution of their salaries			$ -	$ -	$ 290,345.62	$ -	$ 290,345.62
	iii. Laboratory Animal Research Facility, Biosafety Laboratory 3							
	1. Costs for operation and maintenance including sources of funds			$ -	$ -	$ 24,968.86	$ 18,088.08	$ 43,056.94
	2. Salaries for staff and sources of funds			$ 3,176.27		$ 70,369.90	$ 41,996.86	$ 115,543.03

University of Idaho
Value and Cost of Research Report
Sponsored Cost of Supporting Undergraduate Students
FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

Activity Type		Federal # Student	Federal Total Expenses	State # Students	State Total Expenses	Industry # Students	Industry Total Expenses	Other # Students	Other Total Expenses	Total # Students	Total Expenses
	Instruction	164	$ 459,458.39	6	$ 13,147.58	-	$ -	6	$ 1,423.00	176	$ 474,028.97
	Research	353	$ 1,594,752.47	36	$ 133,837.74	15	$ 87,701.59	18	$ 10,893.59	422	$ 1,827,185.39
	Public Service	178	$ 566,386.24	2	$ 35,400.02	-	$ -	2	$ 5,322.60	182	$ 607,108.86
	Construction	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Grand Totals		**695**	**$ 2,620,597.10**	**44**	**$ 182,385.34**	**15**	**$ 87,701.59**	**26**	**$ 17,639.19**	**780**	**$ 2,908,323.22**

University of Idaho
Value and Cost of Research Report
Sponsored Cost of Supporting Graduate Students
FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

	Federal	Federal	State	State	Industry	Industry	Other	Other	Total	Total
Activity Type	**# Student**	**Total Expenses**	**# Students**	**Total Expenses**	**# Students**	**Total Expenses**	**# Students**	**Total Expenses**	**# Students**	**Expenses**
Instruction	**63.42**	**$ 245,521.77**	**3.00**	**$ 29,588.40**	**-**	**$ -**	**-**	**$ -**	**66.42**	**$ 275,110.17**
Masters	**39.93**	**$ 179,306.94**	**3.00**	**$ 29,588.40**	**-**	**$ -**	**-**	**$ -**	**42.93**	**$ 208,895.34**
Adult/Org Learng & Leadership	1.00	$ 4,487.65	-	$ -	-	$ -	-	$ -	1.00	$ 4,487.65
Animal Physiology	-	$ -	1.00	$ 306.00	-	$ -	-	$ -	1.00	$ 306.00
Animal Science	-	$ -	1.00	$ 17,188.00	-	$ -	-	$ -	1.00	$ 17,188.00
Civil Engineering	1.00	$ 12,564.80	-	$ -	-	$ -	-	$ -	1.00	$ 12,564.80
Computer Engineering	1.00	$ 1,224.00	-	$ -	-	$ -	-	$ -	1.00	$ 1,224.00
Computer Science	4.00	$ 14,094.90	-	$ -	-	$ -	-	$ -	4.00	$ 14,094.90
Electrical Engineering	1.00	$ 3,713.95	-	$ -	-	$ -	-	$ -	1.00	$ 3,713.95
Engineering Management	4.25	$ 19,679.42	-	$ -	-	$ -	-	$ -	4.25	$ 19,679.42
Environmental Science	5.00	$ 8,151.20	-	$ -	-	$ -	-	$ -	5.00	$ 8,151.20
Forest Resources	0.10	$ 3,633.32	-	$ -	-	$ -	-	$ -	0.10	$ 3,633.32
Hydrology	1.00	$ 2,014.95	-	$ -	-	$ -	-	$ -	1.00	$ 2,014.95
Interdisciplinary Studies	1.00	$ 3,129.00	-	$ -	-	$ -	-	$ -	1.00	$ 3,129.00
Mechanical Engineering	5.58	$ 39,952.53	-	$ -	-	$ -	-	$ -	5.58	$ 39,952.53
Music	-	$ -	1.00	$ 12,094.40	-	$ -	-	$ -	1.00	$ 12,094.40
Natural Resources	0.64	$ 16,427.11	-	$ -	-	$ -	-	$ -	0.64	$ 16,427.11
Nuclear Engineering	7.36	$ 21,623.36	-	$ -	-	$ -	-	$ -	7.36	$ 21,623.36
Psychology	1.00	$ 612.00	-	$ -	-	$ -	-	$ -	1.00	$ 612.00
Statistics	1.00	$ 24,733.80	-	$ -	-	$ -	-	$ -	1.00	$ 24,733.80
Unclassified	5.00	$ 3,264.95	-	$ -	-	$ -	-	$ -	5.00	$ 3,264.95
Ph.D	**23.49**	**$ 66,214.83**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**23.49**	**$ 66,214.83**
Chemical Engineering	1.08	$ 4,604.69	-	$ -	-	$ -	-	$ -	1.08	$ 4,604.69
Chemistry	3.00	$ 5,202.00	-	$ -	-	$ -	-	$ -	3.00	$ 5,202.00
Computer Science	4.00	$ 7,898.00	-	$ -	-	$ -	-	$ -	4.00	$ 7,898.00
Education	1.00	$ 3,460.04	-	$ -	-	$ -	-	$ -	1.00	$ 3,460.04
Electrical Engineering	1.00	$ 1,530.00	-	$ -	-	$ -	-	$ -	1.00	$ 1,530.00
Environmental Science	0.87	$ 10,885.01	-	$ -	-	$ -	-	$ -	0.87	$ 10,885.01
Geology	2.00	$ 1,224.00	-	$ -	-	$ -	-	$ -	2.00	$ 1,224.00

	Materials Science & Engr	1.00	$ 1,224.00	-	$ -	-	$ -	-	$ -	1.00	$ 1,224.00
	Mechanical Engineering	3.39	$ 16,094.77	-	$ -	-	$ -	-	$ -	3.39	$ 16,094.77
	Nuclear Engineering	5.15	$ 11,950.32	-	$ -	-	$ -	-	$ -	5.15	$ 11,950.32
	Water Resources-Law,Mgt,Pol Op	1.00	$ 2,142.00	-	$ -	-	$ -	-	$ -	1.00	$ 2,142.00
Research		**389.48**	**$ 9,125,436.00**	**29.82**	**$ 528,407.66**	**12.71**	**$ 273,292.05**	**13.16**	**$ 282,331.26**	**445.17**	**$ 10,209,466.97**
	Masters	**219.80**	**$ 4,139,130.60**	**23.33**	**$ 404,646.74**	**8.32**	**$ 153,512.84**	**8.02**	**$ 144,164.55**	**259.47**	**$ 4,841,454.73**
	Agricultural Education	1.00	$ 2,864.73	-	$ -	-	$ -	-	$ -	1.00	$ 2,864.73
	Animal Physiology	-	$ -	1.00	$ 14,463.03	-	$ -	-	$ -	1.00	$ 14,463.03
	Animal Science	2.13	$ 29,094.19	5.87	$ 79,296.70	0.58	$ 4,048.60	-	$ -	8.58	$ 112,439.49
	Anthropology	0.93	$ 30,885.20	-	$ -	0.07	$ 2,446.55	-	$ -	1.00	$ 33,331.75
	Applied Economics	5.00	$ 73,374.14	-	$ -	-	$ -	-	$ -	5.00	$ 73,374.14
	Applied Economics-Ag Econ Emph	1.00	$ 11,525.75	2.00	$ 39,569.78	-	$ -	-	$ -	3.00	$ 51,095.53
	Bioinformatics & Comptnl Biol	3.00	$ 80,098.41	-	$ -	-	$ -	-	$ -	3.00	$ 80,098.41
	Biol & Agric Engineering	3.00	$ 62,303.14	-	$ -	-	$ -	-	$ -	3.00	$ 62,303.14
	Biology	4.00	$ 66,830.71	-	$ -	-	$ -	-	$ -	4.00	$ 66,830.71
	Bioregional Plng & Comm Dsgn	4.30	$ 63,781.45	0.70	$ 20,045.35	-	$ -	-	$ -	5.00	$ 83,826.80
	Chemical Engineering	3.00	$ 50,460.64	0.37	$ 11,060.79	1.63	$ 42,729.62	-	$ -	5.00	$ 104,251.05
	Chemistry	3.00	$ 50,165.31	-	$ -	-	$ -	-	$ -	3.00	$ 50,165.31
	Civil Engineering	12.78	$ 175,625.92	2.21	$ 39,607.45	-	$ -	-	$ -	14.99	$ 215,233.37
	Computer Engineering	1.00	$ 28,752.68	-	$ -	-	$ -	-	$ -	1.00	$ 28,752.68
	Computer Science	11.68	$ 258,613.53	-	$ -	1.32	$ 3,817.80	-	$ -	13.00	$ 262,431.33
	Conservation Social Sciences	2.00	$ 16,175.48	-	$ -	-	$ -	-	$ -	2.00	$ 16,175.48
	Electrical Engineering	16.00	$ 358,627.47	-	$ -	-	$ -	1.00	$ 19,060.02	17.00	$ 377,687.49
	Engineering Management	0.75	$ 17,088.57	-	$ -	-	$ -	-	$ -	0.75	$ 17,088.57
	Entomology	5.40	$ 107,424.28	1.60	$ 25,715.04	-	$ -	-	$ -	7.00	$ 133,139.32
	Environmental Engineering	1.00	$ 32,555.05	-	$ -	-	$ -	-	$ -	1.00	$ 32,555.05
	Environmental Science	11.76	$ 264,496.46	0.05	$ 1,640.84	0.19	$ 3,546.58	-	$ -	12.00	$ 269,683.88
	Fishery Resources	6.86	$ 130,103.22	0.14	$ 1,402.60	-	$ -	-	$ -	7.00	$ 131,505.82
	Forest Products	1.00	$ 2,703.84	-	$ -	-	$ -	-	$ -	1.00	$ 2,703.84
	Forest Resources	1.66	$ 37,675.56	0.36	$ 7,930.40	-	$ -	-	$ -	2.02	$ 45,605.96
	Geography	7.37	$ 153,343.33	0.63	$ 648.01	-	$ -	-	$ -	8.00	$ 153,991.34
	Geology	2.00	$ 17,835.71	-	$ -	-	$ -	-	$ -	2.00	$ 17,835.71
	Hydrology	-	$ -	-	$ -	-	$ -	3.00	$ 70,851.68	3.00	$ 70,851.68
	Materials Science & Engr	3.00	$ 32,058.54	-	$ -	-	$ -	-	$ -	3.00	$ 32,058.54
	Mathematics	1.00	$ 15,619.15	-	$ -	-	$ -	-	$ -	1.00	$ 15,619.15
	Mechanical Engineering	26.07	$ 385,208.25	-	$ -	0.34	$ 3,538.82	1.00	$ 19,060.02	27.41	$ 407,807.09
	Microbiol, Molec Biol/Biochem	2.10	$ 14,856.16	-	$ -	-	$ -	1.00	$ 34,084.22	3.10	$ 48,940.38
	Nat Res & Envr Science	6.93	$ 116,540.90	-	$ -	-	$ -	-	$ -	6.93	$ 116,540.90
	Natural Resources	32.62	$ 660,316.73	1.45	$ 38,866.00	1.36	$ 34,878.94	-	$ -	35.43	$ 734,061.67
	Neuroscience	1.00	$ 42,371.15	-	$ -	-	$ -	-	$ -	1.00	$ 42,371.15
	Nuclear Engineering	8.40	$ 228,994.64	-	$ -	-	$ -	-	$ -	8.40	$ 228,994.64

	Philosophy	1.00	$ 27,079.20	-	$ -	-	$ -	-	$ -	1.00	$ 27,079.20
	Physics	3.00	$ 31,710.41	-	$ -	-	$ -	-	$ -	3.00	$ 31,710.41
	Plant Science	2.49	$ 72,944.49	3.70	$ 62,208.28	1.81	$ 51,699.23	-	$ -	8.00	$ 186,852.00
	Psychology	0.98	$ 9,019.54	-	$ -	1.00	$ 6,227.89	1.02	$ 802.61	3.00	$ 16,050.04
	Rangeland Ecology & Management	2.98	$ 74,254.33	-	$ -	0.02	$ 578.81	-	$ -	3.00	$ 74,833.14
	Soil & Land Resources	4.00	$ 76,714.07	1.00	$ 22,197.16	-	$ -	-	$ -	5.00	$ 98,911.23
	Statistics	2.00	$ 46,920.40	1.00	$ 23,622.39	-	$ -	-	$ -	3.00	$ 70,542.79
	Water Resources-Engr & Sci Opt	4.00	$ 56,868.84	-	$ -	-	$ -	-	$ -	4.00	$ 56,868.84
	Water Resources-Law,Mgt,Pol Op	0.54	$ 4,841.77	-	$ -	-	$ -	-	$ -	0.54	$ 4,841.77
	Water Resources-Sci & Mgmt Opt	4.32	$ 83,778.47	1.00	$ 16,112.62	-	$ -	1.00	$ 306.00	6.32	$ 100,197.09
	Wildlife Resources	1.75	$ 36,628.79	0.25	$ 260.30	-	$ -	-	$ -	2.00	$ 36,889.09
Ph.D		**169.68**	**$ 4,986,305.40**	**6.49**	**$ 123,760.92**	**4.39**	**$ 119,779.21**	**5.14**	**$ 138,166.71**	**185.70**	**$ 5,368,012.24**
	Animal Physiology	6.31	$ 128,871.60	2.00	$ 1,960.73	-	$ -	0.69	$ 27,853.75	9.00	$ 158,686.08
	Bioinformatics & Comptnl Biol	11.00	$ 254,572.15	-	$ -	-	$ -	-	$ -	11.00	$ 254,572.15
	Biol & Agric Engineering	5.00	$ 132,733.37	-	$ -	-	$ -	-	$ -	5.00	$ 132,733.37
	Biology	7.00	$ 192,665.33	-	$ -	-	$ -	-	$ -	7.00	$ 192,665.33
	Chemical Engineering	2.89	$ 76,398.56	-	$ -	-	$ -	-	$ -	2.89	$ 76,398.56
	Chemistry	14.00	$ 389,168.00	-	$ -	1.00	$ 29,664.75	-	$ -	15.00	$ 418,832.75
	Civil Engineering	1.89	$ 58,287.27	1.16	$ 32,525.30	-	$ -	-	$ -	3.05	$ 90,812.57
	Computer Science	9.48	$ 231,596.72	-	$ -	1.52	$ 60,797.19	-	$ -	11.00	$ 292,393.91
	Education	1.98	$ 15,198.20	-	$ -	-	$ -	-	$ -	1.98	$ 15,198.20
	Electrical Engineering	6.00	$ 183,219.28	-	$ -	-	$ -	-	$ -	6.00	$ 183,219.28
	Entomology	6.99	$ 220,181.37	0.01	$ 11,899.00	-	$ -	-	$ -	7.00	$ 232,080.37
	Environmental Science	12.90	$ 398,521.39	-	$ -	0.48	$ 12,204.85	-	$ -	13.38	$ 410,726.24
	Food Science	4.00	$ 103,505.24	-	$ -	-	$ -	-	$ -	4.00	$ 103,505.24
	Geography	1.00	$ 42,616.08	-	$ -	-	$ -	1.00	$ 22,822.38	2.00	$ 65,438.46
	Geology	4.00	$ 139,278.85	-	$ -	-	$ -	-	$ -	4.00	$ 139,278.85
	Materials Science & Engr	5.00	$ 191,837.49	-	$ -	-	$ -	-	$ -	5.00	$ 191,837.49
	Mathematics	1.00	$ 24,137.55	-	$ -	-	$ -	-	$ -	1.00	$ 24,137.55
	Mechanical Engineering	5.61	$ 208,007.93	-	$ -	-	$ -	-	$ -	5.61	$ 208,007.93
	Microbiol, Molec Biol/Biochem	9.00	$ 256,359.02	-	$ -	-	$ -	1.00	$ 26,304.14	10.00	$ 282,663.16
	Natural Resources	25.78	$ 839,415.64	2.32	$ 49,812.02	0.91	$ 16,665.03	1.93	$ 60,701.45	30.94	$ 966,594.14
	Neuroscience	2.00	$ 61,330.97	-	$ -	0.48	$ 447.39	0.52	$ 484.99	3.00	$ 62,263.35
	Nuclear Engineering	2.85	$ 102,032.76	-	$ -	-	$ -	-	$ -	2.85	$ 102,032.76
	Physics	14.00	$ 386,822.97	-	$ -	-	$ -	-	$ -	14.00	$ 386,822.97
	Plant Science	2.00	$ 77,737.12	1.00	$ 27,563.87	-	$ -	-	$ -	3.00	$ 105,300.99
	Water Resources-Sci & Mgmt Opt	8.00	$ 271,810.54	-	$ -	-	$ -	-	$ -	8.00	$ 271,810.54
Public Service		**16.01**	**$ 169,315.37**	**0.02**	**$ 121.01**	**-**	**$ -**	**1.99**	**$ 31,579.48**	**18.02**	**$ 201,015.86**
Masters		**12.20**	**$ 104,941.41**	**-**	**$ -**	**-**	**$ -**	**1.99**	**$ 31,579.48**	**14.19**	**$ 136,520.89**
	Animal Science	0.42	$ 2,900.32	-	$ -	-	$ -	-	$ -	0.42	$ 2,900.32
	Anthropology	0.01	$ 88.11	-	$ -	-	$ -	0.99	$ 11,592.41	1.00	$ 11,680.52

	Biology	1.00	$ 813.00	-	$ -	-	$ -	-	$ -	1.00	$ 813.00
	Bioregional Plng & Comm Dsgn	-	$ -	-	$ -	-	$ -	1.00	$ 19,987.07	1.00	$ 19,987.07
	Civil Engineering	2.00	$ 21,879.62	-	$ -	-	$ -	-	$ -	2.00	$ 21,879.62
	Conservation Social Sciences	1.00	$ 6,257.19	-	$ -	-	$ -	-	$ -	1.00	$ 6,257.19
	Curriculum and Instruction	1.00	$ 14,097.77	-	$ -	-	$ -	-	$ -	1.00	$ 14,097.77
	Family and Consumer Sciences	1.00	$ 2,464.38	-	$ -	-	$ -	-	$ -	1.00	$ 2,464.38
	Forest Resources	0.09	$ 4,277.68	-	$ -	-	$ -	-	$ -	0.09	$ 4,277.68
	Geology	1.00	$ 524.68	-	$ -	-	$ -	-	$ -	1.00	$ 524.68
	Materials Science & Engr	1.00	$ 813.00	-	$ -	-	$ -	-	$ -	1.00	$ 813.00
	Microbiol, Molec Biol/Biochem	0.90	$ 5,422.14	-	$ -	-	$ -	-	$ -	0.90	$ 5,422.14
	Nat Res & Envr Science	0.07	$ 883.37	-	$ -	-	$ -	-	$ -	0.07	$ 883.37
	Natural Resources	1.57	$ 38,766.49	-	$ -	-	$ -	-	$ -	1.57	$ 38,766.49
	Water Resources-Law,Mgt,Pol Op	0.46	$ 4,187.25	-	$ -	-	$ -	-	$ -	0.46	$ 4,187.25
	Water Resources-Sci & Mgmt Opt	0.68	$ 1,566.41	-	$ -	-	$ -	-	$ -	0.68	$ 1,566.41
Ph.D		**3.81**	**$ 64,373.96**	**0.02**	**$ 121.01**	**-**	**$ -**	**-**	**$ -**	**3.83**	**$ 64,494.97**
	Chemical Engineering	0.03	$ 708.68			-	$ -	-	$ -	0.03	$ 708.68
	Civil Engineering	0.96	$ 34,763.29			-	$ -	-	$ -	0.96	$ 34,763.29
	Education	2.02	$ 23,592.90			-	$ -	-	$ -	2.02	$ 23,592.90
	Environmental Science	0.73	$ 3,914.73	0.02	$ 121.01	-	$ -	-	$ -	0.75	$ 4,035.74
	Natural Resources	0.07	$ 1,394.36	-	$ -	-	$ -	-	$ -	0.07	$ 1,394.36
Construction		-	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**	**-**	**$ -**
Subtotal Masters Students		**271.93**	**$ 4,423,378.95**	**26.33**	**$ 434,235.14**	**8.32**	**$ 153,512.84**	**10.01**	**$ 175,744.03**	**316.59**	**$ 5,186,870.96**
Subtotal Ph.D. Students		**196.98**	**$ 5,116,894.19**	**6.51**	**$ 123,881.93**	**4.39**	**$ 119,779.21**	**5.14**	**$ 138,166.71**	**213.02**	**$ 5,498,722.04**
Grand Total Graduate Students		**468.91**	**$ 9,540,273.14**	**32.84**	**$ 558,117.07**	**12.71**	**$ 273,292.05**	**15.15**	**$ 313,910.74**	**529.61**	**$ 10,685,593.00**

University of Idaho
Value and Cost of Research Report
Sponsored Cost of Supporting Post-Doc Employees
FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

	Federal	Federal	State	State	Industry	Industry	Other	Other	Total	Total
Activity Type	**# Post Docs**	**Total Expenses**	**# Post Docs**	**Total Expenses**	**# Post Docs**	**Total Expenses**	**# Post Docs**	**Total Expenses**	**# Post Docs**	**Expenses**
Instruction	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Research	50	$ 2,270,757.52	1	$ 50,865.04	1	$ 8,199.19	1	$ 13,572.21	53	$ 2,343,393.96
Public Service	1	$ 8,848.72	1	$ 211.78	-	$ -	1	$ 6,125.88	3	$ 15,186.38
Construction	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Grand Totals	**51**	**$ 2,279,606.24**	**2**	**$ 51,076.82**	**1**	**$ 8,199.19**	**2**	**$ 19,698.09**	**56**	**$ 2,358,580.34**

University of Idaho
Value and Cost of Research Report
Sponsored Cost of Supporting Professional Staff Employees
FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

	Federal	Federal	State	State	Industry	Industry	Other	Other	Total	Total
Activity Type	**# of Staff**	**Total Expenses**	**# of Staff**	**Total Expenses**	**# of Staff**	**Total Expenses**	**# of Staff**	**Total Expenses**	**# of Staff**	**Expenses**
Instruction	18	$ 768,211.49	4	$ 61,778.17	-	$ -	1	$ 215.40	23	$ 830,205.06
Research	155	$ 5,957,506.58	33	$ 789,098.28	10	$ 485,961.49	5	$ 225,309.17	203	$ 7,457,875.52
Public Service	107	$ 4,519,103.29	5	$ 192,967.84	1	$ 8,769.81	4	$ 128,605.24	117	$ 4,849,446.18
Construction	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Grand Totals	**280**	**$ 11,244,821.36**	**42**	**$ 1,043,844.29**	**11**	**$ 494,731.30**	**10**	**$ 354,129.81**	**343**	**$ 13,137,526.76**

University of Idaho
Value and Cost of Research Report
Sponsored Cost of Supporting Faculty
FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

	Federal	Federal	State	State	Industry	Industry	Other	Other	Total	Total
Activity Type	**# of Faculty**	**Total Expenses**	**# of Faculty**	**Total Expenses**	**# of Faculty**	**Total Expenses**	**# of Faculty**	**Total Expenses**	**# of Faculty**	**Expenses**
Instruction	51	$ 1,031,563.27	15	$ 196,165.95	-	$ -	-	$ -	66	$ 1,227,729.22
Research	169	$ 4,876,813.28	8	$ 126,875.76	7	$ 226,835.88	10	$ 191,868.42	194	$ 5,422,393.34
Public Service	30	$ 975,715.28	9	$ 72,364.56	1	$ 4,467.34	10	$ 127,261.21	50	$ 1,179,808.39
Construction	-	$ -	-	$ -	-	$ -	-	$ -	-	$ -
Grand Totals	**250**	**$ 6,884,091.83**	**32**	**$ 395,406.27**	**8**	**$ 231,303.22**	**20**	**$ 319,129.63**	**310**	**$ 7,829,930.95**

University of Idaho
Value and Cost of Research Report
Student Involvement in Research
FY2011

Data for the Period July 1, 2010 through June 30, 2011

Student Involvement in Research		# of Students
	For-Credit Research & RCR Training	3,120
	Students on Human Subjects or ACUC	433
	Students listed on Patents/Business Planning	7
Grand Totals		3,560

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 21, 2012
Boise State University
Sponsored Project Activity Report
FY2011

Awards for the Period July 1, 2010 through June 30, 2011

VCR Item 1ai.-1aiii.

Item 5.	Federal	State	Industry	Other	Total	% of Grand Total
Instruction:						
Sponsored Programs	$ 5,465,135	$ 1,967,910	$ -	$ 1,363,473	$ 8,796,518	24.45%
Research:						
Sponsored Programs*	$ 16,828,051	$ 281,322	$ 392,496	$ 272,670	$ 17,774,539	
Construction	$ -	$ -	$ -	$ -	$ -	
State Research Appropriations	$ -	$ 49,382	$ -	$ -	$ 49,382	
Subtotal Research	$ 16,828,051	$ 330,704	$ 392,496	$ 272,670	$ 17,823,921	49.55%
Other Sponsored Activities:						
Sponsored Programs*	$ 4,839,823	$ 921,573	$ 15,498	$ 690,366	$ 6,467,260	
Construction	$ 2,886,943	$ -	$ -	$ -	$ 2,886,943	
Subtotal Other Sponsored Activities	$ 7,726,766	$ 921,573	$ 15,498	$ 690,366	$ 9,354,203	26.00%
Grand Totals	**$ 30,019,952**	**$ 3,220,187**	**$ 407,994**	**$ 2,326,509**	**$ 35,974,642**	
Percent of Grand Total	***83.45%***	***8.95%***	***1.13%***	***6.47%***	***100%***	***100%***

Expenditures for the Period July 1, 2010 through June 30, 2011

Activity Type	Federal	State	Industry	Other	Institutional	Totals	% of Grand Total
Instruction:							
Sponsored Programs	$ 3,780,008.19	$ 2,503,986.73	$ 18,190.21	$ 494,611.56	$ 2,160,306.53	$ 8,957,103.22	20.79%
Research:							
Sponsored Programs	$ 18,872,951.99	$ 412,093.46	$ 388,138.36	$ 636,583.75	$ 3,621,000.00	$ 23,930,767.56	
Construction	$ 26,901.77					$ 26,901.77	
State Research Appropriations	$ -	$ 451,746.38	$ -	$ -		$ 451,746.38	
Subtotal Research	$ 18,899,853.76	$ 863,839.84	$ 388,138.36	$ 636,583.75	$ 3,621,000.00	$ 24,409,415.71	56.65%
Other Sponsored Activities:							
Sponsored Programs*	$ 6,415,858.97	$ 99,885.52	$ 18,792.45	$ 538,212.92	$ 1,803,544.24	$ 8,876,294.10	
Construction	$ 842,080.54	$ -	$ -	$ -		$ 842,080.54	
Subtotal Other Sponsored Activities	$ 7,257,939.51	$ 99,885.52	$ 18,792.45	$ 538,212.92	$ 1,803,544.24	$ 9,718,374.64	22.56%
Grand Totals	**$ 29,937,801.46**	**$ 3,467,712.09**	**$ 425,121.02**	**$ 1,669,408.23**	**$ 7,584,850.77**	**$ 43,084,893.57**	
Percent of Grand Total	***69.49%***	***8.05%***	***0.99%***	***3.87%***	***17.60%***	***100%***	***100%***

*Totals do not include construction project activity. Construction project information has been identified separately.

Boise State University
Sponsored Project Activity Report
by College & Department
FY2011

Awards for the Period July 1, 2010 through June 30, 2011

VCR Item 1aiv.

Item 5.	Federal	State	Industry	Other	Total	% of Grand Total
Instruction:						
Sponsored Programs Total	**$ 5,465,135**	**$ 1,967,910**	**$ -**	**$ 1,363,473**	**$ 8,796,518**	**24.45%**
College of Arts & Sciences Total	**$ 1,089,260**	**$ 83,200**	**$ -**	**$ 35,306**	**$ 1,207,766**	
Arts and Sciences Administration	$ -	$ -	$ -	$ -	$ -	
Art	$ -	$ -	$ -	$ -	$ -	
Biology	$ -	$ 19,800	$ -	$ -	$ 19,800	
Biomolecular Research Center	$ -	$ -	$ -	$ -	$ -	
Center for Geophysical Investigation of Shallow Subsurface	$ -	$ -	$ -	$ -	$ -	
Chemistry & Biochemistry	$ -	$ -	$ -	$ -	$ -	
English	$ 56,643	$ 63,400	$ -	$ 35,306	$ 155,349	
Geosciences	$ 1,032,617	$ -	$ -	$ -	$ 1,032,617	
Interdisciplinary Studies	$ -	$ -	$ -	$ -	$ -	
Mathematics	$ -	$ -	$ -	$ -	$ -	
Modern Languages and Literatures	$ -	$ -	$ -	$ -	$ -	
Music	$ -	$ -	$ -	$ -	$ -	
Philosophy	$ -	$ -	$ -	$ -	$ -	
Physics	$ -	$ -	$ -	$ -	$ -	
Raptor Research Center	$ -	$ -	$ -	$ -	$ -	
Theatre Arts	$ -	$ -	$ -	$ -	$ -	
College of Business & Economics Total	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
Business Administration	**$ -**	**$ -**	**$ -**	**$ -**	$ -	
Accountancy	$ -	$ -	$ -	$ -	$ -	
Center for Business and Economic Research	$ -	$ -	$ -	$ -	$ -	
Economics	$ -	$ -	$ -	$ -	$ -	
Idaho Business and Economic Development Center	$ -	$ -	$ -	$ -	$ -	
Information Technology & Supply Chain Management	$ -	$ -	$ -	$ -	$ -	
International Business	$ -	$ -	$ -	$ -	$ -	
Idaho Small Business and Development Center	$ -	$ -	$ -	$ -	$ -	
Management	$ -	$ -	$ -	$ -	$ -	
Marketing & Finance	$ -	$ -	$ -	$ -	$ -	
Tech Help	$ -	$ -	$ -	$ -	$ -	
College of Education Total	**$ 4,349,542**	**$ 1,013,042**	**$ -**	**$ 863,136**	**$ 6,225,720**	
Bilingual/ESL Education	$ -	$ -	$ -	$ -	$ -	
Center for Orthopaedic & Biomechanics Research	$ -	$ -	$ -	$ -	$ -	
Center for Multicultural Educational Opportunities	$ 1,125,000	$ -	$ -	$ -	$ 1,125,000	
Center for School Improvement & Policy Studies	$ 3,139,170	$ 1,013,042	$ -	$ 863,136	$ 5,015,348	
Counselor Education	$ -	$ -	$ -	$ -	$ -	
Curriculum, Instruction, and Foundation Studies	$ -	$ -	$ -	$ -	$ -	
Early Childhood Studies	$ -	$ -	$ -	$ -	$ -	
Educational Technology	$ -	$ -	$ -	$ -	$ -	
Elementary Education & Specialized Studies	$ -	$ -	$ -	$ -	$ -	

Kinesiology	$ -	$ -	$ -	$ -	$ -	
Literacy	$ -	$ -	$ -	$ -	$ -	
Special Education	$ 85,372	$ -	$ -	$ -	$ 85,372	
College Engineering Total	**$ 8,333**	**$ -**	**$ -**	**$ -**	**$ 8,333**	
Engineering Administration	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
Center for Environmental Sensing	$ -	$ -	$ -	$ -	$ -	
Civil Engineering	$ -	$ -	$ -	$ -	$ -	
Computer Science	$ -	$ -	$ -	$ -	$ -	
Construction Management	$ -	$ -	$ -	$ -	$ -	
Electrical and Computer Engineering	$ 8,333	$ -	$ -	$ -	$ 8,333	
Instructional and Performance Technology	$ -	$ -	$ -	$ -	$ -	
Material Science & Engineering	$ -	$ -	$ -	$ -	$ -	
Mechanical and Biomedical Engineering	$ -	$ -	$ -	$ -	$ -	
College of Health Sciences Total	**$ -**	**$ 30,000**	**$ -**	**$ -**	**$ 30,000**	
Health Science Administration	$ -	$ -	$ -	$ -	$ -	
Center for Health Policy	$ -	$ -	$ -	$ -	$ -	
Center for the Study of Aging	$ -	$ -	$ -	$ -	$ -	
Center of Excellence for Environmental Health and Safety	$ -	$ 30,000	$ -	$ -	$ 30,000	
Community & Environmental Health	$ -	$ -	$ -	$ -	$ -	
Health Sciences Division of Research	$ -	$ -	$ -	$ -	$ -	
Homemaker Services	$ -	$ -	$ -	$ -	$ -	
Institute for the Study of Addiction	$ -	$ -	$ -	$ -	$ -	
Nursing	$ -	$ -	$ -	$ -	$ -	
Radiologic Sciences	$ -	$ -	$ -	$ -	$ -	
Respiratory Care	$ -	$ -	$ -	$ -	$ -	
Social Sciences and Public Affairs Total	**$ -**	**$ 202,601**	**$ -**	**$ 465,031**	**$ 667,632**	
Anthropology	$ -	$ -	$ -	$ -	$ -	
Communications	$ -	$ -	$ -	$ -	$ -	
Criminal Justice	$ -	$ -	$ -	$ -	$ -	
Environmental Finance Center	$ -	$ -	$ -	$ -	$ -	
History	$ -	$ -	$ -	$ 465,031	$ 465,031	
Political Science	$ -	$ -	$ -	$ -	$ -	
Psychology	$ -	$ 38,300	$ -	$ -	$ 38,300	
Public Policy and Administration	$ -	$ -	$ -	$ -	$ -	
School of Social Work	$ -	$ 164,301	$ -	$ -	$ 164,301	
Social Science Research Center	$ -	$ -	$ -	$ -	$ -	
Sociology	$ -	$ -	$ -	$ -	$ -	
Other Total	$ 18,000	$ 639,067	$ -	$ -	**$ 657,067**	
Academic Technologies	$ -	$ -	$ -	$ -	$ -	
Boise State Radio	$ -	$ -	$ -	$ -	$ -	
Campus Planning and Facilities	$ -	$ -	$ -	$ -	$ -	
Career Center	$ -	$ 499,667	$ -	$ -	$ 499,667	
Division of Extended Studies	$ -	$ -	$ -	$ -	$ -	
Energy Policy Institute	$ -	$ -	$ -	$ -	$ -	
Finance and Administration	$ -	$ -	$ -	$ -	$ -	
Graduate College	$ -	$ -	$ -	$ -	$ -	
Health, Wellness and Counseling	$ -	$ -	$ -	$ -	$ -	
Idaho RADAR Network Center	$ -	$ -	$ -	$ -	$ -	
International Programs	$ -	$ -	$ -	$ -	$ -	
Office of Institutional Assessment	$ -	$ -	$ -	$ -	$ -	

Office of Information Technology	$ -	$ 114,700	$ -	$ -	$ 114,700	
Provost and Vice President for Academic Affairs	$ -	$ -	$ -	$ -	$ -	
Risk Management and Audit Services	$ -	$ -	$ -	$ -	$ -	
Service Learning Program	$ 18,000	$ -	$ -	$ -	$ 18,000	
Sponsored Programs	$ -	$ -	$ -	$ -	$ -	
Student Housing	$ -	$ -	$ -	$ -	$ -	
Student Union	$ -	$ -	$ -	$ -	$ -	
University Libraries	$ -	$ 24,700	$ -	$ -	$ 24,700	
Vice President for Research	$ -	$ -	$ -	$ -	$ -	
Subtotal Instruction	**$ 5,465,135**	**$ 1,967,910**	**$ -**	**$ 1,363,473**	**$ 8,796,518**	**24.45%**

	Federal	State	Industry	Other	Total	% of Grand Total
Research:						
Sponsored Programs Total*	**$ 16,828,051**	**$ 281,322**	**$ 392,496**	**$ 272,670**	**$ 17,774,539**	**49.41%**
College of Arts & Sciences Total	**$ 9,050,735**	**$ 9,963**	**$ 211,363**	**$ 125,257**	**$ 9,397,318**	
Arts and Sciences Administration	$ 688,725	$ -	$ -	$ -	$ 688,725	
Art	$ -	$ -	$ -	$ -	$ -	
Biology	$ 737,353	$ -	$ 52,155	$ -	$ 789,508	
Biomolecular Research Center	$ 1,456,453	$ -	$ -	$ -	$ 1,456,453	
Center for Geophysical Investigation of Shallow Subsurface	$ 1,530,780	$ 9,963	$ 31,360	$ 51,757	$ 1,623,860	
Chemistry & Biochemistry	$ 516,804	$ -	$ 77,816	$ 7,500	$ 602,120	
English	$ -	$ -	$ -	$ -	$ -	
Geosciences	$ 3,017,833	$ -	$ -	$ -	$ 3,017,833	
Interdisciplinary Studies	$ -	$ -	$ -	$ -	$ -	
Mathematics	$ 451,996	$ -	$ -	$ -	$ 451,996	
Modern Languages and Literatures	$ -	$ -	$ -	$ -	$ -	
Music	$ -	$ -	$ -	$ -	$ -	
Philosophy	$ -	$ -	$ -	$ -	$ -	
Physics	$ 376,958	$ -	$ -	$ 35,000	$ 411,958	
Raptor Research Center	$ 273,833	$ -	$ 50,032	$ 31,000	$ 354,865	
Theatre Arts	$ -	$ -	$ -	$ -	$ -	
College of Business & Economics Total	**$ 992,042**	**$ 155,018**	**$ 24,000**	**$ -**	**$ 1,171,060**	
Business Administration	**$ -**	**$ -**	**$ -**	**$ -**	$ -	
Accountancy	$ -	$ -	$ -	$ -	$ -	
Center for Business and Economic Research	$ -	$ -	$ 24,000	$ -	$ 24,000	
Economics	$ 992,042	$ 155,018	$ -	$ -	$ 1,147,060	
Idaho Business and Economic Development Center	$ -	$ -	$ -	$ -	$ -	
Information Technology & Supply Chain Management	$ -	$ -	$ -	$ -	$ -	
International Business	$ -	$ -	$ -	$ -	$ -	
Idaho Small Business and Development Center	$ -	$ -	$ -	$ -	$ -	
Management	$ -	$ -	$ -	$ -	$ -	
Marketing & Finance	$ -	$ -	$ -	$ -	$ -	
Tech Help	$ -	$ -	$ -	$ -	$ -	
College of Education Total	**$ 31,214**	**$ -**	**$ 6,507**	**$ 10,000**	**$ 47,721**	
Bilingual/ESL Education	$ -	$ -	$ -	$ -	$ -	
Center for Orthopaedic & Biomechanics Research	$ -	$ -	$ -	$ -	$ -	
Center for Multicultural Educational Opportunities	$ -	$ -	$ -	$ -	$ -	

Center for School Improvement & Policy Studies	$ -	$ -	$ -	$ -	$ -	
Counselor Education	$ -	$ -	$ -	$ -	$ -	
Curriculum, Instruction, and Foundation Studies	$ -	$ -	$ -	$ -	$ -	
Early Childhood Studies	$ -	$ -	$ -	$ -	$ -	
Educational Technology	$ -	$ -	$ -	$ -	$ -	
Elementary Education & Specialized Studies	$ -	$ -	$ -	$ -	$ -	
Kinesiology	$ 11,910	$ -	$ 6,507	$ 10,000	$ 28,417	
Literacy	$ -	$ -	$ -	$ -	$ -	
Special Education	$ 19,304	$ -	$ -	$ -	$ 19,304	
College Engineering Total	**$ 5,704,060**	**$ 34,884**	**$ 150,626**	**$ -**	**$ 5,889,570**	
Engineering Administration	$ -	$ -	$ -	$ -	$ -	
Center for Environmental Sensing	$ -	$ -	$ -	$ -	$ -	
Civil I Engineering	$ 95,325	$ 34,884	$ -	$ -	$ 130,209	
Computer Science	$ 9,348	$ -	$ -	$ -	$ 9,348	
Construction Management	$ 144,002	$ -	$ -	$ -	$ 144,002	
Electrical and Computer Engineering	$ 1,658,066	$ -	$ 47,586	$ -	$ 1,705,652	
Instructional and Performance Technology	$ -	$ -	$ -	$ -	$ -	
Material Science & Engineering	$ 3,026,984	$ -	$ 73,040	$ -	$ 3,100,024	
Mechanical and Biomedical Engineering	$ 770,335	$ -	$ 30,000	$ -	$ 800,335	
College of Health Sciences Total	**$ 190,973**	**$ 81,457**	**$ -**	**$ 92,247**	**$ 364,677**	
Health Science Administration	$ 155,931	$ -	$ -	$ -	$ 155,931	
Center for Health Policy	$ 35,042	$ 35,057	$ -	$ 69,247	$ 139,346	
Center for the Study of Aging	$ -	$ -	$ -	$ -	$ -	
Center of Excellence for Environmental Health and Safety	$ -	$ -	$ -	$ -	$ -	
Community & Environmental Health	$ -	$ -	$ -	$ -	$ -	
Health Sciences Division of Research	$ -	$ -	$ -	$ -	$ -	
Homemaker Services	$ -	$ -	$ -	$ -	$ -	
Institute for the Study of Addiction	$ -	$ -	$ -	$ -	$ -	
Nursing	$ -	$ 46,400	$ -	$ 23,000	$ 69,400	
Radiologic Sciences	$ -	$ -	$ -	$ -	$ -	
Respiratory Care	$ -	$ -	$ -	$ -	$ -	
Social Sciences and Public Affairs Total	**$ -**	**$ -**	**$ -**	**$ 33,832**	**$ 33,832**	
Anthropology	$ -	$ -	$ -	$ -	$ -	
Communications	$ -	$ -	$ -	$ -	$ -	
Criminal Justice	$ -	$ -	$ -	$ -	$ -	
Environmental Finance Center	$ -	$ -	$ -	$ -	$ -	
History	$ -	$ -	$ -	$ -	$ -	
Political Science	$ -	$ -	$ -	$ -	$ -	
Psychology	$ -	$ -	$ -	$ -	$ -	
Public Policy and Administration	$ -	$ -	$ -	$ -	$ -	
School of Social Work	$ -	$ -	$ -	$ -	$ -	
Social Science Research Center	$ -	$ -	$ -	$ 33,832	$ 33,832	
Sociology	$ -	$ -	$ -	$ -	$ -	
Other Total	**$ 859,027**	**$ -**	**$ -**	**$ 11,334**	**$ 870,361**	
Academic Technologies	$ -	$ -	$ -	$ -	$ -	
Boise State Radio	$ -	$ -	$ -	$ -	$ -	
Campus Planning and Facilities	$ -	$ -	$ -	$ -	$ -	
Career Center	$ -	$ -	$ -	$ -	$ -	
Division of Extended Studies	$ -	$ -	$ -	$ -	$ -	
Energy Policy Institute	$ 12,250	$ -	$ -	$ 11,334	$ 23,584	

Finance and Administration	$ -	$ -	$ -	$ -	$ -	
Graduate College	$ -	$ -	$ -	$ -	$ -	
Health, Wellness and Counseling	$ -	$ -	$ -	$ -	$ -	
Idaho RADAR Network Center	$ -	$ -	$ -	$ -	$ -	
International Programs	$ -	$ -	$ -	$ -	$ -	
Office of Institutional Assessment	$ -	$ -	$ -	$ -	$ -	
Office of Information Technology	$ -	$ -	$ -	$ -	$ -	
Provost and Vice President for Academic Affairs	$ 826,782	$ -	$ -	$ -	$ 826,782	
Risk Management and Audit Services	$ -	$ -	$ -	$ -	$ -	
Service Learning Program	$ -	$ -	$ -	$ -	$ -	
Sponsored Programs	$ -	$ -	$ -	$ -	$ -	
Student Housing	$ -	$ -	$ -	$ -	$ -	
Student Union	$ -	$ -	$ -	$ -	$ -	
University Libraries	$ -	$ -	$ -	$ -	$ -	
Vice President for Research	$ 19,995	$ -	$ -	$ -	$ 19,995	
Construction	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
State Research Appropriations	$ -	$ 49,382	$ -	$ -	$ 49,382	
Subtotal Research	**$ 16,828,051**	**$ 330,704**	**$ 392,496**	**$ 272,670**	**$ 17,823,921**	**49.55%**

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 21, 2012

	Federal	State	Industry	Other	Total	% of Grand Total
Other Sponsored Activities:						
Sponsored Programs Total*	**$ 4,839,823**	**$ 921,573**	**$ 15,498**	**$ 690,366**	**$ 6,467,260**	**17.98%**
College of Arts & Sciences Total	**$ 13,000**	**$ -**	**$ -**	**$ 25,887**	**$ 38,887**	
Arts and Sciences Administration	$ -	$ -	$ -	$ -	$ -	
Art	$ -	$ -	$ -	$ -	$ -	
Biology	$ 11,000	$ -	$ -	$ -	$ 11,000	
Biomolecular Research Center	$ -	$ -	$ -	$ -	$ -	
Center for Geophysical Investigation of Shallow Subsurface	$ -	$ -	$ -	$ -	$ -	
Chemistry & Biochemistry	$ -	$ -	$ -	$ -	$ -	
English	$ -	$ -	$ -	$ 9,387	$ 9,387	
Geosciences	$ -	$ -	$ -	$ -	$ -	
Interdisciplinary Studies	$ -	$ -	$ -	$ -	$ -	
Mathematics	$ -	$ -	$ -	$ -	$ -	
Modern Languages and Literatures	$ -	$ -	$ -	$ -	$ -	
Music	$ -	$ -	$ -	$ -	$ -	
Philosophy	$ 2,000	$ -	$ -	$ -	$ 2,000	
Physics	$ -	$ -	$ -	$ -	$ -	
Raptor Research Center	$ -	$ -	$ -	$ 16,500	$ 16,500	
Theatre Arts	$ -	$ -	$ -	$ -	$ -	
College of Business & Economics Total	**$ 1,986,977**	**$ 33,000**	**$ -**	**$ -**	**$ 2,019,977**	
Business Administration	$ 8,800	$ -	$ -	$ -	$ 8,800	
Accountancy	$ -	$ -	$ -	$ -	$ -	
Center for Business and Economic Research	$ -	$ -	$ -	$ -	$ -	
Economics	$ -	$ -	$ -	$ -	$ -	
Idaho Business and Economic Development Center	$ -	$ -	$ -	$ -	$ -	
Information Technology & Supply Chain Management	$ -	$ -	$ -	$ -	$ -	
International Business	$ -	$ -	$ -	$ -	$ -	
Idaho Small Business and Development Center	$ 1,122,376	$ 33,000	$ -	$ -	$ 1,155,376	
Management	$ -	$ -	$ -	$ -	$ -	
Marketing & Finance	$ -	$ -	$ -	$ -	$ -	
Tech Help	$ 855,801	$ -	$ -	$ -	$ 855,801	
College of Education Total	**$ 1,059,294**	**$ -**	**$ 3,000**	**$ -**	**$ 1,062,294**	
Bilingual/ESL Education	$ -	$ -	$ -	$ -	$ -	
Center for Orthopaedic & Biomechanics Research	$ -	$ -	$ -	$ -	$ -	
Center for Multicultural Educational Opportunities	$ 1,059,294	$ -	$ 3,000	$ -	$ 1,062,294	
Center for School Improvement & Policy Studies	$ -	$ -	$ -	$ -	$ -	
Counselor Education	$ -	$ -	$ -	$ -	$ -	
Curriculum, Instruction, and Foundation Studies	$ -	$ -	$ -	$ -	$ -	
Early Childhood Studies	$ -	$ -	$ -	$ -	$ -	
Educational Technology	$ -	$ -	$ -	$ -	$ -	
Elementary Education & Specialized Studies	$ -	$ -	$ -	$ -	$ -	
Kinesiology	$ -	$ -	$ -	$ -	$ -	
Literacy	$ -	$ -	$ -	$ -	$ -	
Special Education	$ -	$ -	$ -	$ -	$ -	
College Engineering Total	**$ 679,023**	**$ -**	**$ -**	**$ 5,000**	**$ 684,023**	
Engineering Administration	$ 9,023	$ -	$ -	$ -	$ 9,023	
Center for Environmental Sensing	$ -	$ -	$ -	$ -	$ -	

Civil Engineering	$ -	$ -	$ -	$ 5,000	$ 5,000	
Computer Science	$ -	$ -	$ -	$ -	$ -	
Construction Management	$ 5,000	$ -	$ -	$ -	$ 5,000	
Electrical and Computer Engineering	$ 20,000	$ -	$ -	$ -	$ 20,000	
Instructional and Performance Technology	$ -	$ -	$ -	$ -	$ -	
Material Science & Engineering	$ 620,000	$ -	$ -	$ -	$ 620,000	
Mechanical and Biomedical Engineering	$ 25,000	$ -	$ -	$ -	$ 25,000	
College of Health Sciences Total	**$ 500,000**	**$ 853,573**	**$ 5,998**	**$ 220,177**	**$ 1,579,748**	
Health Science Administration	$ -	$ -	$ -	$ -	$ -	
Center for Health Policy	$ -	$ 800,000	$ -	$ 218,427	$ 1,018,427	
Center for the Study of Aging	$ 10,000	$ 25,000	$ -	$ 1,750	$ 36,750	
Center of Excellence for Environmental Health and Safety	$ 490,000	$ -	$ 5,998	$ -	$ 495,998	
Community & Environmental Health	$ -	$ 28,573	$ -	$ -	$ 28,573	
Health Sciences Division of Research	$ -	$ -	$ -	$ -	$ -	
Homemaker Services	$ -	$ -	$ -	$ -	$ -	
Institute for the Study of Addiction	$ -	$ -	$ -	$ -	$ -	
Nursing	$ -	$ -	$ -	$ -	$ -	
Radiologic Sciences	$ -	$ -	$ -	$ -	$ -	
Respiratory Care	$ -	$ -	$ -	$ -	$ -	
Social Sciences and Public Affairs Total	**$ 67,559**	**$ 35,000**	**$ 6,500**	**$ 11,190**	**$ 120,249**	
Anthropology	$ 67,559	$ 35,000	$ 6,500	$ -	$ 109,059	
Communications	$ -	$ -	$ -	$ -	$ -	
Criminal Justice	$ -	$ -	$ -	$ -	$ -	
Environmental Finance Center	$ -	$ -	$ -	$ 11,190	$ 11,190	
History	$ -	$ -	$ -	$ -	$ -	
Political Science	$ -	$ -	$ -	$ -	$ -	
Psychology	$ -	$ -	$ -	$ -	$ -	
Public Policy and Administration	$ -	$ -	$ -	$ -	$ -	
School of Social Work	$ -	$ -	$ -	$ -	$ -	
Social Science Research Center	$ -	$ -	$ -	$ -	$ -	
Sociology	$ -	$ -	$ -	$ -	$ -	
Other Total	**$ 533,970**	**$ -**	**$ -**	**$ 428,112**	**$ 962,082**	
Academic Technologies	$ -	$ -	$ -	$ -	$ -	
Boise State Radio	$ -	$ -	$ -	$ 428,112	$ 428,112	
Campus Planning and Facilities	$ 103,970	$ -	$ -	$ -	$ 103,970	
Career Center	$ -	$ -	$ -	$ -	$ -	
Division of Extended Studies	$ -	$ -	$ -	$ -	$ -	
Energy Policy Institute	$ -	$ -	$ -	$ -	$ -	
Finance and Administration	$ -	$ -	$ -	$ -	$ -	
Graduate College	$ -	$ -	$ -	$ -	$ -	
Health, Wellness and Counseling	$ -	$ -	$ -	$ -	$ -	
Idaho RADAR Network Center	$ 30,000	$ -	$ -	$ -	$ 30,000	
International Programs	$ -	$ -	$ -	$ -	$ -	
Office of Information Technology	$ -	$ -	$ -	$ -	$ -	
Office of Institutional Assessment	$ -	$ -	$ -	$ -	$ -	
Provost and Vice President for Academic Affairs	$ -	$ -	$ -	$ -	$ -	
Risk Management and Audit Services	$ -	$ -	$ -	$ -	$ -	
Service Learning Program	$ -	$ -	$ -	$ -	$ -	
Sponsored Programs	$ -	$ -	$ -	$ -	$ -	
Student Housing	$ -	$ -	$ -	$ -	$ -	
Student Union	$ -	$ -	$ -	$ -	$ -	

University Libraries	$ -	$ -	$ -	$ -	$ -	
Vice President for Research	$ 400,000	$ -	$ -	$ -	$ 400,000	
Construction Total	**$ 2,886,943**	**$ -**	**$ -**	**$ -**	**$ 2,886,943**	**8.02%**
College of Business & Economics Total	**$ 1,000,000**	**$ -**	**$ -**	**$ -**	**$ 1,000,000**	
Idaho Small Business and Development Center	$ 1,000,000	$ -	$ -	$ -	$ 1,000,000	
Other Total	**$ 1,886,943**	**$ -**	**$ -**	**$ -**	**$ 16,600**	
Campus Planning and Facilities	$ 16,600	$ -	$ -	$ -	$ 16,600	
Vice President for Research	$ 1,870,343	$ -	$ -	$ -	$ 1,870,343	
Subtotal Other Sponsored Activities	**$ 7,726,766**	**$ 921,573**	**$ 15,498**	**$ 690,366**	**$ 9,354,203**	**26.00%**
Grand Totals	**$ 30,019,952**	**$ 3,220,187**	**$ 407,994**	**$ 2,326,509**	**$ 35,974,642**	
Percent of Grand Total	***83.45%***	***8.95%***	***1.13%***	***6.47%***	***100%***	***100%***

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 21, 2012
Expenditures for the Period July 1, 2010 through June 30, 2011

	Federal	State	Industry	Other	Totals	% of Grand Total
Instruction:						
Sponsored Programs Total	**$ 3,780,008.19**	**$ 2,503,986.73**	**$ 18,190.21**	**$ 494,611.56**	**$ 6,796,796.69**	**19.15%**
College of Arts & Sciences Total	**$ 506,463.17**	**$ -**	**$ -**	**$ 26,788.84**	**$ 533,252.01**	
Arts and Sciences Administration	$ -	$ -	$ -	$ -	$ -	
Art	$ -	$ -	$ -	$ -	$ -	
Biology	$ -	$ -	$ -	$ -	$ -	
Biomolecular Research Center	$ -	$ -	$ -	$ -	$ -	
Center for Geophysical Investigation of Shallow Subsurface	$ -	$ -	$ -	$ -	$ -	
Chemistry & Biochemistry	$ -	$ -	$ -	$ -	$ -	
English	$ 48,537.33	$ -	$ -	$ 26,788.84	$ 75,326.17	
Geosciences	$ 457,925.84	$ -	$ -	$ -	$ 457,925.84	
Interdisciplinary Studies	$ -	$ -	$ -	$ -	$ -	
Mathematics	$ -	$ -	$ -	$ -	$ -	
Modern Languages and Literatures	$ -	$ -	$ -	$ -	$ -	
Music	$ -	$ -	$ -	$ -	$ -	
Philosophy	$ -	$ -	$ -	$ -	$ -	
Physics	$ -	$ -	$ -	$ -	$ -	
Raptor Research Center	$ -	$ -	$ -	$ -	$ -	
Theatre Arts	$ -	$ -	$ -	$ -	$ -	
College of Business & Economics Total	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
Business Administration	$ -	$ -	$ -	$ -	$ -	
Accountancy	$ -	$ -	$ -	$ -	$ -	
Center for Business and Economic Research	$ -	$ -	$ -	$ -	$ -	
Economics	$ -	$ -	$ -	$ -	$ -	
Idaho Business and Economic Development Center	$ -	$ -	$ -	$ -	$ -	
Information Technology & Supply Chain Management	$ -	$ -	$ -	$ -	$ -	
International Business	$ -	$ -	$ -	$ -	$ -	
Idaho Small Business and Development Center	$ -	$ -	$ -	$ -	$ -	
Management	$ -	$ -	$ -	$ -	$ -	
Marketing & Finance	$ -	$ -	$ -	$ -	$ -	
Tech Help	$ -	$ -	$ -	$ -	$ -	
College of Education Total	**$ 2,967,148.39**	**$ 2,106,599.63**	**$ -**	**$ 400,902.23**	**$ 5,474,650.25**	
Education Administration	$ 43,296.81	$ 1,213,124.47	$ -	$ 102,983.64	$ 1,359,404.92	
Bilingual/ESL Education	$ 16,838.11	$ -	$ -	$ -	$ 16,838.11	
Center for Orthopaedic & Biomechanics Research	$ -	$ -	$ -	$ -	$ -	
Center for Multicultural Educational Opportunities	$ 1,103,279.84	$ -	$ -	$ -	$ 1,103,279.84	
Center for School Improvement & Policy Studies	$ 1,717,371.53	$ 893,475.16	$ -	$ 297,918.59	$ 2,908,765.28	
Counselor Education	$ -	$ -	$ -	$ -	$ -	
Curriculum, Instruction, and Foundation Studies	$ -	$ -	$ -	$ -	$ -	
Early Childhood Studies	$ -	$ -	$ -	$ -	$ -	
Educational Technology	$ -	$ -	$ -	$ -	$ -	
Elementary Education & Specialized Studies	$ -	$ -	$ -	$ -	$ -	
Kinesiology	$ -	$ -	$ -	$ -	$ -	
Literacy	$ -	$ -	$ -	$ -	$ -	
Special Education	$ 86,362.10	$ -	$ -	$ -	$ 86,362.10	
College Engineering Total	**$ 2,388.36**	**$ -**	**$ 18,190.21**	**$ -**	**$ 20,578.57**	

Engineering Administration	$ -	$ -	$ -	$ -	$ -	
Center for Environmental Sensing	$ -	$ -	$ -	$ -	$ -	
Civil Engineering	$ -	$ -	$ -	$ -	$ -	
Computer Science	$ -	$ -	$ -	$ -	$ -	
Construction Management	$ -	$ -	$ -	$ -	$ -	
Electrical and Computer Engineering	**$ 2,388.36**	$ -	$ -	$ -	$ 2,388.36	
Instructional and Performance Technology	$ -	$ -	$ -	$ -	$ -	
Material Science & Engineering	$ -	$ -	$ -	$ -	$ -	
Mechanical and Biomedical Engineering	$ -	$ -	$ 18,190.21	$ -	$ 18,190.21	
College of Health Sciences Total	**$ -**	**$ 37,444.25**	**$ -**	**$ -**	**$ 37,444.25**	
Health Science Administration	$ -	$ -	$ -	$ -	$ -	
Center for Health Policy	$ -	$ -	$ -	$ -	$ -	
Center for the Study of Aging	$ -	$ -	$ -	$ -	$ -	
Center of Excellence for Environmental Health and Safety	$ -	$ -	$ -	$ -	$ -	
Community & Environmental Health	$ -	$ 37,444.25	$ -	$ -	$ 37,444.25	
Health Sciences Division of Research	$ -	$ -	$ -	$ -	$ -	
Homemaker Services	$ -	$ -	$ -	$ -	$ -	
Institute for the Study of Addiction	$ -	$ -	$ -	$ -	$ -	
Nursing	$ -	$ -	$ -	$ -	$ -	
Radiologic Sciences	$ -	$ -	$ -	$ -	$ -	
Respiratory Care	$ -	$ -	$ -	$ -	$ -	
Social Sciences and Public Affairs Total	**$ 219,256.16**	**$ 154,763.52**	**$ -**	**$ 66,920.49**	**$ 440,940.17**	
Anthropology	$ -	$ -	$ -	$ -	$ -	
Communications	$ -	$ -	$ -	$ -	$ -	
Criminal Justice	$ -	$ -	$ -	$ -	$ -	
Environmental Finance Center	$ -	$ -	$ -	$ -	$ -	
History	$ 190,522.58	$ -	$ -	$ 66,920.49	$ 257,443.07	
Political Science	$ -	$ -	$ -	$ -	$ -	
Psychology	$ -	$ -	$ -	$ -	$ -	
Public Policy and Administration	$ -	$ -	$ -	$ -	$ -	
School of Social Work	$ 28,733.58	$ 154,763.52	$ -	$ -	$ 183,497.10	
Social Science Research Center	$ -	$ -	$ -	$ -	$ -	
Sociology	$ -	$ -	$ -	$ -	$ -	
Other Total	**$ 84,752.11**	**$ 205,179.33**	**$ -**	**$ -**	**$ 289,931.44**	
Academic Technologies	$ -	$ -	$ -	$ -	$ -	
Boise State Radio	$ -	$ -	$ -	$ -	$ -	
Campus Planning and Facilities	$ -	$ -	$ -	$ -	$ -	
Career Center	$ -	$ 205,179.33	$ -	$ -	$ 205,179.33	
Division of Extended Studies	$ -	$ -	$ -	$ -	$ -	
Energy Policy Institute	$ -	$ -	$ -	$ -	$ -	
Finance and Administration	$ -	$ -	$ -	$ -	$ -	
Graduate College	$ 69,612.69	$ -	$ -	$ -	$ 69,612.69	
Health, Wellness and Counseling	$ -	$ -	$ -	$ -	$ -	
Idaho RADAR Network Center	$ -	$ -	$ -	$ -	$ -	
International Programs	$ -	$ -	$ -	$ -	$ -	
Office of Information Technology	$ -	$ -	$ -	$ -	$ -	
Office of Institutional Assessment	$ -	$ -	$ -	$ -	$ -	
Provost and Vice President for Academic Affairs	$ -	$ -	$ -	$ -	$ -	
Risk Management and Audit Services	$ -	$ -	$ -	$ -	$ -	
Service Learning Program	$ 15,139.42	$ -	$ -	$ -	$ 15,139.42	
Sponsored Programs	$ -	$ -	$ -	$ -	$ -	

Student Housing	$ -	$ -	$ -	$ -	$ -	
Student Union	$ -	$ -	$ -	$ -	$ -	
University Libraries	$ -	$ -	$ -	$ -	$ -	
Vice President for Research	$ -	$ -	$ -	$ -	$ -	
Subtotal Instruction	**$ 3,780,008.19**	**$ 2,503,986.73**	**$ 18,190.21**	**$ 494,611.56**	**$ 6,796,796.69**	**19.15%**

	Federal	State	Industry	Other	Totals	% of Grand Total
Research:						
Sponsored Programs*	**$ 18,872,951.99**	**$ 412,093.46**	**$ 388,138.36**	**$ 636,583.75**	**$ 20,309,767.56**	**57.21%**
College of Arts & Sciences Total	**$ 9,367,809.28**	**$ 72,682.99**	**$ 302,466.52**	**$ 513,640.05**	**$ 10,256,598.84**	
Arts and Sciences Administration	$ 179,789.69	$ -	$ -	$ -	$ 179,789.69	
Art	$ -	$ -	$ -	$ -	$ -	
Biology	$ 2,099,471.52	$ -	$ 56,535.08	$ 328,628.64	$ 2,484,635.24	
Biomolecular Research Center	$ 1,188,482.33	$ -	$ -	$ -	$ 1,188,482.33	
Center for Geophysical Investigation of Shallow Subsurface	$ 994,455.78	$ 70,685.86	$ 176,544.20	$ 67,126.79	$ 1,308,812.63	
Chemistry & Biochemistry	$ 1,240,996.11	$ -	$ 23,703.51	$ 41,208.11	$ 1,305,907.73	
English	$ -	$ -	$ -	$ -	$ -	
Geosciences	$ 2,764,930.55	$ 1,997.13	$ -	$ 51,974.59	$ 2,818,902.27	
Interdisciplinary Studies	$ -	$ -	$ -	$ -	$ -	
Mathematics	$ 236,849.41	$ -	$ -	$ -	$ 236,849.41	
Modern Languages and Literatures	$ -	$ -	$ -	$ -	$ -	
Music	$ -	$ -	$ -	$ -	$ -	
Philosophy	$ 11,019.69	$ -	$ -	$ -	$ 11,019.69	
Physics	$ 575,456.42	$ -	$ -	$ 8,210.42	$ 583,666.84	
Raptor Research Center	$ 76,357.78	$ -	$ 45,683.73	$ 16,491.50	$ 138,533.01	
Theatre Arts	$ -	$ -	$ -	$ -	$ -	
College of Business & Economics Total	**$ 797,268.17**	**$ 134,055.12**	**$ 18,885.71**	**$ -**	**$ 950,209.00**	
Business Administration	$ -	$ -	$ -	$ -	$ -	
Accountancy	$ -	$ -	$ -	$ -	$ -	
Center for Business and Economic Research	$ -	$ -	$ -	$ -	$ -	
Economics	$ 797,268.17	$ 134,055.12	$ 18,885.71	$ -	$ 950,209.00	
Idaho Business and Economic Development Center	$ -	$ -	$ -	$ -	$ -	
Information Technology & Supply Chain Management	$ -	$ -	$ -	$ -	$ -	
International Business	$ -	$ -	$ -	$ -	$ -	
Idaho Small Business and Development Center	$ -	$ -	$ -	$ -	$ -	
Management	$ -	$ -	$ -	$ -	$ -	
Marketing & Finance	$ -	$ -	$ -	$ -	$ -	
Tech Help	$ -	$ -	$ -	$ -	$ -	
College of Education Total	**$ 524,331.99**	**$ 20,441.87**	**$ 8,126.82**	**$ 11,256.99**	**$ 564,157.67**	
Education Administration	$ 283,400.25	$ -	$ -	$ -	$ 283,400.25	
Bilingual/ESL Education	$ -	$ -	$ -	$ -	$ -	
Center for Orthopaedic & Biomechanics Research	$ -	$ -	$ 5,334.18	$ -	$ 5,334.18	
Center for Multicultural Educational Opportunities	$ -	$ -	$ -	$ -	$ -	
Center for School Improvement & Policy Studies	$ -	$ -	$ -	$ -	$ -	
Counselor Education	$ -	$ -	$ -	$ 4,948.77	$ 4,948.77	
Curriculum, Instruction, and Foundation Studies	$ 25,851.54	$ -	$ -	$ -	$ 25,851.54	
Early Childhood Studies	$ -	$ -	$ -	$ -	$ -	
Educational Technology	$ -	$ -	$ -	$ -	$ -	
Elementary Education & Specialized Studies	$ -	$ -	$ -	$ -	$ -	

Kinesiology	$ 118,561.27	$ -	$ 2,792.64	$ 6,308.22	$ 127,662.13	
Literacy	$ -	$ -	$ -	$ -	$ -	
Special Education	$ 96,518.93	$ 20,441.87	$ -	$ -	$ 116,960.80	
College Engineering Total	**$ 7,432,631.21**	**$ 67,070.90**	**$ 58,659.31**	$ -	**$ 7,558,361.42**	
Engineering Administration	$ 554,390.37	$ -	$ -	$ -	$ 554,390.37	
Center for Environmental Sensing	$ 4,115.90	$ -	$ -	$ -	$ 4,115.90	
Civil Engineering	$ 190,634.57	$ 67,070.90	$ -	$ -	$ 257,705.47	
Computer Science	$ 105,660.77	$ -	$ -	$ -	$ 105,660.77	
Construction Management	$ 15,674.11	$ -	$ -	$ -	$ 15,674.11	
Electrical and Computer Engineering	$ 2,685,132.71	$ -	$ 32,734.34	$ -	$ 2,717,867.05	
Instructional and Performance Technology	$ -	$ -	$ -	$ -	$ -	
Material Science & Engineering	$ 3,488,213.08	$ -	$ -	$ -	$ 3,488,213.08	
Mechanical and Biomedical Engineering	$ 388,809.70	$ -	$ 25,924.97	$ -	$ 414,734.67	
College of Health Sciences Total	**$ 218,092.19**	**$ 112,834.84**	**$ -**	**$ 55,931.18**	**$ 386,858.21**	
Health Science Administration	$ 148,053.08	$ -	$ -	$ -	$ 148,053.08	
Center for Health Policy	$ 40,657.84	$ 58,075.18	$ -	$ 30,935.77	$ 129,668.79	
Center for the Study of Aging	$ 6,617.18	$ 49,841.15	$ -	$ -	$ 56,458.33	
Center of Excellence for Environmental Health and Safety	$ -	$ -	$ -	$ -	$ -	
Community & Environmental Health	$ -	$ -	$ -	$ -	$ -	
Health Sciences Division of Research	$ 10,558.41	$ -	$ -	$ -	$ 10,558.41	
Homemaker Services	$ -	$ -	$ -	$ -	$ -	
Institute for the Study of Addiction	$ -	$ -	$ -	$ -	$ -	
Nursing	$ 12,205.68	$ 4,918.51	$ -	$ 24,995.41	$ 42,119.60	
Radiologic Sciences	$ -	$ -	$ -	$ -	$ -	
Respiratory Care	$ -	$ -	$ -	$ -	$ -	
Social Sciences and Public Affairs Total	**$ 70,724.73**	**$ 5,007.74**	**$ -**	**$ 28,452.59**	**$ 104,185.06**	
Anthropology	$ 70,724.73	$ -	$ -	$ -	$ 70,724.73	
Communications	$ -	$ -	$ -	$ -	$ -	
Criminal Justice	$ -	$ -	$ -	$ -	$ -	
Environmental Finance Center	$ -	$ -	$ -	$ -	$ -	
History	$ -	$ -	$ -	$ -	$ -	
Political Science	$ -	$ -	$ -	$ -	$ -	
Psychology	$ -	$ -	$ -	$ -	$ -	
Public Policy and Administration	$ -	$ 5,007.74	$ -	$ 2,236.36	$ 7,244.10	
School of Social Work	$ -	$ -	$ -	$ -	$ -	
Social Science Research Center	$ -	$ -	$ -	$ 26,216.23	$ 26,216.23	
Sociology	$ -	$ -	$ -	$ -	$ -	
Other Total	**$ 462,094.42**	**$ -**	**$ -**	**$ 27,302.94**	**$ 489,397.36**	
Academic Technologies	$ -	$ -	$ -	$ -	$ -	
Boise State Radio	$ -	$ -	$ -	$ -	$ -	
Campus Planning and Facilities	$ -	$ -	$ -	$ -	$ -	
Career Center	$ -	$ -	$ -	$ -	$ -	
Division of Extended Studies	$ -	$ -	$ -	$ -	$ -	
Energy Policy Institute	$ -	$ -	$ -	$ -	$ -	
Finance and Administration	$ -	$ -	$ -	$ -	$ -	
Graduate College	$ -	$ -	$ -	$ -	$ -	
Health, Wellness and Counseling	$ -	$ -	$ -	$ -	$ -	
Idaho RADAR Network Center	$ -	$ -	$ -	$ -	$ -	
International Programs	$ -	$ -	$ -	$ -	$ -	
Office of Information Technology	$ -	$ -	$ -	$ -	$ -	

Office of Institutional Assessment	$ -	$ -	$ -	$ -	$ -	
Provost and Vice President for Academic Affairs	$ 197,638.51	$ -	$ -	$ -	$ 197,638.51	
Risk Management and Audit Services	$ -	$ -	$ -	$ -	$ -	
Service Learning Program	$ -	$ -	$ -	$ -	$ -	
Sponsored Programs	$ -	$ -	$ -	$ -	$ -	
Student Housing	$ -	$ -	$ -	$ -	$ -	
Student Union	$ -	$ -	$ -	$ -	$ -	
University Libraries	$ -	$ -	$ -	$ -	$ -	
Vice President for Research	$ 264,455.91	$ -	$ -	$ 27,302.94	$ 291,758.85	
Construction	**$ 26,901.77**	**$ -**	**$ -**	**$ -**	**$ 26,901.77**	
Other	$ 26,901.77	$ -	$ -	$ -	$ 26,901.77	
Vice President for Research	$ 26,901.77	$ -	$ -	$ -	$ 26,901.77	
State Research Appropriations Total	**$ -**	**$ 451,746.38**	**$ -**	**$ -**	**$ 451,746.38**	
Other	**$ -**	**$ 451,746.38**	**$ -**	**$ -**	**$ 451,746.38**	
HERC ACCOUNTs-Multiple Depts.	$ -	$ 451,746.38	$ -	$ -	$ 451,746.38	
Subtotal Research	**$ 18,899,853.76**	**$ 863,839.84**	**$ 388,138.36**	**$ 636,583.75**	**$ 20,788,415.71**	**58.56%**

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 21, 2012

	Federal	State	Industry	Other	Totals	% of Grand Total
Other Sponsored Activities:						
Sponsored Programs Total*	**$ 6,415,858.97**	**$ 99,885.52**	**$ 18,792.45**	**$ 538,212.92**	**$ 7,072,749.86**	**19.92%**
College of Arts & Sciences Total	**$ 104,072.54**	**$ -**	**$ -**	**$ 12,064.84**	**$ 116,137.38**	
Arts and Sciences Administration	$ -	$ -	$ -	$ -	$ -	
Art	$ -	$ -	$ -	$ -	$ -	
Biology	$ 102,547.42	$ -	$ -	$ -	$ 102,547.42	
Biomolecular Research Center	$ -	$ -	$ -	$ -	$ -	
Center for Geophysical Investigation of Shallow Subsurface	$ -	$ -	$ -	$ -	$ -	
Chemistry & Biochemistry	$ -	$ -	$ -	$ -	$ -	
English	$ -	$ -	$ -	$ 8,627.01	$ 8,627.01	
Geosciences	$ -	$ -	$ -	$ -	$ -	
Interdisciplinary Studies	$ -	$ -	$ -	$ -	$ -	
Mathematics	$ -	$ -	$ -	$ -	$ -	
Modern Languages and Literatures	$ -	$ -	$ -	$ -	$ -	
Music	$ -	$ -	$ -	$ -	$ -	
Philosophy	$ 2,000.00	$ -	$ -	$ -	$ 2,000.00	
Physics	$ -	$ -	$ -	$ -	$ -	
Raptor Research Center	$ (474.88)	$ -	$ -	$ 3,437.83	$ 2,962.95	
Theatre Arts	$ -	$ -	$ -	$ -	$ -	
College of Business & Economics Total	**$ 1,676,755.12**	**$ 64,728.27**	**$ -**	**$ 2,028.29**	**$ 1,743,511.68**	
Business Administration	**$ -**	**$ -**	**$ -**	$ 2,028.29	$ 2,028.29	
Accountancy	$ -	$ -	$ -	$ -	$ -	
Center for Business and Economic Research	$ -	$ -	$ -	$ -	$ -	
Economics	$ 41,055.93	$ -	$ -	$ -	$ 41,055.93	
Idaho Business and Economic Development Center	$ -	$ -	$ -	$ -	$ -	
Information Technology & Supply Chain Management	$ -	$ -	$ -	$ -	$ -	
International Business	$ -	$ -	$ -	$ -	$ -	
Idaho Small Business and Development Center	$ 898,293.08	$ 64,728.27	$ -	$ -	$ 963,021.35	
Management	$ -	$ -	$ -	$ -	$ -	
Marketing & Finance	$ -	$ -	$ -	$ -	$ -	
Tech Help	$ 737,406.11	$ -	$ -	$ -	$ 737,406.11	
College of Education Total	**$ 2,589,545.92**	**$ -**	**$ 580.60**	**$ 10,000.00**	**$ 2,600,126.52**	
Education Administration	$ 119,782.39	$ -	$ -	$ -	$ 119,782.39	
Bilingual/ESL Education	$ -	$ -	$ -	$ -	$ -	
Center for Orthopaedic & Biomechanics Research	$ -	$ -	$ -	$ -	$ -	
Center for Multicultural Educational Opportunities	$ 2,472,117.60	$ -	$ 580.60	$ 10,000.00	$ 2,482,698.20	
Center for School Improvement & Policy Studies	$ -	$ -	$ -	$ -	$ -	
Counselor Education	$ -	$ -	$ -	$ -	$ -	
Curriculum, Instruction, and Foundation Studies	$ -	$ -	$ -	$ -	$ -	
Early Childhood Studies	$ -	$ -	$ -	$ -	$ -	
Educational Technology	$ -	$ -	$ -	$ -	$ -	
Elementary Education & Specialized Studies	$ -	$ -	$ -	$ -	$ -	
Kinesiology	$ -	$ -	$ -	$ -	$ -	
Literacy	$ -	$ -	$ -	$ -	$ -	
Special Education	$ (2,354.07)	$ -	$ -	$ -	$ (2,354.07)	
College Engineering Total	**$ 75,432.90**	**$ -**	**$ 5,461.94**	**$ 5,658.77**	**$ 86,553.61**	
Engineering Administration	$ 5,592.89	**$ -**	**$ -**	$ 1,322.27	$ 6,915.16	

Center for Environmental Sensing	$ -	$ -	$ -	$ -	$ -
Civil Engineering	$ -	$ -	$ -	$ 4,336.50	$ 4,336.50
Computer Science	$ -	$ -	$ -	$ -	$ -
Construction Management	$ 128.35	$ -	$ -	$ -	$ 128.35
Electrical and Computer Engineering	$ 18,078.87	$ -	$ -	$ -	$ 18,078.87
Instructional and Performance Technology	$ -	$ -	$ -	$ -	$ -
Material Science & Engineering	$ 10,000.00	$ -	$ -	$ -	$ 10,000.00
Mechanical and Biomedical Engineering	$ 41,632.79	$ -	$ 5,461.94	$ -	$ 47,094.73
College of Health Sciences Total	**$ 678,290.46**	**$ 24,441.08**	**$ 4,591.21**	**$ 21,203.33**	**$ 728,526.08**
Health Science Administration	$ -	$ -	$ -	$ -	$ -
Center for Health Policy	$ -	$ 23,007.56	$ -	$ 10,839.91	$ 33,847.47
Center for the Study of Aging	$ 30,123.88	$ -	$ -	$ -	$ 30,123.88
Center of Excellence for Environmental Health and Safety	$ 460,048.53	$ -	$ 4,591.21	$ -	$ 464,639.74
Community & Environmental Health	$ 388.19	$ 961.60	$ -	$ 4,118.80	$ 5,468.59
Health Sciences Division of Research	$ -	$ -	$ -	$ -	$ -
Homemaker Services	$ -	$ -	$ -	$ -	$ -
Institute for the Study of Addiction	$ 187,729.86	$ 471.92	$ -	$ -	$ 188,201.78
Nursing	$ -	$ -	$ -	$ 6,244.62	$ 6,244.62
Radiologic Sciences	$ -	$ -	$ -	$ -	$ -
Respiratory Care	$ -	$ -	$ -	$ -	$ -
Social Sciences and Public Affairs Total	**$ 356,166.01**	**$ 10,716.17**	**$ 8,158.70**	**$ 5,970.87**	**$ 381,011.75**
Anthropology	$ 63,615.16	$ 8,243.41	$ 6,473.70	$ -	$ 78,332.27
Communications	$ -	$ -	$ -	$ -	$ -
Criminal Justice	$ -	$ -	$ -	$ -	$ -
Environmental Finance Center	$ -	$ -	$ -	$ -	$ -
History	$ 3,682.00	$ -	$ -	$ -	$ 3,682.00
Political Science	$ -	$ -	$ -	$ 2,592.50	$ 2,592.50
Psychology	$ -	$ -	$ -	$ -	$ -
Public Policy and Administration	$ 288,868.85	$ (1,890.77)	$ 1,685.00	$ 3,378.37	$ 292,041.45
School of Social Work	$ -	$ -	$ -	$ -	$ -
Social Science Research Center	$ -	$ 4,363.53	$ -	$ -	$ 4,363.53
Sociology	$ -	$ -	$ -	$ -	$ -
Other Total	**$ 935,596.02**	**$ -**	**$ -**	**$ 481,286.82**	**$ 1,416,882.84**
Academic Technologies	$ -	$ -	$ -	$ -	$ -
Boise State Radio	$ -	$ -	$ -	$ 395,476.37	$ 395,476.37
Campus Planning and Facilities	$ 905,757.82	$ -	$ -	$ -	$ 905,757.82
Career Center	$ -	$ -	$ -	$ -	$ -
Division of Extended Studies	$ -	$ -	$ -	$ -	$ -
Energy Policy Institute	$ -	$ -	$ -	$ -	$ -
Finance and Administration	$ -	$ -	$ -	$ -	$ -
Graduate College	$ -	$ -	$ -	$ -	$ -
Health, Wellness and Counseling	$ -	$ -	$ -	$ -	$ -
Idaho RADAR Network Center	$ -	$ -	$ -	$ -	$ -
International Programs	$ 8,770.00	$ -	$ -	$ 27,500.00	$ 36,270.00
Office of Information Technology	$ -	$ -	$ -	$ -	$ -
Office of Institutional Assessment	$ -	$ -	$ -	$ -	$ -
Provost and Vice President for Academic Affairs	$ -	$ -	$ -	$ 58,310.45	$ 58,310.45
Risk Management and Audit Services	$ -	$ -	$ -	$ -	$ -
Service Learning Program	$ -	$ -	$ -	$ -	$ -
Sponsored Programs	$ -	$ -	$ -	$ -	$ -
Student Housing	$ -	$ -	$ -	$ -	$ -

Student Union	$ -	$ -	$ -	$ -	$ -	
University Libraries	$ -	$ -	$ -	$ -	$ -	
Vice President for Research	$ 21,068.20	$ -	$ -	$ -	$ 21,068.20	
Construction Total	**$ 842,080.54**	**$ -**	**$ -**	**$ -**	**$ 842,080.54**	**2.37%**
Other Total	**$ 842,080.54**	**$ -**	**$ -**	**$ -**	**$ -**	
Campus Planning and Facilities	$ 842,080.54					
Subtotal Other Sponsored Activities	**$ 7,257,939.51**	**$ 99,885.52**	**$ 18,792.45**	**$ 538,212.92**	**$ 7,914,830.40**	**22.30%**
Grand Totals	**$ 29,937,801.46**	**$ 3,467,712.09**	**$ 425,121.02**	**$ 1,669,408.23**	**$ 35,500,042.80**	
Percent of Grand Total	***84.33%***	***9.77%***	***1.20%***	***4.70%***	***100%***	***100%***

*Totals do not include construction project activity. Construction project information has been identified separately.

Notes:

1. **The expenditure totals presented are on a cash basis.**
2. **The expenditure totals do not include cost share or program income expenditures.**
3. **The funding and expenditure totals include F&A recovery costs.**
4. **Environmental Finance Center expenditures are included in the Public Policy and Administration (Prefix 042) totals.**
5. **Energy Policy Institute expenditures are included in the Division of Research (Prefix 676) totals.**
6. **Idaho RADAR Network Center expenditures are included in the Institute for the Study of Addiction (Prefix 694) Totals.**
7. **Musculoskeletal Research Institute expenditures, funding and award totals are included in the Biology (Prefix 006) Totals.**
8. **Idaho State Board of Education (SBOE) funding for non-research projects are included in the award numbers by the individual department/unit totals, but are not included in the expenditure totals.**
9. **Center for Business and Economic Research expenditures are included in the Economics (Prefix 080) totals.**
10. **Social Science Research Center expenditures are included in either the Social Science & Public Affairs (Prefix 041) totals or Public Policy & Administration (Prefix 042).**

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 21, 2012

Student Involvement in Research
FY2011

Cost share expenditures for the Period July 1, 2010 through June 30, 2011

VCR Item 1bi.-1bii.

Item 5.

			Funding Source		
Activity Type			**Appropriated & Local Funds**	**Other Funds**	**Totals**
	Instruction:		$263,979.04	$1,896,327.49	$2,160,306.53
	Research:		$921,863.75	$1,247,202.89	$2,169,066.63
	Other Sponsored Activities:		$1,049,269.38	$754,274.86	$1,803,544.24
Total			***$2,235,112.17***	***$3,897,805.23***	***$6,132,917.40***

Boise State University
Cost of Supporting Research
FY2011

VCR Item 2a-2c.

				Distribution of Salaries		
Item 2.		**Number of Staff**	**Description of Duties**	**Appropriated Funds**	**Other Funds**	**Totals**
	a. Sponsored Programs	15	The Office of Sponsored Programs oversees all aspects of sponsored project activities. Staff provide assistance with proposal submission through award management and close-out ensuring compliance with federal, state, agency and University policies.	$ 791,673.86	$ 293,544.41	$ 1,085,218.27
	b. Technology Transfer	2	Office of University and Industry Ventures facilitates the identification, protection and commercialization of intellectual properties generated by faculty, students and staff. Intellectual property includes creative, scientific and technical research findings.	$ 127,946.51	$ 32,015.90	$ 159,962.41
	c. Compliance	3	The Office of Research Compliance is responsible for the oversight and monitoring of campus activities involving Human Subjects, Animal Care and Use, Biosafety, and ensures responsible conduct of research practices are followed.	$ 260,922.18	$ -	$ 260,922.18
	iii. Laboratory Animal Research Facility, Biosafety Laboratory 3			$ -	$ -	$ -
	1. Costs for operation and maintenance including sources of funds			$ -	$ -	$ 4,000.00
	2. Salaries for staff and sources of funds	included in item C.		$ -	$ -	$ -

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 21, 2012

Boise State University
Sponsored Project Support of
Undergraduate Students
FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

VCR Item 3a.-3c.

Item 5.	Federal # of Student	Federal Total Expenses	State # of Students	State Total Expenses	Industry # of Students	Industry Total Expenses	Other # of Students	Other Total Expenses	Totals
Instruction:	73	$ 82,329.97	17	$ 132,561.60	0	$ -	4	$ 692.90	$ 215,584.47
Research:	234	$ 698,770.25	5	$ 7,278.70	4	$ 6,174.15	25	$ 49,046.83	$ 761,269.93
Other Sponsored Activities:	107	$ 121,786.72	4	$ 4,797.00	1	$ 4,000.00	8	$ 23,763.50	$ 154,347.22
Grand Totals	414	$902,886.94	26	$144,637.30	5	$10,174.15	37	$73,503.23	$1,131,201.62
Percent of Grand Total		***79.82%***		***12.79%***		***0.90%***		***6.50%***	***100%***

Note: Total number of students may include duplicate values if a student was paid from multiple funding sources and/or activity types.

Sponsored Project Support of
Graduate Students
FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

Activity Type	Federal # of Student	Federal Total Expenses	State # of Students	State Total Expenses	Industry # of Students	Industry Total Expenses	Other # of Students	Other Total Expenses	Totals
Instruction:	**20**	**$393,682.38**	**18**	**$129,807.99**	**0**	**$ -**	**1**	**$12,471.19**	**$ 535,961.56**
Biology MS	5	$ 80,336.75	0	$ -	0	$ -	0	$ -	$ 80,336.75
Civil Engineering MEngr	0	$ -	1	$ 11,497.75	0	$ -	0	$ -	$ 11,497.75
Computer Science	0	$ -	2	$ 11,605.00	0	$ -	0	$ -	$ 11,605.00
Curriculum & Instruction	0	$ -	3	$ 18,691.49	0	$ -	1	$ 12,471.19	$ 31,162.68
English Rhetoric & Composition	1	$ 276.30	0	$ -	0	$ -	0	$ -	$ 276.30
Exer & Sprt Stud, Behavioral	1	$ 17,092.00	0	$ -	0	$ -	0	$ -	$ 17,092.00
Geology	1	$ 1,153.75	0	$ -	0	$ -	0	$ -	$ 1,153.75
Geophysics	2	$ 74,394.07	0	$ -	0	$ -	0	$ -	$ 74,394.07
Graduate Std-NonEd-Undeclared	1	$ 110.00	1	$ 13,829.75	0	$ -	0	$ -	$ 13,939.75
Hydrologic Sciences	3	$ 76,741.75	0	$ -	0	$ -	0	$ -	$ 76,741.75
Materials Science & Engr MS	3	$ 66,040.76	0	$ -	0	$ -	0	$ -	$ 66,040.76
Mathematics MS	1	$ 37,774.00	0	$ -	0	$ -	0	$ -	$ 37,774.00
Raptor Biology	1	$ 37,774.00	0	$ -	0	$ -	0	$ -	$ 37,774.00
Secondary/K-12 Teaching	1	$ 1,989.00	0	$ -	0	$ -	0	$ -	$ 1,989.00
Social Work	0	$ -	9	$ 60,696.00	0	$ -	0	$ -	$ 60,696.00
Social Work, Advanced Standing	0	$ -	2	$ 13,488.00	0	$ -	0	$ -	$ 13,488.00
Research:	**195**	**$ 1,771,778.62**	**3**	**$ 5,764.50**	**6**	**$ 56,867.48**	**21**	**$ 18,219.39**	**$ 1,852,629.99**
Addiction Studies	0	$ -	0	$ -	0	$ -	2	$ 240.00	$ 240.00
Biology MS	22	$ 194,597.87	0	$ -	0	$ -	2	$ 2,507.14	$ 197,105.01
Biology, Secondary Education	0	$ -	0	$ -	0	$ -	0	$ -	$ -
Business Administration	1	$ 17,250.00	0	$ -	0	$ -	1	$ 570.00	$ 17,820.00
Chemistry	2	$ 13,803.50	0	$ -	1	$ 6,900.00	0	$ -	$ 20,703.50
Civil Engineering MEngr	1	$ 8,840.00	0	$ -	0	$ -	0	$ -	$ 8,840.00
Civil Engineering MS	7	$ 120,044.66	0	$ -	0	$ -	0	$ -	$ 120,044.66
Computer Engineering MS	3	$ 51,951.61	0	$ -	0	$ -	0	$ -	$ 51,951.61
Computer Science	5	$ 75,948.38	0	$ -	0	$ -	0	$ -	$ 75,948.38
Consulting Teacher Endorsement	0	$ -	0	$ -	0	$ -	0	$ -	$ -
Counseling	0	$ -	0	$ -	0	$ -	7	$ 1,975.00	$ 1,975.00
Curriculum & Instruction	2	$ 28,402.00	0	$ -	0	$ -	0	$ -	$ 28,402.00
Early Childhood Studies	1	$ 50.00	0	$ -	0	$ -	0	$ -	$ 50.00
Educ, Curriculum & Instruction	2	$ 3,620.00	0	$ -	0	$ -	0	$ -	$ 3,620.00

	Education Workshops-Graduate	1	$ 50.00	0	$ -	0	$ -	0	$ -	$ 50.00
	Education, Literacy	1	$ 50.00	0	$ -	0	$ -	0	$ -	$ 50.00
	Educational Leadership	1	$ 50.00	0	$ -	0	$ -	0	$ -	$ 50.00
	Elect & Computer Engineering	6	$ 99,975.82	0	$ -	1	$ 2,250.00	0	$ -	$ 102,225.82
	Electrical Engineering MEngr	2	$ 6,791.77	0	$ -	0	$ -	1	$ 330.77	$ 7,122.54
	Electrical Engineering MS	10	$ 180,486.16	0	$ -	1	$ 25,084.68	1	$ 1,809.48	$ 207,380.32
	English Rhetoric & Composition	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Exer & Sprt Stud, Behavioral	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Exer & Sprt Stud, Biophysical	1	$ 872.86	0	$ -	1	$ 500.00	2	$ 820.00	$ 2,192.86
	Geographic Info Analysis	1	$ 15,306.12	0	$ -	0	$ -	0	$ -	$ 15,306.12
	Geology	5	$ 91,405.94	0	$ -	0	$ -	0	$ -	$ 91,405.94
	Geophysics	10	$ 117,273.32	0	$ -	1	$ 18,771.84	0	$ -	$ 136,045.16
	Geosciences	4	$ 61,973.87	0	$ -	0	$ -	0	$ -	$ 61,973.87
	Graduate Std-NonEd-Undeclared	1	$ 50.00	0	$ -	0	$ -	0	$ -	$ 50.00
	Graduate Study-Educ-Undeclared	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Health Science	0	$ -	1	873	0	$ -	0	$ -	$ 873.00
	Health Science, Health Policy	1	$ 600.00	1	3000	0	$ -	0	$ -	$ 3,600.00
	Health Science, Health Prom	0	$ -	1	1891.5	0	$ -	1	$ 3,225.00	$ 5,116.50
	Health Services Leadership	1	$ 435.00	0	$ -	0	$ -	0	$ -	$ 435.00
	Hydrologic Sciences	11	$ 132,658.15	0	$ -	0	$ -	0	$ -	$ 132,658.15
	Inservice Workshops	61	$ 3,050.00	0	$ -	0	$ -	1	$ 180.00	$ 3,230.00
	Instructional & Performanc Tch	1	$ 987.64	0	$ -	0	$ -	0	$ -	$ 987.64
	Interdisciplinary Studies MS	1	$ 24,017.22	0	$ -	0	$ -	0	$ -	$ 24,017.22
	M.Ed. in Bilingual Education	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	M.Ed. in Special Education	1	$ 20,226.00	0	$ -	0	$ -	0	$ -	$ 20,226.00
	Master of Appl Hist Research	0	$ -	0	$ -	0	$ -	1	$ 4,478.50	$ 4,478.50
	Master of Earth Science	2	$ 23,067.45	0	$ -	0	$ -	0	$ -	$ 23,067.45
	Materials Science & Engr MS	14	$ 327,067.16	0	$ -	0	$ -	1	$ 1,943.50	$ 329,010.66
	Mathematics Education MS	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Mathematics MS	5	$ 55,355.06	0	$ -	0	$ -	0	$ -	$ 55,355.06
	Mechanical Engineering MS	5	$ 87,776.06	0	$ -	0	$ -	0	$ -	$ 87,776.06
	Raptor Biology	3	$ 7,745.00	0	$ -	1	$ 3,360.96	0	$ -	$ 11,105.96
	School Technology Coordination	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Secondary/K-12 Teaching	0	$ -	0	$ -	0	$ -	1	$ 140.00	$ 140.00
	Social Work	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Social Work, Advanced Standing	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Teaching English Language Arts	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Other Sponsored Activities:	**9**	**$ 5,562.00**	**2**	**$ 6,682.00**	**0**	**$ -**	**2**	**$ 8,700.00**	**$ 20,944.00**
	Addiction Studies	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Biology MS	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Biology, Secondary Education	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Business Administration	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Chemistry	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Civil Engineering MEngr	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Civil Engineering MS	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Computer Engineering MS	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Computer Science	2	$ 765.00	0	$ -	0	$ -	0	$ -	$ 765.00
	Consulting Teacher Endorsement	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Counseling	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Curriculum & Instruction	1	$ 500.00	0	$ -	0	$ -	0	$ -	$ 500.00
	Early Childhood Studies	0	$ -	0	$ -	0	$ -	0	$ -	$ -

	Educ, Curriculum & Instruction	1	$ 885.50	0	$ -	0	$ -	0	$ -	$ 885.50
	Education Workshops-Graduate	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Education, Literacy	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Educational Leadership	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Elect & Computer Engineering	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Electrical Engineering MEngr	1	$ 1,270.50	0	$ -	0	$ -	0	$ -	$ 1,270.50
	Electrical Engineering MS	1	$ 682.50	0	$ -	0	$ -	0	$ -	$ 682.50
	English Rhetoric & Composition	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Exer & Sprt Stud, Behavioral	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Exer & Sprt Stud, Biophysical	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Geographic Info Analysis	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Geology	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Geophysics	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Geosciences	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Graduate Std-NonEd-Undeclared	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Graduate Study-Educ-Undeclared	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Health Science	0	$ -	1	$ 1,950.00	0	$ -	0	$ -	$ 1,950.00
	Health Science, Health Policy	1	$ 258.50	0	$ -	0	$ -	0	$ -	$ 258.50
	Health Science, Health Prom	0	$ -	1	$ 4,732.00	0	$ -	0	$ -	$ 4,732.00
	Health Services Leadership	0	$ -	0	$ -	0	$ -	1	$ 120.00	$ 120.00
	Hydrologic Sciences	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Inservice Workshops	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Instructional & Performanc Tch	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Interdisciplinary Studies MS	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	M.Ed. in Bilingual Education	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	M.Ed. in Special Education	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Master of Appl Hist Research	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Master of Earth Science	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Materials Science & Engr MS	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Mathematics Education MS	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Mathematics MS	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Mechanical Engineering MS	1	$ 650.00	0	$ -	0	$ -	1	$ 8,580.00	$ 9,230.00
	Raptor Biology	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	School Technology Coordination	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Secondary/K-12 Teaching	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Social Work	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Social Work, Advanced Standing	0	$ -	0	$ -	0	$ -	0	$ -	$ -
	Teaching English Language Arts	1	$ 550.00	0	$ -	0	$ -	0	$ -	$ 550.00
Grand Totals		224	$ 2,171,023.00	23	$ 142,254.49	6	$ 56,867.48	$ 24.00	$ 39,390.58	**$ 2,409,535.55**
Percent of Grand Total			***90.10%***		***5.90%***		***2.36%***		***1.63%***	***100%***

Note: Total number of students may include duplicate values if a student was paid from multiple funding sources and/or activity types.

Boise State University
Sponsored Project Support of Students
FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

Activity Type	Federal Total Expenses	State Total Expenses	Industry Total Expenses	Other Total Expenses	Totals	% of Grand Total
Instruction:	$ 190,155.72	$ 1,512.50	$ -	$ 21,743.23	$ 213,411.45	31.85%
Research:	$ (20,970.49)	$ 12,368.87	$ -	$ -	$ (8,601.62)	-1.28%
Other Sponsored Activities:	$ 422,643.03	$ 5,356.00	$ -	$ 37,317.00	$ 465,316.03	69.44%
Grand Totals	$591,828.26	$19,237.37	$ -	$59,060.23	$ 670,125.86	
Percent of Grand Total	***88.32%***	***2.87%***	***0.00%***	***8.81%***	***100.00%***	***100.00%***

The above totals represent student costs that were expended from sponsored projects but can not be associated with an individual student.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 21, 2012

Sponsored Project Support of
Post-Doctoral Employees
FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

VCR Item 4a.

Item 5.	Federal # of Employees	Federal Total Expenses	State # of Employees	State Total Expenses	Industry # of Employees	Industry Total Expenses	Other # of Employees	Other Total Expenses	Totals
Instruction:	0	$ -	0	$ -	0	$ -	0	$ -	$ -
Research:	13	$ 655,138.90	2	$ 27,107.02	0	$ -	3	$ 91,003.73	$ 773,249.65
Other Sponsored Activities:	1	$ 273.71	0	$ -	0	$ -	0	$ -	$ 273.71
Grand Totals	14	**$ 655,412.61**	2	**$ 27,107.02**	0	**$ -**	3	**$ 91,003.73**	$ 773,523.36
Percent of Grand Total		***84.73%***		***3.50%***		***0.00%***		***11.76%***	***100%***

Sponsored Project Support of
Professional Employees
FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

VCR Item 4b.

Activity Type	Federal # of Employees	Federal Total Expenses	State # of Employees	State Total Expenses	Industry # of Employees	Industry Total Expenses	Other # of Employees	Other Total Expenses	Totals
Instruction:	59	$ 1,335,978.30	20	$ 780,052.70	0	$ -	12	$ 120,842.26	$ 2,236,873.26
Research:	206	$ 3,293,630.06	7	$ 58,010.41	9	$ 54,097.87	26	$ 160,620.32	$ 3,566,358.66
Other Sponsored Activities:	120	$ 2,454,708.39	6	$ 35,010.93	2	$ 7,530.70	19	$ 232,839.39	$ 2,730,089.41
Grand Totals	385	**$ 7,084,316.75**	33	**$ 873,074.04**	11	**$ 61,628.57**	57	**$ 514,301.97**	$ 8,533,321.33
Percent of Grand Total		***83.02%***		***10.23%***		***0.72%***		***6.03%***	***100%***

Sponsored Project Support of
Tenure and Tenure-Track Faculty
FY2011

Expenditures for the Period July 1, 2010 through June 30, 2011

VCR Item 4c.

Activity Type	Federal # of Employees	Federal Total Expenses	State # of Employees	State Total Expenses	Industry # of Employees	Industry Total Expenses	Other # of Employees	Other Total Expenses	Totals
Instruction:	30	$ 232,988.38	6	$ 129,544.88	0	$ -	6	$ 57,411.84	$ 419,945.10
Research:	96	$ 1,908,896.67	13	$ 157,893.02	8	$ 81,078.81	12	$ 91,517.07	$ 2,239,385.57
Other Sponsored Activities:	11	$ 72,483.47	1	$ 7,682.97	1	$ 4,591.21	9	$ 23,119.47	$ 107,877.12
Grand Totals	137	**$ 2,214,368.52**	20	**$ 295,120.87**	9	**$ 85,670.02**	27	**$ 172,048.38**	$ 2,767,207.79
Percent of Grand Total		***80.02%***		***10.66%***		***3.10%***		***6.22%***	***100%***

Note: Total number of employee may include duplicate values if an employee was paid from multiple funding sources and/or activity types.

INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
JUNE 21, 2012
Student Involvement in Research
FY2011

VCR Item 5a.-5c.

		Number of Students
Item 5.		
	a. Students enrolled in for-credit research methods courses	911
	b. Students enrolled in for-credit RCR training courses	162
	c. Students individually named on human subjects, and animal care and use protocols	
	Human Subjects	253
	Animal Care & Use	111
	d. Students listed on patent applications and/or involved in business planning projects related to technology transfer activities	0

COST OF RESEARCH AT ISU

1. **Sponsored program data**—some of this is already supplied to SBOE but requires further explanation and division
   a. Research award and expenditure data
      i. Total figures (Total sponsored project expenditures and institutional support as defined by the NSF survey)
      ii. Divided by activity (instruction, research, etc) and then further segregated by construction and state research appropriations
      iii. Divided by source of funds (Federal, state, private and other)
      iv. Divided by colleges and departments

Idaho State University
Sponsored Programs Awards Report
July 1, 2010 through June 30, 2011

	Federal	State	Industry	Other	Total
Instruction	$7,448,558	$1,075,845	$1,122,384	$1,465,455	$11,112,242
Research	18,216,005	985,796	1,121,088	660,226	20,983,115
Other Sponsored Activity/Public Service	357,861	3,315,113	85,436	297,695	4,056,105
Construction	0	0	0	0	0
% of Total Sponsored Programs	72%	15%	6%	7%	100%
Grand Total of all Funding Per Category	$26,022,424	$5,376,754	$2,328,908	$2,423,376	$36,151,462

Expenditures for the Period July 1, 2010 through June 30, 2011

	Federal	State	Industry	Other	Totals	
Training and Instruction	$7,911,120	$711,471	$621,346	$253,031	$9,496,968	31%
Research	$17,149,763	$124,484	$519,110	$402,075	$18,195,432	59%
Other/Public Service	$2,883,672	$103,916	$127,284	$20,571	$3,135,443	10%
Totals	$27,944,555	$939,871	$1,267,740	$675,677	$30,827,844	
Percent of Total	91%	3%	4%	2%	100%	100%

Awards by College/Department

Report Period - Fiscal 2011	**2011**	
College/Department	**Awards Received**	**Amount Received**
Administration		
Academic Affairs - Boise Center	4	128,000
Academic Affairs - Idaho Falls	1	864,000
Academic Affairs, Vice President	1	28,479
Athletics	0	0
Educational Technology Services	0	0
Graduate School	1	140,897
Idaho Museum of Natural History	3	6,649
Institute of Emergency Management	2	218,921
Institutional Research	0	0
Instructional Technology Resource Center	0	0
Library	0	0
Recruitment Services	0	0
University Advancement	0	0
Total	**12**	**$ 1,386,946**
Arts & Letters		
American Studies	0	0
Anthropology	2	136,234
Art & Pre-Architecture	0	0
Communication & Rhetorical Studies	0	0
Dean's Office	0	0
Economics	0	0
English & Philosophy	0	0
Languages & Literature	0	0
History	1	2,000
International Studies	0	0
Mass Communications	0	0

Military Science (ROTC)	0	0
Music, Theatre, and Dance	1	1,245
Political Science	0	0
Psychology	7	563,192
Sociology, Social Work & Criminal Justice	3	747,900
Women's Studies	0	0
Total	**14**	**$ 1,450,571**
Business		
Accounting	0	0
Business	1	11,856
Business Management	0	0
Center for Business Services	3	45,584
Computer Information Systems	1	106,076
Dean's Office	0	0
Finance	0	0
Idaho Small Business Development Center - Idaho Falls	1	39,325
Idaho Small Business Development Center - Pocatello	1	35,750
Informatics Research Institute	0	0
Information Technology Services	0	0
Management	0	0
Marketing	0	0
MBA Program	0	0
Total	**7**	**$ 238,591**
Division of Health Sciences		
Clinical Lab Sciences	0	0
Comm Sci & Disorders/Education of the Deaf	1	107,476
Counseling	0	0
Dean's Office	3	3,319,868
Dental Hygiene	2	11,896
Dietetics	0	0
Family Medicine	7	2,750,908
Family Practice Residency Program	0	0

Health and Nutrition Sciences	3	92,795
Idaho Dental Education Program	0	0
Institute of Rural Health	5	648,600
Nursing	1	6,000
Physician Assistant Studies	1	7,000
Total	**23**	**$ 6,944,543**
Education		
Center for Economic Education	0	0
Continuing Education	0	0
Dean's Office	0	0
Education	0	0
Educational Foundations	1	95,744
Educational Leadership and Instructional Design	0	0
Educational Learning and Development	0	0
Instructional Methods and Technology	0	0
Intermountain Center for Education Effectiveness	2	983,451
Regional Special Education	1	449,188
School Psychology, Literacy and Special Education	0	0
Special Education	0	0
Sport Science and Physical Education	1	30,000
Teacher Education	0	0
Total	**5**	**$ 1,558,383**
Facilities Services		
Facilities Services Administration	0	0
Public Safety	0	0
Total	**0**	**0**
Finance and Administration		
Human Resources	1	5,000
Janet C. Anderson Gender Resource Center	4	19,465
Total	**5**	**$ 24,465**

Office of Research		
Animal Care Facility	0	0
Biomedical Research Institute	0	0
CAMAS	1	1,029,232
Center for Ecological Research & Education	0	0
Geographic Information Systems Center	5	99,636
Idaho Accelerator Center	21	5,491,385
Institute of Nuclear Science & Engineering	4	146,179
Molecular Research Core Facility	1	72,671
Office of Research	1	10,000
Research, Vice President	8	716,143
Total	**41**	**$ 7,565,246**
Pharmacy		
Biomedical & Pharmaceutical Sciences	4	371,510
Dean's Office	0	0
Pharmacy Practice & Admin. Sciences	4	378,969
Total	**8**	**750,479**
Physical Plant		
Physical Plant Administration	0	0
Total	**0**	**0**
Science and Engineering		
Biological Sciences	29	1,841,226
Center for Ecological Research & Education	0	0
Chemistry	5	600,696
Civil & Environmental Engineering	2	198,577
Computer Science	0	0
Dean's Office	7	447,671
Economics	0	0
Electrical Engineering/Computer Science	2	226,320
Foreign Languages	0	0
Geosciences	27	1,690,407
Mathematics	0	0

Mechanical Engineering	3	1,206,862
Nuclear Engineering	13	3,492,740
Physics	12	1,149,644
Total	**100**	**10,854,143**
Student Affairs		
Career Development Center	0	0
Counseling & Testing Center	1	50,000
Craft Shop	0	0
CW HOG	0	0
Early Learning Center	0	0
Involvement Center	0	0
Janet C. Anderson Gender Resource Center	0	0
KISU Radio	2	90,350
Student Affairs, Vice President	0	0
Student Union	0	0
Trio Student Services	2	643,842
University Housing	0	0
Total	**5**	**$ 784,192**
Technology		
Adult Basic Education	0	0
Business & Service	0	0
Center for New Directions	4	208,625
Continuing Education/Special Programs	0	0
Dean's Office	1	632,632
Diesel Mechanics	1	134,000
Electronics	2	1,608,196
Energy System Technology & Ed. Center	2	206,000
General Education	1	1,210,000
Health Occupations	0	0
Human Resource Training & Development	3	221,750
Teacher Education	0	0
Tech Prep	1	70,000

Technical Department	0	0
Women's Studies	0	0
Workforce Training	3	302,700
Total	**18**	**$ 4,593,903**
Grand Total	**238**	**$36,151,462**

b. Cost share (Federal definition)

i. Total expenditures

ii. Source of cost share funds (state appropriated vs. other sources)

b. Cost share	Total	Federal	State	Industry	Other
Cost share expenditures	607184	587984		19200	

2. Cost of supporting research

a. Sponsored program administration supported centrally. This will not include sponsored program administration at the college or department level since these activities are usually a portion of an FTE. Duties will be listed by unit level.

i. Number of research office staff supporting research administration and their duties

ii. Distribution of their salaries between state appropriated funds and other sources of funding such as overhead return

b. Technology transfer

i. Number of research office staff and their duties

ii. Distribution of salaries between state appropriated funds and other sources of funding such as licensing income and overhead

c. Research compliance—biosafety, select agent, animal care and use, human subjects

i. Number of research office staff and their duties

ii. Distribution of salaries between state appropriated funds and other funding sources

iii. Laboratory Animal Research Facility, Biosafety Laboratory 3

1) Costs for operation and maintenance including sources of funds

2) Salaries for staff and sources of funds

2. Cost of supporting research						
	Position Title	**Salary total**	**Funding source state appropriated**	**Funding source local**	**Funding source grant**	**Funding source other**
a. Sponsored program administration supported centrally.						
	Director	81,245	81,245			
	Assistant Director	57,034	57,034			
	Grant/Sponsored Programs Specialist	38,000	16,340	21,660		
	Administrative Asst.	28,246	28,246			
Costs for operation and maintenance			17,900			
Duties	The Sponsored Programs Office is responsible for submission of proposals to external funding sources. Funding opportunity information, proposal development information, budget development, proposal submission, non-financial post award issues.					
b. Technology transfer	**Position Title**	**Salary total**	**Funding source state appropriated**	**Funding source local**	**Funding source grant**	**Funding source other**
	Technology Transfer Officer	160,014	126,832		33,282	
Costs for operation and maintenance						
Duties	Working with faculty to develop patentable ideas, apply for patents, work with industry to develop patents and other technology					
c. Research compliance and other Research Administration staff	**Position Title**	**Salary total**	**Funding source state appropriated**	**Funding source local**	**Funding source grant**	**Funding source other**
	Director of Research Development & Compliance	72,925	54,476	15,023	3,425	
	Grant Writer	46,820	46,820			
	Technical Records I	24,440	24,440			

	Office Specialist II	20,321	3,556	16,765		
	Statistician	22,838	22,838			
	Financial Technician	29,972		29,972		
	Management Asst.	30,805	30,805			
	Vice President of Research	14,004	105,003	35,001		
	Human Subjects Chair	46,342	16,681	29,661		
	Director of Contracts	70,012		70,012		
	IACUC Chair	15,092		15,092		
Costs for operation and maintenance			31,582	109,098		
Duties	Oversee the research compliance functions, run the research compliance committees, assist faculty with research project development, idea development, administer projects, keep the research enterprise at ISU alive and productive					
d. Specialized facility costs—Laboratory Animal Research Facility, Biosafety Laboratory-Levels 2 and 3, etc.	**Position Title**	**Salary total**	**Funding source state appropriated**	**Funding source local**	**Funding source grant**	**Funding source other**
Animal facilities						
	Manager	37,419	37,419			
	Animal Lab Tech	27,706	27,706			
	Animal Lab Tech	18,720		18,720		
	Weekend Tech	5,353	5,353			
Costs for operation and maintenance			4,250	68,345		
Duties	Manage and operate the animal research facility at ISU					
Technical Safety Office	**Position Title**	**Salary total**	**Funding source state appropriated**	**Funding source local**	**Funding source grant**	**Funding source other**

	Director	101,545	101,545			
	Safety Officer	50,4812		15,144		
	Administrative Asst.	6,796	6,796			
Costs for operation and maintenance			97,468			
Duties	Oversee technical safety at ISU, research and non-research activities, disposal of radioactive material, biohazards, ensure electrical safety, radiation safety, biosafety. The goal is the protection of human health and the environment by sound management of radiation/radioactivity and hazardous/infectious waste on the ISU campus in compliance with all Local, State, and Federal Laws and Regulations.					
GIS Center	**Position Title**	**Salary total**	**Funding source**	**Funding source local**	**Funding source grant**	**Funding source other**
	Director	74,131	56,896	17,235		
	Research Associate	34,861			34,861	
Costs for operation and maintenance			557	55,891		
Duties	The GIS Center uses such smart maps in all our analysis and teaches others how to do it as well. Recognized in 1998 by the SBOE, the GIS TReC focusses upon land cover change across the semiarid rangelands of Idaho.					
Bio-analytical Facility	**Position Title**	**Salary total**	**Funding source state appropriated**	**Funding source local**	**Funding source grant**	**Funding source other**
	Research Scientist	50,003	45,128	4,875		
Costs for operation and maintenance			0			
Duties						
Molecular Research Core Facility	**Position Title**	**Salary total**	**Funding source state appropriated**	**Funding source local**	**Funding source grant**	**Funding source other**

	Manager	40,976	40,976			
	Lab Tech	24,565	20,819	3,746		
Costs for operation and maintenance				34,238		
Duties	Routine activities in the MRCF include automated DNA sequencing and microsatellite analysis (Genotyping), PCR, electrophoresis, and gel documentation and analysis. The MRCF also maintains two advanced, digital imaging microscopy systems; a Leica DMRB fluorescence microscope and a Leica DMRA deconvolution and three-dimensional processing scope.					

3. Sponsored Project support of students

a. Number of undergraduate students supported by sponsored projects categorized by research, instruction, and public service or other sponsored activities.

b. Number of graduate students supported by sponsored project categorized by research, instruction, and public service or other sponsored activities presented by degree.

c. Amount of sponsored project salary and tuition support to undergraduate students categorized by research, instruction, and public service or other sponsored activities.

d. Amount of sponsored project salary and tuition support to graduate students categorized by research, instruction, and public service or other sponsored activities presented by degree.

3. Research support of students	**Number or dollar amount**
Number of students enrolled in research methods and related courses	600
Number of students on human subjects, and animal use protocols	211
Number of students involved in technology transfer activities	~25
Number of peer-reviewed publications (students).	Not available
Number of theses and dissertations.	43 dissertations, 92 theses

3. Sponsored project support of students

a. Number of undergraduate students supported by sponsored projects categorized by research, instruction, and public service or other sponsored activities

Unduplicated headcount	192
Public Service	7
Research	130
Training/Instruction	55

b. Number of graduate students supported by sponsored project categorized by research, instruction, and public service or other sponsored activities presented by degree

Unduplicated headcount	233
Public Service	5
Research	178
Training/Instruction	50

By degree:

	Degree			
Grant Type	**Undeclared**	**Master**	**Doctorate**	**Grand Total**
Public Service		5		5
Research	5	98	75	178
Training/Instruction	2	16	32	50
Grand Total	**7**	**119**	**107**	**233**

c. Amount of sponsored project salary and tuition support to undergraduate students categorized by research, instruction, and public service or other sponsored activities.

Grant Type	Salary	Benefit Rate	Benefits	Salary+Benefits
Public Service	$ 6,489	0.00411	$ 26.67	$ 6,515.52
Research	$ 412,617	0.00411	$ 1,695.85	$ 414,312.47
Training/Instruction	$ 149,295	0.00411	$ 613.60	$ 149,908.59
Total	**$ 568,400**	**0.00411**	**$ 2,336.13**	**$ 570,736.59**

d. Amount of sponsored project salary and tuition support to graduate students categorized by research, instruction, and public service or other sponsored activities by degree

Grant Type	Salary	Benefit Rate	Benefits	Salary+Benefits
Public Service	$ 986	0.00411	$ 4.05	$ 990.06
Research	$ 2,072,052	0.00411	$ 8,516.13	$ 2,080,567.91
Training/Instruction	$ 213,620	0.00411	$ 877.98	$ 214,498.13
Total	**$ 2,286,658**	**0.00411**	**$ 9,398.16**	**$ 2,296,056.10**

By degree:

Degree	Grant Type	Salary	Benefit Rate	Benefits	Salary+Benefits
Undeclared	Research	$ 13,808	0.00411	$ 56.75	$ 13,865.01
	Training/Instructior	$ 4,717	0.00411	$ 19.39	$ 4,736.19
Undeclared Total		$ 18,525	0.00411	$ 76.14	$ 18,601.20
Master	Public Service	$ 986	0.00411	$ 4.05	$ 990.06
	Research	$ 981,611	0.00411	$ 4,034.42	$ 985,645.46
	Training/Instructior	$ 71,886	0.00411	$ 295.45	$ 72,181.14
Master Total		$ 1,054,483	0.00411	$ 4,333.92	$ 1,058,816.66
Doctorate	Research	$ 1,076,632	0.00411	$ 4,424.96	$ 1,081,057.44
	Training/Instructior	$ 137,018	0.00411	$ 563.14	$ 137,581.16
Doctorate Total		$ 1,213,651	0.00411	$ 4,988.10	$ 1,218,638.60
Grand Total		**$ 2,286,658**	**0.00411**	**$ 9,398.17**	**$ 2,296,056.47**

4. Sponsored project of support of faculty and staff

a. Number of post-doctoral employees, and amount of salary, presented by source of support and categorized by research, instruction, and public service or other sponsored activities.

Unduplicated headcount	14
Research	14
Training/Instruction	1
Total	15

Grant Type	Salary	Benefit Rate	Benefits	Salary+Benefits
Public Service	$ -	0.20801	$ -	$ -
Research	$ 564,212	0.20801	$ 117,361.67	$ 681,573.33
Training/Instruction	$ 4,133	0.20801	$ 859.76	$ 4,993.00
Total	**$ 568,345**	**0.20801**	**$ 118,221.42**	**$ 686,566.32**

b. Number of all other professional staff employees, and amount of salary presented by source of support and categorized by research, instruction, and public service or other sponsored activities.

Unduplicated headcount	141
Public Service	45
Research	60
Training/Instruction	63
Total	168

Grant Type	Salary	Benefit Rate	Benefits	Salary+Benefits
Public Service	$ 1,088,280	0.20801	$ 226,373.10	$ 1,314,653.00
Research	$ 2,657,679	0.20801	$ 552,823.81	$ 3,210,502.80
Training/Instruction	$ 1,111,799	0.20801	$ 231,265.28	$ 1,343,064.14
Total	**$ 4,857,758**	**0.20801**	**$ 1,010,462.19**	**$ 5,868,219.94**

c. Number of tenured and tenure-track faculty partially supported on sponsored projects and total salary and categorized by research, instruction, and public service or other sponsored activities

Unduplicated headcount	70
Public Service	7
Research	42
Training/Instruction	38
Total	87

Grant Type	Salary	Benefit Rate	Benefits	Salary+Benefits
Public Service	$ 49,807	0.20801	$ 10,360.32	$ 60,167.18
Research	$ 1,393,378	0.20801	$ 289,836.56	$ 1,683,214.55
Training/Instruction	$ 940,791	0.20801	$ 195,694.00	$ 1,136,485.32
Total	**$ 2,383,976**	**0.20801**	**$ 495,890.88**	**$ 2,879,867.05**