

# SCHOOL OF PUBLIC SERVICE SUSTAINABILITY REPORT



2018



**BOISE STATE UNIVERSITY**

# SUSTAINABILITY REPORT



“A sustainability report is a report published by a company or organization about the economic, environmental, and social impacts caused by its everyday activities. A sustainability report also presents the organization’s values and governance model, and demonstrates the link between its strategy and its commitment to a sustainable global economy.”

— Global Reporting Initiative

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# Executive Summary

## Summary of Material Findings

This year marks the inaugural sustainability report for the School of Public Service (SPS) at Boise State. This report transparently reports on the social, economic and environmental impacts that we have on our key stakeholders. With combined efforts from the College of Business and Economics (COBE), who will be publishing their fifth annual report, and the College of Health Sciences (COHS), who will be publishing their third annual report, we hope to role model this leading corporate and organizational practice to inspire our business and academic peers to follow suit. Keeping with tradition, experiential learning is at the heart of this effort: 12 student reporters, ranging from graduate to undergraduate levels at COBE, COHS and SPS, researched, collected data and wrote this report.

To create this report, we leveraged the leading sustainability reporting frameworks from the corporate and business school realms respectively, namely the Global Reporting Initiative (GRI), the United Nations Principles for Responsible Management Education (UNPRME) and the Association for the Advancement of Sustainability in Higher Education (AASHE) guidelines. Due to a lack of a comprehensive set of materiality standards for sustainability reporting at the School level, we have used measures from each framework most relevant to our School based off a materiality assessment conducted with our key stakeholders.

To ensure material topics were obtained in the inaugural report, data was collected in fiscal and academic timeframes for various topics in this report. Furthermore, data was retrieved from 2016—the baseline year Boise State created SPS—and 2018 to compare and contrast qualitative and quantitative data since the School's creation.

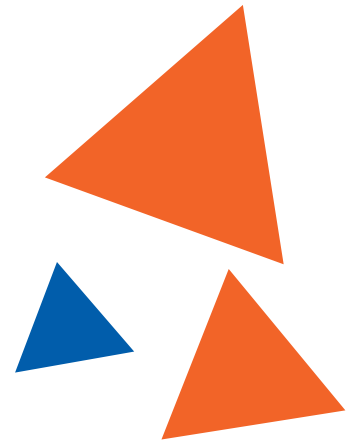
SPS continues to account for both the positive and negative impacts our School has on its stakeholders. Boise State aims to inspire and enable students, faculty and staff through an active commitment to diversity and inclusion. As of 2018, non-white students in SPS comprise a total percentage of 29.13%, which is a 2.54% increase from baseline year 2016. White employee representation remained at 88% of all faculty and staff at SPS between baseline of fall 2016 to fall 2018. SPS female employees continue to have a slight majority representation over male employees, and overall male employee representation has been declining slightly since the baseline of fall 2016.

Since the establishment of SPS in 2016, courses have integrated service-learning projects for students. Within the School, 315 students participated and 6,110 hours of service were completed. These hours have increased significantly from 380 hours in 2015/16 to 3,700 hours in 2017/18 academic year. Serving the community is paramount within the SPS program, and these hours help indicate the progress made in community engagement that SPS students provide in the Treasure Valley.



Economically, the reporting team reports the average yearly loans for undergraduates at Boise State as well as the default rate of Boise State students. The rate is lower than the national average, suggesting that Boise State takes initiative in helping students afford college. Based off a survey conducted by Boise State's Office of Institutional Research, 62% of SPS students said they would be working full-time after graduation: 67% of those graduating with their master's degree, and 61% of those graduating with their bachelor's. According to the Idaho Department of Labor, the average 2017 per capita annual income in Idaho is \$40,507. About 70% of SPS bachelor degree graduates reported an annual income under \$35,000, while roughly 20% of SPS master degree graduates reported an annual income under the per capita average income in Idaho. Boise State was the top employer listed on the Graduating Student Survey, with eight graduates reporting they had been hired by Boise State. Other notable employers included Ada County, Ada County Sheriff's Office and State of Idaho.

An opportunity for improvement includes the collection and analysis of environmental data and resource consumption by the School. Historically, building metrics and resource consumption is monitored through Boise State's Office of Budget and Planning. The importance of monitoring resource consumption is to mitigate impact on our key stakeholders and the environment.



## A MESSAGE FROM THE DEAN

After Boise State was granted the state mandate to provide educational opportunities related to public affairs education, the university created the School of Public Service in 2016 to continue the proud legacy of graduating students who go on to important positions throughout the state. It is my pleasure to announce a new legacy of work from our School with the inaugural 2018 sustainability report. Staff and students make important contributions that balance theory and practice across diverse areas of contemporary scholarship, including sustainability. To create this report, we partnered with students and faculty from COBE and COHS. I applaud the hard work the 12 graduate and undergraduate students from COBE, COHS and SPS who worked together to research, analyze and write this student-led report. My gratitude also extends to the faculty and staff across the university who assisted and advised the student reporting team during the process.

The values of SPS are characterized by transparency and integrity, and the purpose of this report holds our School responsible in upholding these standards. By carefully reporting on both our areas of excellence and improvements we have highlighted the progress made in addressing social, economic and environmental impacts. For example, we continue to invest efforts in providing service-learning opportunities for students to have a hands-on experience engaging within the community, as SPS service-learning hours increased from 380 hours in 2015/16 to 3,700 hours just this past year. This highlight marks great improvement however, we look forward to making progress in future reports when measuring community engagement for faculty, staff and students.

SPS also continues its investment in diversity and inclusion. During the time spent compiling this report, Boise State hosted its Fourth Annual Diversity and Inclusion Summit where SPS was one of the sponsoring departments. At this summit, SPS saw representation from myself, as well as a handful of other SPS faculty. In order to contribute to the intellectual capital of our leading scholars who address public policy issues, practicing diversity and inclusion must be implemented to enhance student and faculty success. We look forward to improving the diversity of faculty, staff and students so that we may implement the inclusion of different ideas which empower the stakeholders of our School, the Treasure Valley and beyond.

We thank you for taking the time to read our report. In order to help us reach our goal of continuous improvement please contact me at [coreycook@boisestate.edu](mailto:coreycook@boisestate.edu)

For more information about the School of Public Service, please visit <https://www.boisestate.edu/sps/>



# Recommendations

## 2017 Report Recommendations

### SOCIAL IMPACT

#### Measuring Community Engagement

- In order to assess the materiality and impact of the community engagement SPS offers, future reports will audit specific categories of engagement. A Community Engagement Criteria measuring instrument is proposed.
- When auditing community engagement we will measure levels of relevant indicators that SPS faculty and staff offer, such as contributions in the local community, peer-reviewed research, holding office in a professional organization, quantitative scores and qualitative comments, etc. The same applies to SPS students, which may include service-learning opportunities, graduate assistant and research assistant hours provided, applied research, etc.

Consequently, a specific and unique auditing method will have to be performed to measure success of the School where, in turn, areas of improvement will be identified and improved. After a tool such as the Community Engagement Criteria is adopted, future reporting teams will use the criteria to create an audit for assessing community engagement materiality.

### ECONOMIC IMPACT

#### Employee Salaries

- The lack of employee salaries in this years report denies the opportunity to compare and contrast any pay discrepancies that may be occurring within SPS. Reporting employee salaries produces economic data to analyze, however, this also reveals the ethics of common pay gaps between males and female, as well varying ethnicities. Providing this data in future reports will hold SPS accountable for how we employ our faculty and staff.

#### Available Student Scholarships

- In comparison to other Boise State colleges and schools, SPS lacks an adequate number of scholarship opportunities provided to students through their merits or need to further the students' academic studies. Our recommendation is to increase opportunities for available scholarships to provide easier navigation for students researching SPS scholarships to a larger number of students, as well as, to a more diverse group of students within SPS.

## ENVIRONMENTAL IMPACT

### Monitoring Resource Consumption

- Implement ENERGY STAR's Portfolio Manager software program to simplify the tracking of resource and energy consumption, as well as measuring greenhouse gases (GHG). The importance of these expenses is critical as building energy use is often the largest source of campus GHG emissions. In order to be successfully utilized, Boise State may need to create a full/part-time job in the Office of Budget and Planning to manage the software program. This will ensure an accurate resource consumption analysis to improve energy efficiency, save money, set benchmarks to reduce Boise State's carbon footprint and demonstrate environmental stewardship.
- SPS offices and classrooms are located throughout campus facilities, meaning SPS only contributes a portion of resource consumption within six different buildings. To ensure accurate data analysis of SPS's environmental impact, future reporters will need to find out the square footage of the floors and/or rooms within the given buildings SPS occupies. After square footage is measured, calculations will be divided into the entire building data metrics to record SPS consumption.

In addition, these calculations should be compared to a LEED Certified Building that matches the same square footage of the SPS facility to set sustainable benchmarks.

# Assurance Process

## Materiality Assessment

### What are material issues?

Materiality issues are of growing importance among stakeholder groups, and sustainability reporting assesses these issues by analyzing a significant variety of social, economic and environmental topics. According to the Global Report Initiative (GRI), “reporting on material issues enhances companies’ accountability for their impacts and contributions and therefore builds trust, facilitating the sharing of values on which to build a more cohesive society.”<sup>1</sup> With the intention to remain accountable and transparent to all stakeholders, the sustainability reporting team continues to embrace material reporting in order to mitigate and improve SPS’s impact on society, the local economy and environment. Identifying material issues for SPS allowed the sustainability reporting team to ensure this report contained the topics of interest and value to the School’s primary stakeholders. This in turn builds trust, allowing for the sharing of values and building a more connected society.

### How did SPS Assess Materiality?

As the inaugural report for SPS, the reporting team relied on previous and current reports conducted by COBE and COHS to analyze frameworks to assess materiality. These were based on surveying reporting students, Boise State faculty and the external stakeholders of SPS, as well as reviewing past recommendations based on previous social, economic and environmental frameworks conducted by COBE and COHS reports.

SPS leveraged a comprehensive list of material issues based off three leading sustainability frameworks from both corporate and business school realms. The frameworks include the Global Reporting Initiative, the UN Principles for Responsible Management Education (UNPRME), and the Association for the Advancement of Sustainability in Higher Education (AASHE) Stars. The reporting team then created a survey that was administered to three SPS stakeholder groups: SPS leadership, SPS external stakeholders and the student reporting team. The survey requested respondents choose their top five most material topics in the three categories of sustainability (social, economic and environmental). Afterwards, the top 15, five from each section, were displayed and respondents were asked to select their top five material topics from their narrowed-down list. The results of the materiality assessment can be seen below.

The above materiality assessment was used by the reporting team to guide our research. Our

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<sup>1</sup> RobecoSAM and Global Reporting Initiative, 2015. “Defining Materiality: What Matters to Reporters and Investors.”

Student Stakeholders	Leadership Stakeholders	External Stakeholders
1 Diversity and Inclusion	Wages	Program Creation
2 Student Job Placement	Community Engagement	Community Programming
3 Scholarship Availability	Diversity and Inclusion	Enrollment and Retention
4 Cost of Attendance	Student Engagement	Student Job Placement
5 Energy Usage	Student Job Placement	Integrated Service-Learning

team recommends that a materiality assessment be conducted annually to ensure the report reflects the material topics deemed important to key stakeholders. For future reports, the assessment of student stakeholders should be administered to more students than just the reporting team. Our recommendation is to identify a few upper-division core classes within SPS for students to participate in the materiality assessment. By doing so the report will provide a more robust assessment representative of the students' needs and wants.

SPS is designed to serve public interests and achievements. In order to assess the materiality of the communal engagement SPS offers, future reports will measure SPS success with the Community Engagement Criteria currently being designed by the School of Public Service's Dean's Office. After the Civic Engagement Criteria is adopted, future Reporting Teams will use the criteria developed to create an audit for assessing community engagement materiality.



# Internal Review

To the Stakeholders of the School of Public Service,

We have reviewed the 2018 Sustainability Report (the Report hereafter) of the School of Public Service (SPS hereafter). The SPS Sustainability Reporting Team is entirely responsible for the information reported herein. Our responsibility is to express a conclusion on the Report based on our review.

Our review was conducted in accordance with attestation standards generally accepted in the United States of America. Those standards require that we plan and perform the review to obtain limited assurance about whether any material modifications should be made to the Report in order for it to be in accordance with the Global Reporting Initiative (GRI) Sustainability Reporting Standards.

A review consists primarily of applying analytical procedures to the reported data and making inquiries of the SPS Sustainability Reporting Team. A review is substantially less in scope than an examination, the objective of which is to obtain reasonable assurance about whether the Report is in accordance with GRI Sustainability Reporting Standards, in all material respects, in order to express an opinion. Accordingly, we do not express such an opinion.

We believe that our review provides a reasonable basis for our conclusion. Based on our review, we are not aware of any material modifications that should be made to the Report, in order for it to be in accordance with GRI Sustainability Reporting Standards.

Patrick Musgrove, Lead Coordinator, SPS Student Sustainability Report Review Team.

May 3, 2019



## Acknowledgements

The Sustainability Reporting Team is thankful to the many partners, collaborators and subject matter experts who gave their time and knowledge to this project. This includes:

- John Bernardo, Executive in Residence and Faculty Advisor for the report.
- Angeli Weller, Responsible Business Initiative Director and Faculty Advisory for the report.
- Thomas Turco, Lecturer, Department of Community and Environmental Health and Faculty Advisor for the report.
- Shugoofa Faizi, Braden Luper, Adrienne Foote and Brian Ferguson of the Beta Alpha Psi student internal review team.
- The School of Public Service's Dean's Office: Corey Cook, Dean, Andrew Giacomazzi, Associate Dean, Jeff Benton, Director of Development, Megan Dupré, Senior Business Manager, Spencer Kelly, Assistant to the Dean and Associate Dean, Lynelle Perry, Financial Technician, Li Sperl, Management Assistant and Jim Munkres, Senior Marketing and Promotions Coordinator.
- And our additional subject matter experts: Amanda Ashley, Ph.D., Emily Wakild, Ph.D., Brian Wampler, Ph.D., Jen Schneider, Ph.D., Adriane Bang, Kirk Ketelsen, Scott Brueck, Twyla Perkins, John Freemuth, Ph.D., Steven Feldstein, Vanessa Fry, Greg Hill, Ph.D., Cathe Scott and Barry Burbank.

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**Calen Beaudoin**  
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Reporting Co-Lead



**Sheriffo Jarju**  
COBE graduate student:  
Master of Business Administra-  
tion

## Sustainability Reporting Team



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- 1 **Busayo Apampa**, COBE graduate student: Master of Business Administration
- 2 **Ana Costa**, SPS graduate student: Master of Public Administration
- 3 **Adriana Dorneles**, COBE graduate student: Master of Business Administration
- 4 **Sarah Fortunati**, COHS undergraduate student: Public Health, Environmental and Occupational Health and Safety
- 5 **Devynn Johnson**, COBE undergraduate student: Business Administration and Human Resource Management
- 6 **Raven Machie**, COHS undergraduate student: Public Health
- 7 **Jennifer Miles Rhoades**, SPS undergraduate student: Environmental Studies
- 8 **Micaela Smith**, COBE graduate student: Master of Business Administration
- 9 **Marissa Warren**, COBE undergraduate student: Economics, Political Science and Sustainability



## OUR PURPOSE

The School of Public Service is dedicated to excellence in innovative teaching, cutting edge scholarship and meaningful community outreach, serving the State of Idaho, region, nation and global communities.

Staff and students make important contributions that balance theory and practice across diverse areas of contemporary scholarship, including the following:

- Democratic & Collaborative Governance in the New American West
- Policy Analysis
- Systems of Law & Justice
- Sustainability
- Regional Planning & Development

## We Value

The characteristics of how we do our work in the School of Public Service include:

- Transparency
- Respect & Civility
- Community Engagement
- Collaborative Partnerships
- Creativity & Innovation
- Integrity

## Our Vision

### Empower

Empower students to become innovative and responsive public service leaders with local, state, national and global communities.

### Achieve

Achieve national and international recognition for relevant theoretical and applied research.

### Promote

Promote and facilitate informed discourse and civic engagement across diverse groups.

### Serve

Serve as a recognized and trusted resource for policymakers searching for effective solutions to pressing public concerns.

## OUR ORGANIZATION

### Overview

The School of Public Service was launched in July of 2015 after the approval of Boise State's trustees on the Idaho State Board of Education. It initially consisted of the departments of political science, public policy and administration, criminal justice and military science, as well as several centers and institutes with significant influence in the state and beyond.<sup>2</sup>

In the past two years, SPS has been working to dismiss its departments and promote a seamless interaction between faculty, staff and students. This new model advocates shared goals, vision and mission across the entire School. Moreover, new hires are not attached to a particular department, being able to teach in several programs without any major limitations. The goal is to foster an interdisciplinary environment that resembles the real world.<sup>3</sup>

In 2016, the Environmental Studies major was transferred to SPS, and in 2017, the Global Studies and the Urban Studies and Community Development programs were created. Both programs have strongly incorporated SPS's mission, fostering collaboration and bringing together professors from several colleges and departments, such as COBE, World Languages, English, History, Art and Anthropology.

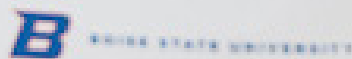
The School of Public Service prepares students, public servants and leaders to think regionally and globally in an interdependent world. As such, it serves as a centralized resource for policy makers—to assist them in making informed decisions—and for faculty and students to actively connect and engage with the community and participate in policy decisions.

The bridging of disciplines across the university and the larger community enhances the education of students, allowing them to apply their knowledge and skills to the critical challenges facing the public, private and non-profit sectors.

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<sup>2</sup> Boise State University. "The School of Public Service".

<sup>3</sup> Interview with SPS's Associate Dean Andrew Giacomazzi.



# OVERVIEW OF EVENTS APRIL 14, 2018

For a full list of activities, including event locations, times and costs, visit [bronscoday.com](http://bronscoday.com). Be a part of a day of activities featuring student activities, sports and more! Don't miss out on the day of fun and excitement. Come join the "Go Broncos" team for an information session at 10 a.m. to get the most out of the day.

TIME	LOCATION	DESCRIPTION
10:00 a.m.	Boone Ball Arena	WELCOME MEETINGS & BRONCOS For students who have signed up to meet with Boise State representatives, this is the time to meet with them. Representatives will be in the Boone Ball Arena from 10:00 a.m. to 12:00 p.m. to meet with students who have signed up to meet with them.
11:00 a.m.	Boone Ball Arena	FUTURE STUDENT SESSION Boise State representatives will be in the Boone Ball Arena from 11:00 a.m. to 12:00 p.m. to meet with students who have signed up to meet with them.
12:00 p.m.	Boone Ball Arena	BOISE STATE TRANSFERS Boise State representatives will be in the Boone Ball Arena from 12:00 p.m. to 1:00 p.m. to meet with students who have signed up to meet with them.
1:00 p.m.	Boone Ball Arena	BOISE STATE TRANSFERS Boise State representatives will be in the Boone Ball Arena from 1:00 p.m. to 2:00 p.m. to meet with students who have signed up to meet with them.
2:00 p.m.	Boone Ball Arena	BOISE STATE TRANSFERS Boise State representatives will be in the Boone Ball Arena from 2:00 p.m. to 3:00 p.m. to meet with students who have signed up to meet with them.
3:00 p.m.	Boone Ball Arena	BOISE STATE TRANSFERS Boise State representatives will be in the Boone Ball Arena from 3:00 p.m. to 4:00 p.m. to meet with students who have signed up to meet with them.
4:00 p.m.	Boone Ball Arena	BOISE STATE TRANSFERS Boise State representatives will be in the Boone Ball Arena from 4:00 p.m. to 5:00 p.m. to meet with students who have signed up to meet with them.
5:00 p.m.	Boone Ball Arena	BOISE STATE TRANSFERS Boise State representatives will be in the Boone Ball Arena from 5:00 p.m. to 6:00 p.m. to meet with students who have signed up to meet with them.
6:00 p.m.	Boone Ball Arena	BOISE STATE TRANSFERS Boise State representatives will be in the Boone Ball Arena from 6:00 p.m. to 7:00 p.m. to meet with students who have signed up to meet with them.
7:00 p.m.	Boone Ball Arena	BOISE STATE TRANSFERS Boise State representatives will be in the Boone Ball Arena from 7:00 p.m. to 8:00 p.m. to meet with students who have signed up to meet with them.
8:00 p.m.	Boone Ball Arena	BOISE STATE TRANSFERS Boise State representatives will be in the Boone Ball Arena from 8:00 p.m. to 9:00 p.m. to meet with students who have signed up to meet with them.
9:00 p.m.	Boone Ball Arena	BOISE STATE TRANSFERS Boise State representatives will be in the Boone Ball Arena from 9:00 p.m. to 10:00 p.m. to meet with students who have signed up to meet with them.
10:00 p.m.	Boone Ball Arena	BOISE STATE TRANSFERS Boise State representatives will be in the Boone Ball Arena from 10:00 p.m. to 11:00 p.m. to meet with students who have signed up to meet with them.
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# BRONCODYAY 2018



BOISE STATE UNIVERSITY

## Tenure and Promotion of Faculty

According to current guidelines, tenure and promotion is linked to both workload and annual evaluations, and successful candidates will meet standards in teaching, research and service. When relevant, administrative tasks (serving as Director, Program Lead, or Center Director) are also evaluated.

With respect to research, successful candidates must demonstrate substantive achievements under a broad definition of scholarship, including both peer reviewed and public service scholarship.

Public service scholarship is defined as work that is addressed to a non-academic audience. The main audience of this work includes civil servants, elected officials, citizens, NGOs and other publicly engaged officials. Products of public service scholarship may include program or policy evaluations, opinion surveys, new administrative procedures, grant or contract proposals or provision of technical assistance.

Evaluation of public service scholarship may include impact on the agency and/or community, scope of the project, originality of design and methodology, generalization of the results, connection to a broader literature and/or theoretical frame, and visibility gained for the researcher, program and School.

The School of Public Service recognizes three areas of service: professional service to the discipline, institutional service and public or community outreach. In this case, successful candidates must demonstrate a record of sustained, effective service and explain how that service is related to University or School goals.

Examples of public or community outreach include community engagement activities that involve the faculty member in:

- Partnerships with the community (e.g., jointly developed, financed and administered projects that address issues of mutual concern and contribute to regional growth and development);
- Consulting work or technical advice; community outreach (e.g., discipline-related work in public education or awareness; referee work for community museums, galleries, publications or competitions);
- Discipline-related work with local schools, serving on local task forces or boards;
- Media contributions and public communication that involve the candidate in sharing their expertise with reporters from media outlets who use that information to educate their respective communities about public and civic issues.<sup>4</sup>

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<sup>4</sup> School of Public Service. “Guidelines for Tenure and Promotion to Associate Professor”. (Date Approved: 11/15/18)



Candidates who were hired prior to January 1, 2016 may specify if they would like to use either their original guidelines they were hired under or these new guidelines in their application for tenure and promotion to Associate Professor.

## Accreditation

Boise State as a whole is accredited by the Northwest Commission on Colleges and Universities (NWCCU)<sup>5</sup>. In addition, SPS's Master of Public Administration (MPA) is the most widely recognized educational degree focused on public and nonprofit management. Boise State's MPA is accredited by the Network of Schools of Public Policy, Affairs and Administration (NASPAA)<sup>6</sup>. To seek accreditation our program voluntarily participates in a peer-reviewed process that is committed long-term to providing the best in public service education. The accreditation process offers assessment and improvement for current and future SPS students.

## Governance

Governance at SPS is established in the Dean's Office where we are led by Corey Cook, Dean, Andrew Giacomazzi, Associate Dean, Jeff Benton, Director of Development, Megan Dupré, Senior Business Manager, Spencer Kelly, Assistant to the Dean and Associate Dean, Lynelle Perry, Financial Technician, Li Sperl, Management Assistant and Jim Munkres, Senior Marketing and Promotions Coordinator.

Followed by the Dean's Office is Operations Management, led by Wendy Wong, Operations Manager, Katherine Robb, Program Director of Andrus Center, Cathe Scott, Project Coordinator, School of Public Service and Tasha Smagula, Idaho Policy Institute.

These leaders seek feedback from faculty and staff from extended leadership teams and/or advisory boards including, but not limited to, the Andrus Center for Public Policy, Energy Policy Institute, Frank Church Institute, Idaho Policy Institute, NEW Leadership Idaho and the Shuler Human Rights Initiative.

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<sup>5</sup> Northwest Commission on Colleges and Universities. "Directory."

<sup>6</sup> NASPAA Accredited. "2018-2019 Roster of Accredited Programs."



## SPS Undergraduate Programs

### Undergraduate Degrees

- Criminal Justice, BS
- Environmental Studies, BA
- Global Studies, BA
- Political Science, BS
- Political Science, Social Science, Secondary Education Emphasis, BS
- Urban Studies and Community Development, BA

### Undergraduate Minors

- Canadian Studies Minor
- Criminal Justice Minor
- Environmental Studies Minor
- Military Science/Army ROTC Minor
- Political Communication
- Political Management
- Political Science Minor
- Urban Studies and Community Development Minor

### Undergraduate Certificates

- Dispute Resolution

## SPS Graduate Programs

### PH.D. Programs

- Public Policy and Administration, PPA

### Master Programs

- Criminal Justice, MA
- Public Policy and Administration MPA
- Political Science, MA

### Graduate Certificates

- Conflict Management
- Nonprofit Administration



## Centers, Programs and Institutes

Community engagement and collaborative partnerships are two of the six overarching values of SPS. Based on the interviews with faculty and staff members<sup>7</sup> as well as the analysis of the documents provided by them and the School's website, SPS serves as an honest broker and a centralized resource for policy makers and the community. The School of Public Service comprises several centers and institutes, including the Andrus Center for Public Policy, the Frank Church Institute, the Energy Policy Institute, the Shuler Human Rights Initiative, the Idaho Policy Institute and NEW Leadership Idaho.

### Andrus Center for Public Policy

The Andrus Center for Public Policy advances the legacy issues of former Idaho Governor and Secretary of the Interior, Cecil D. Andrus. The Andrus Center provides a nationally respected forum for addressing vital public policy issues of our time. Well attended events highlight independent, nonpartisan engagement on critical issues confronting Idaho, the American West and the United States.

SPS affiliates and works with The Andrus Center for Public Policy to enhance student and community appreciation and understanding of the mission of the Center and the legacy of Cecil D. Andrus—wise use of our environmental resources and public lands, proper funding of education for our children and the cultivation of leadership from all segments of our society.

Learn more at: <https://www.boisestate.edu/sps-andruscenter/>

### Energy Policy Institute

The Energy Policy Institute (EPI) employs an objective and integrated approach that is grounded in the understanding of energy systems and their transitions. From clean and secure energy to resilient and affordable energy systems, we foster understanding through research, advising, and training. In doing so, we leverage strengths in policy, science, law and economics.<sup>8</sup>

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<sup>7</sup> Interviewees: Cathe Scott, Program Manager of NEW Leadership Idaho; Vanessa Fry, Research Director of the Idaho Policy Institute; Jen Schneider, professor and Director of the Ph.D. program in Public Policy and Administration; and Andrew Giacomazzi, Associate Dean of the School of Public Service.

<sup>8</sup> Boise State University. "Welcome to the Energy Policy Institute."

EPI is based at Boise State and is the policy body of the Center for Advanced Energy Studies (CAES), a consortium of Boise State, University of Idaho, Idaho State, University of Wyoming and Idaho National Laboratory. With over \$5 million in external funding from the National Science Foundation, Department of Energy, Western Governors Association, International Atomic Energy Agency and others<sup>9</sup>, EPI has engaged in policy and industry projects related to power transmission, utility scale solar siting, levelized cost of electricity and small modular reactors (SMRs), among topics in its coverage.<sup>10</sup>

Learn more at: <http://epi.boisestate.edu/>

## Frank Church Institute

The Frank Church Institute honors Idaho Senator Frank Church. Housed within the School of Public Service, The Frank Church Institute's mission is to promote civic engagement and understanding of public policy with focus on foreign relations. The Institute is non-partisan, but it seeks to provide a forum for open and informed discussion characterized by civility, tolerance and compromise.

The Institute emphasizes to its students those ideas which the Senator held dear—a strong belief in the rule of law, eloquence firmly based on reason and an unwavering faith in the American political system.

Learn more at: <https://www.boisestate.edu/sps-frankchurchinstitute/>

## Idaho Policy Institute

The Idaho Policy Institute (IPI) is a research unit in the School of Public Service. IPI is a non-partisan, interdisciplinary research center that brings together faculty experts, students, and community partners to conduct objective research and analysis to aid in informed decision-making and engage the public. IPI operates under the core principles of research integrity, community responsiveness, educational impact, collaboration and public engagement. IPI was launched in 2016 and in its first two years of operation has engaged in over 40 research projects.

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<sup>9</sup> Boise State University. Energy Policy Institute. "About Us."

<sup>10</sup> Boise State University. "Welcome to the Energy Policy Institute."



Approximately 65% percent of these projects were developed with the public sector, mostly at the local level, and all of them within the state of Idaho. The Institute has partnered with the City of Boise, and with many other local governments, including Bingham County, Garden City, Mountain Home, Cascade, Driggs, Idaho Falls and Post Falls. At the state level, IPI has worked with the Board of Education, the Department of Health and Welfare, and the Public Defense Commission. Furthermore, about 13% of projects were executed for nonprofit organizations. Amongst the nonprofits IPI has interacted with are Interfaith Sanctuary, The Peregrine Fund, the Idaho Nonprofit Center, and Idaho Youth Ranch.

Numerous research methodologies are utilized at IPI including survey research, focus groups, economic forecasts and analysis, policy and program analysis, demographic research, and GIS mapping. IPI has also provided technical assistance to a number of clients, including the City of Boise. IPI is staffed by eight full-time employees as well as two graduate research assistants.

Learn more at: <https://www.boisestate.edu/sps-ipi/>

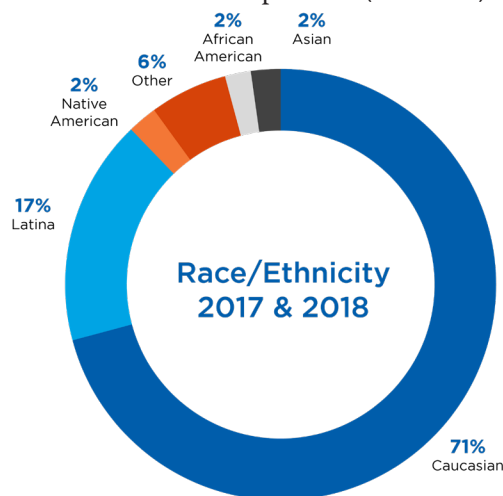
## National Education for Women's (NEW) Leadership

National Education for Women's (NEW) Leadership is an award-winning program designed to educate and empower the next generation of women leaders. The program's goal is to help undergraduate students explore their own approach to leadership and politics, by showing them a variety of leadership styles and giving them the opportunity to develop their own skills. The Center for American Women and Politics (CAWP) at Rutgers University in New Brunswick, New Jersey launched the program in 1991 and has since then branched out to other universities.

The first Idaho program was held in 2014 and had about 20 participants from six universities. It is hosted in Boise, enabling program participants' close proximity to the state legislature. Since the beginning of the program, the majority of students come from Boise State. However, to fulfill its mission, NEW Leadership requires student participation from all of Idaho's colleges and universities. The cohort of 2016 had the lowest percentage of Boise State students, at 33.3%, while the cohort of 2017 had the highest percentage at 60% Boise State students in a group of 20 participants. Other Idaho universities have consistently participated in the program. Students from the College of Southern Idaho, Idaho State University, Lewis Clark State College, The College of Idaho and University of Idaho have sent students on a yearly basis. Students from the College of Western Idaho, North Idaho College and Brigham Young University - Idaho have also participated.

In 2017 and 2018 about 60% of participants were Political Science majors. The remaining 40% were shaped by a variety of other majors, including Environmental Studies, Psychology, Business Administration, Gender Studies and Social Work. Information on the race and ethnicity of participants started being collected consistently in 2017. Since then, about 71% of the students were Caucasian, while 17% were Latinos. African Americans, Native Americans and Asians corresponded to 6% of participants.

Race/ethnicity figures for NEW Leadership Idaho (2017/18):



Learn more at: <https://www.boisestate.edu/new-leadership/>

## Shuler Human Rights Initiative

The Marilyn Shuler Human Rights Initiative offers educational opportunities on human rights as well as the advocacy skills for advancing them. As a gift from Idaho’s longtime human rights leader, Marilyn Shuler, to Boise State’s School of Public Service in 2017, the Initiative offers the following opportunities: <sup>11</sup>

- An academic certificate program in human rights education and advocacy that will complement any academic major, so that students might integrate the advancement of human rights into their vocations and avocations.
- Open opportunities for students, faculty, staff, and community members to learn about human rights issues and advocacy outside of the normal classroom through teach-ins, panel discussions, speakers and support of events sponsored by others that do the same.
- Collaborative opportunities and resources for people and groups doing human rights work on campus and in the community. The Shuler Initiative seeks to complement rather than compete with other groups doing good work on human rights.

The initiative is housed in the Albertsons Library.

Learn more at: <https://www.boisestate.edu/sps-shulerhumanrights/>

## Stakeholders

<b>Primary:</b>	SPS students, administration and leadership team, faculty and staff.
<b>Secondary:</b>	Alumni, veterans, public servants, nonprofits, prospective students, potential employees, Boise State, employers, advocates, civic community and media.
<b>Tertiary:</b>	State Board of Education, Idaho Legislature, Governor, Board of Ambassadors Advisory Council, Andrus Center for Public Policy, Energy Policy Institute, Frank Church Institute, Idaho Policy Institute, NEW Leadership Idaho and Shuler Human Rights Initiative.

<sup>11</sup> Boise State University. “Marilyn Shuler Human Rights Initiative.”



## OUR IMPACT

### SOCIAL

2018

SPS

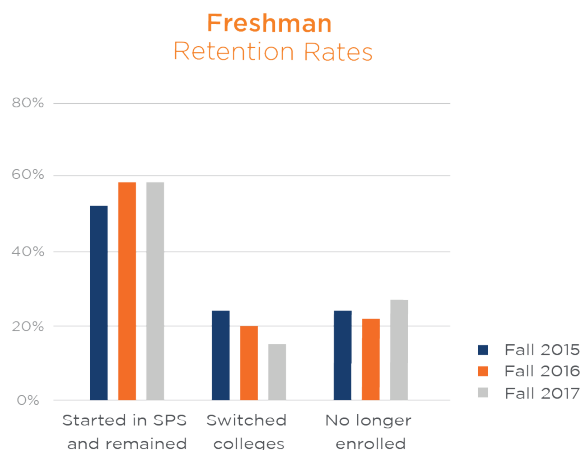
SPS is designed to serve public interests and achievements. In order to assess the materiality and impact of community engagement SPS offers, future reports will measure SPS success with the Community Engagement Criteria (name is subject to change) currently being developed by the School of Public Service's Dean's Office. SPS serves both internationally and locally, and in order to know just how well SPS is balancing theory and practice across diverse areas of contemporary scholarship, future reports will audit specific categories of engagement.

When auditing community engagement SPS will measure levels of relevant indicators that SPS faculty and staff offer, such as contributions in the local community, peer-reviewed research, holding office in a professional organization, quantitative scores and qualitative comments, etc. The same applies to SPS students, which may include service learning opportunities, grad assistant and research assistant hours provided, applied research, etc.

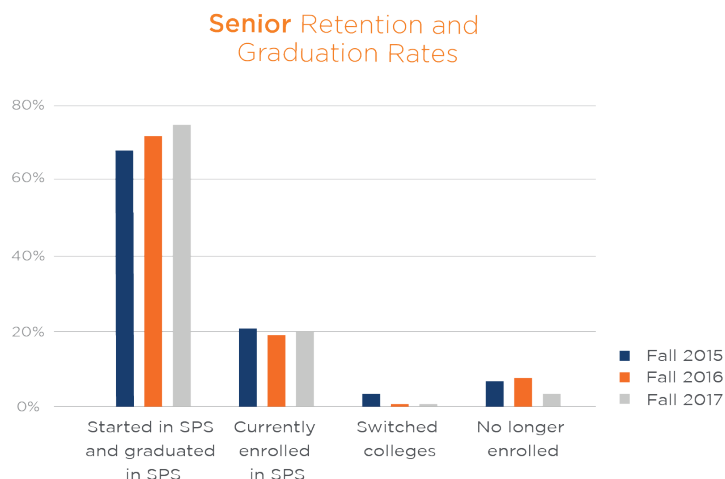
The School of Public Service serves the community. Thus, a specific and unique auditing method will have to be performed in order to measure success of the School where, in turn, areas of improvement will be identified and improved. After the Community Engagement Criteria is adopted, future reporting teams will use the criteria to create an audit for assessing community engagement materiality.

## Student Graduation and Retention Rates<sup>12</sup>

As of Fall 2017, 58% of students who started off in SPS remained, 15% switched colleges and 27% were no longer enrolled. This is fairly consistent with the data from Fall of 2015 and Fall of 2016, though unenrollment rates did increase in Fall 2018.



After four years, 75% of seniors in 2017 who started in SPS graduated in SPS, 20% were still enrolled in SPS as full-time degree-seeking students, 1% switched colleges and 4% were no longer enrolled at Boise State. Retention rates have been slowly improving over the past three years.



The above data captures SPS full-time degree-seeking students only. The reporting team recommends the inclusion of part-time degree-seeking students' data in next year's report to better communicate the full extent of the college's retention and graduation rates.

<sup>12</sup> Nick Warcholak, Office for Institutional Research, Boise State University



# Diversity and Inclusion

## Diversity and Inclusion at Boise State

Boise State aims to inspire and enable students, faculty and staff through an active commitment to diversity and inclusion. The Commission on Diversity and Inclusion was established to advance our commitment by better serving our campus community and maintaining our competitive edge and reputation.<sup>13</sup>

The following definitions of diversity and inclusion are specific to the Boise State campus community developed by the Commission and listed in the University's Statement of Diversity and Inclusivity.<sup>14</sup>

- **Diversity** is the variety of intersecting identities that make individuals unique, including but not limited to race, ethnicity, gender, sexual orientation, gender expression or identity, socioeconomic status, age, country of origin, veteran status, abilities, spirituality, religious beliefs and political beliefs. Diversity recognizes the uniqueness of individuals, populations, groups and their perspectives and experiences.
- **Inclusivity** is the conscious and deliberate decision to continuously work towards the creation of an accepting and nurturing campus climate where similarities and differences are respected, supported and valued by ensuring the active participation of the entire campus community.

## Student programs for diverse students

There are many campus-wide initiatives with aims of serving underrepresented students. One example of this is the Student Diversity Center at the Student Union Building. The Director of Student Diversity and Inclusion, Francisco Salinas, works with these students to connect them to the outreach programs listed below:

- Martin Luther King, Jr. Living Legacy Committee
- Idaho Inclusiveness Coalition
- The Diversity and Inclusion Steering Committee
- The Cultural and Ethnic Diversity Board

The following campus-wide programs are also supporting underrepresented students:

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<sup>13</sup> Boise State University. Office of the President. "Commission on Diversity and Inclusion."

<sup>14</sup> Boise State University. Office of the President. "Statement of Diversity and Inclusivity."



## First Forward Success Program

This program reaches out to first-generation students and assists them in meeting peers and connecting them with mentors.

Learn more at: <https://sdi.boisestate.edu/first-forward-mentors/>

## The TRIO Teacher Preparation Program

The TRIO Teacher Preparation Program is a high impact academic support unit designed to enroll, serve, and graduate 144 first-generation students, limited income students, and/or students with a documented disability into the teaching profession. Program services include: advising, individualized tutoring for lower division coursework, high quality Praxis I and II assistance, scholarship and financial aid support, academic development skills (writing, math, and study strategies), career and soft skills development, and various student engagement opportunities.

Learn more at: <https://education.boisestate.edu/trioteacherprep/>

## TRIO Rising Scholars (TRS)

This program is a federally funded TRIO Student Support Services grant program offering a multi-faceted support unit—with academic assistance and encouragement for eligible scholars consisting of first-generation students, financially limited students, or students with a documented disability.

Learn more at: <https://education.boisestate.edu/trs/>

## Upward Bound

The Upward Bound program prepares and motivates high school students who are limited income, first generation, and college bound, for success in education beyond high school. Students take Upward Bound classes at their schools during the academic year and participate in a six-week summer residential program on the campus of Boise State.

Learn more at: <https://education.boisestate.edu/trio/about-trio-upward-bound/>

## Veterans Upward Bound

This program is one of several TRIO programs on the Boise State campus and is designed to help veterans prepare for and succeed in post-secondary education. We serve veterans planning to attend college, universities, technical schools, certificate programs and more.

Learn more at: <https://education.boisestate.edu/vub/>



## Idaho EPSCoR MURI Program

This program is designed to engage traditionally underrepresented undergraduates in the Science, Technology, Engineering, and Mathematics (STEM) fields in hands-on, paid summer and academic year research experiences to study within a wide range of topics broadly related to the MILES program.

Learn more at: <https://www.idahoecosystems.org/education/muri>

## The Boise State McNair Scholars Program

This program is an academic achievement and graduate school preparatory program for undergraduate students who are first generation and low-income and/or underrepresented in graduate programs. The program collaborates with Faculty Mentors to prepare McNair Scholars to successfully pursue a Ph.D. and careers in university teaching and research.

Learn more at: <https://education.boisestate.edu/mcnair/>

## The College Assistance Migrant Program

The College Assistance Migrant Program (CAMP) is funded by the US Department of Education to help migrant or seasonal farm workers and their children go to college. Serving over 1,000 students since 1984, Boise State's CAMP is one of the most established in the nation. The program helps participants secure jobs/internships, grants and scholarships to finance the balance of college.

Learn more at: <https://education.boisestate.edu/camp/>

## The Louis Stokes Alliance for Minority Participation (LSAMP) program

This program is designed to increase the recruitment, retention and graduation rate of underrepresented students in the disciplines of Science, Technology, Engineering and Mathematics (STEM). LSAMP connects students to internship, paid research opportunities and a vibrant STEM community from recruitment through graduation.

Learn more at: <https://stem.boisestate.edu/lsamp/>



## Women of the Workplace

This organization reaches across disciplines to mentor, educate, encourage and strengthen students at Boise State, preparing them for the workplace.

Learn more at: <https://cobe.boisestate.edu/blog/2016/09/new-student-organization-w-o-w-women-workplace-created-cobe-faculty/>

Boise State also offers International Student Services which assists students who would like to establish multicultural friendships and connections. In addition to social and political debate gatherings, Optional Practical Training opportunities are offered to students.

## Third Annual Diversity and Inclusion Summit

Boise State hosted its Third Annual Diversity and Inclusion as a Business Driver Summit on November 1, 2017. The Summit welcomed keynote Dr. Christopher Bell, Director of Graduate Studies and Associate Professor of Communications at the University of Colorado at Colorado Springs. Dr. Bell focused on media literacy and how media imparts bias to its consumers.

Summit attendees also heard from two panels on workplace and financial inclusion, as well as attended an afternoon workshop by The Dignitas Agency focused on building inclusive work environments.

This Summit was funded by co-hosts Wells Fargo, the City of Boise, the Boise Valley Economic Partnership and University of Idaho-Boise; as well as the sponsors Boise State College of Business and Economics, Boise Cascade, Happy Family Brands, Idaho Power, Saint Alphonsus and Micron Technology.

For more information about the Third Annual Diversity and Inclusion Summit, please refer to the 2017 COBE Sustainability report: [https://scholarworks.boisestate.edu/sustainability\\_reports/](https://scholarworks.boisestate.edu/sustainability_reports/)



## Fourth Annual Diversity and Inclusion Summit

During the time period spent compiling this report, Boise State hosted its Fourth Annual Diversity and Inclusion as a Business Driver Summit on October 23rd, 2018. Dr. Tony Byers, former Global Director of Diversity and Inclusion at Starbucks, delivered his keynote speech on “The Multiplier Effect of Inclusion” to 300 attendees.

Dr. Byers stressed the importance of the inclusion aspect in any organization. “Diversity doesn’t work without inclusion,” he said. “An organization can be diverse but not inclusive. What we really have to drive is behavior change—a mind change—in order for this to work.”

School of Public Service was one of the sponsoring departments for the event, and saw representation from Dean Corey Cook as well as a handful of other SPS faculty. Other Boise State department sponsors included College of Engineering, College of Health Sciences and College of Business and Economics.

For more information about the Fourth Annual Diversity and Inclusion Summit, please refer to the article published on Boise State’s Blue Sky Institute website: <https://bsi.boisestate.edu/blog/2018/11/15/the-multiplier-effect-of-inclusion-presentation-by-dr-tony-byers-at-boise-states-diversity-and-inclusion-summit/>

## Diversity Within SPS Students

Various factors come into play when determining the diversity of a group. Factors our team used to determine diversity include:

- Ethnicity
- Age
- Gender
- Nationality
- First-generation



## Ethnicity

Ethnic Diversity for SPS Graduate and Undergraduate Students<sup>15</sup>

Race/Ethnicity	% Total of Students Baseline – Fall '16	% Total of Students – Fall '18	% Change
American Indian/Alaska Native	1.06%	0.55%	-0.48%
Asian	1.33%	1.50%	+0.13%
Black/African American	1.24%	1.50%	+0.21%
Hispanics of Any Race	15.69%	15.91%	+0.01%
Native Hawai'ian/Other Pacific Islander	0.53%	0.94%	+0.77%
Two or More Races	4.17%	5.83%	+0.40%
White	73.40%	70.87%	-0.03%
Race and Ethnicity Unknown	1.51%	1.65%	+0.09%
Nonresident Alien	1.06%	1.26%	+0.19%

## Gender

Trend of Gender Diversity for Students<sup>16</sup>

Gender	Baseline - FA '16	FA '18	Baseline Change
Female	53.73%	56.68%	+0.05%
Male	46.27%	43.32%	-0.06%
Unknown	0.00%	0.00%	0.00%
Other	0.00%	0.00%	0.00%

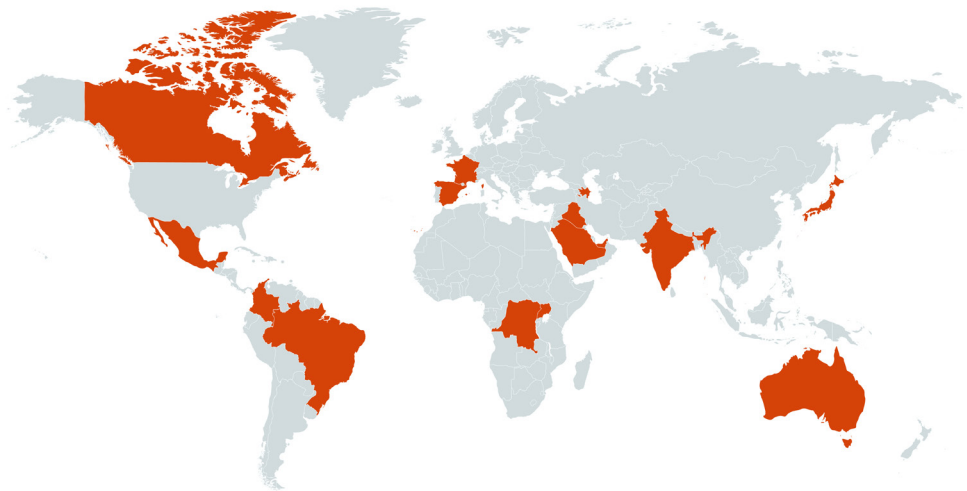
<sup>15</sup> Boise State University. Office of Institutional Research.

<sup>16</sup> Boise State University. Office of Institutional Research.

## Nationality<sup>17</sup>

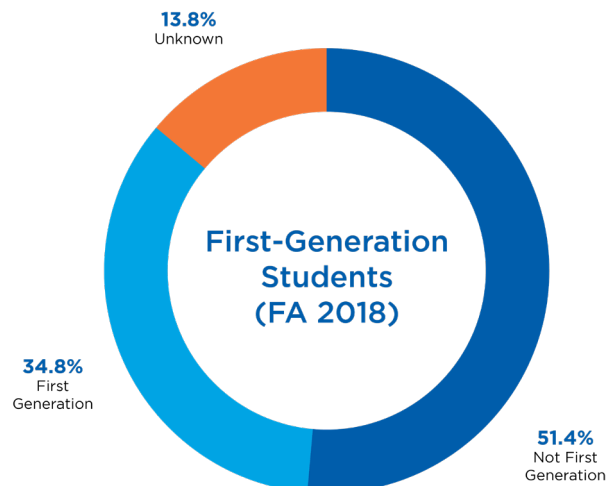
The amount of International and American students has remained relatively constant from Fall 2016 to Fall 2018. The 1.28% of international students seen in the SPS 2018 student body hail from 15 countries:

- Australia
- Colombia
- Japan
- Uganda
- Democratic Republic of Congo
- Azerbaijan
- France
- Mexico
- United Arab Emirates
- Brazil
- India
- Saudi Arabia
- Canada
- Iraq
- Spain



## First-generation

Students are defined as “First-generation” if neither parent has graduated from college with a bachelor’s degree. 34.8% of students enrolled in 2018 were classified as first-generation students:<sup>18</sup>



<sup>17</sup> Boise State University. Office of Institutional Research.

<sup>18</sup> Boise State University. Office of Institutional Research.



## Diversity Within SPS Faculty & Staff

### Diversity by Ethnicity for SPS Faculty and Staff

Trend of Ethnic Diversity for SPS Faculty and Staff:<sup>19</sup>

Race/Ethnicity	Baseline - FA '16	FA '17	FA '18	% Of Total Faculty and Staff - FA '18
American Indian/Alaska Native	0	1	0	0.00%
Asian	5	5	5	5.95%
Black/African American	0	0	0	0.00%
Hispanics of Any Race	2	2	3	3.57%
Native Hawai'ian/Other Pacific Islander	0	0	0	0.00%
Two or More Races	1	1	1	1.19%
White	76	75	74	88.10%
Race and Ethnicity Unknown	0	1	1	1.19%
<b>Total</b>	<b>84</b>	<b>85</b>	<b>84</b>	

Comparison to Baseline: Trend of Ethnic Diversity for SPS Faculty and Staff:<sup>20</sup>

Race/Ethnicity	Change from Baseline FA 16 to FA 18	% Change from Baseline FA 16 to FA 18	Change from FA 17 to FA 18	% Change from FA 17 to FA 18
American Indian/Alaska Native	0	0.00%	-1	-100.00%
Asian	0	0.00%	0	0.00%
Black/African American	0	0.00%	0	0.00%
Hispanics of Any Race	+1	33.33%	+1	33.33%
Native Hawai'ian/Other Pacific Islander	0	0.00%	0	0.00%
Two or More Races	0	0.00%	0	0.00%
White	-2	-2.70%	-1	-1.35%
Race and Ethnicity Unknown	+1	-	0	0.00%

SPS faculty decreased by one overall between fall 2017 and fall 2018. The single American Indian/Alaska Native employee did not return in fall 2018. Fall 2018 saw an increase of one Hispanic employee, a loss of one American Indian/Alaska Native, and a loss of 19 Rhonda Reagan, HR Systems Analyst. Boise State Human Resource Services.  
20 Rhonda Reagan, HR Systems Analyst. Boise State Human Resource Services.



one White employee.

Overall, representation remained fairly steady. White employee representation remained at 88% of all faculty and staff at School of Public Service between baseline fall 2016 to fall 2018.

## Diversity of Faculty and Staff by Gender for SPS Faculty and Staff

Trend of Gender Diversity for SPS Faculty and Staff:<sup>21</sup>

Gender	Baseline – FA '14	FA '17	FA '18	% of Total Faculty and Staff – 'FA 18
Female	43	46	46	54.76%
Male	41	39	38	45.34%
Unknown	0	0	0	0.00%
Other	0	0	0	0.00%
<b>Total</b>	<b>84</b>	<b>85</b>	<b>84</b>	

Comparison to Baseline: Trend of Gender Diversity for SPS Faculty and Staff:<sup>22</sup>

Gender	Change from Baseline FA 16 to FA 18	% Change from Baseline FA 16 to FA 18	Change from FA 17 to FA 18	% Change from FA 17 to FA 18
Female	+3	+6.52%	0	0.00%
Male	-3	-7.89%	-1	-2.63%
Unknown	0	0.00%	0	0.00%
Other	0	0.00%	0	0.00%

SPS female employees continue to have slight majority representation over male employees. The overall male employee representation has been declining slightly since the fall 2016 baseline.

<sup>21</sup> Rhonda Reagan, HR Systems Analyst. Boise State Human Resource Services.

<sup>22</sup> Rhonda Reagan, HR Systems Analyst. Boise State Human Resource Services.



## Demographic Representation: Diversity of Students Compared to Faculty and Staff

### Race and Ethnicity Comparison of Faculty and Staff to Students:

Race/Ethnicity	Undergraduate Students - FA 18	Faculty and Staff - FA 18	% Disparity: Faculty and Staff to Student Representation
American Indian/Alaska Native	0.40%	0.00%	0.40 less faculty/staff
Asian	1.41%	5.95%	4.54% more faculty/staff
Black/African American	1.61%	0.00%	1.61% less faculty/staff
Hispanics of Any Race	16.99%	3.57%	13.42% less faculty/staff
Native Hawai'ian/Other Pacific Islander	0.81%	0.00%	0.81% less faculty/staff
Two or More Races	5.91%	1.19%	4.72% less faculty/staff
White	70.85%	88.10%	17.25% more faculty/staff
Race and Ethnicity Unknown	0.07%	1.19%	1.12% more faculty/staff

Faculty and staff have no representation of Native Hawai'ian/Pacific Islander nor the Black/African American groups seen in the undergraduate student body.

Employees are at roughly even representation to undergraduate students (less than 2% difference) for the ethnicities American Indian/Alaska Native, Black/African American, Native Hawai'ian/Pacific Islander and Unknown.

Representation is somewhat disparate (between 2%-10%) for the ethnic groups Asian and Two or More Races.

A large amount of disparity (above 10%) is seen when comparing the representation in the Hispanics of any race and White ethnicities. White faculty and staff represent 17.25% more of employees than students do. Students in the Hispanics of Any Race group are underrepresented in faculty/staff by 13.52%.



### Gender Comparison of Faculty and Staff to Students:<sup>23</sup>

Gender	Undergraduate Students – FA 18	Faculty and Staff – FA 18	% Disparity: Faculty and Staff to Undergraduate Student Representation
Female	56.41%	54.76%	1.65% less faculty/staff
Male	43.59%	45.24%	1.65% more faculty/staff
Unknown	0.00%	0.00%	No difference
Other	0.00%	0.00%	No difference

Gender of faculty/staff closely represents that of the gender seen in the student body.

<sup>23</sup> Rhonda Reagan, HR Systems Analyst. Boise State Human Resource Services.



## Sexuality and Gender Identity

### Gender Neutral Option for Boise State Student Enrollment

On June 15th, 2018 Boise State added a non-binary gender option on its enrollment application. Those applying to become students of Boise State are now able to enter their gender identity on a separate line if it differs from their legal sex, as shown below:<sup>24</sup>

**Legal Sex**

Federal guidelines mandate that we collect the legal sex of all applicants. Please report the sex currently listed on your birth certificate.\*

☐ Female  
☒ Male

---

**Gender Identity**

If your gender identity differs from the sex currently listed on your birth certificate, feel free to share that information here.

This information is used to support you, and for resource and reporting purposes.

The admissions form states that reporting your legal sex is a federal mandate. Boise State is required to report this data to the National Center for Education Statistics, a part of the United States Department for Education.<sup>25</sup>

According to Title IX Subpart C 106.21, “A recipient may make pre-admission inquiry as to the sex of an applicant for admission, but only if such inquiry is made equally of such applicants of both sexes and if the results of such inquiry are not used in connection with discrimination prohibited by this part.”<sup>26</sup>

<sup>24</sup> Scott Bruek, Associate Director. Boise State Admissions Office.

<sup>25</sup> Scott Bruek, Associate Director. Boise State Admissions Office.

<sup>26</sup> U.S. Department of Education. “Title 34. Subtitle B. Chapter 1. Part 106.”



Boise State affirmed its commitment to protecting transgender and non-binary identity on November 13th, 2018. Interim President Martin Schimpf of Boise State addressed all students, faculty, and staff regarding the current threat of rolling back transgender and non-binary rights in the United States:<sup>27</sup>

Regardless of any possible changes to how the federal government views gender identity and expression, sexuality, race or religion, our Student Code of Conduct makes it clear that at Boise State, “individuals and groups cannot and will not be discriminated against based on these characteristics: race, color, religion, sex, gender, age, sexual orientation, pregnancy, national origin, physical or mental disability, veteran status, genetic information, gender identity, gender expression, or any other status protected under applicable federal, state, or local law.”

Please know that we have many employees on campus dedicated to supporting all those in need of advice or guidance, empowerment or community, including those in our Dean of Students office, Gender Equity Center, Multicultural Student Services office, University Health Center, compliance offices and more.

The Common Application takes a similar approach to self-reported gender identity as Boise State does. The Common Application is the most universal college application available today, with over 800 colleges and universities accepting it worldwide. Over one million students use The Common Application every year.<sup>28</sup> The application includes legal sex and a fill-in-the-blank for additional information about the applicant’s gender identity:<sup>29</sup>

Sex \*

☐ Male

☐ Female

[Clear](#)

If you would like the opportunity, we invite you to share more about your gender identity below

<sup>27</sup> Schimpf, M. (2018, November 13). Campus Culture and Diversity.

<sup>28</sup> The Common Application. “About Us.”

<sup>29</sup> The Common Application. “Start Your Application.”

Other universities have approached this differently. For example, University of Idaho’s application does not have an option to write in a gender. Prospective students must select between Female, Male and No Response.<sup>30</sup>

## Gender Equity Center

The Gender Equity Center serves students throughout all Boise State colleges as a safe place for those of all sexual orientations and gender identities.

The Gender Equity Center offers:

- **Support Services:**
  - The Gender Equity Center “strives to be a first place of contact” for any kind of life issue. The Center employs two licensed social workers who are available by appointment or on a drop-in basis to help connect students to resources and advocate for their needs. These support services are also available to faculty, staff, parents, roommates, partners, etc.—anyone who has a connection to the Boise State campus.
- **Workshops/Presentations:**
  - Particular departments will request workshops and presentations in order to better understand those of all genders and sexual orientations, and how to support them. These include such topics as explaining LGBTQIA+ identities, bystander intervention, self-care, ally-ship, media bias and more.
- **Signature Programs:**
  - The Gender Equity Center partners with departments and student organizations to bring events to campus that celebrate all facets of identity.<sup>31</sup>

One of the Gender Equity Center’s key events is Rainbow Graduation (previously, Cupcakes and Cords). Rainbow Graduation is a ceremony reserved for graduating students that identify as either LGBTQIA+ or as an ally.

<sup>30</sup> The University of Idaho. “Apply.”

<sup>31</sup> Adriane Bang, Director, Boise State Gender Equity Center

COLOISE  
CITY OF TREES

REET ENTRANCE  
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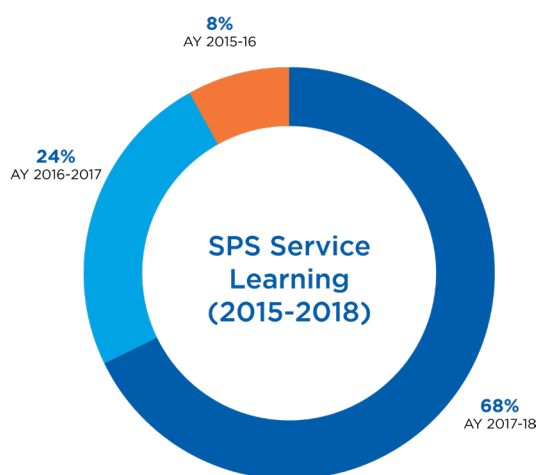
## Service-Learning

Boise State offers service-learning programs that connect classrooms with the community through capacity-building partnerships in order to enhance student learning, address critical community issues and encourage students to be active citizens in their local, national and global communities.

Since the program began, Boise State has offered service-learning courses to over 33,000 students. Annually, it impacts over 160 classes, 44 departments, and 100 community partners. In total students and faculty have contributed over \$13 million to the community through their Service-Learning.<sup>32</sup>

Since the 2016 academic year, courses at SPS integrated service-learning projects to many students. Within the School, 315 students have participated and 6,110 hours of service were completed.

Academic Year 2015-2018	Number of Students Enrolled	Total Hours
Academic Year 2015-2016	25	380
Academic Year 2016-2017	75	2,030
Academic Year 2017-2018	215	3,700
<b>Total</b>	<b>315</b>	<b>6,110</b>



The graph above shows number of students who have taken Service Learning and the total number of hours spent per academic year for the past three academic years at SPS. Overall, more than half (68%) of the students who took a course with service learning were during the 2017/18 academic year, while 2015/16 and 2016/17 academic years have 8% and 24%, respectively. On a yearly basis, SPS has recorded an increase in the number of students who took service learning.

<sup>32</sup> Boise State University. "Welcome to Service Learning."



## Services and Resources for Veterans

Veterans services, located next to the Lincoln parking garage, serves as a resource for Boise State veterans. Offering a wide variety of services, veterans can come in and request academic assistance, employment opportunities, tuition assistance and scholarships.<sup>33</sup>

At the Veterans Resources website veterans will find information on how they can apply for benefits, where to find updated certificates of eligibility, useful numbers to text to receive verification of reminders and other services.<sup>34</sup>

To inquire about how Boise State can specifically help, veterans can select the “Prospective Students” tab on the [boisestate.edu](https://boisestate.edu) website and fill out a secure form.<sup>35</sup>

Further information about using military experience as credits or using a GI Bill to help with finances can be found at <https://veterans.boisestate.edu/apply/>.

## Services and Resources for Disabilities

The Educational Access Center (EAC), located next to the Lincoln parking garage, serves as a resource for people at Boise State who may need assistance due to disability or other difficulties with academics.<sup>36</sup> Offering a wide variety of services, EAC users can come in and request academic assistance, the use of electronic note takers and testing accommodations. In the 2017/18 academic year, the EAC assisted approximately 500 to 600 students, a number that has stayed fairly consistent across the past several academic years, according to Wendy Tucker, Director of the Educational Access Center. Of these students, an unknown number of students successfully completed the academic year and approximately 8-10% of EAC users graduated. The percentage of students who used the EAC who were SPS students is unknown.

Tucker recommends instructors use a Universal Design for Learning (UDL) approach when developing their curriculum. UDL is an educational framework based on research in the learning sciences, including cognitive and neuroscience that guides the development of flexible learning environments that can accommodate individual learning differences. This approach of curriculum design provides all individuals with equal opportunities to learn.<sup>37</sup>

For more information about the EAC, what it offers and how students may apply for assistance, visit <https://eac.boisestate.edu/>

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33 Boise State University. “Veteran Services.”

34 Boise State University. “Veteran Resource Guide 2018.”

35 Boise State University. “A New Kind of Adventure.”

36 Teaching Excellence in Adult Literacy. “Universal Design for Learning.”

37 Boise State University. “Accommodations - Alternative Testing.”



## OUR IMPACT ECONOMIC

SPS

2018

### Economic Impact on SPS Students

As of Fall 2018, 58% of students who started off in SPS remained, 15% switched colleges and 27% were no longer enrolled. This is fairly consistent with the data from Fall of 2015 and Fall of 2016, though unenrollment rates did increase in Fall 2018.

#### Average Yearly Cost of Attendance

##### Undergraduate:

- Resident- \$7,326
- Non-resident- \$22,642

##### Graduate:

- Resident- \$8,754
- Non-resident- \$24,070

Details on tuition price level fluctuations regarding on/off-campus living and credit hours can be found at <https://www.boisestate.edu/about/facts/>

#### Student Loans

##### Average Loan Amount

The average annual loan amount for all undergraduate students at Boise State is \$6,899.



Boise State offers access to several types of loans, including:

- Subsidized Federal Direct loans
- Unsubsidized Federal Direct loans
- Direct-to-consumer Loans
- Graduate PLUS Loans
- Parent PLUS Loans
- Private loans

41% percent of all undergraduate students at Boise State utilize federal student loans to help pay for their college education, averaging about \$6,889 per year. This amount is 32% higher than the \$5,226 amount borrowed on average by freshmen.

The fact that returning students borrow more than freshmen could indicate that the school front-loads financial aid packages, offering more aid to new students as opposed to returning students. Borrowing the average amount will result in loans of \$13,798 after two years and \$27,596 after four years.<sup>38, 39</sup>

## Default Rate

Loan default rates can indicate how well Boise State is helping students afford to attend college without excessive reliance on loans, particularly unsubsidized loans. It can also indicate future earnings and career potential.

A student is considered to be in default on a student loan if they have not made a payment in more than 270 days. The official student loan default rate for a university is calculated by measuring how many students are in default three years after graduation and only takes into account federal loans, not private loans.

A total of 4,819 Boise State students entered loan repayment in 2014. After three years, 6.4% of these students (313 out of 4,819) defaulted on their loans. This is lower than the average three-year default rate of 7.2%.

Since Boise State offers students two separate student loans, one for a subsidized amount and one for an unsubsidized amount, it is important to understand the difference and be aware of the default rate.<sup>40</sup>

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38 College Factual. “Boise State University.”

39 Boise State University. “Loans.”

40 College Factual. “Boise State University.”

## Scholarship and Grant Availability

Scholarships and grants are a way for students to reduce the financial burden of attending a university. Colleges and universities offer financial incentives to students as a way to attract students to attend their specific university. The most recent data from Boise State shows that in 2016-2017 **\$48,671,186 of scholarship dollars** were dispersed and **47% of Boise State students received grants or scholarships**.<sup>41</sup> Boise State offers over \$23,500,000 more scholarship money to its students than the University of Idaho, which offered more than \$25,000,000 scholarship dollars to its students annually.<sup>42</sup> Below is a description of some of the scholarships and grants that are specific to Boise State and SPS.

### Scholarship Availability

A scholarship is a type of aid or sum of money awarded to students due to merits or need to further the students' academic studies. Scholarships are available for both current and incoming Boise State students, ranging from scholarships aimed at supporting students in need and for the recognition of academic excellence. There are two main types of scholarships in SPS: foundation scholarships and Public Policy and Administration (PPA) scholarships.

### PPA Scholarships

PPA Scholarships are awarded to students enrolled in a PPA master's or Ph.D. program. There are two scholarship opportunities:

- Carl Burke Scholarship
- James Weatherby Scholarship

To view the criteria for the PPA Scholarships, please visit: <https://www.boisestate.edu/sps-publicpolicy/funding/scholarships-fellowships/>

Other scholarships in SPS include the Dean's Emergency Support Fund, Frank Church Scholarships and other various state and national scholarships.

To view the criteria for other scholarships, please visit: <https://www.boisestate.edu/sps/student-resources/scholarships/>

<sup>41</sup> Boise State University. "Facts and Figures."

<sup>42</sup> University of Idaho. "Scholarships."



## Foundation Scholarships

Foundation Scholarships are awarded by foundations and are based on financial need, academic performance, community service and extracurricular activities. There are 13 University-wide foundation scholarships at Boise State and two PPA scholarships specific to SPS:<sup>43</sup>

- FR130 - Linda Stith Memorial Scholarship
- FR163 - Khang and Friends Scholarship
- FR165 - Cuneo Family Scholarship
- FR173 - Kem C. and Carolyn B. Gardner Endowed Scholarship
- FS004 - Rey Blaise Baldazo Memorial Scholarship
- FS009 - Marta & Juan Callao, Sr. Scholarship
- FS038 - Kristi Anne Quong Memorial Scholarship
- FS044 - Charlotte Edkins PEO Scholarship
- FS046 - Rosa Parks Academic Scholarship
- FS100 - Shirley Ann Hill Johnson Memorial Scholarship
- FS138 - Elsie M. Buck Altrusa Scholarship
- FS175 - Estella Zamora Scholarship
- FS196 - Michael R. Mercy, MD. Memorial Scholarship

To view the criteria for the listed Foundation Scholarships, please visit: <https://giving.boisestate.edu/resources/scholarship-application-pdfs/>

## Grants

Grants are need-based financial aid that do not need to be repaid if you meet all of the conditions of the award. They are often called “gift aid.”

Beyond informing and helping students receive federal and state level financial aid, Boise State also offers its students access to information on a variety of grants ranging from federal grants - such as the Pell grant or Federal Supplemental Educational Opportunity Grant (FSEOG)- to in-state and out-of-state grant programs.<sup>44</sup>

To learn more about grant offerings please visit: <https://financialaid.boisestate.edu/handbook/types-of-aid/grants/>

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<sup>43</sup> Boise State University. “You make it Possible - Giving.”

<sup>44</sup> Boise State University. “Types of Aid.”



## Internships

An internship is work experience related to the career path the student is pursuing. The internships may be paid or volunteer positions, and depending on the course, the student may receive academic credit. The intent of an internship is to acquire work experience and increase the chances of getting employment opportunities related to career goals.

In the 2017/18 academic year, Boise State's Career Center facilitated 1,116 internships for academic credit. This equates to 3,029 credit hours and 136,305 hours working in the community. On average, 25% of the internships are hosted on-campus and 75% are hosted off-campus. Regarding payment, 67% are unpaid and 33% of the opportunities are paid.<sup>45</sup>

## Employer Partner Events

The Career Center partners with colleges to welcome 486 employers to campus during the 2017/18 academic year. Employers came to campus for recruiting as well as the following events:

- Bronco Social
- Fall Career and Graduate School Fair
- Construction Management Fair
- Engineering Fair
- Spring Career Fair
- Education Fair
- Summer Job Fair
- Health Sciences Meet and Greet

The Career Center provides a job posting system that is free of charge for employers to post their full-time, part-time, internship and seasonal opportunities to access Boise State students. During the 2017/18 Academic Year, Idaho employers posted 4,635 jobs.

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<sup>45</sup> Debbie Kaylor, Career Center Director.

## Employment Outcomes After Graduation<sup>46</sup>

### Top Employers



Boise State was the top employer listed on the Graduating Student Survey, with eight graduates reporting they had been hired by Boise State. Other notable employers included Ada County, Ada County Sheriff's Office and State of Idaho.

### Employment Rate

62% of SPS students said they would be working full-time after graduation: 67% of those graduating with their master's degree, and 61% of those graduating with their bachelor's.

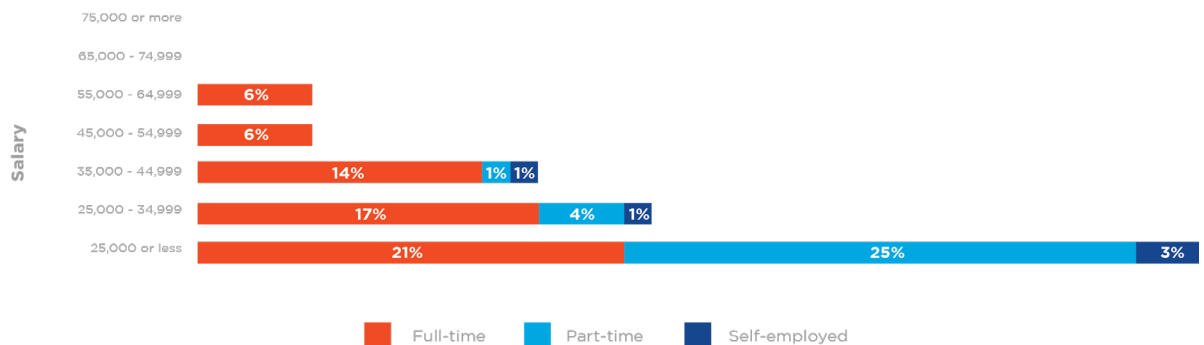
77% of students graduating with their bachelor's and 78% of students graduating with their master's were working full-time, part-time or for themselves directly after graduation.

<sup>46</sup> Boise State University. "Graduating Student Survey 2017-2018 Results."

## Annual Income for SPS Students Working Full-Time

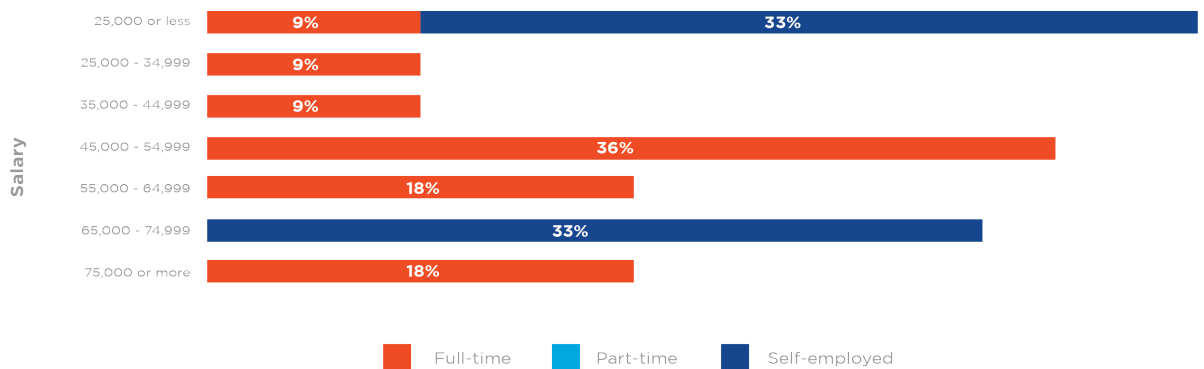
### Undergraduate Students

Over half of SPS bachelor's graduates reported annual income wages between less than \$25,000 to \$34,999. 40% of the remaining graduates made \$35,000 to \$64,999. No graduates reported making more than \$65,000 annually:



### Graduate Students

The majority of 2017/18 SPS master's and Ph.D. graduates (about 35%) reported an annual income of \$45,000 to \$54,999. 18% of graduates reported an annual income of \$75,000 or more. Only 7% of total graduates reported making under \$25,000 annually:



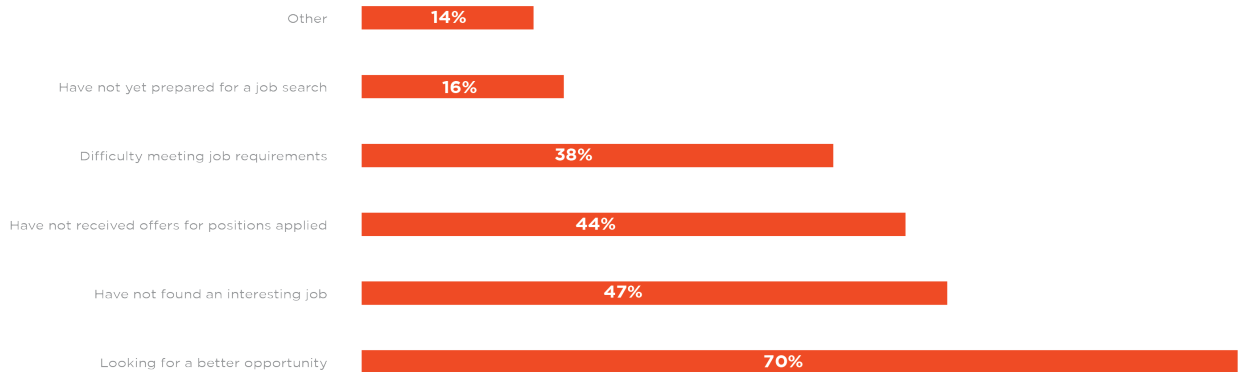
Idaho Department of Labor states the average 2017 per capita annual income in Idaho was \$40,507.<sup>47</sup> About 70% of SPS bachelor's graduates reported an annual income under \$35,000, while roughly 20% of SPS master's graduates reported an annual income under the 2017 per capita average annual income in Idaho.

<sup>47</sup> Idaho Department of Labor. "Home Page."

## Job-Seeking

### Undergraduate Students

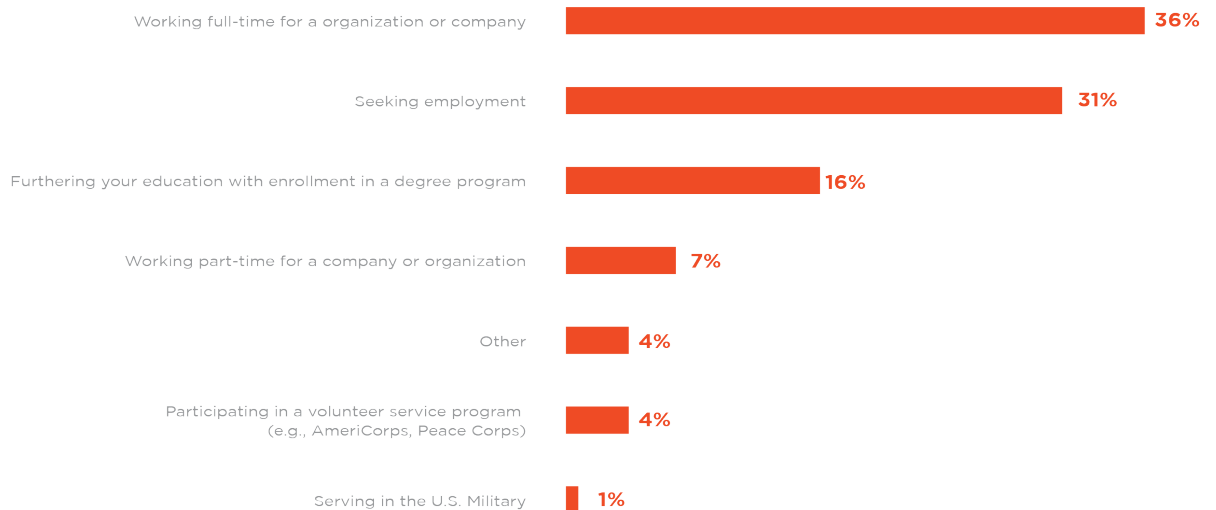
59% of SPS undergraduate students indicated they would be seeking employment upon graduating. The reasons for their job search varied:



The most common reason given was, “Looking for a better opportunity”, followed by “have not found an interesting job” and “have not received offers for positions applied.” 38% of those seeking employment felt that they did not meet job requirements.

61% of undergraduates who graduated said they were definitely planning on working full-time soon after graduation.

Out of all activities graduates planned on definitely doing after graduation, graduates with their bachelor’s degrees rated working full-time as their top priority, followed by seeking employment and furthering their education:

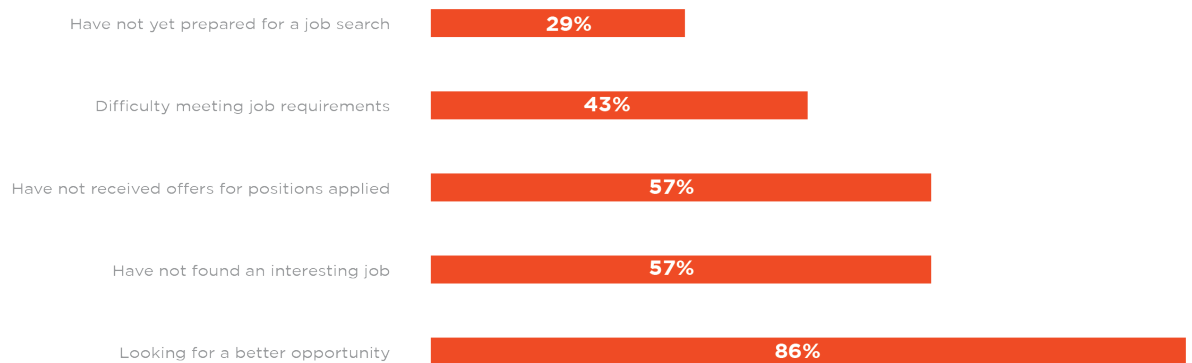




## Graduate Students

63% of graduate students indicated they would be working for a company full-time upon graduating. However, they did not see their job search as ending as 61% of students sought employment after graduation.

The majority of job-seekers sought a better opportunity than what they currently had. Just under 30% of respondents said they had not yet prepared for a job search, and 43% said they had difficulty meeting job requirements:



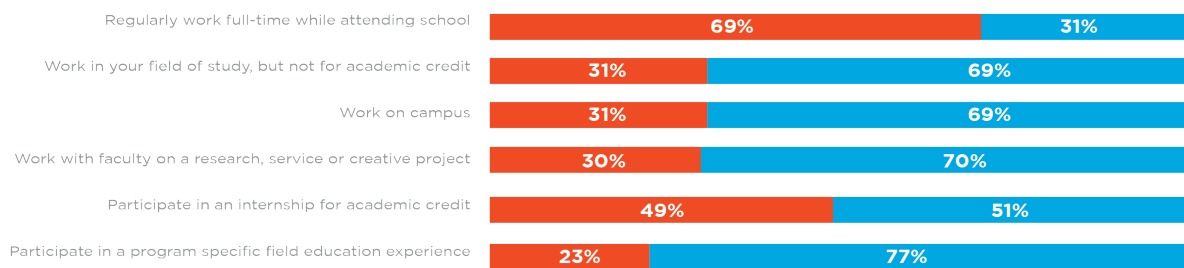
After indicating all activities they will be definitely doing after graduation, students pointed out the one of highest importance to them. Overwhelmingly student response rates prioritized working full-time above all other post-graduation plans:



## Employment and Professional Extracurriculars for Current Students

### Undergraduate Students

The majority of SPS graduates (69%) reported working full-time while pursuing their degree at Boise State. 31% of students worked in their field of study outside of academic credit. About half of the students participated in an internship and 31% worked on campus.

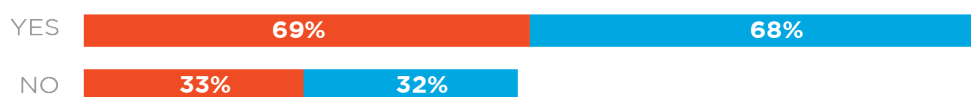


Yes No

## Work and Degree Relationship

While studying at Boise State, the majority of undergraduate students in the class of 2017/18 acquired a full-time position, or would be working full-time in the future while studying. Within these graduates who acquired these full-time positions, around 20% stated the job was very related to their degree and to their career goals.

While you were a Boise State student, were you employed at the company or organization you are or will be working at full-time?

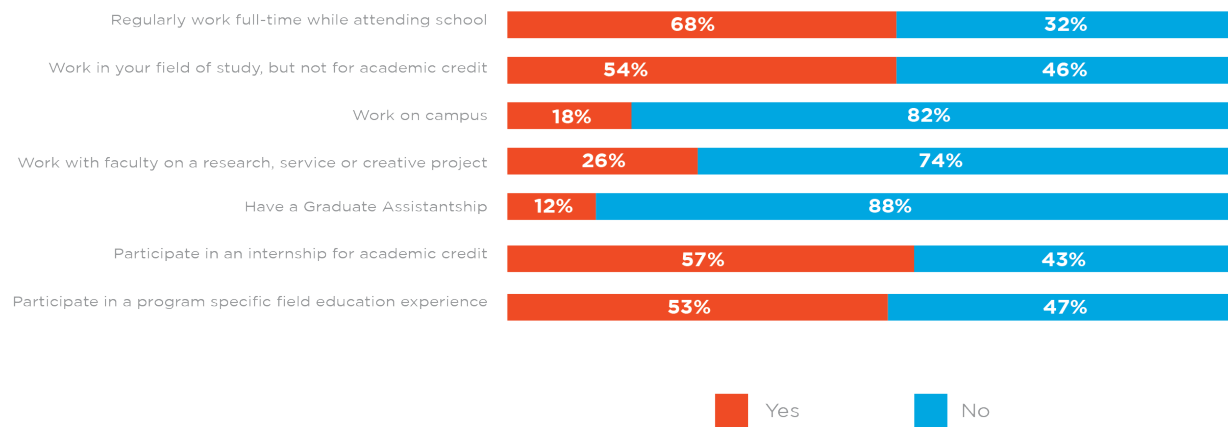


Full-time Part-time



## Graduate Students

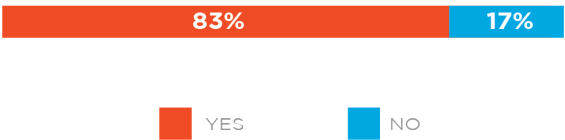
The majority of graduate students reported having worked full-time while attending school. 44% worked in their field of study. Over half of the students worked on campus and/or with faculty on research, service or a creative project:



## Work and Degree Relationship

83% of students surveyed acquired a full-time position or the position they will be working full-time in the future while studying at Boise State. For full-time positions, around 30% stated the job was very related to their degree and to their career goals.

While you were a Boise State student, were you employed at the company or organization you are or will be working at full-time?



## Return on Investment, Break-even Point and Payback Methods

Obtaining a higher education through college is both expensive and time intensive. Every year spent getting a degree is a year of lost wages and additional expenses. After graduation students are commonly left asking, “How many years until this investment breaks even?” and “When can I begin cashing in on my return on investment?” or perhaps “Have I taken on too much debt to ever reach payback?”

Determining when a student will make up for the costs of college involves understanding the estimated cost of a degree, average starting salaries and budgeting methods.

The payback method/break-even point mainly differs amongst individuals by their budgeting ratio. The most commonly used budgeting ratio is known as the 20-30-50–Budgeting Ratio.<sup>48</sup> According to this ratio, 20% should be immediately saved (goals or retirement) or put towards paying down debt, 30% should be the maximum you spend on housing and 50% should be put toward all other expenses.

Below is a basic payback period created with average graduating salaries received from Boise State’s 2017 - 2018 Graduating Student Survey<sup>49</sup> (for both undergraduate and graduate students) and cost of attendance<sup>50</sup> (separated by residency and program) **using tuition costs only.**

For reporting purposes, dedicating 20% of your income towards resolving debt was considered an aggressive approach and dedicating 10% of your income towards resolving debt was considered a conservative approach.

	Undergraduate Students				Graduate Students			
	Aggressive (20%)		Conservative (10%)		Aggressive (20%)		Conservative (10%)	
	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident	Resident	Non-Resident
Cost of Tuition Alone	\$32,472	\$96,800	\$32,472	\$96,800	\$19,176	\$32,164	\$19,176	\$32,164
Average Starting Salary	\$35,050	\$35,050	\$35,050	\$35,050	\$50,400	\$50,400	\$50,400	\$50,400
<b>Break-Even Point</b>	<b>4.6 Years</b>	<b>13.8 Years</b>	<b>9.3 Years</b>	<b>27.1 Years</b>	<b>1.8 Years</b>	<b>3.0 Years</b>	<b>3.8 Years</b>	<b>6.4 Years</b>

It is important to note there are a few important drawbacks that disqualify this method from being a primary factor in making investment decisions, including its lack of accounting for the time value of money, risk, financing and opportunity cost.

<sup>48</sup> The Balance. “The 50/30/20 Rule of Thumb for Budgeting.”

<sup>49</sup> Boise State University. “Graduating Student Survey 2017-2018 Results.”

<sup>50</sup> Boise State University. “Facts and Figures.”



#### Additional Considerations:

- Be wary of excess debt: according to the U.S. Department of Education the nationwide average salary for young adults with a bachelor's degree in 2012 was about \$47,000, while only \$30,000 for those with a high school diploma.<sup>51</sup>
- The “break even” calculation above does not include interest on student loans.

## Employee Salaries and Benefits

### Equal Pay

The Human Resource Services office is setting groundwork for a gender pay gap analysis in order to address the discrepancy between male and female employee income levels seen at Boise State.

Jared Floyd, Total Rewards Manager for Boise State's Human Resource Services said:

- We want all employees to be rewarded in such a way that they feel the freedom to pursue a purpose-driven career. We accomplish this by focusing on fair and competitive practices that support a culture of rewarding employees based on their contribution to the mission of the organization.

A gender pay gap analysis is important because it identifies areas of opportunity in which pay may be adjusted in order to reward more appropriately. Furthermore, it reflects a level of transparency that fosters employee engagement and Boise State's commitment to inclusion. Human Resource Services has embarked on two key initiatives that will support a sustainable solution to a competitive, fair and meaningful compensation program for all Boise State employees:

- **Job Standardization Project:**
  - This project will bring clarity to the roles performed at Boise State and provide a basis of comparison for similar positions and levels across campus. Increased clarity around job roles will be key in better understanding differences in pay based on gender rather than nuances in essential job functions.
- **Enhanced Compensation Strategy:**
  - This project will review pay levels and practices to ensure that Boise State will have an overarching philosophy to addressing pay issues ongoing. With a better understanding of philosophy, practices and pay definitions across campus we can help ensure a more consistent and fair application of reward decisions.<sup>52</sup>

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<sup>51</sup> National Center for Education Statistics. “Annual Earnings of Young Adults.”

<sup>52</sup> Jared Floyd, Total Rewards Manager. Boise State University Human Resource Services



## Employee Salaries

Data on employee salary was not available to be reported on this report. Our primary economic recommendation is to obtain this data for future reports in order to compare and contrast gender and ethnic salaries.

## Employee Benefits

Boise State offers employees a wide range of benefits within full-time, part-time or temporary benefit eligible positions assigned to work a minimum of 20 hours per week in an appointment lasting a minimum of five consecutive months. Employees are eligible for benefits on the first day of the month following their date of hire.<sup>53</sup>

## Health, Dental, and Vision Benefits<sup>54, 55</sup>

### Blue Cross of Idaho

Boise State offers three medical plan options for its eligible faculty and staff, administered by Blue Cross of Idaho: traditional, PPO and high deductible. Employees may enroll themselves, their spouse and their children up to age 26.

### Blue Cross of Idaho – CVS Caremark

Prescription drug coverage is included within enrollment of the Blue Cross medical plan.

### Blue Cross Dental

Boise State offers Blue Cross of Idaho Dental coverage to employees and their eligible family members. Participation in the plan is automatic for employees enrolled in one of the State's medical plans but must be elected for eligible dependents.

### Flexible Spending Accounts (FSAs)

This offers a convenient and easy way to save pre-tax money for eligible medical and daycare expenses.

### Vision Service Plan (VSP)

Vision benefits are included with the medical plan enrollment at Boise State.

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<sup>53</sup> Boise State University. "Benefits."

<sup>54</sup> Boise State University. "Benefits."

<sup>55</sup> Boise State University. "Mental, Dental, and Vision."



## Additional Benefits<sup>56</sup>

### Retirement

Boise State requires investment into a retirement plan. Depending on eligibility, employees are enrolled into one of two plans:

1. **Public Employee Retirement System of Idaho (PERSI)** employees are enrolled in this plan if they work more than 20 hours a week for five consecutive months. Currently, employees contribute 6.79% of their salary and the university contributes 11.32%.
2. **Optional Retirement Plan (ORP)** employees are enrolled in this plan if they are faculty or staff (no hour requirement is stated). Currently, employees contribute 6.97% of their salary and the university contributes 9.27%.

For more information about these plans and additional optional plans please visit: <https://hrs.boisestate.edu/benefits/retirement/>

### Optional Benefits

The following benefits are available through payroll deduction:

- Choice of employee-funded optional retirement savings plans
- Flexible spending accounts for medical and dependent care expenses
- Employee supplemental life insurance at group rates
- Group legal benefits
- College tuition savings program
- Access to supplemental health, life, home and auto insurance programs at discounted rates
- Campus Recreation Center membership
- Health and wellness services
- On-campus childcare
- Private lactation break room for breastfeeding mothers

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<sup>56</sup> Boise State University. "Benefits."



## Maternity Leave

Employees receive six weeks of paid time off related to birth or adoption of a child. If the faculty or staff member wishes to take additional time off, they may use their personal sick and vacation leave in order to take up to six additional weeks off.

## Sick Leave

Full-time Boise State employees receive 12 days per year of sick leave.

## Other Benefits

The following benefits are available through payroll deduction:

- Cell phone discounts
- State Employee Wellness Program
- Tuition fee waiver program allows employees and their spouses to enroll in classes at a discounted rate

## Paid Holidays

- New Year's Day
- MLK-Idaho Human Rights Day
- Presidents Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve
- Christmas Day
- New Year's Eve





## OUR IMPACT

### ENVIRONMENTAL

#### Monitoring Resource Consumption

The importance of monitoring resource consumption is to mitigate resources for the benefit of the natural environment and to decrease purchases of those resources. Resources used by SPS are geothermal energy, natural gas, electricity and water. Monitoring of waste and recycling is also paramount in reducing the environmental impact of SPS.

##### Current SPS Reporting Methods

Currently, monitoring key resource consumption is not conducted by SPS. To obtain building metrics for resource consumption, the only outlet is the Office of Budget and Planning.

College applicants are 63% more likely to commit to a college or university when the institution shows commitment to environmental issues.<sup>57</sup> Furthermore, past sustainability reports have revealed COBE and COHS spend hundreds of thousands of dollars on resource consumption, indicating it as a large contributor of how sustainable a building is both economically and environmentally. SPS currently occupies space in five buildings on campus and two off campus where geothermal, natural gas, electricity and water usage are categorized using a large Excel spreadsheet.

However, this system is inefficient and redundant as various metrics are incomplete within the data spreadsheets. With no prominent oversight, the system in place has no incentive to accurately track building resource consumption data. Due to the lack of data, SPS (and Boise State as a whole) does not have adequate information to monitor consumption, and in turn cannot mitigate consumption to improve costs.

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<sup>57</sup> Energy Star. Buildings and Plants. “Make Your College or University More Sustainable.”



Our recommendation is to implement ENERGY STAR's Portfolio Manager, a free software program designed to simplify configurations of resource and energy consumption and measure greenhouse gases.

Portfolio Manager may be used for any commercial building, and with Boise State's continuing growth, future buildings being built may set energy use targets to see how their estimated design of energy consumption contrasts to similar existing buildings.<sup>58</sup>

The importance of using Portfolio Manager is to create annual benchmarks to mitigate both resource consumption and greenhouse gas emissions, and decrease long-term costs for SPS by utilizing Boise State's budget more appropriately.

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<sup>58</sup> Energy Star. Buildings and Plants. "Use Portfolio Manager."





**BOISE STATE UNIVERSITY**

PUBLISHED JULY 2019