|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **AGENCY: Boise State University** | | | Agency No.: | 512 | FY 2019 Request | |
| FUNCTION: Instruction, Public Service |  | | Function No.: | 01 | Page 1 | of 6 Pages |
| ACTIVITY: Expanded Academic and Public Service Programs |  | | Activity No.: |  | Original Submission \_X\_ or Revision No. \_\_\_ | |
|  |  | |  |  |  |  |
| A: Decision Unit No: **12.01** | Title: | **Public Service Initiative** | | | Priority Ranking 1 of 2 | |
|  |  | |  |  |  |  |
| **DESCRIPTION** | **General** | | **Dedicated** | **Federal** | **Other** | **Total** |
| FULL TIME POSITIONS (FTP) | 16.66 | |  |  |  | 16.66 |
| PERSONNEL COSTS: |  | |  |  |  |  |
| 1. Salaries | 1,238,300 | |  |  |  | 1,238,300 |
| 2. Benefits | 426,900 | |  |  |  | 426,900 |
| 3. Group Position Funding | 293,300 | |  |  |  | 293,300 |
| TOTAL PERSONNEL COSTS: | 1,958,500 | |  |  |  | 1,958,500 |
| OPERATING EXPENDITURES **by summary object:** |  | |  |  |  |  |
| 1. Travel | 25,000 | |  |  |  | 25,000 |
| 2. Operating | 164,400 | |  |  |  | 164,400 |
|  |  | |  |  |  |  |
| TOTAL OPERATING EXPENDITURES: | 189,400 | |  |  |  | 189,400 |
| CAPITAL OUTLAY **by summary object:** |  | |  |  |  |  |
|  |  | |  |  |  |  |
|  |  | |  |  |  |  |
| TOTAL CAPITAL OUTLAY: |  | |  |  |  |  |
| T/B PAYMENTS: |  | |  |  |  |  |
| LUMP SUM: |  | |  |  |  |  |
| GRAND TOTAL | 2,147,900 | |  |  |  | 2,147,900 |

**Supports institution/agency and Board strategic plans:**

**Support for the SBOE Strategic Plan FY2017-2021:**

* Goal 1. A Well Educated Citizenry
  + Objective C: Higher Level of Educational Attainment
    - Performance Measures
      * % of Idahoans who have a college degree
      * % of new full time degree seeking students who return for the second year
      * % of graduates at bachelors and graduate degree levels
* Objective D: Quality Education
* Objective E: Education to Workforce Alignment
  + Performance Measures
    - Ratio of non-STEM to STEM degrees
    - Number of graduates in high demand fields
* Goal 2. Innovation & Economic Development
  + Objective A: Workforce Readiness
    - Performance Measures
      * % of graduates employed 1 and 3 years after graduation
      * % of students participating in internships
      * % of students participating in undergraduate research
* Objective B: Innovation & Creativity – increase creation and development of new ideas and solutions that benefit society

**Support for BSU’s Strategic Plan: *Focus on Effectiveness 2017-2021***

* Goal 1: Create a signature, high-quality educational experience for all students
  + Objectives:
    - Provide bountiful opportunities within and across disciplines for experiential learning
    - Cultivate intellectual community among students and faculty
    - Facilitate respect for the diversity of human cultures, institutions, and experiences in curricular and co-curricular education
    - Invest in faculty development and an engaging environment for learning
* Performance Measures:
* NSSE benchmark of student perception of quality of educational experience. The funding of this request will have substantial impact on our students’ educational experience and their ability to think critically and tackle problems innovatively. Further, it will allow us to react quickly to growing workforce demands and to create programs that feed the local and regional economies
* Number of students in internships and research
* Goal 2: Facilitate the timely attainment of education goals of our diverse student population
  + Objectives:
    - Bring classes to students using advanced technologies and multiple delivery formats
    - Connect students with university services that address individual needs
* Performance Measures:
  + Number of degree graduates
  + Freshman Retention Rate
  + Six-year graduation rate
  + eCampus
* Goal 3: Gain distinction as doctoral research university
  + Objectives
    - Recruit, retain and support highly qualified faculty, staff and students from diverse backgrounds
    - Identify and invest in select areas of excellence with the greatest potential for economic, societal and cultural benefit
    - Design systems to support and reward interdisciplinary collaboration
  + Performance Measures:
    - Number of doctoral graduates
    - Number of peer reviewed publications
    - Citations of publications by Boise State authors over a five year span
    - Total research and development expenditures
* Goal 4: Align university programs and activities with community needs
  + Objectives:
    - Include community impact in the creation and assessment of university programs and activities
    - Leverage expertise and knowledge within the community to develop mutually beneficial partnerships
    - Increase student recruitment, retention and graduation in STEM disciplines
  + Performance measure:
    - Number of graduates in high demand disciplines
    - Number of STEM graduates

**Description:**

The School of Public Service was founded in 2015 to inspire and equip students to be innovative, principled, and effective public service leaders, promote meaningful community engagement and civil discourse, and serve as an objective and unbiased resource for citizens and decision-makers in Idaho. The School was designed to ensure that Idaho students, businesses, and taxpayers get the most value out of their investments in higher education by refocusing faculty attention on applied scholarship and teaching that transcends narrow disciplinary boundaries.

Future leaders in public service, whether they are employed within the private, non-profit, or public sectors, require interdisciplinary knowledge and a combination of well-developed hard and soft skills. Graduates from the School of Public Service at Boise State are “systems leaders” well versed in leadership, management, quantitative reasoning, systems thinking, analytics, communications, and ethics in addition to their particular substantive major. To that end, the School of Public Service has eliminated institutional silos by replacing outdated departmental structures with an integrated School, developed new interdisciplinary academic programs in Global Studies, Urban Studies and Community Development, and Environmental Studies that draw from faculty across the University, explicitly integrated skills development into the curriculum through a new School-wide “core curriculum”, and promoted high impact educational practices, including experiential learning programs, that enhance student success on campus and preparation for careers.

Additionally, the School of Public Service facilitates applied research and serves Idaho communities searching for innovative solutions to the seemingly intractable challenges they face. The School revised its tenure and promotion guidelines to emphasize applied research and public engagement. And the School has embraced and reinvigorated the University’s historical commitment to public service research by involving faculty and students, from the undergraduate level through the new Ph.D. program, to work in concert with state and local agencies, non-profit organizations and the private sector around issues of workforce, transportation, and economic development through the newly launched Idaho Policy Institute. The Policy Institute is itself a public-private partnership.

**Questions:**

1. What is being requested and why? What is the agency staffing level for this activity and how much funding by source is in the base?

First, funding will be used to enhance student learning at the undergraduate and graduate levels. The integration of new faculty lines will facilitate the implementation of new interdisciplinary academic programs and improve retention and graduation rates for students pursuing careers in public service at the undergraduate level while opening new functional tracks for students pursuing the Ph.D. In addition, funding will support student participation in experiential programs that directly enhance skill development and will increase opportunities for undergraduate and graduate students to engage in applied research projects.

Second, line item funding will directly enable positive community outcomes throughout the State of Idaho. Funding for Boise State’s Idaho Policy Institute directly supports nonpartisan and rigorous applied research and evaluation studies for use by state and local decision makers, professional training and technical assistance to state and local entities, and seminars, colloquia, and public events convened to promote constructive dialogue and thoughtful deliberation on public issues in Idaho. The Institute conducts public policy and demographic research, publishes economic forecasts and economic impact studies, undertakes rigorous and unbiased public opinion survey research, and offers dispute resolution resources and leadership development and technical assistance to localities throughout Idaho. Each new faculty position created through this appropriation will simultaneously serve interdisciplinary academic programs, and build the School’s capacity for applied research.

Additionally, funding will help grow on-line undergraduate and graduate certificate programs in Geographic Information Systems (GIS) that prepare students for emerging careers while supporting research collaborations with state and local entities involving mapping and spatial analysis projects. Finally, funding will grow the capacity of the Center for Idaho History and Politics. The Center has been redesigned to implement internship and experiential programs across the school, and support high quality University-community engagements including the Politics for Lunch series.

It is important to note that program prioritization has informed this budget request in several ways. Specifically:

* The School of Public Service was created during the program prioritization process. Our aim was to create a sharp focus on public service, and thereby better align resources with the institution’s public service mission.
* One of the programs that would have ended up in the SPS was in the fifth quintile during program prioritization, and was discontinued the year after program prioritization.
* One of the programs that recently moved to the SPS, the BA in Environmental Studies, scored in the fourth quintile. It was clear at the time that the reason for the low score was that the program was under-resourced and mis-aligned. Our line item request will enable us to invest in what can be a strong program.
* Overall, the remaining programs that would end up in the SPS scored quite well during program prioritization: the undergraduate programs in criminal justice and political science were in the top quintile, and the graduate programs in criminal justice and public policy and administration were in the second and third quintiles, respectively.
* Because the SPS has dissolved its academic departments, the faculty members in the school are much more able to teach in a range of programs instead of only those programs in their home department, thereby creating instructional efficiencies and exposing students to a broader and more relevant array of faculty members.

The university has funded the creation of the School of Public service by the reallocation of existing funds as well as dedicated and local funds. Specifically, there are several investments the university has made recently to support the request.

* One tenure-track faculty line from a newly established endowed faculty position, the Bethine and Frank Church Endowed Chair in Public Policy.
* One half-time lecturer position funded initially under Boise State’s spousal accommodation policy, and will be funded subsequently using reallocated funds.
* One new tenure-track faculty line will be created using reallocated funds.
* The resources necessary for one faculty line from the reallocation of funding from the discontinued Master of Community and Regional Planning program.
* One faculty line from the reallocation of a faculty line from the Department of History to the School of Public Service.
* An investment of $144,188 in base funds and $294,672 in one-time funds allocated in the FY18 annual budget process
* In addition, Boise State has implemented a driver-based / performance budget model that will increase (and decrease) funding for each of the Colleges based on changes in student credit hours instructed, majors supported, and students graduated. If the School of Public Service is successful with this investment and realizes anticipated growth, additional funding will be provided to help support this growth.

1. What resources are necessary to implement this request?

* Eight faculty positions including positions in Applied Economics, Demography, Global Trade, Public Finance, Health Policy, Energy Policy, and Fiscal Policy that serve new interdisciplinary programs and support applied research initiatives;
* Five administrative leadership positions serving the Idaho Policy Institute, the Center for Idaho History and Politics, the Public Service Leadership Initiative, the School of Public Service Survey Research Initiative, and the Frank Church Institute in global affairs;
* Twelve graduate research assistantships in professional masters and Ph.D. programs that support applied research projects across the School;
* Two research faculty positions at the Idaho Policy Institute in economic development and economic forecasting;
* Two positions – one clinical faculty and one administrative – to support the new Geographic Information Systems program and related applied research projects;
* One clinical faculty position supporting student internships and experiential learning programs across the School of Public Service, and
* Ten faculty research fellowships for faculty across Idaho institutions of higher education to participate in applied research projects administered through the Idaho Policy Institute.

1. Provide additional detail about the request, including one-time versus ongoing. Include a description of major revenue assumptions, for example, whether there is a new customer base, fee structure changes, or anticipated grant awards.

All requested funds are ongoing.

1. Who is being served by this request and what are the expected impacts of the funding requested? If this request is not funded who and what are impacted?

This request serves students at Boise State University by increasing the teaching capacity of new undergraduate interdisciplinary programs, professional masters programs, and the Ph.D. in Public Policy and Administration. Moreover, it serves students by growing skills and experiential programs that effectively prepare students for the workforce. The three existing undergraduate programs of SPS produced an average, over the last 3 years, of 209 baccalaureate graduates per year. As a result of this investment, the number of undergraduate baccalaureate graduates is projected to increase at least 30% and the number of total degrees and certificates is projected to increase over 50%.

In addition, this request serves communities throughout Idaho and all Idahoans that benefit from rigorous, non-partisan applied research. The Idaho Policy Institute was created through the reallocation of existing resources. In its first year, the IPI took on a couple of dozen projects and brought in over $300,000 in grants and contracts. This investment would dramatically increase the capacity of the IPI to serve the state of Idaho and local communities. We would expect to at least double the number of projects, and similarly would expect that we would increase the contracts and grants by that amount. However, it is important to note that many projects are pro bono and/or deeply subsidized in order to serve the needs of Idaho communities that may have limited resources.

Without additional funding, the Idaho Policy Institute will be constrained in its ability to serve entities throughout the state and while students will continue to have opportunities to study in traditional academic disciplines, they will likely be less well prepared for emerging careers in the private, public, and non-profit sectors.