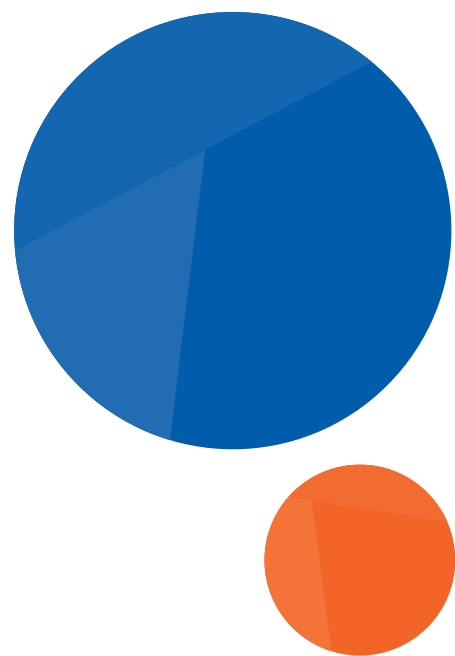


11-1-2017

2016 College of Health Science Sustainability Report

College of Health Science at Boise State University

COLLEGE OF HEALTH SCIENCES SUSTAINABILITY REPORT



BOISE STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES

PUBLISHED NOVEMBER 2017



BOISE STATE UNIVERSITY
COLLEGE OF HEALTH SCIENCES

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

In publishing our sustainability report for the College of Health Sciences (COHS) at Boise State University, we are making our first attempt to transparently report on the social, economic, and environmental impacts that we have on our key stakeholders, and role model this leading corporate and organizational practice to inspire our business and academic peers to follow suit. With combined efforts and support from the College of Business and Economics (COBE), who will be publishing their third sustainability report this year, COHS was successful in developing our initial report. To fully align with our values, we put experiential learning at the heart of this effort: 14 student sustainability reporters, ranging from graduate and undergraduate levels from COHS and COBE researched, collected data, and wrote this report, and 30 students from the Beta Alpha Psi Honors Society and the graduate accounting class 505: Perspectives in Auditing conducted the report’s review.

Organizing Frameworks

To create this report, we leveraged the leading sustainability reporting frameworks from the corporate and business school realms respectively, namely the Global Reporting Initiative (G4), the UN Principles for Responsible Management Education (UNPRME), and the Association for the Advancement of Sustainability in Higher Education (AASHE) STARS guidelines. For the COHS report, leveraging of frameworks began early by two Masters of Health Science Capstone students Stephanie Pustejovsky and Jordan Harris. Building the foundation for our report was these bright students senior capstone project. Responsibilities included researching and analyzing sustainability frameworks, reviewing the COBE report, and deliberating on personal experiences at COHS to create materials to begin the development of a sustainability report that reflects the current state and future goals of the College.¹

Top Areas of Excellence

- Through Integrated Service-Learning projects, the COHS students have provided 25,965 hours of service to the Boise community (details on pg. 34).
- Generating close to \$6 million in Gross Revenue through the creation of eight Self-Support programs (details on pg. 43).

Top Areas of Improvement

- Improve student retention and graduation rates (details on pg. 26).

¹ Pustejovsky, S., Harris, J., College of Health Science Sustainability Project Report





01

OUR PURPOSE

The College of Health Sciences (COHS) mission is to unify people and align resources in an integrated education model and an environment of collaborative community problem solving where progressive research and teaching engage and empower people to optimize resources and advance life-long health.

Our vision is bold: to be the leader in educating professionals who advance life-long health in global communities

We Value

Teaching

The undergraduate and graduate college of choice for preparing health practitioners, leaders, and researchers who discover and apply innovative solutions to promote health and quality of life.

Research

Leaders and partners in creating and disseminating collaborative, meaningful research and scholarship that promotes health and quality of life.

Service

Developing dynamic partnerships that enrich and enhance research, teaching and learning, advocacy, and outreach.

Infrastructure

To create effective work flow and structures that enable the College of Health Sciences to enhance teaching and scholarship outputs that contribute to life-long health.

A MESSAGE FROM THE DEAN



It is an exciting time at the College of Health Sciences at Boise State University. The College is issuing its initial sustainability report – a report that presents our efforts to operate in a financially, environmentally and socially responsible manner. And like the Boise State University College of Business and Economics, our sustainability report has been compiled, written and designed by Boise State students.

As highlighted in this report, our College is involved in many initiatives that enhance student learning while promoting impactful, collaborative opportunities with our communities and health care professionals. We have begun the important yet intensive work to be more transparent in reporting the activities of the College and our operational impacts on the environment, while identifying areas that will be more thoroughly assessed in future reports. Sustainability reporting is a useful instrument in assisting the college and its stakeholders to assess our impacts and plan for improvements.

We welcome your review and comments on this report about the membership, stakeholders, operations and accomplishments of a first class college of health sciences. Additional information on the College is available at cohs.boisestate.edu.

Dr. Tim Dunnagan
Dean, College of Health Sciences





OUR ORGANIZATION

Overview

Located in Boise, Idaho's captivating capital city, the College of Health Sciences at Boise State University offers 31 undergraduate and 18 graduate programs to 4,126 undergraduate students and 452 graduate students. Boise State University's faculty and staff are guided by one simple but powerful conviction: our students are the future leaders, thinkers and innovators of the American West, and that future begins in the classrooms of our campus.²

The following sections offer more information about the College, including degree programs and information about COHS's primary stakeholders, including faculty, staff, and students.

Accreditation

Boise State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). In addition, the College of Health Sciences contains many professional programs, all individually accredited, that include but are not limited to:

- American Health Information Management Association, Commission on Accreditation of Allied Health Education Programs
- Commission on Accreditation of Athletic Training Education
- Commission on Accreditation for Respiratory Care
- Council for Accreditation of Counseling and Related Educational Programs
- Council on Social Work Education
- Joint Review Committee on Education in Radiologic Technology
- The Bachelor of Science in Nursing, the Master of Nursing, the Master of Science, and the Doctor of Nursing Practice at Boise State University are accredited by the Commission on Collegiate Nursing Education
- National Environmental Health Science & Protection Accreditation Council (EHAC)

Boise State University is operating the largest nursing programs in Idaho, with a well-established online RN-BS completion track, graduate programs, and a nationally accredited Simulation Center. We prepare students to provide caring, holistic and quality nursing services to diverse populations while facilitating the development of leadership and interpersonal skills.³

Quality of research and productivity is growing, and a new partnership is forming with Health Services on campus, one of the few campus health centers in the nation with fully integrated medical, wellness and counseling services. Health Services allows for convenient, accessible and high quality health care to the campus community. The aim is to provide a wide range of comprehensive and integrated services to students, faculty, staff and their dependents.⁴

Governance

Known as the College of Health Sciences' leadership team, our College is lead by Dr. Tim Dunnagan, Dean, Dr. Joelle Powers, Associate Dean, Dr. Dale Stephenson, Director-School of Allied Health Sciences, Dr. Ann Hubbert, Director-School of Nursing, Dr. Randy Magen, Director-School of Social Work, Jon Larkin, Director of Development, Tara Brooks, Director of Business Operations, Julia Beard, Director of Clinical Operations, Dr. Michelle Ihelms, Wellness Director, Dr. Vincent Serio, Director of Medical Services and Dr. Matt Niece, Director of Counseling Services.

The leadership team seeks feedback from faculty and staff from extended leadership teams and/or advisory boards including, but not limited to, the College of Health Sciences' Board of Ambassadors, Blue Sky Institute, BroncoFit, and the Physicians Task Force. Additionally, three schools are imbedded into COHS: School of Allied Health, School of Nursing, and School of Social Work. All either have or are in the process of creating their own advisory boards.

² 2016 COHS Strategic Plan

³ Boise State University's Nursing Program Website <https://hs.boisestate.edu/nursing/>

⁴ Boise State University's Nursing Program Website <https://healthservices.boisestate.edu/>



Undergraduate College

Within the College of Health Sciences, there are undergraduate programs available in the following schools: Allied Health, Nursing, and Social Work. The School of Allied Health also advises students on pre-professional studies.

Each school has a director dedicated to leading the progress and viability of the programs within their school. Boise State University offers a variety of degree courses to meet the needs of the growing health care field and public health profession, from administrative roles to medical practitioners. Below is a list of these programs.

School of Allied Health Sciences

Department of Community and Environmental Health

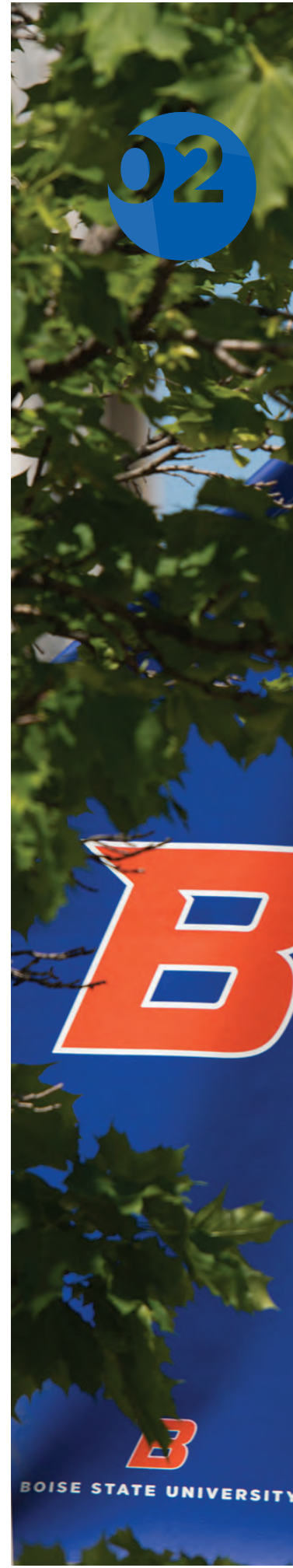
- Bachelor of Science in Public Health
- Environmental and Occupational Health Emphasis (EOH)
- General Health Emphasis
- Gerontology Emphasis
- Health Education and Promotion Emphasis (HEP)
- Health Informatics and Information Management Emphasis
- Health Policy and Leadership Emphasis
- Health Science Studies (HSS)
- Prevention and Addiction Studies Emphasis
- Public Health Emphasis
- Science Emphasis

Pre-Professional Program Degree Programs

- Pre-Dental Studies (Pre-Dental)
- Pre-Medicine (Pre-Med)
- Pre-Veterinary Medicine (Pre-Vet)

Non-Degree Programs

- Pre-Chiropractic
- Pre-Dental Hygiene
- Pre-Dietetics
- Pre-Medical Laboratory Science
- Pre-Occupational Therapy
- Pre-Optometry
- Pre-Pharmacy
- Pre-Physical Therapy
- Pre-Physician Assistant
- Pre-Speech Language Pathology



Department of Kinesiology

- Bachelor of Science in Athletic Training
- Bachelor of Science in K-12 Physical Education
- Bachelor of Science in Kinesiology
- Biomechanics Emphasis
- Exercise Science Emphasis
- Health Teaching Endorsement
- Pre-Allied Health Emphasis

Department of Radiologic Sciences

- Bachelor of Science in Imaging Sciences (online degree completion program)
- Bachelor of Science in Radiologic Sciences
- Computed Tomography Emphasis
- Diagnostic Medical Sonography Emphasis
- Diagnostic Radiology Emphasis
- General Studies Emphasis
- Magnetic Resonance Imaging Emphasis

Department of Respiratory Care

- Bachelor of Science
- Registered Respiratory Therapist (RRT) Bachelor Degree Program

School of Nursing

- Pre-Licensure Bachelor of Science Program
- RN-BS Completion Track

School of Social Work

- Bachelor of Arts in Social Work





Graduate College

Within the College of Health Sciences there are graduate programs available in the following schools: Allied Health, Nursing, and Social Work. Below is a list of these programs. Boise State offers a variety of degree courses to meet the needs of the growing health care field from administrative roles to medical practitioners. This listing of graduate degrees has been taken from the 2016 College of Health Science Strategic Plan.

School of Allied Health

- Addiction Studies Graduate Certificate
- Gerontological Studies Certificate
- Master of Athletic Leadership M.A.L.
- Master of Health Science M.H.S.

Emphasis

- Health Policy
- Health Promotion
- Health Services Leadership
- Master of Kinesiology M.K.
- Master of Science/Master of Kinesiology

Emphasis

- Behavioral Studies Emphasis
- Biophysical Studies Emphasis
- Socio-Historical Studies Emphasis

School of Nursing

Doctor of Nursing Practice (DNP)

Graduate Certificate in Adult-Gerontology Nurse Practitioner (AGNP)

- Acute Care Concentration
- Primary Care Concentration

Health Care Simulation Certificate — Online Graduate Certificate Master in Nursing — Adult-Gerontology Nurse Practitioner (AGNP)

- Acute Care Concentration
- Primary Care Concentration

School of Social Work

- Master of Social Work M.S.W.



Centers, Labs, Partnerships, and Initiatives

The College of Health Sciences (COHS) hosts many enthusiastic researchers and staff members, many of whom have a space to share their specialty and continue developing research to unearth their passions. The many centers and labs hosted by the College of Health Sciences provide a tangible experience into varying professions and environments specific to each center's focus. Some notable centers are described below and additional centers are listed here.

Center for Orthopaedic and Biomechanics Research

The Boise State University Center for Orthopaedic and Biomechanics Research (COBR) is a partnership between the Department of Mechanical and Biomedical Engineering and the Department of Kinesiology. The mission of COBR is to advance the understanding of the mechanical and neuromuscular characteristics of human movement through basic science, engineering, clinical research and education.

Center for Health Policy

The Center for Health Policy (CHP) is a research unit that conducts health science research and collaborates in the development of innovative health policy in Idaho. CHP is comprised of faculty and students from the College of Health Sciences and other academic units of the university. In addition, CHP also partners with governmental agencies, non-profits and the private sector in conducting health science research.

Additional COHS Centers:

- Center for Excellence for Environmental Health and Safety
- Center for Physical Activity and Sport
- Center for Regional Alcohol and Drug Awareness Resource
- Center for the Study of Aging
- Institution for the Study of Addiction
- The Idaho Occupational Safety & Health Consultation Program



COHS Laboratories

Exposure Science Lab

The principle theme of the Exposure Science Lab is to utilize current technologies to monitor and assess exposure to airborne contaminants and apply innovative control strategies to safeguard human health. Recent collaborations include partnerships with exposure scientists at the University of Washington and Montana Tech and electrical engineers in Boise State's Department of Electrical Engineering.

Simulation Center for the College of Health Sciences

The Simulation Center is a state-of-the-art facility that gives people the opportunity to participate in designed learning activities in a safe, controlled environment. In addition to the Simulation Center suite, people have access to a 12-bed practice lab and a student center for study and group work. The lab is primarily used by Nursing and Respiratory Therapy students to gain hands-on experience.

Additional COHS Labs:

- Curl Agricultural Health Lab
- The Human Performance Lab

Partnerships

The Institute for the Study of Addiction⁵

The Institute for the Study of Addiction is a joint endeavor of the Colleges of Education and Health Sciences, providing coordinated and complementary information dissemination, training and professional development opportunities, and research and program evaluation services for addictions prevention services, treatment professionals and organizations at Boise State and in the community. Given the insidious foothold of addictions in the American population, the ongoing health risks associated with addictions, and the infusion of government funding available to address these issues, cooperative study of addiction is of vital importance.

Blue Sky Institute

In the Fall of 2016, the Idaho State Board of Education approved Boise State University's proposal for the Blue Sky Institute, co-sponsored by College of Business and Economics and the College of Health Sciences. This institute serves as a neutral space for diverse stakeholders to come together to solve the world's wicked problems. The Blue Sky Institute's first priority is to dive into relevant population health issues in our community. Currently, the Blue Sky Institute is working towards formalizing a dedicated stakeholder group.

⁵ <https://education.boisestate.edu/institutefortheaddiction/>



COHS Strategy⁶

In order to address our Vision and goals, the College has identified a number of Core Strategies to best use our resources and direct our day-to-day efforts. Additionally, a number of Area Specific Strategies have been developed to address time-sensitive issues within the three distinctive areas of Research, Graduate Education and Undergraduate Education. The Core and Area Specific Strategies are initiatives that will be implemented in a sequence that allows the COHS to best leverage its resources while addressing College aspirations.

What follows is a list of Core Strategies from the 2016 College Strategic Plan:

1. Faculty and Staff Hires: Through annual reviews conducted each Spring, the Department/School Chair/Director will evaluate faculty skills and interests in the areas of teaching, research and service. This analysis will enable the College to identify the strengths and gaps in the College human capital as it relates to the COHS strategic plan. Once data is analyzed, the College will then identify priorities for future faculty and staff positions within the COHS.
2. Faculty and Staff Workloads and Scope of Work: The COHS mission statement describes faculty and staff engaging in work that contributes to the areas of teaching, research and service. The College faculty, staff and administration support the notion of using differential workloads so that faculty and staff can best use their skills, talents and interests across these three areas. Chairs/Directors will generate workload assignments so that individual faculty can maximize their contributions to the College.
3. COHS Centralized Student Services and Advising Office: The COHS has had a rich tradition of investing in advising and other student services that contribute to student success. However, these services have been coordinated in a variety of locations using diverse methods across the College. To better use College resources and to take advantage of the student success efforts across the College, this effort will be centralized. Ultimately, the change will provide greater coverage and more effective advising related to "health professionals." After the advising centralization process is completed, the College will consider centralization of student services, including tutoring services, internship coordination, implementation of a help center for student questions, management of clinical agreements, and maintenance of student records.
4. Enhancing Resources: The COHS faculty and staff realize that additional resources will be needed to adequately address the work that is outlined in the COHS strategic plan. The faculty and staff also assume that additional support for these efforts will not come from state contributions. Therefore, a number of efforts will be employed to expand services to students and community stakeholders that also provide resources for the College. Initial efforts that will be addressed include:
 - Enhancing student educational opportunities through increased summer course offerings
 - Generating community business partnerships that offer University faculty and student knowledge and skills to help address health-related problems, and challenges in prevention and health care
 - Pursuing novel and innovative health programming, such as degree completion programs through BSU Extended Studies or executive-based health education programs
 - Enhancing advancement efforts
 - Enhancing grants and contracts activities to fund research efforts with BSU faculty, students and community partners
 - Developing synergistic relationships and collaborations that allow COHS to leverage resources in areas such as graduate programming, research, and undergraduate programs
 - Conduct audits and learning exercises within the COHS to identify ways of becoming more efficient with current resources

⁶ 2016 COHS Draft Strategic Plan pg. 26-27



COHS Stakeholders

Stakeholders

Primary: COHS students, administration and leadership team, faculty, staff

Secondary: Alumni, healthcare industry leaders, donors, vendors, prospective students, potential employees, Boise State, employers, advocates, community, research institutions, public health sector, media

Tertiary: State Board of Education, Idaho Legislature, Governor, Board of Ambassadors Advisory Council, Blue Sky Institute

COHS Board of Ambassadors⁷

- Richard Armstrong, *Former Director, Idaho Department of Health & Welfare*
- Ed Dahlberg, *Retired Executive President and CEO, St. Luke's Health System*
- Tim Dunnagan, *Dean, Boise State University College of Health Sciences*
- Martin Gabica, *Retired, Chief Medical Officer, Healthwise*
- Zelda Geyer-Sylvia, *Retired, President/CEO, Blue Cross of Idaho*
- James Girvan, *Retired, Dean, Boise State University College of Health Sciences*
- Jon Larkin, *Development Director, Boise State University Advancement/College of Health Sciences*
- Steve Millard, *Retired President/CEO, Idaho Hospital Association*
- Ronald Pfeiffer, *Executive in Residence, Boise State College of Health Sciences*
- Maryann Reese, *Executive VP/CEO, Saint Francis Health System*
- Rodney Reider, *President/CEO, Saint Alphonsus Health System*
- Chris Roth, *Chief Operating Officer, St. Luke's Treasure Valley Region*
- Dave Self, *Chief Administrative Officer, St. Luke's Health Partners*



BroncoFit⁸

BroncoFit is a campus-wide initiative to encourage Boise State students, faculty and staff to engage in all aspects of health and well-being. BroncoFit will plant the seeds for life-long health. By learning through wellness programs and courses, interacting with the Health Services staff, and engaging with BroncoFit, employees and students will have a road map for their own life-long health. They will understand how minor decisions can affect multiple aspects of their lives and how making a small healthy choice can lead to a lasting healthy lifestyle.

While the programs and initiative are starting with campus populations, anyone can learn from BroncoFit.



BroncoFit Advisory Board¹

- Danielle Bennion, *CEO, Preventative Health*
- Jim Everett, *Retired CEO, Treasure Valley YMCA; Swim Team Head Coach, College of Idaho*
- Marty Gabica, *Retired, Chief Medical Officer, Healthwise*
- Michelle Ihmels, *Wellness Director, Boise State University Health Services*
- Gene LaMott, *Founder, Fit to Go LLC*
- Ron Pfeiffer, *Executive in Residence, Boise State University College of Health Sciences*
- Joelle Powers, *Associate Dean, Boise State University College of Health Sciences*
- Leslie Webb, *Associate Vice President, Student Affairs, Boise State University*





Radiological Sciences Advisory Board⁹

To meet program accreditation requirements, the purpose of the Radiologic Sciences Advisory Board is to discuss program outcomes, current projections of employment, potential for new programs, and curricular needs to prepare students for employment readiness post-graduation.⁹

- Ed Baker, *Professor, Community & Environmental Health, Boise State University*
- David Bates, *Radiology Site Manager, Saint Alphonsus, Ontario*
- Lyn Baxter, *Clinic Administrator, Primary Health*
- Diane Bjoralt, *Diagnostic Imaging Site Manager, Saint Alphonsus Nampa*
- Patrick Bridges, *Executive Director Cardiovascular & Imaging Services, West Valley Medical Center*
- Scott Christensen, *Regional Director, Medical Imaging, Saint Alphonsus Health System*
- Eric Colaianni, *Radiology Manager, Saint Alphonsus Boise*
- Bill Colpo, *Director, Medical Imaging, St. Luke's McCall Medical Center*
- Tim Dunnagan, *Dean, College of Health Sciences, Boise State University*
- Deb Eichhorn, *Director of Operations, Intermountain Medical Imaging*
- Richard Fedrizzi, *Founder, Fedrizzi Ten Mile LLC*
- Judy Glass, *Director, Medical Imaging, St. Luke's Regional Medical Center*
- Cindy Hamilton, *Director, Medical Imaging, St. Luke's Meridian Medical Center*
- Linette Hessenthaler, *Assistant Chief/COR, Medical Imaging, Veterans Affairs Medical Center*
- Jon Larkin, *Development Director, College of Health Sciences Boise State University*
- Anita LuVisa, *Medical Imaging, Intermountain Orthopedics*
- Ron O'Reilly, *Adjunct, Boise State University*
- Tom Pederson, *Retired President, Medical Imaging, Inc.*
- Lisa Scales, *Medical Advisor, Diagnostic Medical Sonography Program, Boise State University*
- Dale Stephenson, *Director, School of Allied Health Sciences, Boise State University*
- Drew Taylor, *Director, Outpatient Medical Imaging and Medical Imaging Informatics/PACS, St. Luke's Health System*
- Jeff Zweifel, *Service Line Leader, Cardiovascular, Saint Alphonsus Health System*
- Conar Cunningham, *Sophomore Level, Boise State University*
- Dorina Nitu, *Senior Level, Boise State University*

⁹ Leslie Kendrick, Department Chair of Radiologic Sciences, (2017, March 30). [Phone Interview]



Respiratory Care Advisory Board¹⁰

To abide by the conditions of their accreditation program, the Respiratory Care Advisory Board is composed of University administration, faculty, and community partners in the hospital system. The board meets annually to obtain input on potential curriculum changes, program updates, approval of mission statement, and feedback on how the program is meeting the needs of the community.¹⁰

- Jeff Anderson, *Director of Clinical Education, Boise State University*
- Lonny Ashworth, *Director, Degree Completion Program, Boise State University*
- Rachel Ballenger Thain, *Graduate Representative, St. Luke's*
- Kelley Brandt, *Associate Director, eCampus Center, Boise State University*
- Brent Christensen, *Medical Branch Manager, Norco Inc.*
- Bill Dittrich, *Medical Director, Boise State University, St. Luke's Idaho Pulmonary Associates*
- Tim Dunnagan, *Dean, College of Health Sciences, Boise State University*
- Tom Foster, *Director, Respiratory Care, West Valley Medical Center*
- Nicole Garcia, *Director, Pulmonary Services, Southwest Idaho Advanced Care Hospital*
- Paula Goodsell, *Respiratory Therapy Educator, St. Luke's*
- Lutana Haan, *Chair, Respiratory Care, Boise State University*
- Troy Johnson, *Central Vice President, Norco Inc.*
- Jody Lester, *Respiratory Care Faculty, Boise State University*
- Dwayne Millward, *Director, Respiratory Care, Boise VA Medical Center*
- Gordon Roberts, *Director of Respiratory Care, Saint Alphonsus*
- Owen Seatz, *Director of Education/Adjunct Faculty, Saint Alphonsus/Boise State University*
- Dave Shuldes, *Clinical Director, Respiratory Care, Boise State University/St. Luke's*
- Terri Soelberg, *Director, Office of Research, Boise State University*
- Megan Walker, *Sophomore Class Representative, Boise State University*
- Susan Westphal-Beale, *Saint Alphonsus*
- Kyler Wilson, *Junior Class Representative, Boise State University*
- TJ Wing, *Respiratory Care Faculty, Boise State University*
- Megan Walker, *Junior Level, Boise State University*
- Chealsy Veek, *Senior Level, Boise State University*

Student Advisory Council

Currently COHS does not house a Student Advisory Council. Due to this fact, input on what was deemed material from this primary stakeholder group came from this year's Sustainability Reporting Team students. To utilize advisement from this essential group in the future, it is our aspiration that next year the COHS establishes a Student Advisory Council to include a student representative from each department or program. Responsibilities will include being the voice of all Undergraduate and Graduate students in the COHS, aid future Sustainability Reporting Teams in providing material issues, and create the student portion of a COHS Culture Agreement. This agreement will serve as an expansion of Boise State University's Student Code of Conduct to establish cultural and behavioral norms in COHS consistent with the College's core values, that govern interactions among faculty, staff and students.

¹⁰ Lutana Haan, Department Chair of Respiratory Department (2017, April 4) [Phone Interview]



Speakers and Events

The College welcomes leaders and alumni from the health care community and beyond to speak, present, and share ideas with our students and faculty. Students in particular are able to take advantage of these events to network and gain real world insights. Some of our offerings this year included:

COHS Events

Biological Sciences Seminar | Kate Lajtha, Oregon State University

Kate Lajtha works for the Department of Crop and Soil Science at Oregon State University. Her research focuses on terrestrial ecosystem ecology and watershed biogeochemistry. Many of her students study fundamental soil processes using the international DIRT (Detrital Input and Removal Treatments) network. This has recently has been extended to include sites in the Owyhee mountains via a collaboration with Professor Marie-Anne de Graaff, Ph.D., from the Department of Biological Sciences at Boise State.

Boise State Employee Free Training Session | Holly Levin

An event that focused on three main areas: nutrition, physical activity and stress management. Holly Levin, health educator, University Health Services facilitated the discussion. Levin is a Cooper Institute trained health coach as well as a certified health education specialist. She joined University Health Services in 2013 and focuses mainly on coordinating the employee wellness program and the peer health education program. She enjoys creating opportunities on campus for people to engage in their own health and well-being.

Lecture, ‘What is the Matrix? An exploration through the spaces between cells’ | Allan Albig

Allan Albig, assistant professor of biological sciences, presents on his research, which seeks to understand the basic mechanisms by which blood vessel growth, maintenance and removal are controlled as a way to help facilitate the development of better treatments for cancer and other diseases.

Biomolecular Science Seminar | Wolfgang Losert

Wolfgang Losert, University of Maryland, was the speaker for this seminar as part of the Biomolecular Science seminar series.

MSE Seminar | Clare Fitzpatrick

Clare Fitzpatrick, Boise State University, was the speaker for the seminar ‘Utilizing Computational Models to Aid in Surgical Decisions and Implant Design.’ She received her Ph.D. in mechanical engineering in 2008 from University College Dublin, Ireland. Since then, she has spent eight years working at the Center for Orthopaedic Biomechanics at the University of Denver, initially as a postdoctoral fellow, and then as a senior research engineer. She has been involved as a co-investigator on a number of industry- and federally-funded research grants investigating biomechanics of implanted knee and hip joints, multi-scale modeling of the natural knee, and anatomic variability within patient populations. Fitzpatrick has published 33 peer-reviewed journal articles, two book chapters, and over 70 conference papers in the area of orthopaedic biomechanics, and is an active collaborator with industry and academic institutions worldwide.



Saint Alphonsus Mobile Mammogram

As a part of BroncoFit, the Saint Alphonsus Mobile Mammogram came to Boise State’s campus. Saint Alphonsus knows it is critically important for women to stay ahead of a cancer diagnosis. Their 40-foot Mobile Health Screening Coach is a technologically sophisticated vehicle that traverses southwestern Idaho, eastern Oregon and northern Nevada providing the same high-quality screening services you would receive from their certified Breast Care Centers.¹¹

Biomolecular Science Seminar | Haribabu Arthanari

Haribabu Arthanari, Harvard Medical School, was the speaker for the seminar ‘Therapeutic targeting of Protein-Protein Interactions: A new look at an old concept’ as part of the Biomolecular Science seminar series.

Health Fair

The mission of the health fair is to promote health awareness by providing access to community resources and health screenings, and encourage personal involvement in healthy lifestyles. The fair was presented by Boise State University senior health education and promotion students.

Prescription Drug Take-back Event

University Health Services hosted a prescription drug take-back program that allowed students, faculty and staff to turn in unused and expired medications for safe disposal for free. The drug disposal program was held in conjunction with the campus Health Fair.

Holiday Hoopla with University Health Services

University Health Services hosted a Holiday Hoopla open house for everyone interested in learning more about the diverse health services offered on campus.

¹¹<https://www.saintalphonsus.org/mobile-mammography-unit>





SOCIAL IMPACT

Student Satisfaction

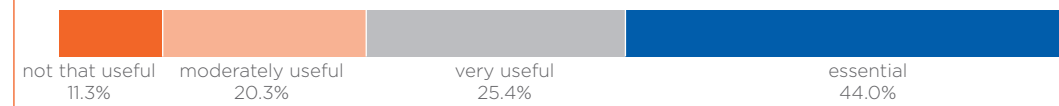
The College of Health Sciences aims to provide the utmost satisfaction to its students. As part of this commitment, Boise State gathers information from graduating students to assess the current satisfaction rates among various material aspects to address any issues, and create future plans to lay the foundation for graduate success. 462 graduates responded to the survey in the 2015-2016 year. The following charts show the summary of their responses.¹²

What is the overall satisfaction for COHS Students?

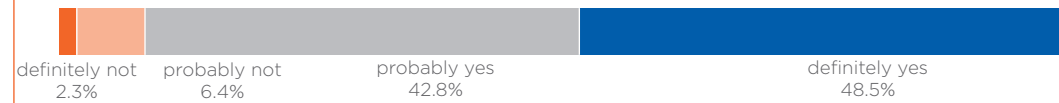
Would you recommend to a friend with similar educational/career interests as you that they enroll in your academic plan in your department or school at Boise State?



To what extent did your Boise State education help you secure your post-graduation plans?



Would you encourage others to attend Boise State University?



Overall, the majority of students from COHS are satisfied with the department and with the school in terms of faculty, classes, and their peers with 91.3% of students likely to encourage others to attend Boise State University.

¹² <https://public.tableau.com/profile/boise.state.institutional.research#!/vizhome/GraduatingStudentSurvey/Respondents>



To what extent do COHS students agree with the following statements?

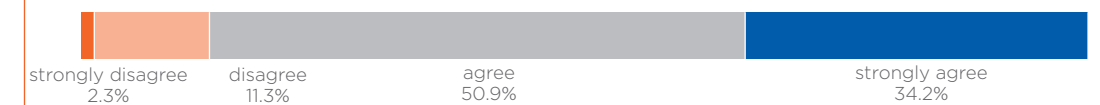
Faculty members seemed genuinely interested in the welfare of students.



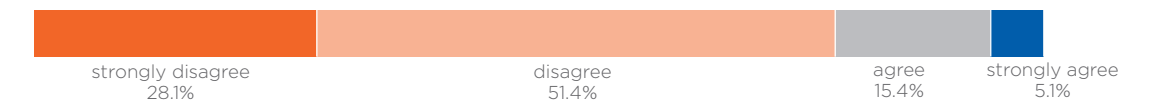
Faculty were outstanding teachers.



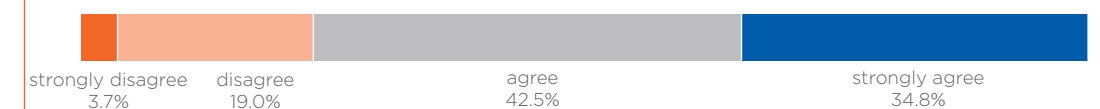
I received sound academic advice.



Many courses were NOT offered at a good time for me.



Interactions and discussions with my peers were a major source of motivation and support.



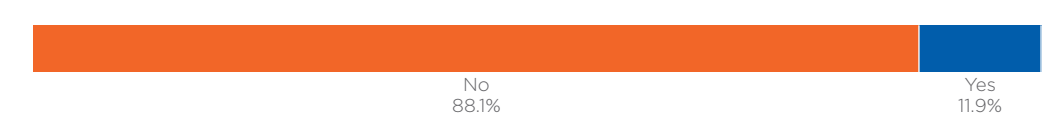
Many opportunities existed outside of class for interactions between students and faculty.



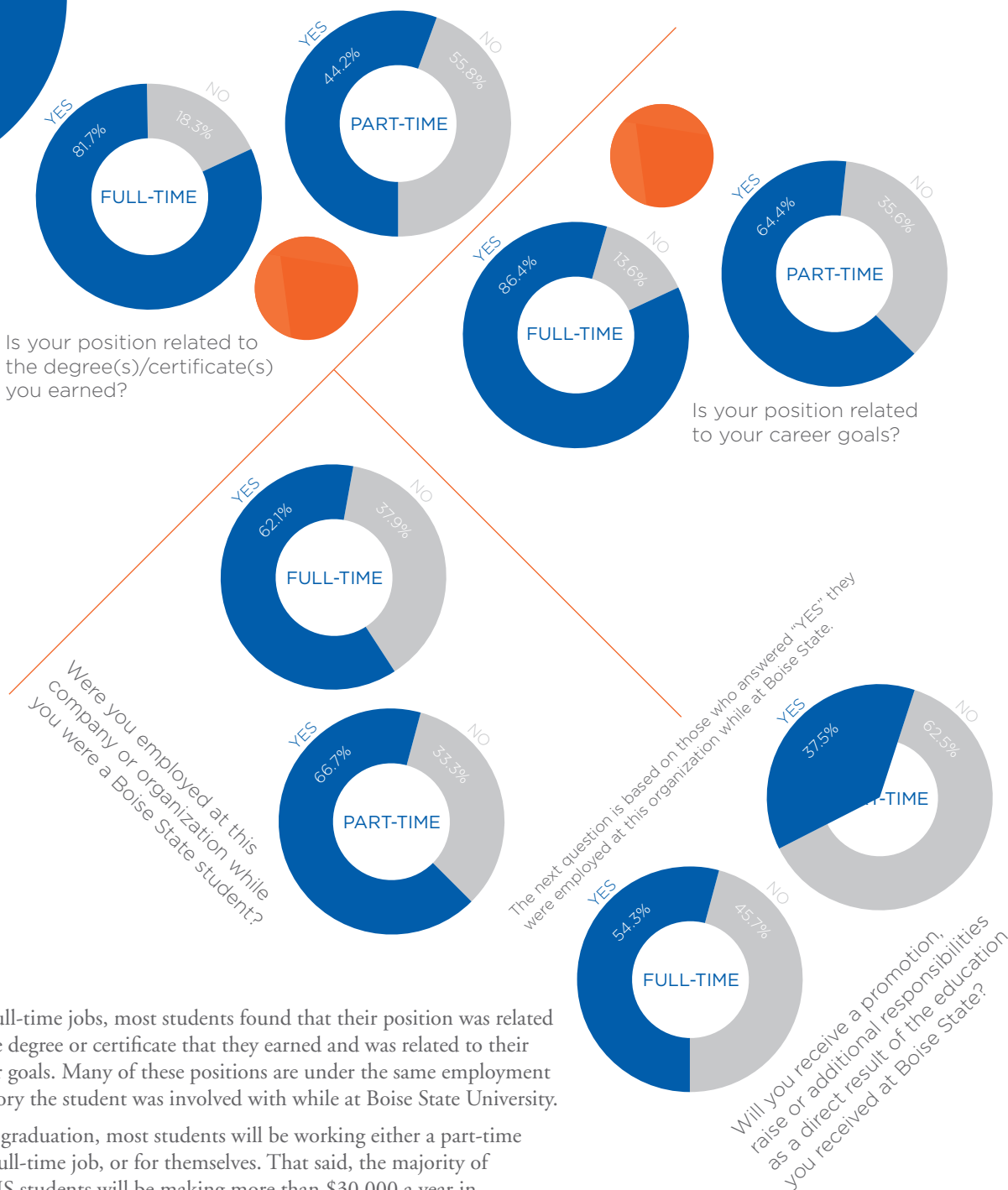
The material covered across the courses in my major were well integrated.



Did you have to delay your graduation because courses you needed were unavailable?



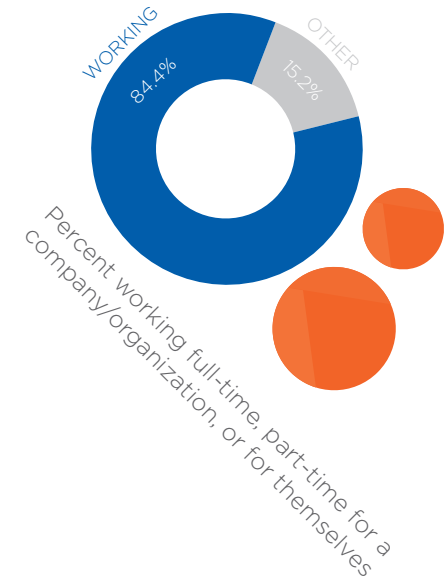
Where will COHS students be working after graduation?



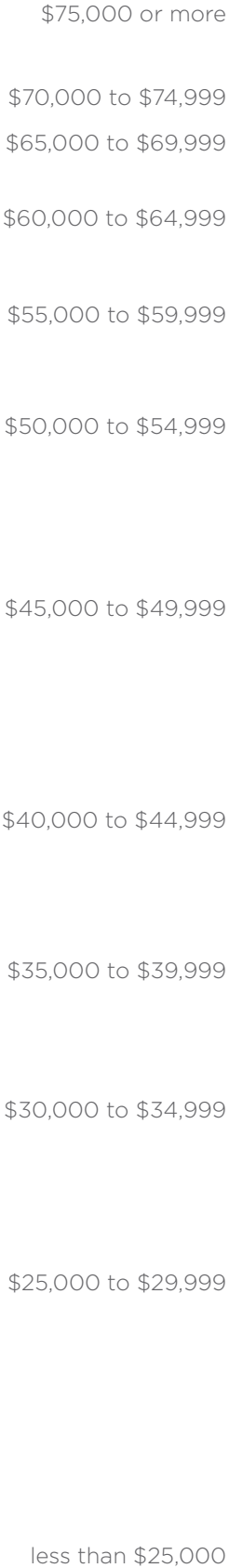
For full-time jobs, most students found that their position was related to the degree or certificate that they earned and was related to their career goals. Many of these positions are under the same employment category the student was involved with while at Boise State University. After graduation, most students will be working either a part-time job, full-time job, or for themselves. That said, the majority of COHS students will be making more than \$30,000 a year in the first year following graduation.

Percent working full-time, part-time for a company/organization, or for themselves. What will your annual income be by the first year following graduation from all jobs?

What will your actual income be the first year following graduation from all jobs (U.S. dollars)?



Additionally, while many COHS students will be immediately entering the workforce, 39.5% of students plan to further their education in a degree program with 68.2% of these students pursuing a master's degree.





Student to Faculty Ratio

Average students per section: Academic year (2016-2017)¹³

	Department/Schools	Total Number of Students	Number of Sections	Average Number of Students per Teacher
ENVHLTH	Environmental Health	98	9	11
HLTHST	Health Studies	1,982	91	19
KIN-ACT	Kinesiology - Activity	1,964	94	21
KIN-AL	Kinesiology - Athletic Leadership	106	6	18
KINES	Kinesiology	2,970	177	16
MHLTHSCI	Master of Health Science	194	27	6
NURS	Nursing	4,878	110	28
RADSCI	Radiologic Sciences	1,079	85	11
RESCARE	Respiratory Care	1,115	42	15
SOCWRK	Social Work	1,612	98	16
Overall Average Number of Students per Teacher				18

The table above shows the average number of students per teacher at Boise State University in the College of Health Sciences during the 2016-2017 academic year. It displays how many students, on average, are registered for each section taught by each department, and gives a good representation of how many students are likely to be in any given class in each listed department.

¹³ CJ Martin, Executive in Residence, COBE

Student Retention and Graduation

The college has initiated efforts related to increasing retention and graduation rates for COHS students. The Freshman Student Retention table below displays the student retention percentage of full-time, degree-seeking freshmen who were enrolled in COHS for the Fall 2014 and Fall 2015 semesters. Specifically, this table indicates the percentage of freshman who were still enrolled in COHS, switched to another college at Boise State, or were no longer enrolled at Boise State the following fall semester (one year later). For example, the amounts reported below (for Fall 2015) reflect the enrollment status of freshman students a year later (Fall 2016).

Freshman Student Retention

Year (fall)	Still Enrolled in COHS	Switched College	No Longer Enrolled
2015	56%	19%	25%
2014	55%	16%	29%

The data above shows a slight increase in full-time, degree-seeking freshman students in COHS are being retained in the college one year later.

The Senior Student Graduation and Retention table provides descriptive statistics regarding graduation and retention of COHS students. This table reports the percentage of full-time, degree-seeking seniors enrolled in COHS for the Fall 2014 and Fall 2015 semesters. Specifically, the table indicates the percentage of seniors that graduated, were still enrolled in COHS, switched to another college at Boise State, or were no longer enrolled at Boise State by the following fall semester (one year later). For example, the amounts reported below for Fall 2015 reflect the enrollment status of senior students a year later (Fall 2016).

Senior Student Graduation and Retention

Year (fall)	Graduated From COHS	Still Enrolled in COHS	Switched Collage	No Longer Enrolled
2015	56%	35%	3%	6%
2014	57%	37%	2%	4%

The data from the Senior Student Graduation and Retention table shows that graduation and enrollment rates were relatively stable over the past two reporting periods. However, there was a 50% increase in both the number of students that switched colleges as well as the number of students that were no longer enrolled at Boise State one-year later. We also note that both amounts were small with regard to the total number of senior students, however, we will continue to monitor the COHS' progress with senior graduation and retention rates in future reports and formally address programs and initiatives implemented by COHS below.

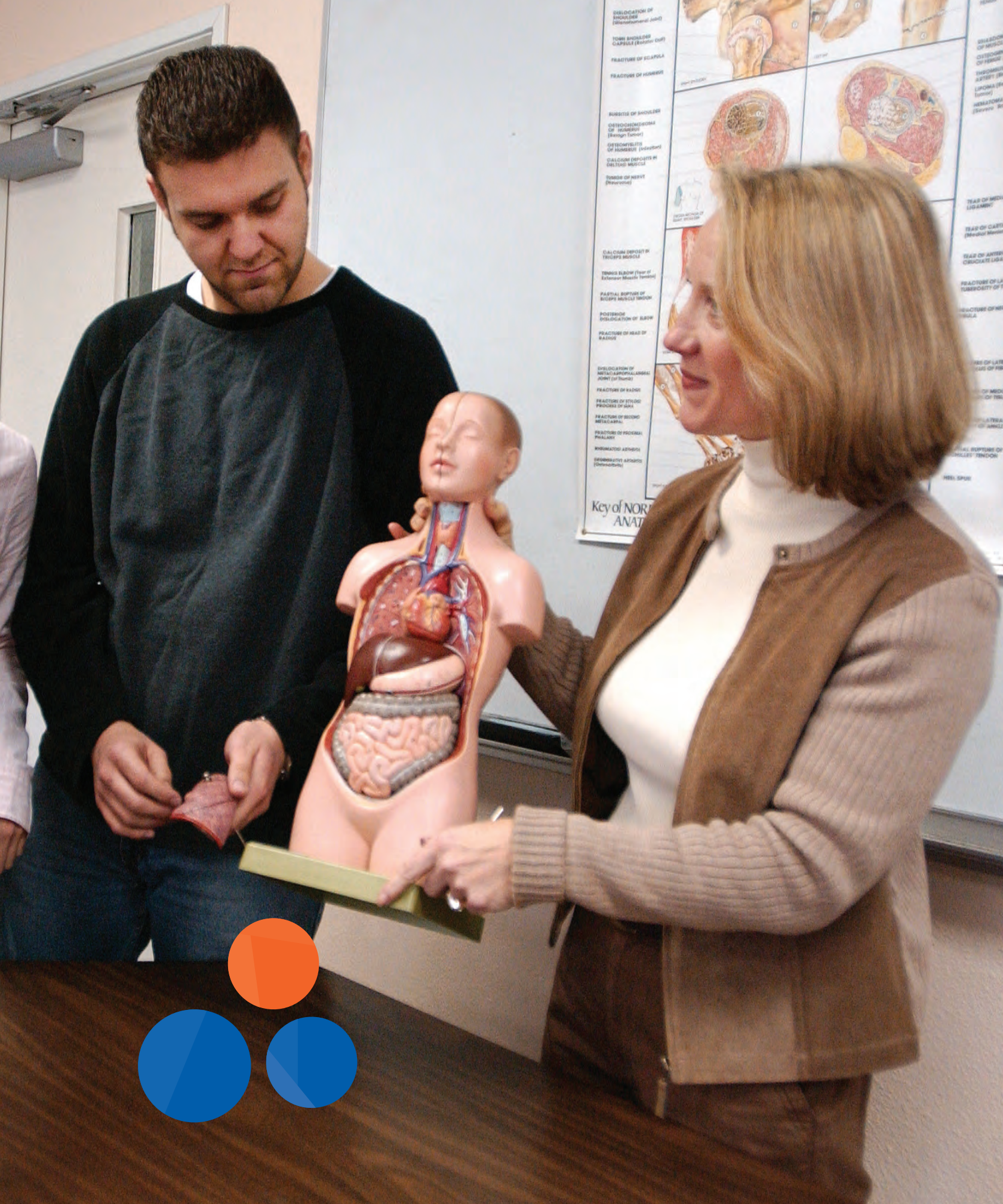
Efforts to Increase Retention and Graduation Rates¹⁴

The COHS is dedicated to providing an inclusive educational experience while increasing graduation rates. In the past year, innovative programs and initiatives have been developed to address this goal. Examples include but are not limited to:

- Fully staffed Advising Center as of January, 2017. Academic and career advising seeks to support students in the exploration and development of educational and health related career goals while promoting student responsibility in the decision-making process. A combination of faculty, professional and peer advisors provide students with access to information, resources and support in the areas in which they have the greatest needs and can most benefit.
- Employed a Graduate Assistant to develop and collect information regarding student and adjunct faculty satisfaction with the COHS.
 - An exit survey was developed to better understand why students change majors or leave the university, with the goal of helping increase access to support services and resources students need to be successful.
 - An adjunct faculty satisfaction survey was developed to uncover how the COHS can better improve its role in providing support to adjunct faculty, ultimately improving the educational culture within the College.
- Lastly, the College is in the preliminary stages of creating an emergency fund for students who are at risk of dropping out of the COHS. This one time financial support for students will be available through an application process for discretionary funding for students in crisis.



¹⁴ Dr. Joelle Powers, Associate Dean, COHS (2017, May 8) [Phone Interview]



03

RESPONSIBLE PRACTICE IN THE CLASSROOM

Criteria for Identifying COHS Courses that Integrate Responsible Practices

The criteria created to identify whether a course, faculty research, or service in the College of Health Sciences (COHS) meets the requirements of supporting responsible practice seeks to reflect on, investigate, or account for social and environmental or economic impacts on relevant stakeholders, both positive and negative.

Most Health Sciences courses already meet the requirement for social impact due to the nature of the field. It was decided that the COHS would separate each impact into its own category in order to better investigate the integration of responsible practices throughout the college.

Social Impacts

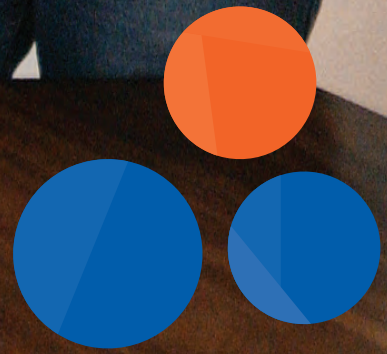
Reviews, revises or resolves issues related to Cultural Responsibility (Diversity), Individual and Patient Responsibility (Ethics), Social Responsibility and well-being, Leadership Responsibility (Governance)

Economic Impacts

Reviews, revises or resolves issues related to Economic and Financial Responsibility in patient, individual mental well-being and health care costs, to include processes that promote organization and system accountability through program evaluation and quality assurance, discuss factors influencing social determinants of health, and advocate for public health protection.

Environmental Impacts

Reviews, revises or resolves issues related to Environmental Responsibility (Environmental Sustainability) and Environmental Health which includes the science and practice of preventing human injury and illness and promoting well-being by identifying and evaluating environmental sources and hazardous agents and limiting exposures to other environmental media or settings that may adversely affect human health by adhering to appropriate health and safety compliance regulations.





SOCIAL IMPACTS

Social Impact: Teaching

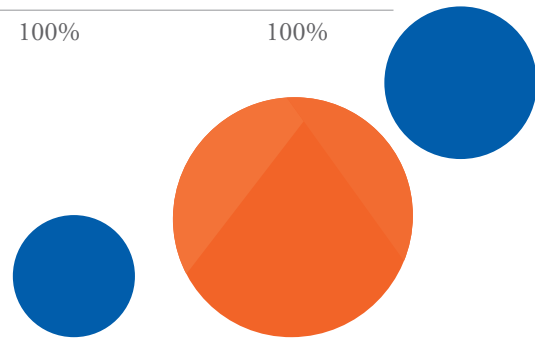
In the College of Health Sciences, our vision is to be the leader in educating professionals who advance lifelong health in global communities as well as ensure high quality teaching and student success to optimize lifelong health.¹⁵ The following audit of COHS courses that integrate responsible practices enables evaluation of how the teaching staff is effectively guiding our students' learning. Below are the results of this audit of the provided syllabi received by the sustainability reporting team, broken-down by department.

Percentage of core courses that include:

Undergraduate Program	social responsibility	environmental responsibility	economic responsibility
Social Work	100%	31%	77%
Nursing	96%	96%	79%
Community Environmental Health	81%	67%	76%
Respiratory Care	93%	64%	71%
Radiologic Sciences	100%	100%	100%
Kinesiology	100%	98%	46%

Percentage of core courses that include:

Graduate Program	social responsibility	environmental responsibility	economic responsibility
Social Work	100%	17%	58%
Nursing	100%	100%	65%
Health Sciences	100%	86%	100%
Kinesiology	100%	100%	100%



¹⁵ College of Health Sciences 2016 Strategic Plan



Spotlight on Classes with Responsible Practices at Their Core

SOCWRK 420 | Human Behavior and the Social Environment II

This course emphasizes, from a critical perspective, the effects of institutional forces (political, economic, cultural, and historical) on human behavior and development. It presents theories and knowledge of these social systems' effects on health and well-being. Populations-at-risk are emphasized relative to social and economic justice concerns. The effects of prejudice and discrimination on individuals and groups, based on race, ethnicity, gender, affectional orientation, class, and other stigmatizing characteristics are emphasized.

SOCWRK 505 | Foundation of Social Welfare Policy

Critically examines contemporary welfare policies, in a value-analytic framework, and in the context of the United States and international political economies. Emphasis is placed on values of equity, adequacy, and universality of access to basic social and economic security. Policy practice skills include identification and evaluation of policy problems, including their empirical and value dimensions, and skills in policy advocacy with legislators and with the general public. Major importance is placed on policies and programs that impact populations at-risk

NURS 416 | Community and Populations Health Nursing

Concepts of community, population, and public health are integrated with the skills and knowledge of previous nursing and support courses. A primary focus is on the health of populations, including groups and communities, and serving vulnerable groups. Selected concepts and topics include: epidemiology, social determinants of health, population assessment and evaluation, environmental health, disaster preparedness, health promotion, and global health. Students practice speaking and writing skills necessary to practice public and community health nursing.

HLTHST 102 | Environmental Health

Evaluates the impact that chemical, physical, and biological agents have on environmental ecosystems. Examines how worldwide political, economic, and demographic diversity affects the natural environment.

KINES 150 (HLTHST 150) | Residential College Health Professions

Required course for students residing in the University Housing Health Professions Residential College. Students learn about the campus and community resources, explore various health-related professions, are civically engaged, and participate in service projects. Students learn about eight components of wellness, to include physical, intellectual, financial, emotional, social, environmental, occupational, and spiritual, and participate in a variety of activities that demonstrate a well-balanced and healthy lifestyle.

MHLTHSCI 560 | Public Health Disaster Preparedness Planning-Risk Management

Risk assessment and risk management principles used in public health disaster preparedness planning are studied in context of natural and human-made emergencies. The potential impact on the health and wellbeing of individuals and families, as well as on communities as a whole, are highlighted by addressing associated technical, environmental, economic, and social issues. Methods to estimate the immediate and long-term consequences on a community's infrastructure are reviewed. The role and responsibilities of local, state, and federal agencies in planning for risk mitigation are also reviewed.



Sustainability Minor

The Sustainability Minor, offered by the College of Business and Economics, is a 22-credit interdisciplinary minor. The objective is to provide a new way of thinking about the world that can be applied to a student's primary discipline or major. The core curriculum (13 credits) covers basic sustainability-related theories, applications, tools, and models with priority toward transforming the way organizations and communities work. The minor allows flexibility by incorporating an interdisciplinary curriculum of electives with a sustainability focus (nine credits) selected from a variety of disciplines.

The short-term goal is to prepare students to help organizations change the way they design policies, processes, products, and services, and allocate resources by applying tools such as sustainable cost-benefit analyses and problem solving strategies. The long-term goal is to positively transform individuals, organizations, communities, fields, and systems in ways that seek to balance social, environmental, and economic needs and impacts.¹⁶

Business Bridge to Career Program - Certificate or Minor

The Business Bridge to Career Program, also offered by the College of Business and Economics, is designed for non-business students who would like to obtain the necessary business skills to supplement and/or integrate business concepts into their majors. The program is designed fully online, allowing students to take individual courses to earn a certificate by taking 4 courses (12 credits), or a minor by taking 6 courses (18 credits). The program is aimed to help students learn business skills that can translate their non-business major into a career. Program outcomes include; a.) explaining how business functions interact to create value, b.) interpret and convert financial and other data into relevant information to solve common business problems, c.) communicate professionally with diverse internal and external stakeholders, d.) collaborate respectfully with diverse team members to execute projects, and e.) demonstrate an understanding of responsible business practices.

In addition to the courses, Business Bridge to Career provides advising and career services to all students seeking a certificate or minor.

Nonprofit Minor

The Nonprofit Management Minor is a 21-credit interdisciplinary focus upon nonprofit management and community development efforts. Students from all majors can use this minor to pursue their interests in all manner of philanthropy and community development in a variety of policy areas.

¹⁶ <https://cobe.boisestate.edu/rbi/sustainability-minor/>



Social Impact: Faculty Research

Boise State University currently uses an online software tool, Faculty 180, that is designed to help Boise State faculty collect, organize, and display their research, teaching and service data for the purpose of annual reviews, promotion and tenure, and specialized reports such as curriculum vitae and National Science Foundation (NSF) and National Institutes of Health (NIH) biographical sketches. The purpose of Faculty 180 is to provide an easier and more efficient way for colleges to manage large reporting processes.

The College of Health Sciences departments are currently compiling Faculty 180 to prepare for their 2016 Annual Performance Evaluations. However, Nursing and Social Work, the two largest departments, have chosen to opt out of using Faculty 180 for the 2016 evaluation cycle. COHS also does not currently record information about Adjunct Faculty in the Faculty 180 software.

Data provided by Faculty 180 is from Spring 2016 through Fall 2016 and the research criteria considered includes completing or participating in one of the following ; Artistic Works & Performances, Book Contributions, Case Study, Chapters, Conference Proceedings, Creative Publications, Instructional Publications, Journal Publications, Media Contributions, Other Works, Patent, Poster Presentation, or a Review.

Of the current 39 faculty participating in a research project, 32 faculty member's research meet one or more of the responsible practices criteria listed earlier.



of all research includes responsible practices



of research is socially responsible



of research is environmentally responsible



of research is economically responsible

Social Impact: Faculty Service

Like Faculty Research, the data provided comes from the software Faculty 180. Faculty Service is broken down into five separate categories which include; Boise State University (internal), Community (external), Profession/Discipline, Editorial & Review, and Consulting. Of the current 77 faculty participating in one of the five listed categories of service, 59 faculty member's service meets one or more of the responsible practices criteria. This means seventy-seven percent of all faculty engaged in service are providing responsible practice related services.

2,915 hours of reported service contributions relate to Responsible Practices



of all service contributions relate to Responsible Practices



is socially responsible service



is environmentally responsible service



is economically/financially responsible service



Below is an example of faculty service that fits into all three aspects of sustainable responsible practices.

Tobacco 21 Idaho Coalition¹⁷

Dr. Caile Spear, a Professor in the Department of Community and Environmental Health, is a member of Tobacco 21 Idaho Coalition whose mission seeks to raise the legal sale age for tobacco products and e-cigarettes from 18 to 21 years of age. By raising the legal sale age for tobacco products, the Coalition aims to decrease the onset and burden of tobacco-related illnesses and healthcare costs to the citizens of Idaho. Specifically, Dr. Spear provides advisement to the Coalition about youth engagement strategies, as well as advocates on the College campus about the smoke-free policy and presents at the Health Fair supporting and educating the campus community about the efforts being made by Tobacco 21.¹⁸ Tobacco 21 Idaho Coalition is continuing to grow and is supported by the following partners: Saint Alphonsus, Trinity Health, United Way of Treasure Valley, Southwest District Health, Idaho Public Health Districts, Boise State University, American Cancer Society, Tobacco Free Idaho Alliance, American Heart Association, American Lung Association, and the Central District Health Department.

Social Impact: Service Learning¹⁹

The Service-Learning Program connects 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. Specifically, Service-Learning is a teaching strategy that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility.

24 undergraduate classes have integrated Service-Learning projects, 666 students, **25,965 service hours** over the 2016-2017 academic year.²⁰

Example Project

NURS 417: Community and Population Health

Interfaith Sanctuary Health Fair - Collaborating with two major community healthcare organizations, Terry Reilly Health Services and St. Luke's Humphrey Diabetes Center, a group of nursing students conducted a health fair at Interfaith Sanctuary on March 31st to provide resources and education for Boise's homeless community. Prior to the health fair, students visited Corpus Christi House for nine weeks assessing and observing the needs of the homeless population. The group established that the population would benefit from education on hygiene, sexual encounters and nutrition. Education on these topics was presented at specific booths where education materials were made available. The health fair was a success with the support from Terry Reilly Health Services providing free HIV screening, Hepatitis A and B vaccines, dental checks and follow-up appointments. St Luke's Humphrey Diabetes Center educated participants regarding diabetes and checked blood glucose levels. There were more than 50 participants who benefited from the education provided and encouraged to take control of their health with their newly acquired perspectives.²¹

Health Promotion in Marsing, Idaho - COHS nursing students took part in several projects involving assessment and health promotion in Marsing, a town located about 40 miles west of Boise, Idaho. Projects included: screening for lice and updating educational information for parents whose children might be infected, implementation of a Dental Education program where students were educated about the importance of oral health care, development and publication of a School Based Health Center "implementation toolkit" which included national best-practices on how other school districts around the country implement their own School Based Health Centers, a comprehensive one-day educational session targeting cigarette smoking and tobacco usage, an "activity day" where all elementary students were taught specific physical activities they could do at home or after school, and a survey given to parents regarding the use of primary care by students to provide the Marsing School District Administrators current usage of primary care.



Student Extracurricular Opportunities

Student Extracurricular Opportunities at COHS

Clubs, organizations, and honors societies allow students to participate in constructive activities outside of the classroom, gain experience in their areas of interest, build relationships with their peers, and grow their network. These extracurricular opportunities help students maintain their involvement in the College of Health Sciences, which in turn helps improve retention rates as a key goal in COHS's strategic plan.²³

Eta Sigma Gamma

Eta Sigma Gamma is an academic honorary club aimed toward those majoring in Health Education and Promotion and related fields. Its purpose is to create awareness of health and wellness in the community, and promote events and resources that can help individuals make the healthy choice the easy choice. The club currently has nine members. In 2016-2017, Eta Sigma Gamma dedicated time to Boise State Service Saturdays, and promoted and attended events at the Gender Equity Center and Campus Recreation. They helped plan, promote, and implement the Boise State 20th Annual Health Fair, partnered with St. Luke's Hospital to promote night safety to children on Halloween, and participated in Dance Marathon, Relay for Life, and an Internship Meet and Greet. In addition, Eta Sigma Gamma is planning a hands-on CPR training to educate and share important skills with peers.²⁴

The Idaho Rural Health Association (IRHA)

The IRHA Student Chapter works closely with the IRHA board as an advocate for the healthcare needs of rural Idahoans. The student organization makes an impact in rural Idaho by meeting with rural individuals, assessing their healthcare needs, and relaying information back to the board and Idaho Legislature. 2016 was the club's first academic year as an official student organization at Boise State and it has since grown to a total of 28 student members, two officers and one faculty advisor. The club's goal is to conduct one meaningful rural outreach initiative each year over the summer break. In the summer of 2016 students visited Idaho City to assess healthcare needs and offer blood pressure, glucose testing and community education. In the summer of 2017, the club will be visiting Stanley to assess its need for specialized care and facilitate the expansion of telemedicine. Between the summer outreaches, the club plans to visit existing rural medical clinics for shadowing, as well as provide the opportunity to question rural providers about their practices.²⁵

Health Professions Living-Learning Community

The Health Professions Living-Learning Community (LLC) provides first-year students with the opportunity and support to learn how to balance coursework, real-world experiences, and life choices. Students develop strong bonds over a love of learning and common interests in health care. They learn from each other and the Faculty-in-Residence Dr. Caile E. Spear.

Dr. Spear is a professor in the Department of Community and Environmental Health. She and her husband live with the 25 LLC students in Kaiser Hall on campus. The LLC is also overseen by a program assistant, AnnaGrace Bloomquist.

Students take a weekly course from Dr. Spear, HLTHST 150 or KINES 150, depending on student choice. In this course students learn study skills, receive advising assistance, update their resumes, are assigned informational interviews, and are assisted in understanding the options of the various health



care programs. In the 2016-2017 academic year they attended the Health Fair to make connections, toured the Nursing Simulation Lab, and listened to presentations from professionals in the dental, physical therapy, and athletic training fields.

The LLC shows its support for the community by volunteering regularly. LLC students are required to complete volunteer hours and initiate their own connections to organizations in the community. Students have been involved in adapted PE classes, Friendship Clinic, Simply Cats, and more.

As part of a well-rounded experience, the Health Professions LLC also has a great deal of fun! Activities have included “Table Topics” on Tuesdays, attending the McCall Winter Carnival, touring the Idaho State University Gross Anatomy lab, holding “Friendsgiving,” as well as a gift exchange.

The Health Professions LLC provides students with a unique opportunity to build life-long relationships, find their academic and career path and make connections in the healthcare community. As evidence for the value of this program to the college, this well-rounded structure has been proven to result in higher GPAs, retentions rates, and graduation rates.²⁶

The above student organizations are those currently active at COHS. Other student organizations, that have been active in the past and may be presently active, include: Air & Waste Management Student Chapter, Boise State University Student Nurses’ Association, Pre-Dental Studies, Pre-Medical Studies, Pre-Veterinary Studies, Student Association of Radiologic Technologists (SART) and Respiratory Care Student Association.²⁷

“The Health Professions Residential College can have a profound impact on students, faculty and their family members who participate in the programming. I am especially impressed by the additional support and the sense of belonging that is generated through the program for its students.” –Dr. Tim Dunnagan, Dean, College of Health Sciences.²⁸



¹⁷ <https://tobacco21idaho.org/>
¹⁸ Dr. Caile Spear, Professor, Community and Environmental Health (2017, May 5) [Personal Interview]

¹⁹ <https://servicelearning.boisestate.edu/>

²⁰ Kara Brascia, Director, Service-Learning Program, Boise State University

²¹ Dr. Lucy Zhao, Assistant Professor, School of Nursing, COHS

²² Dr. Max Veltman, Associate Professor, School of Nursing, COHS

²³ Updated College Strategic Plan, College of Health Sciences, 2016.

²⁴ Willey, J. (2017, January 25). Student Involvement Research for Sustainability Report [E-mail interview].

²⁵ Barvo, M. (2017, February 10). Student Involvement Research for Sustainability Report [E-mail interview].

²⁶ Kurtz, J. (2017, January 26). [Personal interview].

²⁷ College of Health Sciences Student Services & Academic Advising. (n.d.). College of Health Sciences Student Clubs. Retrieved February 23, 2017, from <https://hs.boisestate.edu/advising/clubs/>

²⁸ Housing and Residence Life. (n.d.). Health Professions. Retrieved February 23, 2017, from <https://housing.boisestate.edu/livinglearningcommunities/communities/health-professions/>



Diversity and Inclusion

Diversity and Inclusion at Boise State University

The Boise State University Commission on Diversity and Inclusion was established in early 2017 by President Bob Kustra. The Commission was established to “advance our commitment by better serving our campus community and maintaining our competitive edge and reputation.” The commission is led by co-chairs, Donna Llewellyn, executive director, Institute for STEM and Diversity Initiatives; and Gayla Thomas-Dabney, Equal Opportunity and Affirmative Action officer, and includes representation from all diversity-related groups on campus, including but not limited to:²⁹

- Center for Multicultural Education Opportunities
- Student Diversity and Inclusion
- Casita Nepantla
- MLK Living Legacy Committee
- Faculty Senate Committee on Diversity
- HERS West
- Gender Equity Center
- Gender Studies
- Veterans Affairs
- Institute for STEM and Diversity Initiatives
- Center for Global Education
- Admissions/Enrollment Services – Diversity and Transfer Recruitment

One of the first objectives the commission was to finalize the definitions of diversity and inclusion for the campus. These definitions can be seen below.

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.

²⁹ <https://president.boisestate.edu/diversity-commission/>



Specifically, the commission will:

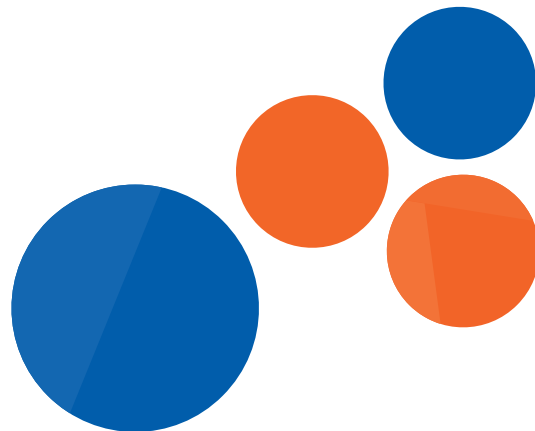
- Gather and review information and data including past documents and campus studies as well as collect, update and enable a current status view
- Frame recommendations to Boise State University’s president on ways to advance our commitment to diversity and inclusion
- Oversee the transition to actions in response to recommendations

Assessing Diversity and Equity

Boise State University is committed to “offering an inclusive and supportive environment for all students. Our goal is to provide a climate where each individual feels accepted, valued and affirmed, with everyone thriving in a setting that is free of hostility, negativity, and discrimination.”³⁰ In assessing these metrics, the university sends students brief surveys to share their impressions and experiences related to the campus climate at Boise State University. These surveys help the university reflect on the current climate and adjust policies, practices and initiatives for the future as necessary.

Diversity and Inclusion at COHS

The College of Health Sciences currently does not have their own diversity statement or strategy. Our stakeholders feel this is an opportunity for our College to take on a leadership role in improving diversity and inclusion efforts within the College, on the Boise State University campus, and in our community. A future aspiration for COHS is to establish an Inclusive Excellence Strategy through partnership with the College of Business and Economics, which developed their own strategy in 2016, as well as receive guidance from the Boise State Commission on Diversity and Inclusion. From this partnership, we aspire to create a learning and working environment that promotes culture, people, community and work.



³⁰ Climate Survey for Community Attitudes on Gender-Based Violence 2016



Diversity and Inclusion within COHS Students

As of 2017, the College of Health Sciences (COHS) serves 4,126 undergraduate students and 452 graduate students. Below is the ethnic composition of COHS’s student population.¹

Race/Ethnicity	Undergrad	Male	Female	Graduate	Male	Female	Unknown
American Indian, Alaska Native	0.7%	24.1%	75.9%	0.9%	75.0%	25.0%	0%
Asian	2.6%	33.0%	67.0%	2.0%	11.1%	88.9%	0%
Black/African American	2.4%	46.0%	54.0%	2.2%	20.0%	80.0%	0%
Hispanics of any race	13.0%	28.2%	71.8%	9.5%	39.5%	60.5%	0%
Native Hawaiian/Other Pacific Islander	0.5%	40.9%	59.1%	0.2%	100%	0%	0%
Non-resident Alien**	1.4%	42.1%	57.9%	0.4%	0%	100%	0%
Two or more races	4.0%	29.1%	70.9%	0.9%	25.0%	75.0%	0%
White/Caucasian	73.7%	25.4%	74.6%	79.9%	23.8%	75.1%	1.1%
Total	100%			100%			

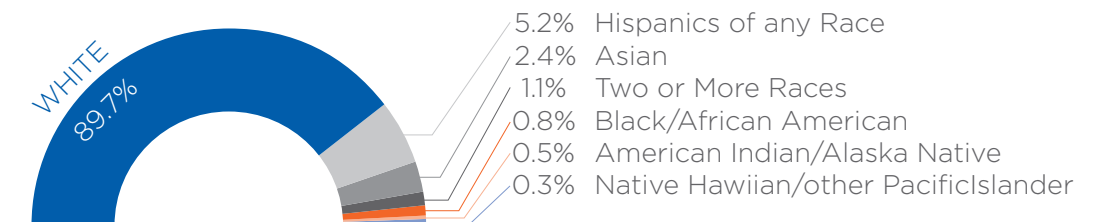
* This data is collected during the student application process.

As per Boise State’s Office of Institutional Research, a self-reported census survey taken by COHS students in Fall 2016 illustrated women comprise 73% of the student population, men comprise 27% of the student population and 0.1% of the respondents, or 6 individuals, answered “Unknown.”

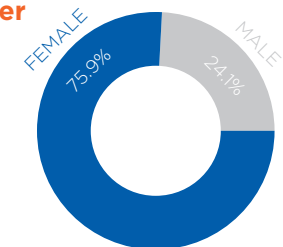
In the future, we recommend allowing students to select a non-binary gender going forward so we can account for all our students, not just those who identify as male or female.

Diversity and Inclusion within COHS Faculty and Staff³¹

Diversity by Ethnicity



Employee Diversity by Gender



³¹ Rhonda Reagan, Human Resources

Outreach Programs for Underserved Students

While conducting research on outreach services for underrepresented students we were unable to discover programs, services or initiatives specific to the COHS. Outside of COHS, there are a number of campus-wide initiatives with aims of serving underrepresented students. One example of this is the Student Diversity Center at the Student Union Building.

The Multicultural Student Services is committed to raising awareness and understanding about marginalized and oppressed groups in both non-dominant and dominant cultures, understanding the needs of these groups and providing opportunities to all for action and interaction. We focus on education in the areas of development, issues of power and privilege, social justice and internalized oppression and promote an environment where people with different values and beliefs are treated with respect and dignity.³² This space offers free computer use and an open place to lounge and study. Additionally, the Director of Student Diversity and Inclusion, Francisco Salinas, works with these students to connect them to the outreach programs listed below:³³

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

Another campus-wide initiative is the First Forward Success Program. This program reaches out to first generation students and assists them in meeting peers and connecting them with mentors. All registered first generation graduating students will receive a teal cord to wear at the main commencement ceremony as a sign of their achievement.³⁴

Boise State University also offers International Student Services. International Student Services assists students who would like to establish multicultural friendships and connections. In addition to social and political debate gatherings, OPT Gatherings (Optional Practical Training) are offered to students.³⁵

Health and Wellbeing

The College of Health Sciences was reconfigured in 2014 resulting in an expansion that allowed Health Services to now be included in our College. Health Services is dedicated to creating the healthiest learning environment in America by contributing to the health and well-being of students, faculty and staff.³⁶ The University Health Services are empowering our stakeholders to lifelong health by providing services that include, but are not limited to, medical services, counseling services, wellness services, and insurance and billing services, vaccinations, suicide awareness, and individual counseling. A full list of services can be found at: <https://healthservices.boisestate.edu/services/>.

BroncoFit is a “campus-wide initiative to encourage Boise State students, faculty and staff to engage in all aspects of health and well-being.” Please see description on page 12.

In conjunction with BroncoFit, students in the Department of Kinesiology invite faculty and staff to participate in a 10-week initiative to improve their health. Participants enjoy a friendly competition between other Boise State employees to see who can improve their health and fitness the most over the course of a

³² <https://mss.boisestate.edu/our-mission/>

³³ <https://sdi.boisestate.edu/directors-bio/>

³⁴ <https://mss.boisestate.edu/first-forward/>

³⁵ <https://iss.boisestate.edu/>

³⁶ 2016 COHS Strategic Plan, pg 4.

semester. Students enrolled in KINES 432 Conditioning Principles experience hands-on service-learning by providing personal training to participants. The combination of a knowledgeable Boise State student trainer and additional accountability help faculty and staff improve their health and wellness.³⁷

Further, the Idaho State Board of Education approved Boise State University’s proposal in Fall 2016 for the Blue Sky Institute, co-sponsored by COHS and the College of Business and Economics (COBE). This institute serves as a neutral space for diverse stakeholders to come together to solve the world’s wicked problems. The Blue Sky Institute’s first priority is to dive into relevant population health issues in our community.

³⁷ <https://hs.boisestate.edu/blog/2016/08/26/students-help-improve-employee-health-fitness-10-week-challenge/>





ECONOMIC IMPACTS

Student Cost of Attendance³⁸

According to the cost of attendance estimator on the Boise State website, students who are Idaho residents and plan on pursuing a four-year degree can expect to pay a little more than \$78,600. Out-of-state students can expect to pay a little more than \$137,300 for their four-year degree. These totals include tuition and fees, room and board, books and supplies. Estimates are for students who are not receiving additional help through academic or athletic scholarships, as well as grants.

Undergraduate Degree Estimated Cost/Year

	Estimated Costs	
	In-State	Out-of-State
Tuition	\$7,354	\$21,804
Housing	\$7,780	\$7,780
Transportation	\$1,182	\$1,404
Textbooks	\$1,200	\$1,200
Personal	\$2,138	\$2,138
Total for Academic Year	\$19,654	\$34,326

Graduate Degree Estimated Cost/Year

	Estimated Costs	
	In-State	Out-of-State
Tuition	\$8,440	\$22,890
Housing	\$7,780	\$7,780
Transportation	\$1,182	\$1,404
Textbooks	\$1,200	\$1,200
Personal	\$2,138	\$2,138
Total for Academic Year	\$20,740	\$35,190

Other fees that may apply:

- New Student Curriculum Fee - \$175
- Student ID Card Fee - \$25
- Drop Fees - \$10
- Deadline Penalty Fee - \$50³⁹

³⁸ <https://admissions.boisestate.edu/estimator/>
³⁹ <https://vpfa.boisestate.edu/student-financial-services/boise-state-university-fees/>



COHS Charitable Endowments

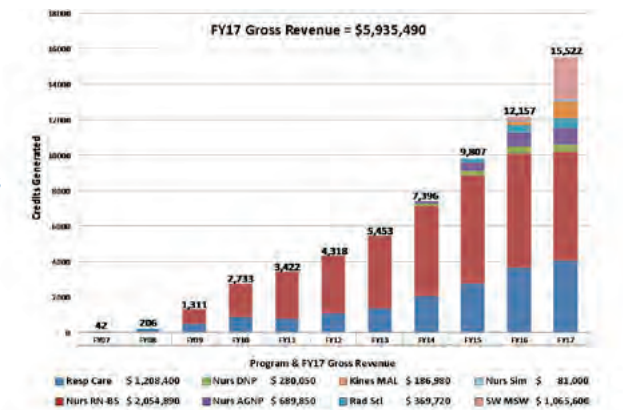
A charitable endowment at a public institution is a sum of money from private sources that is permanently invested so that interest earnings can be used in perpetuity for whatever purpose the donor(s) intends. An endowment links past, current, and future generations. It allows an institution or college to make commitments far into the future, knowing that resources needed to meet those commitments will continue to be available. College and university revenues fluctuate over time with changes in enrollment (tuition), donor interest (gifts), and public (largely state and federal) support. Endowment funds provide stability, flexibility, and a degree of confidence for the future, frequently enabling institutions to increase student aid, make commitments to senior faculty, initiate pioneering research, develop stronger teaching programs, invest in new technologies, and maintain their libraries, laboratories, and other physical assets.

Between January 1, 2013 and January 1, 2017, the College of Health Sciences received over \$5.5 million in scholarship support from private sources. A large percentage of that philanthropic support to scholarships has been permanently invested as endowed scholarship funds.⁴⁰ The School of Nursing contains the only Presidential Endowed Chair at Boise State, Jane Grassley, PhD, RN, IBCLC. Endowments stimulate contributions from donors who want to be sure that their gifts will benefit an institution's educational purposes in perpetuity. This charitable impulse to commit private dollars to the unceasing support of valued public purposes continues to create and strengthen endowments for the benefit of this and future generations. The COHS requires continued support to make capital improvements, build strengths in emerging academic fields, and adapt to the changing needs and interests of their students and society.⁴¹

Self-Support Programs

The COHS began a new innovative business venture called Self-Support Programs to grow our College without relying on money allocated from state funds. The program model, which is completely self-sufficient, runs on fees generated from student enrollment and has enabled the College to grow and serve students in all parts of Idaho as well as nationwide. Currently, the COHS has eight Self-Support Programs generating close to 16,000 student credit hours and bringing in close to \$6 million in gross revenues. Self-Support Programs include: Master of Social Work, Nursing Simulation, Radiological Sciences, Master of Athletic Leadership, Master in Nursing - Adult-Gerontology Nurse Practitioner, Doctor of Nursing Practice, Nursing RN-BS Completion Track, and Respiratory Care Program.

College of Health Sciences Self Support/Revenue Generating Programs Credits Generated & FY17 Gross Revenue FY07 - FY17



⁴⁰ Jon Larkin, Director of Development, COHS
⁴¹ American Council on Education *Understanding College and University Endowments*
 ©2017 BOISE STATE UNIVERSITY COLLEGE OF HEALTH SCIENCES | 43



Faculty Average Salary and Benefits⁴²
Average Salary using nine month base

Tenure/Tenure Track

Assistant Professor	Associate Professor	Professor
\$57,846	\$67,155	\$80,525

Clinical Track

Lecturer	Instructor	Assistant Professor	Associate Professor	Administration
\$42,581	\$46,700	\$53,632	\$63,221	\$133,294

Average “Contract” Salaries

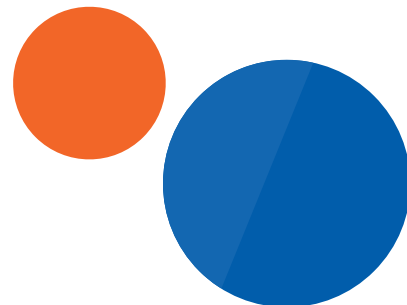
Tenure/Tenure Track

Assistant Professor	Associate Professor	Professor
\$63,322	\$73,123	\$88,934

Clinical Track

Lecturer	Instructor	Assistant Professor	Associate Professor	Administration
\$35,356	\$46,700	\$59,137	\$68,672	\$130,419

Classified	Professional
\$33,808	\$59,249



⁴² Alexis Rowland, Senior Business Manager, COHS

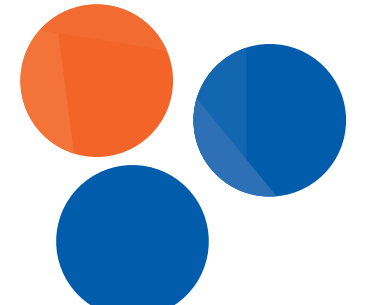


Employee Benefits

In addition to the benefits listed below, benefit-eligible full-time employees and their spouses can enroll in classes at Boise State for a \$20 registration fee and \$5 per credit hour up to nine credits every semester. The University also offers a tuition fee waiver benefit to eligible dependent children of current employees. Additionally, faculty are able to use the University’s recreation center at a discounted membership rate, enjoy 11 paid holidays per year, and if needed, have sick leave for up to 12 days per year.

Basic Benefits:

- Medical, dental and vision medical plan for full-time employees and dependents.
- Flexible Spending Accounts (FSA) allow employees to save money on eligible out-of-pocket health care and dependent daycare expenses. Contributions that employees make come out of their paycheck before federal income and Social Security taxes are deducted.
- The Employee Assistance Program (EAP) is a free, confidential service that provides short-term counseling services to eligible employees and their families to help address personal and work life issues.
- Life and Accidental Death and Dismemberment (AD&D)
- Basic Life and AD&D Insurance
- The University automatically provides Basic Life Insurance coverage equal to one times annual pay, with a minimum coverage of \$20,000. This insurance also provides \$2,000 of life insurance for spouse and \$1,000 for each eligible dependent child. In the event of accidental death of the employee, a benefit of one times annual pay is paid in addition to the Basic Life benefit.
- Voluntary Term Life Insurance: The State Office of Group Insurance offers a Voluntary Term Life Insurance Plan (VTL) for employees, spouses and children. All active benefits-eligible employees will have the opportunity to purchase coverage equal to one, two, or three times their annual earnings, with a minimum of \$20,000 up to a maximum of \$500,000. Employees electing the VTL for themselves also have the opportunity to purchase spouse and child life insurance.
- Socially Responsible Investment Option for Retirement Plans: Boise State University has two “Social Choice” retirement plan options with TIAA (Teachers Insurance and Annuity Association).





ENVIRONMENTAL IMPACTS

Resource Consumption

It is important to monitor and understand the environmental footprint of the College of Health Sciences (COHS) to help create improvement goals to minimize our impact. COHS encompasses three schools (School of Nursing, School of Allied Health, and School of Social Work) as well as University Health Services. As a result of having a broad spectrum of departments, COHS occupies a number of buildings that contribute to its overall environmental impact.

Resource consumption is a large indicator of how sustainable a building is. COHS currently has five buildings where natural gas, electricity, and water usage is monitored. The data collected for FY16 is important because it gives COHS a baseline for improvements moving forward.

Estimated Total of Resource Consumption for COHS

Buildings	Natural Gas - FY 2016	
	Usage (Therms)	Total Spent
COHS- Health Science Riverside	3,396	\$2,360
COHS- Education/Science Building	26,615	\$11,897
COHS- Bronco Gymnasium	10,679	\$4,744
COHS- Norco Building	37,503	\$17,020
COHS- 1113 Denver Ave	933	\$689
Totals	79,126	\$36,710

Estimated Total of Resource Consumption for COHS

Buildings	Water - FY 2016	
	Usage (Gallons)	Total Spent
COHS- Health Science Riverside	1,481,143	\$3,116
COHS- Education/Science Building	1,260,468	\$2,672
COHS- Bronco Gymnasium	6,769,123	\$16,189
COHS- Norco Building	1,099,636	\$2,314
COHS- 1113 Denver Ave	18,701	\$39
Totals	10,629,071	\$24,330



Estimated Total of Resource Consumption for COHS

Buildings	Electricity - FY 2016	
	Usage (MWhr)	Total Spent
COHS- Health Science Riverside	314.00	\$24,921
COHS- Education/Science Building	3,600.32	\$235,833
COHS- Bronco Gymnasium	626.63	\$41,211
COHS- Norco Building	989.93	\$64,522
COHS- 1113 Denver Ave	10.48	\$1,333
Totals	5,541.37	\$367,821

* Two of COHS buildings are connected to a central steam system that provides supplemental heat which is not included in the natural gas consumption.

Although COHS doesn't occupy each building entirely, it is not possible to record resource consumption for individual floors. Therefore, the usage reported is greater than the actual COHS consumption but to be as transparent as possible, it was necessary to include the entire building usage in our report.

*Readings and cost include 1113 and 1115 Denver because they are metered together

Green House Gas Emissions

Buildings	Natural Gas - FY 2016	
	Usage (Therms)	Emissions
COHS- Health Science Riverside	3,396	17.9988
COHS- Education/Science Building	26,615	141.0595
COHS- Bronco Gymnasium	10,679	56.5987
COHS- Norco Building	37,503	198.7659
COHS- 1113 Denver Ave	933	4.9449
Totals	79,126	419.3678

Buildings	Electricity - FY 2016	
	Usage	Emissions (MTCO ₂ -e)
COHS- Health Science Riverside	314.00	15.39
COHS- Education/Science Building	3,600.32	176.42
COHS- Bronco Gymnasium	626.63	30.71
COHS- Norco Building	989.93	48.51
COHS- 1113 Denver Ave	10.48	0.51
Totals	5,541.37	271.54

Formula: Electric Emissions MTCO₂-e = (Electricity Consumption (MWhr)* 0.049)⁴³

Conversion factor: 0.049 MTCO₂/MWhr

Formula: Natural Gas Emissions in MTCO₂-e= (Natural Gas Usage in therms * 0.0053)⁴⁴

Conversion factor: 0.0053 MTCO₂/therm

⁴³ EPA E-GRID 2014: <https://www.epa.gov/energy/emissions-generation-resource-integrated-database-egrid>

⁴⁴ https://www.eia.gov/environment/emissions/co2_vol_mass.cfm



Transportation

At the time of our reporting the results from the annual survey conducted by the Department of Public Safety and Transportation were not yet available. The survey is completely anonymous and is administered to about 10% of the Boise State University community, with about a 50% reply rate. The survey is not broken down by College and respondents are given the option, but are not required, to identify as a student, faculty or staff. The questions are designed to find the percentage of time the Boise State University community uses various forms of transportation.⁴⁵

Understanding the current usage of certain modes of transportation within our College is an essential aspect of transparently reporting our environmental impact. This data is beneficial in calculating Scope 3- Greenhouse Gases, allows us to assess the needs of our stakeholders, and can improve resource allocation based on results. Recommendations for the future involve collaborating with the Department of Public Safety and Transportation as well as Institutional Research to collect data on College transportation (e.g employee and student car/bus/bike/walk numbers) and travel data (employee travel, etc.) to gain a clearer picture of our environmental impact.

Purchasing

Cleaning Supplies

Boise State’s Facilities Operations and Maintenance Department makes purchasing decisions for cleaning supplies for the College of Health Sciences. The university does not currently have an established green product purchasing policy or directive. However, maintenance staff prefers “green” or “eco-friendly” products as long as they clean as efficiently as traditional cleaning methods.⁴⁶

The “green” cleaning products used in COHS include:

- CREW® NA SC NON-ACID BOWL & BATHROOM DISINFECTANT CLEANER
- VIREX® II 256
- STRIDE® CITRUS HC NEUTRAL CLEANER (Green Seal)
- GLANCE® GLASS & MULTI-SURFACE CLEANER (Green Seal)
- 100% recycled paper towel rolls
- Reusable Rags for cleaning surfaces



⁴⁵Christine Boyles, Transportation Coordinator, Department of Public Safety - Transportation
⁴⁶Rusty Brummer, Manager of Campus Facilities, Campus Environmental Operations



COHS’s Office Depot “Green Spend” Performance

Understanding Office Depot “Green Spend” categories

Office Depot’s greener purchasing program evaluates office supplies including: copy paper, filing, storage, binding, envelopes, labels, mailing, desk accessories, writing, dated goods, ink and toner cartridges and batteries.

Environmental Specifications

Buyers are encouraged to buy greener office supplies that meet one or more of the following specifications:

- Minimum of 30% postconsumer recycled copy paper
- Minimum of 10% postconsumer recycled and/or 20% total recycled content for other paper products
- Minimum of 30% plant-based materials such as sugarcane bagasse or agricultural residues
- Virgin paper products with fiber from FSC certified responsibly managed forests
- Remanufactured ink and toner cartridges
- Refillable writing instruments and refills
- Rechargeable batteries

Paper Ratings

Forest Stewardship Council (FSC) certification is similar to what “organic” certification is for food. Just as organic food comes from farms that practice more sustainable agriculture, the fiber in FSC-certified paper is assured to come from more responsibly harvested forests. These forests managers follow rigorous standards that help ensure long-term renewable harvests, sustainable re-growth and biodiversity protection.

The majority of Office Depot papers are certified to Sustainable Forestry Initiative (SFI), Canadian Standards Association (CSA), or Program for Endorsement of Forest Certification (PEFC) standards. All of these standards provide strong guidance for best practices in responsible forest management. FSC is the certification regarded as the gold standard of forest management by more than 80 environmental groups including Greenpeace, World Wildlife Fund and the Nature Conservancy.





03

COHS Office Depot 2016 Fiscal Year (June 2015-July 2016)

**Total Spend: \$647,445
(100%)**

Overall Green Performance:
(49%)

Meets Norms:
\$3,897.84 (10%)

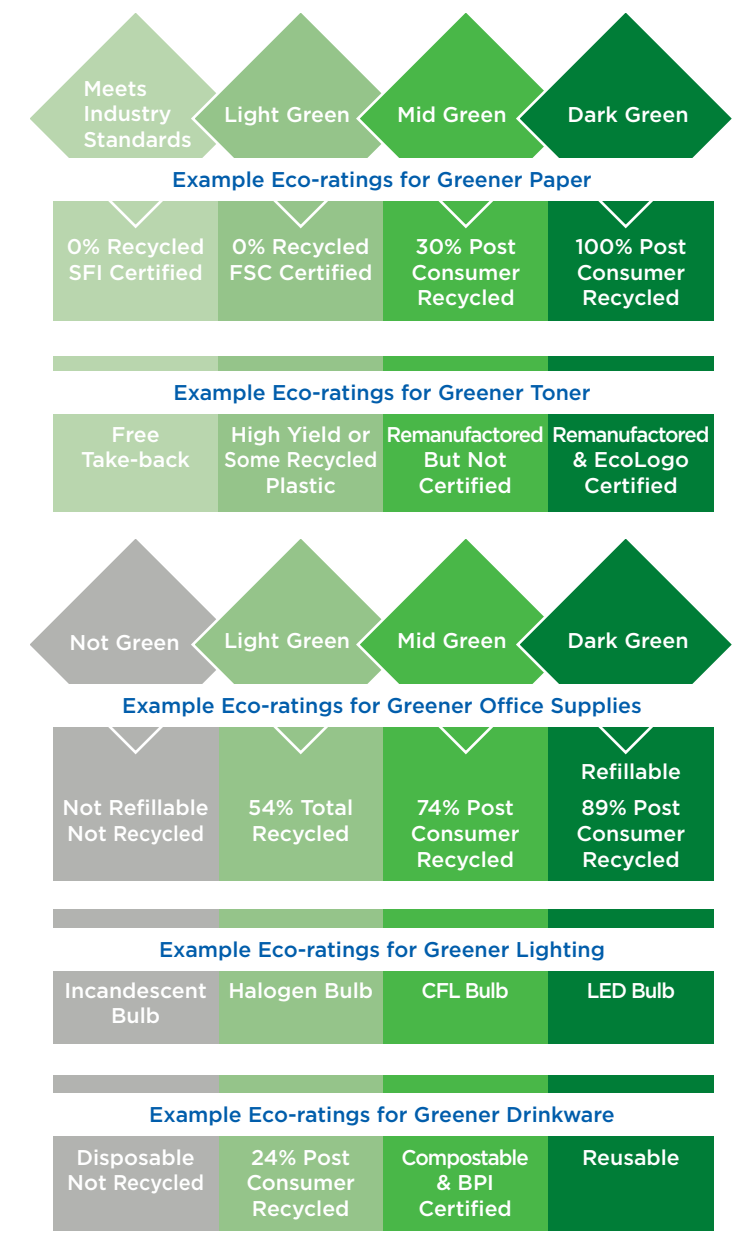
Light Green:
\$11,918.28 (31%)

Medium Green:
\$2,814.71 (7%)

Dark Green:
\$195.99 (0.5%)

Not Green:
\$19,022.20 (50%)

From the resources and data collected above our stakeholders aspire to create an educational campaign to promote more sustainable purchasing options for office supplies and reduce paper consumption within the College. We also aim to coordinate with Office of Information Technology to design a plan to track printing and paper usage in the COHS, and introduce a paper purchasing policy to include paper with recycled content.



REPORT REVIEW

Review Report Regarding the COHS 2016 Sustainability Report

To the Stakeholders of the College of Health Sciences,

We have reviewed the College of Health Sciences (COHS hereafter) 2016 Sustainability Report (the Report hereafter). The COHS 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 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.

Based on our review procedures we have the following recommendations for future COHS Sustainability Reports. First, we recommend that future sustainability reports include at least two, and if possible, three years of applicable reported data in order to enhance comparability and relevance of the reported information. Second, we recommend that any discrepancies between prior and existing metrics (i.e., new or omitted metrics) be explicitly identified, explained, and/or justified in the body of the report or within the report appendices/footnotes. Third, to the extent possible, we believe that future reports should focus on the key metrics identified in the Sustainability Accounting Standards Board's (SASB) provisional Sustainability Accounting Standards for Education. Lastly, consistent with COHS's commitment to reducing its environmental impact, we recommend that future sustainability reports be limited to digital distribution methods, rather than printing copies of the report.



Eric S. Gooden, PhD, on behalf of the COBE Student Sustainability Report Review Team
Boise, Idaho
September 15, 2017

Materiality Assessment

This report is organized around the material issues identified by COHS's primary stakeholder groups—students, faculty, and the business/external community.

What are Material Issues?

Sustainability reporting could cover a vast number of social, economic and environmental topics. Assessing the “materiality” of key issues and impacts allowed the Sustainability Reporting Team to ensure this report contained the topics of most interest and value to the College's primary stakeholders. Material issues, according to the Global Reporting Initiative, are those that “have a direct or indirect impact on an organization's ability to create, preserve or erode economic, environmental and social value for itself, its stakeholders and society at large.”

How did COHS Assess Materiality?

Currently, there is no comprehensive materiality standards for sustainability reporting at the college level. Instead we have used measures from each framework most relevant to our College, rather than the entirety of each framework. COHS gained insight on material issues deemed important by collaborating with the College of Business and Economics. Using COBE's previous materiality assessments, along with conducting our own among the reporting team, we were able to compile a list of reporting topics to begin collecting data on.

This inaugural report marks the beginning of the College's efforts to transparently report on the Social, Economic and Environmental impacts we impart on our stakeholders and the community. With each passing year, we hope COHS students will continue to drive change at the College level by collecting and reporting on material items from previous reports and making recommendations for future reports.



Aspirations

The COHS has a unique ability to provide a substantial social impact through health policies and practices in the community. This opportunity requires a tremendous responsibility to measure, report, and maintain economic, environmental, and social sustainability. This is our first report, and in some circumstances it is the first time we have gathered or measured certain economic, environmental, and social data. As expected, our primary stakeholders found areas that show room for improvement, as well as areas we want to report on in the future. Items described as short term aspirations are goals reporters see taking less time and resources to implement, while long term aspirations will take significant investment to achieve.

Short Term Aspirations

Social Impact

- In addition to the Sustainability Reporting team, create a COHS Student Advisory Council with representation from all departments within the College to discuss importance and gain input on materiality for future reports.
- Allow students and faculty to select a non-binary gender option in surveys conducted by both College of Health Sciences and Boise State University.
- Work with BroncoFit and University Health Services to track the percentage of students, faculty, and staff served in order to increase campus outreach and understand the campus communities not currently utilizing available services. This aspiration aligns with Health Services goal of being the healthiest learning environment in America.

Economic Impact

- Measure recruitment and retention on students based on race, ethnicity, gender, sexual orientation, gender expression or identity, socio-economic status, age, country of origin, veteran status, abilities, spirituality, religious beliefs and political beliefs, as well as international students and first-generation students.

Environmental Impact

- Create an educational campaign to promote sustainable purchasing options for office supplies and reduce paper consumption within the college. We have already begun to gather resources and will be tackling this goal in Fall 2017.

Long Term Aspirations

Social Impact

- Establish a COHS Inclusive Excellence Strategy through partnership with COBE and guidance from the Boise State Commission on Diversity and Inclusion.
- Work with Institutional Research to track employee satisfaction.

Economic Impact

- Improve graduation and retention rates within COHS
- Track and make efforts to reduce COHS student debt by working with Financial Aid Department and understanding what efforts are underway and how we can reduce debt in the future.

Environmental Impact

- Collaborate with Transportation Services and Institutional Research to gather metrics on COHS student, faculty, and staff transportation methods.
- Devise plan in coordination with Office of Information Technology to track printing and paper usage and introduce a paper purchasing policy to include paper with recycled content.

Our hope is that with each passing year the reporting team will address previous aspirations and report on their progress, develop additional recommendations that will propel our College to become a more sustainable academic entity, and re-evaluate current material issues to ensure their continued priority to our stakeholders.

2016



Acknowledgments

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

- Thomas Turco, Lecturer, Department of Community and Environmental Health and Faculty Advisor for the report
- John Bernardo, Executive in Residence and Faculty Advisor for the report
- Angeli Weller, Responsible Business Initiative Director and Faculty Advisor for the report
- The College of Health Sciences Deans Office, including Dean Tim Dunnagan, Associate Dean Joelle Powers, Jon Larkin, Robert Sundquist, Leslie Black, Alexis Rowland, and Danya Lusk.
- And our additional subject matter experts: Rob Anson, Christine Boyles, Martha Brooke, Rusty Brummer, Marc Dhoore, Tina Freeman, Angela Garcia, John Gardner, Eric Gooden, Marian Graham, Lutanna Haan, Roger Howell, Leslie Kendrick, Danya Lusk, Randy Magen, John McChesney, Marilyn O'Mallon, Rhonda Reagan, Jaime Sand, Cynthia Sanders, Denise Seigart, Caile Spear, Terri Spinazza, Scott Stultz, Sarah Toevs, Cara Van Valkenburg, Nick Warcholak

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