2021

Master of Environmental Management Needs assessment 2021

Matthew May  
*Boise State University*

Mackenzie Moss  
*Boise State University*

This report was prepared by Idaho Policy Institute at Boise State University.  
This report was made possible by the NSF Idaho EPSCoR Program and by the National Science Foundation under award number OIA-1757324.
MASTER OF ENVIRONMENTAL MANAGEMENT
NEEDS ASSESSMENT
2021
MEM NEEDS ASSESSMENT

EXECUTIVE SUMMARY

To better understand the potential impact of a Master of Environmental Management (MEM) program at Boise State University, Idaho Policy Institute (IPI) was asked to assess peer programs across the nation, as well as employment opportunities for individuals with this skill set. IPI’s analysis included a review of peer program websites, interviews with peer program directors, an online survey of PhD program directors in related fields, analysis of job listings, and both an online survey and interviews with potential employers.

Key findings of IPI’s analysis include:

• Peer programs tend to target working professionals who are interested in advancing their existing careers, thus serving as a terminal degree. MEM students that go on to pursue a PhD are typically self-directed.
• Programs situated near public policy hubs (e.g., state capitals, industry centers) are well suited to leverage that proximity into program opportunities, such as internships, policy clinics, or project-based activities.
• Communication skills are highly valued by employers in today’s market. Jobs in the environmental field increasingly call for collaborative approaches that are effective in communicating complicated material to diverse audiences.
• Peer programs emphasize the importance of diversity, both in course offerings and growing their student base.
• The COVID-19 pandemic has resulted in realignments among employers, requiring a flexible workforce that is able to adapt to changing circumstances and assume additional responsibilities. The more an MEM program can prepare students to adjust to these realities, the better off they will be in the job market.
INTRODUCTION

A group of interdisciplinary faculty at Boise State University are considering the creation of a Master of Environmental Management (MEM) degree program. To better understand its potential impact, Idaho Policy Institute (IPI) assessed the proposed program. The assessment included a comparative analysis of peer programs nation-wide and a market analysis of employment opportunities for individuals with an MEM or related degree.

IPI combined content analysis, survey research, and interviews to distill the most relevant lessons to inform the faculty group’s consideration of an MEM program. IPI’s analysis was guided by two overarching research questions:

1. How can current MEM and similar degree programs (in Idaho, regionally, and nationally) inform the creation of a program at Boise State?
2. What is the market need for an MEM program?

To answer the first question on academics, IPI identifies how peer programs are structured, what experiences or culminating activities they offer, the descriptive language, the skills emphasized, and partnership strategies employed. IPI then looks at the educational landscape these programs exist in, including whether these programs have undergraduate degrees that feed into them and how many prepare students for doctoral degree programs.

In addressing the second question, IPI analyzes current job market trends by reviewing job postings and employment needs and opportunities. The analysis includes identifying the types of positions posted, what skills are emphasized and most valued by employers in the field, and what major issues employers are currently encountering while trying to fill positions.

ACADEMIC

Peer programs, student recruitment, and continuing education opportunities are analyzed using content analysis of the websites and course offerings of 41 peer programs across 37 institutions in 22 states, interviews with eight program directors across the country, and an online survey of five PhD program directors in related fields. Given the low response rate, survey and interview findings are anecdotal and not representative of the population. They are included to provide context around how PhD programs view MEM degrees and ways that MEM programs can help facilitate the needs of students interested in pursuing a doctorate.1

PEER PROGRAM FEATURES

OVERVIEW & STRUCTURE

IPI’s analysis focused on degrees in environmental management and similar programs, which include degrees that coupled management with concept areas such as policy, sustainability, culture, resources, technology, science, society, and climate. When present, the most common emphases repeated across programs were environmental planning/1

---

1 For further information regarding methodology, see Appendix A.
management, business, environmental policy/law/economics, sustainability, energy/climate, conservation science, and natural resource management.

Less common concentrations included water management, ecology, geographic information system (GIS), food, agriculture, health, toxicology, and the National Environmental Policy Act (NEPA). Additionally, some schools partnered their programs, or provided partnership opportunities to students, with complementary degrees like a Master of Business Administration (MBA), Master of Public Administration (MPA), or Master of Forestry (MF).

During interviews with peer programs, three of the eight mentioned targeting students with a science, technology, engineering, and mathematics (STEM) or hard-science background. Others emphasized targeting working professionals looking to advance their current careers, with their programs serving as a bridge between existing technical expertise and the public policy process. About 17% of the programs specifically use the term “working professionals” to describe students in their program on their website.

Most programs did not include faculty-to-student ratios as part of their website. All interviewed program directors indicated having ratios of one faculty for every 10 students or less. One school did note having a sister program with a larger ratio.

Twenty-eight program websites included either breakdowns of specific credit hour requirements or the total number of courses. Programs ranged from 30 credit hours to 60 credit hours, depending on their length and intensity, and averaged 36 credit hours. Most programs split requirements between core classes, emphasis classes, research methods, and other requirements. Table 1 provides a summary of course load requirements by credit hours.

TABLE 1: AVERAGE COURSE LOAD OF PEER PROGRAMS BY CREDIT HOURS AND TYPE

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30 credit hours</td>
<td>3</td>
<td>28%</td>
<td>32%</td>
<td>3%</td>
<td>33%</td>
<td>3%</td>
<td>7%</td>
</tr>
<tr>
<td>33 credit hours</td>
<td>2</td>
<td>41%</td>
<td>23%</td>
<td>5%</td>
<td>32%</td>
<td>0%</td>
<td>18%</td>
</tr>
<tr>
<td>36 credit hours</td>
<td>7</td>
<td>57%</td>
<td>24%</td>
<td>7%</td>
<td>10%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>39/40 credit hours</td>
<td>2</td>
<td>42%</td>
<td>34%</td>
<td>0%</td>
<td>19%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>48 credit hours</td>
<td>8</td>
<td>24%</td>
<td>23%</td>
<td>24%</td>
<td>22%</td>
<td>0%</td>
<td>9%</td>
</tr>
<tr>
<td>60 credit hours</td>
<td>1</td>
<td>45%</td>
<td>0%</td>
<td>0%</td>
<td>47%</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>No credit hours provided, only number of courses</td>
<td>5</td>
<td>40%</td>
<td>31%</td>
<td>2%</td>
<td>24%</td>
<td>0%</td>
<td>6%</td>
</tr>
<tr>
<td>Overall</td>
<td>28</td>
<td>37%</td>
<td>25%</td>
<td>9%</td>
<td>21%</td>
<td>1%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Source: IPI content analysis of peer program websites
Note: Some programs require an internship but do not apply its credit hours towards the degree. When programs allow variable credits in an area, the higher credit requirement is used for calculating percentages. Since credit allotments are averaged across multiple programs with variable credits, totals may not equal 100%.
electives, an internship, and a culminating activity. A little over one-third of programs referenced an online component when describing their degree. Table 1 breaks down overall course loads of peer programs according to credit hours and type.

**CULMINATING ACTIVITY**

A program’s culminating activity is meant to demonstrate a student’s mastery over their subject area and signify the completion of their degree and can vary across programs. Several programs used a written thesis, a more traditional option, but many elected to use policy clinics or internships, involving students in a year-long research project with an external client. Other programs structured their culminating activity as a “comprehensive exam” that can be a combination of two or more activity types, such as a written thesis and a policy clinic.

Several programs gave students a choice of which culminating activity best suited their goals and style—typically either a traditional thesis or a more applied route. Combined with many of the programs’ orientation towards working professionals, the culminating activity is often geared to help bridge the gap between technical expertise and the public policy sphere, ostensibly to put that expertise into practice.

A thesis or written report, while offered, was not the primary focus of most of the reviewed programs. The thesis usually takes the form of a written research paper in the student or program’s subject area. A formal written report was a frequent activity that mimicked a thesis but was viewed as less geared towards the traditional research path a thesis would set students on, with some programs describing it as “halfway between a term paper and a thesis.” The requirement is often designed to give the students experience with data collection and analysis. Two of the eight programs interviewed indicated requiring some form of final written report prior to graduation.

Another popular choice is the policy clinic, which is a client-based research project where students either work 1) with a faculty member who oversees a team of students working on the same research question or 2) as part of a group of students overseeing a project themselves. The projects in policy clinics generally serve some external organization and are a way for both the school and the program to impact their community positively. Some schools require students to work directly with clients in the proposal phase of the policy clinic, drafting the proposals themselves and then presenting them in a formal environment before commencing with any actual research work. In some cases, the incoming cohort of students used these proposal symposiums to decide which projects they would like to work on in the coming year, while other programs solicited proposals directly from the external organizations during a formal request-for-proposals (RFP) process and then assign students to them. Of the eight programs interviewed, six indicated following a policy clinic approach, half of which had formalized a client proposal process for the program.

Another culminating activity was the practicum or internship. With either term, programs referred to students working directly with an external organization in a professional working environment related to their field of study. Two of the eight programs interviewed indicated including a practicum or internship as part of a culminating activity, while one additional program indicated having an internship as part of their overall program requirement but not specifically as a culminating activity.

A comprehensive exam is a culminating activity used to demonstrate a student’s mastery of concepts and body of knowledge. It was less common in the programs reviewed, and only one of the eight programs interviewed indicated that a comprehensive exam
was a required culminating activity. This program defined “comprehensive exam” as a combination of policy clinic and practicum experience.

Finally, some programs employ a capstone project approach, which is designed to give some flexibility in what a student’s culminating activity looks like so that it can further their professional goals. In the case of students who are working professionals looking to advance their existing careers, some external-based research project where they collect or use data of interest to their workplace may be most appropriate. Alternatively, if a student seeks to continue on in their education and pursue a doctorate, a more formal thesis may be a more appropriate capstone. The flexibility of this approach makes it an attractive option, with half of the eight programs interviewed using it.

DESCRIPTIVE LANGUAGE

Across the 41 identified peer programs, the language used to describe each program on their websites varied. Not surprisingly, given search parameters, many of the degrees specifically related to environmental studies—IPI's content analysis found 93% of programs explicitly used the word “environment” to describe their program, which included every program located in western states and about 89% of those in non-western states. For the same reason, “management” was also used extensively by 86% of programs, while “natural resources” was present in 76% of all program descriptions.

The remaining phrases appeared in less than half of the programs reviewed, including “energy” (46%), “ecology” (44%), “ecosystem” (41%), “conservation” (39%), “climate change” (34%), “pollution” (34%), and “regulation” (27%).

A little over one-third of programs used the words “global” or “international” to describe themselves and 22% emphasized diversity. A little less than half (46%) described their program as either “inter-” or “multi-disciplinary,” which was also a major theme among interview subjects. Six of the eight programs interviewed describe it as one of their core principles, with two stressing the importance of focusing on access, diversity, and inclusion in any MEM program.

There were a number of themes or interest areas also described by programs. About 88% referenced “policy” or explicitly discussed “decision making” in the context of their program. About 56% of programs referenced some form of “financial management,” including the use of “corporate” or “economic,” when describing their program. Just over half emphasized “law” (51%), while only a third mentioned “politics” (34%) or “business” (32%).

SUSTAINABILITY, RESILIENCE, & DISASTER MANAGEMENT

IPI paid special attention to three concepts identified by the faculty working group as terms of specific interest in its review: 1) sustainability, 2) resilience, and 3) disaster management. These concepts were specifically included in program interviews and content analysis to better understand how prevalent they were among existing programs and to identify what work, if any, was developing along these lines.
As noted by one interviewee, these concepts do not have precise definitions and could mean different things to different programs. IPI allowed interview respondents to define the terms themselves in their answers, although if clarification was requested by the respondent, IPI provided the definition of resilience as the capacity of a community to prepare for, respond and adapt to, and recover from an adverse event or condition; the ability for a community to thrive.

About 73% of programs used the word “sustainability” when describing themselves. Programs in non-western states used the word substantially more often (85%) than those in western states (54%). During interviews, seven of the eight programs responded that sustainability was fundamentally important to their degree, often as an overarching concept or ethos. In many respects, it was viewed as the umbrella their degree falls under, rather than a specific purpose of the degree.

By contrast, the term “resilience” was much less common on public-facing content, with only 7% of programs mentioning it in some form on their website. Its use was more prevalent among peers, with seven of the eight programs interviewed indicating the concept was very important overall. Once again, this was more often as an overarching concept undergirding the program’s function rather than a specific curriculum.

Roughly the same proportion of programs used the word “disaster” (7%), although 37% used the related term “risk” or “hazard” to describe the focus of their program. These were more often found among non-western states. Its use was more specialized in nature, applicable to specific degree types that dealt directly with a disaster component. Only three of the eight programs interviewed considered disaster management an important concept to their programs, typically in the context of one or two specialization or emphasis areas rather than a program-wide focus.

**SKILLS EMPHASIZED BY PROGRAMS**

A key component of any academic program is the skill sets they not only value in prospective applicants, but those they intend to teach. Particular attention was paid to what skills peer programs emphasized on their websites and which skills they valued in prospective applicants.

The most prevalent skill was “research methods” or “analysis,” which were used by 63% of programs. This was followed by just under half emphasizing the soft skill of being a “leader” (49%). “Planning” was used by 41% of programs, while “communication” was emphasized by 39%. A hard science background was mentioned by 37% of programs. Table 2 summarizes these results.

**TABLE 2: SKILLS EMPHASIZED BY PROGRAMS**

<table>
<thead>
<tr>
<th>Skills</th>
<th>Percent of Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research methods/analysis</td>
<td>63%</td>
</tr>
<tr>
<td>Leader</td>
<td>49%</td>
</tr>
<tr>
<td>Planning</td>
<td>41%</td>
</tr>
<tr>
<td>Communication</td>
<td>39%</td>
</tr>
<tr>
<td>A hard science</td>
<td>37%</td>
</tr>
<tr>
<td>Statistics</td>
<td>25%</td>
</tr>
<tr>
<td>Collaboration</td>
<td>24%</td>
</tr>
<tr>
<td>Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Field work</td>
<td>15%</td>
</tr>
<tr>
<td>Conflict resolution</td>
<td>12%</td>
</tr>
<tr>
<td>Writing</td>
<td>2%</td>
</tr>
</tbody>
</table>

Source: IPI content analysis of peer program websites.
PARTNERSHIP STRATEGIES

Several of the programs interviewed emphasized ways in which their program is able to integrate itself into the community as well as serve as a resource for environmental organizations through its development of students.

As mentioned previously, several programs require students to take on projects addressing research needs of external clients. With a limited number of students and many worthwhile projects, programs approach project proposals differently. For some programs, faculty or program directors use their personal contacts or are approached by community organizations with their needs. They are able to facilitate assigning these projects to students, provided there is capacity. For a new and growing program, this approach is likely a viable one.

As a program matures and grows, many adopt more formal processes with partner organizations. Several indicated an ongoing RFP process, where organizations submit their research needs at one or two points during the year, a faculty committee reviews the proposal, and assigns them as necessary. While typically there is no fee attached to these projects, one program indicated they require external organizations to fund at least one paid summer internship (a program requirement for students) in order for the research proposal to be considered. This allows organizations to have a stake in the projects while increasing students’ learning and networking opportunities.

Other programs indicate working closely with local governments to provide students with real world experience and practical application of public policy by tackling research or inventories related to environmental initiatives. Programs located in areas near their state’s capital or the regional offices of federal agencies stressed that a robust network between the program, its director, and the governmental organizations is crucial to their overall success.

EDUCATIONAL LANDSCAPE

All graduate degree programs exist within their institutional context. All of the programs interviewed described their institutional support as “good” or “strong.” As such, it is important to understand which undergraduate programs, if any, might help sustain the graduate program, how necessary they are to program success, and how well programs prepare students to continue their education with a doctoral degree.

Three of the five PhD program directors who participated in IPI’s survey urge any prospective program to be mindful of being inclusive of social scientific and humanistic inquiry, as well as considerate of incorporating additional subjects. They note the potential for dual programs with MBA and MPA degrees, as well as master of public policy (MPP), juris doctor (JD), and master of public health (MPH) degrees. Of these, Boise State University currently offers MBA, MPA, and MPH degrees and has a partnership program with the University of Idaho related to a JD degree. This suggests an opportunity to partner with existing programs at the university to broaden the base of any potential MEM degree. Respondents also urge the integration of a data science component.

UNDERGRADUATE PROGRAMS

Undergraduate programs are viewed as nice to have, but not required among peer programs. Only half of the programs interviewed were at an institution that offers a
related undergraduate degree and reported only a small proportion of students in their graduate program came from those undergraduate ones. Six of the eight programs have international recruitment efforts, reporting several international students in their program at any given time.

MEM-RELATED PHD PROGRAMS

Most MEM peer programs indicate they are structured as terminal degrees, oriented towards working professionals. Among the programs interviewed, none specifically sought or prepared to send students on to doctoral programs. Students that do pursue a PhD constitute a small percentage of their program and are typically self-directed, albeit with support of program faculty.

Five PhD programs around the country responded to IPI’s survey about skill sets they would look for in any prospective applicant with an MEM degree. These programs specialized in biology and environmental science, sustainability, sustainable energy, sustainable development, and environment and society. Respondents included program directors, graduate program coordinators, and faculty/staff members.

PRIOR EDUCATIONAL EXPERIENCE IN PHD PROGRAMS

When asked if their programs are likely to accept MEM candidates, four of the five PhD programs surveyed said they are moderately likely to accept applicants with an MEM degree. One respondent said they are not likely to accept an applicant with an MEM degree, indicating MEM students lack the necessary skills for their PhD degree and are usually unprepared for the required coursework.

Four of the programs do not require a master’s degree for admission, although all of them indicate having one would be beneficial. The lone program that requires a master’s degree also requires students to have completed a thesis to be considered for admission. Applicants to three of the programs typically possess a master of science (MS), while a master of arts (MA) is more typical in another. The final program noted they are interdisciplinary and too diverse to specify any one type.

The PhD programs surveyed were split on the importance of professional experience in a related field. Three responded that it is moderately important in evaluating admission to their programs, while two said it is not important. At the same time, four of the programs said it is important that applicants have hands-on learning experience through either a professional internship or lab prior to applying. The remaining program said it was not important.

Interdisciplinary studies are also emphasized by the PhD programs surveyed. Four of the five programs view interdisciplinary studies favorably. Those who were favorable all referenced that their programs are interdisciplinary in nature and therefore welcome interdisciplinary applicants.
CORE COMPETENCIES IN PHD PROGRAMS

To identify critical core competencies needed for applicants to do well in their PhD program, respondents were given a list and asked to indicate which was most important. The options were: 1) financial management/business/economic, 2) policy/decision making, 3) law, 4) research methods and analysis, 5) environment, and 6) natural resource management. Of these, four programs said that research methods and analysis is the most important competency, while one said the environment. This aligns well with the peer program review result that 63% of programs mentioned research methods on their websites. It is worth noting the strong level of agreement on this question when considering how best to structure a master’s program to prepare students continuing on to a doctoral program.

Similarly, we asked respondents to identify which master’s emphasis was most attractive to their program out of the following: 1) climate/energy, 2) environmental law/policy, 3) conservation, 4) resource management, 5) sustainability, and 6) health. Two indicated conservation is most attractive, two selected sustainability, and one resource management. This suggests that, while each program has its own preferences, there is not a unifying emphasis that makes or breaks a student’s PhD application and a new master’s program will have more latitude in tailoring its offerings without fear of holding students back from their academic goals.

RANKING GRADUATE ACTIVITIES

Respondents ranked eight educational activities such as a thesis, publications, and experiential learning by the relative importance their PhD program places on them when evaluating admissions. We averaged scores for each activity, ranging from 1.0 (least important) to 8.0 (most important).

The highest scored activity was a thesis (6.0), as it demonstrates a student’s ability to engage in sustained analysis of a single topic. Coming in second was quantitative skills.

FIGURE 1: IMPORTANCE OF ACTIVITY TO PHD PROGRAM APPLICATION (AVERAGE SCORE, 1-8)
(5.6), which demonstrates a foundation for statistical analysis. This was closely followed by publications (5.2), an interdisciplinary focus (5.0) to show comfort with varied approaches to problem solving, and experiential learning (4.8). Figure 1 summarizes these results.

One respondent noted that the importance of these skills would depend greatly on a student’s specific research topic. Another noted that generalized answers to the survey questions was difficult, as admission to their program is most directly related to a student being supported for candidacy and funding by a faculty member within their program.

**MAJOR ISSUES ENCOUNTERED**

With any new program, certain challenges can be anticipated—such as student recruitment or financial support from the university. In order to identify what lessons may be gleaned from similar programs, each peer program interviewed was asked to describe the biggest challenges they encounter with their program.

The most common challenges fell along anticipated lines—four programs cited financial challenges, including funding for students, and three discussed challenges recruiting students to their programs. On the unanticipated side, three programs noted some difficulty in incentivizing faculty to participate in the program, such as leading project-based student research teams.

Programs experiencing financial challenges indicated that a lack of scholarship opportunities or financial incentives make it difficult to recruit desirable student candidates and is one of the most common constraints they encounter. Two of the programs indicated difficulty in promoting diverse student populations within their programs—one noted there is a tendency for the program to be predominantly white and female. Several noted strong international recruitment efforts.

Along similar lines, one of the programs indicated that, outside of a few specific paths, careers in the field did not pay as well compared to others, which can make it difficult for prospective students to justify taking on the cost of earning a degree in the program. One of the programs noted that students choose an energy concentration for their degree because the skills would translate to the utility industry, and thus higher paying jobs. Finding a way to make the degree more affordable within a larger university structure is an ongoing challenge of these programs.

Organizations facing financial barriers also have difficulty staffing courses. Faculty tend to be incentivized to pursue activities that directly contribute to their promotion and tenure goals. This can result in few faculty being available—or willing—to mentor graduate students or pair with them on client-facing policy clinics or projects. Incentivizing greater faculty participation is a challenge several peer programs face, especially those that operate in an interdisciplinary space. The most direct incentive is increased funding, whether in terms of salary or research dollars. Applying credit from their program efforts towards promotion and tenure opportunities is another.

One program discussed the relationship between the natures of program specialization and interdisciplinary studies. Both approaches are important, but it is difficult to balance the two ideals within a program framework. One emphasized ensuring multiple disciplines involved in the program do not devolve into discrete silos, where interaction between students and faculty within each no longer interact with the others. This underscores a recurring theme—that programs tend to promote interdisciplinary studies while also considering the necessary and specific trainings their students may need when entering the workforce.
EMPLOYMENT

This section examines the potential job market for individuals with MEM degrees, the types of jobs available, what skill sets they emphasize, and how employers look at these prospective job candidates. A variety of approaches are used to evaluate the employment landscape. These include content analysis of 89 job listings from 28 cities across nine states and the District of Columbia, an online survey of 22 prospective employers in the field, and interviews with five of those prospective employers.

JOB MARKET

Both public and private sector employers seek individuals with MEM-related skill sets. An individual with an MEM degree is often viewed as someone with skills that cover a wide range, as opposed to those with more specialized STEM degrees. It is important to examine what employers are predominantly looking for in today’s job market, as that can directly impact the number of students seeking MEM degrees.

MARKET NEEDS

While an MEM degree provides students with employment opportunities across the world, it is likely that the primary employment market for a new program would be surrounding Boise State University in the Treasure Valley. This would not be unusual, as half of the peer programs interviewed indicated their target employment market is the region surrounding their institution.

While job postings favored private sector jobs three to one, survey responses were predominantly from public entities (62%). Figure 2 summarizes all industries represented in the survey.

Employers surveyed had mixed views of the schools near their organizations. Half said their local education system met their hiring needs, referencing universities hosting programs dealing with policy, environmental management, and resource management that produced adequately prepared candidates. Conversely, 27% said local education systems do not meet their hiring needs, indicating job candidates generally lacked critical thinking skills or hard data management skills upon graduation. The remaining 23% were unsure.

FIGURE 2: EMPLOYER SURVEY RESPONDENTS BY INDUSTRY
Interviewed employers detailed hiring challenges. Three of the five indicated having difficulty finding qualified candidates for their positions, citing a lack of experience and a lack of diversity among the applicant pool. Additionally, two noted difficulties retaining the employees they do find, as they can earn more in the private sector or have difficulty adjusting to the specific conditions of the job, such as living in an extremely rural community. Only one of the employers interviewed believes the education system in their area effectively prepares qualified candidates to work at their organization.

The COVID-19 pandemic impacted employers and employment opportunities worldwide. Whether layoffs, furloughs, or hiring freezes, its effects are still being felt and can produce a sizable impact on the job market’s ability to absorb new hires. Three of the employers interviewed indicated they have experienced reduced hiring capacity as a result of the pandemic, causing them to leave positions vacant in order to realize salary savings or rethink the ways their organizations do business. Several noted the switch to remote working environments has required their organizations to be more flexible and for employees to take on more responsibilities. Encouragingly, one employer suggested that someone with an MEM degree—already bridging fields of expertise with policy knowledge—would be ideally suited to thrive in such an environment and as a result, they would be more likely to hire an MEM graduate post-pandemic. Additionally, three of the employers indicated they viewed having an MEM degree as a benefit for potential applicants.

TYPES OF POSITIONS POSTED

It is important to look at the types of positions that are actually hiring. The 89 positions IPI reviewed during its content analysis included environmental policy specialists, environmental health and safety managers, environmental engineers, environmental planners, and climate policy managers, among others.

IPI analyzed these job descriptions to ascertain which functions each job primarily served. Due to “management” being used as a keyword when searching for relevant job postings, the most frequently used term was “management,” found in 91% of job postings. The term was used frequently in the context of serving in a project management role, overseeing teams, and serving as a leader within the organization.

Only three other functions were present in over half of job descriptions. The term “planning” was used to describe the role of 63% of positions reviewed. Some variation of the word “regulate” occurred in 57% of reviewed positions, often in the context of describing the necessity for applicants to be knowledgeable of government regulations associated with the position’s projects. In some cases, those positions were also responsible for ensuring compliance across the organization. “Data” was used in 52% of job descriptions. These listings frequently called for employees to gather data for and maintain environmental databases, as well as overseeing their analysis.

Additional functions present in less than half of all job descriptions include “policy” (44%) and “evaluation” (41%). About 40% of descriptions mentioned a hard science or engineering background, with the job description specifically tailored for those functions. Only 34% of jobs used the word “research” when describing their primary function.
SKILLS EMPHASIZED

Analysis of the hard and soft skills employers value shows some divergence with those peer programs prioritize. In all three areas of analysis—job description content analysis, online survey, and interviews—employers across the board emphasized “communication” skills, both verbal and written, as the most important applicant skill. The word was used in 78% of all job descriptions reviewed, was the highest scored skill among survey respondents, and was emphasized by all five employers interviewed.

Communication skills were often discussed in concert with some form of “collaboration,” which was present in 59% of job descriptions and emphasized as a key skill by four of the five employers interviewed. Valued job applicants are those with the expertise to take technical or specialized knowledge, communicate that knowledge to stakeholders, and build consensus in effecting organizational goals. Relatedly, 43% of job descriptions used “leader” or “leadership” when describing the skills they desired from applicants.

There was some attention paid to specific hard skills applicants might have. Four of the employers interviewed indicated the need for a hard science background with at least some of their positions, while one stressed a need for budgeting experience. In interviews, two employers stressed the need for a strong background in the scientific process, namely identifying what a problem is, formulating a hypothesis, gathering data to test that hypothesis, and actually carrying it out. While they said those with hard science backgrounds were capable of following sets of instructions, they felt few were capable of innovative reactions to changing problems or circumstances. They expressed interest in MEM graduates to help fill that need.

Familiarity with computer software was also emphasized. Three of the employers interviewed specifically mentioned experience with GIS spatial mapping software as a strongly desired skill, although others indicated it is beneficial but not required.

The word “diverse” was used in 37% of job descriptions analyzed. Several employers interviewed expressed an appreciation of diversity, with two indicating the same outlook would be desirable among job applicants. This was paired with comments that empathy, respect, and listening skills are strongly valued in potential employees. One employer mentioned the need for applicants to be conscious of the current social, political, and environmental realities.

About 10% of job listings used the term “interdisciplinary” when describing their position. Along those lines, a recurring theme among employers interviewed was an appreciation for the unique skill set that MEM graduates would bring, including an ability to bridge disciplines. Roughly 86% of employers surveyed said they would likely hire someone with an MEM degree. Figure 3 summarizes these results. When asked to elaborate on their answers, respondents cited skills such as critical reasoning, research skills, and the capacity to manage and work in diverse project teams. A few respondents included the caveat that a management degree must accompany a hard science background.

Conversely, 14% of respondents said they were not likely to hire MEM graduates, indicating they did not believe an MEM degree teaches the skills needed in their organization, although a few said they were unaware of what an MEM degree is. The most common reason given was that an applied degree like an MEM did not give applicants the specific knowledge those employers were looking for.
Surveyed employers ranked seven sets of skills someone with an MEM degree would be likely to have based on how desirable those skills would be in a new hire. These ranged from specific analysis experience in sustainability to experience with interdisciplinary research, management, communications, or leadership. We averaged scores for each skill, ranging from 1.0 (least important) to 7.0 (most important).

The skill receiving the highest average score was communications experience (5.1). It is followed closely by environmental analysis experience (4.8), suggesting the importance of being familiar with the field. Figure 4 summarizes the average ranking for each skill.
SUSTAINABILITY, RESILIENCE, & DISASTER MANAGEMENT EMPLOYMENT

IPI paid special attention to the concepts of sustainability, resilience, and disaster management in its review. Employers were asked about each in the employer survey and interviews, and their specific use was noted during content analysis of job descriptions.

The most frequently found of the three concepts was “sustainability,” used in 20% of the job listings analyzed. It was more prevalent among survey respondents, with approximately 90% saying the concept was important to their organization. Most indicated it was either a core value of the environmental industry or a key function of their organization.

Variations of the word “resilience” appeared in only 7% of job descriptions analyzed. Only one interview subject brought it up unprompted. However, 80% of survey respondents indicated it was important to their organization. These respondents view resilience as fundamentally important to environmental systems and a functional part of their organizations, though some noted that the topic-area was too broad to directly apply to their organization. The remaining 20% of respondents said it was not important to their organization, also noting that it was too big of a concept to apply to just one organization and is better understood in the context of a community.

The concept of “disaster management” was more difficult to fully capture. While only 4% of the descriptions used the word “disaster,” 17% used the related concept of “risk.” About 62% of survey respondents said disaster management was important to their organization. A few of these indicated their organizations specialized in disaster management, while most indicated a general need. They also noted their organizations maintained some staff trained in disaster management.

MAJOR ISSUES ENCOUNTERED

We asked interviewed employers to identify the major challenges they have encountered with respect to hiring or training new employees.

Having difficulty finding qualified candidates to fill many, though not all, roles within their organizations was a predominant theme among both interview and survey responses. While some positions within their organizations required highly technical expertise, such as an engineering or hard science background, employers interviewed noted difficulty with other positions of a more general nature. While some skills, like leadership roles, could be nurtured within the organization, others would be more beneficial to have at the outset, such as communication.

Respondents repeatedly emphasized a need for employees who can bring expertise to their role, but in a way that bridges the space between that expertise and policy or management areas. Multiple employers interviewed spoke positively of the prospect of an MEM degree positioning applicants to fill those roles, saying it would make them attractive to employers. In their view, there are not enough applicants that are able to build collaborative environments and align stakeholders towards a common goal with a credible solutions-based approach.

An employer that frequently interacts with and operates within the federal government system noted that unfamiliarity with the federal government budget process and how
those dollars are allocated to specific program areas is a challenge they have repeatedly encountered with new hires. In their view, the more familiar any prospective applicants can be with that process and the constraints organizations in the federal system operate under, the better. In theory, the same would apply for all governmental budgeting processes.

**KEY FINDINGS & CONCLUSION**

This analysis of the academic and employment potential of a proposed MEM degree program resulted in five key findings.

First, programs tend to target working professionals who are interested in gaining skills to engage existing technical expertise in the policy space in order to advance within their existing careers. While there are examples of some students continuing on to pursue a PhD, these were self-directed and done outside of the traditional academic route of their programs.

Second, programs situated near public policy hubs like state capitals or industry centers are ideally suited to leverage that proximity into program opportunities. These can include community partnerships that help further their students’ educations through placement in internships, policy clinics, or project-based activities. Positioning the program to fulfill community needs is a potential path to success. A prospective MEM program in the Treasure Valley would be able to tap into these opportunities.

Third, communication skills are highly valued by employers in today’s market. Jobs in the environmental field increasingly call for collaborative approaches and communicating complicated material to a wide and diverse audience. Leveraging a new MEM program to cultivate those skills as part of its course requirements, either directly or through partnership with an existing program, could position its graduates for greater success following graduation.

Fourth, the concept of diversity was repeatedly highlighted in peer program websites, peer program interviews, job descriptions, and employer interviews. Multiple representatives from peer programs interviewed made the specific point to urge any prospective program to prioritize a diverse class offering and student base as a foundational principle.

Finally, the COVID-19 pandemic has resulted in realignments among employers. This has caused a shift in the realities of modern employment, whether it was a switch to remote work, telecommuting, additional responsibilities, or a reevaluation of the skills one looks for in an employee. Taking these shifts into account will better position an MEM program for success by equipping graduates with the skills that employers are increasingly valuing.

Most of the employers who participated in this study indicated they looked forward to the introduction of job applicants with MEM degrees to the candidate pool they would fill future positions from. Most expressed a positive reaction to the program and suggested that the skills an MEM applicant would learn would be useful to their organizations.
APPENDIX A: METHODOLOGY

ACADEMIC SECTION

CONTENT ANALYSIS

IPI reviewed 41 peer programs across 37 institutions in 22 states. Non-western states accounted for 63% of the descriptions reviewed, while 27% were located within western states. Any substantial regional differences in content are noted throughout this report. Peer program websites were inspected for certain words, overlapping themes, and curriculum. IPI gathered content through manual searches of each site, looking for readily available information on each program.

Each website was audited for mentions of specific curriculum, emphasis areas, and language used when referring to content areas, as well as hard and soft skills. IPI developed a list of language used and curriculum mentioned by each program through two rounds of analysis—an initial reading to gauge content and create a summary list, and a second more thorough pull using that list, which is included in Table A1.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Terms</th>
<th>Terms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>Environment</td>
<td>Offered Online</td>
</tr>
<tr>
<td>Business</td>
<td>Ethics</td>
<td>Planning</td>
</tr>
<tr>
<td>Climate Change</td>
<td>Evaluation</td>
<td>Policy/Decision Making</td>
</tr>
<tr>
<td>Collaborative</td>
<td>Fieldwork</td>
<td>Political</td>
</tr>
<tr>
<td>Communicate</td>
<td>Financial Management/Corporate</td>
<td>Preserve</td>
</tr>
<tr>
<td>Conflict/Dispute Resolution</td>
<td>Geo/Hard Sciences</td>
<td>Regulation</td>
</tr>
<tr>
<td>Conservation</td>
<td>Global/International</td>
<td>Research Methods/ Analysis</td>
</tr>
<tr>
<td>Cultural</td>
<td>Health</td>
<td>Resilience</td>
</tr>
<tr>
<td>Development</td>
<td>Human</td>
<td>Risk/Hazard</td>
</tr>
<tr>
<td>Disaster</td>
<td>Inter/Multi-disciplinary</td>
<td>Statistics</td>
</tr>
<tr>
<td>Diverse</td>
<td>Law</td>
<td>Sustainable</td>
</tr>
<tr>
<td>Ecological</td>
<td>Leader</td>
<td>Technology</td>
</tr>
<tr>
<td>Ecosystem</td>
<td>Management</td>
<td>Toxic/Waste/Pollution</td>
</tr>
<tr>
<td>Energy</td>
<td>Modeling</td>
<td>Working Professionals</td>
</tr>
<tr>
<td>Energy Alternatives</td>
<td>Natural/Resource</td>
<td>Writing</td>
</tr>
</tbody>
</table>

INTERVIEWS

IPI conducted interviews with the program directors of eight of the MEM peer programs identified across the country. These interviews were conducted remotely using Zoom from September 2020 through December 2020. Participants were asked to share observations about the way their program was set up, faculty-to-student ratios, challenges encountered, and any advice they would have for new programs. A list of interview questions is included in Appendix C. IPI subsequently analyzed interview notes to identify themes, challenges, and lessons from these sessions.

---

2 We defined “western” states as Arizona, California, Colorado, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. All other states were considered “non-western.”
ONLINE SURVEY

IPI surveyed directors of PhD programs in MEM-related fields, asking them to identify their receptiveness to students with MEM degrees and what skills they were looking for in program applicants. The survey was administered online using Qualtrics from February 2021 to March 2021.

Of the 34 program directors invited to participate, five responded to the survey. Given the low response rate, responses are anecdotal and not representative of the population. Survey findings are included to provide context around how PhD programs view MEM degrees and ways that MEM programs can help facilitate the needs of students interested in pursuing a doctorate.

EMPLOYMENT SECTION

JOB DESCRIPTION CONTENT ANALYSIS

IPI analyzed 89 job listings from 28 cities across nine states and the District of Columbia. Descriptions are primarily from the job list website Indeed.com, identified using keyword searches related to environmental management. These searches were conducted primarily in October 2020 and supplemented with additional listings in March 2021. Based on the locations of potential peer programs identified, IPI limited its search to nine states and the District of Columbia.³ Approximately three to five job listings were pulled for each of the three most populous cities in each state (seven listings for the District of Columbia). Job descriptions were reviewed for their use of certain words, themes, and skill sets and included both public (26%) and private (74%) sectors.

Eight of the job listings were posted in Idaho, while 81 were for jobs in other states. By region, 53 jobs came from western states, while 36 were from non-western states.⁴ A higher proportion of jobs were public sector in western states (32%) than non-western states (17%), but both regions predominantly had opportunities in the private sector.

EMPLOYER SURVEY

IPI surveyed prospective employers in fields related to an MEM degree. The online survey used the Qualtrics platform and was fielded in three distinct phases. In the first phase, fielded October 2020, IPI identified 88 prospective employers through web searches, faculty referrals, and reviewing the government websites for department contact information in the cities and counties identified during its job description content analysis. This phase resulted in zero usable responses.

The survey protocol was modified in December 2020 and expanded to include asking Chambers of Commerce to forward survey invitations to any members who may be interested in hiring individuals with an MEM background, as well as to allow faculty to share invitations directly with their professional networks. This second phase resulted in approximately 10 usable responses.

³ The nine states consisted of California, Colorado, Idaho, Indiana, North Carolina, Oregon, Texas, Utah, and Washington.
⁴ Six of the nine states were classified as western: California, Colorado, Idaho, Oregon, Utah, and Washington. The states classified as non-western consisted of Indiana, North Carolina, Texas, and the District of Columbia.
The third and final phase of distribution occurred in February 2021, with greater participation from faculty in sending survey invitations to their professional networks. Twelve additional responses were recorded. Consequently, the survey produced a total of 22 usable responses across all three phases.

The low response rate means findings cannot be generalized to the wider population. Nevertheless, they provide useful insight into the priorities and skill sets employers are looking for in MEM-related fields.

Idaho employers accounted for half of all survey respondents, including organizations in Ada, Elmore, and Teton counties. The other half included organizations from Arizona, Colorado, Minnesota, Oregon, Utah, and Washington. Government employers accounted for 62% of responses, while the remainder were a mix of non-profit, education, and private organizations. Approximately 60% of those surveyed self-reported holding management positions within their organization.

EMPLOYER INTERVIEWS

The employer survey included a question asking if the respondent would be willing to participate in an interview session with IPI researchers to learn more about their organizational needs, what skills they valued in prospective hires, and what challenges they have encountered finding quality candidates. Eight respondents indicated a willingness to be interviewed; of these, IPI was able to schedule five.

Interviews were conducted remotely using the platform Zoom in March and April 2021. Each participating employer represented organizations whose job requirements and tasks would be ideally suited for someone with a MEM degree. IPI subsequently analyzed interview notes to identify themes, challenges, and lessons from these sessions. The low number of interviews means that any findings are considered anecdotal rather than representative.
APPENDIX B: SURVEY QUESTIONNAIRES

PHD PROGRAM SURVEY QUESTIONS

1. What PhD degrees does your program offer?
   a. __________

2. What is the title of your position within your program?
   a. Program Director
   b. Faculty/Staff Member
   c. Other _______

3. When screening potential PhD students, how likely are you to accept applicants with a Master of Environmental Management (MEM) degree?
   a. Very likely
   b. Moderately likely
   c. Not likely
   d. Never

4. (follows 3c and 3d) Why is your program unlikely to accept applicants with MEM degrees? Check all that apply.
   a. Students are unprepared for the necessary coursework
   b. Lack of thesis-driven research experience
   c. Inconsistent quality of MEM programs across institutions
   d. Students lack the necessary skillset
   e. I am unfamiliar with an MEM degree
   f. Other __________

5. (follows only 4b) A Master of Environmental Management is designed to help individuals approach environmental problems with managerial principles that can produce policy-based solutions. Given this information, how likely would you be to accept applicants with a MEM degree in the future?
   a. Very likely
   b. Moderately likely
   c. Not likely
   d. Never

6. Does your program require applicants to have a Master’s Degree?
   a. Yes, with a required thesis
   b. Yes, but a thesis is not required
   c. No

7. Which Masters degrees do participants in your program typically possess?
   a. [Open Ended]

8. How important is it that an applicant to your program has completed an independent thesis as part of their Master’s degree?
   a. Not important
   b. Moderately important
   c. Very important
   d. Unsure

9. When evaluating applications to your program, how are interdisciplinary studies/degrees generally viewed?
   a. Favorably
   b. Unfavorably
   c. No impact
   d. Unsure
10. (follows 9a) Why does your program favor interdisciplinary studies/degrees?
   a. [Open Ended]
11. (follows 9b) Why doesn’t your program favor interdisciplinary studies/degrees?
   a. [Open Ended]
12. How important is professional experience in a related field in evaluating admission into your program?
   a. Not important
   b. Moderately important
   c. Very important
   d. Unsure
13. How important is it for applicants to have hands-on learning either in a professional internship or in a lab prior to being admitted to your program?
   a. Not very important
   b. Somewhat important
   c. Very important
   d. Neither important nor unimportant
14. Which of the following core competencies are most important among applicants/to do well in your program?
   a. Financial Management/ Business/ Economic
   b. Policy/ Decision Making
   c. Law
   d. Research Methods and Analysis
   e. Environment
   f. Natural Resource Management
15. Which of the following emphases are most attractive to your program?
   a. Climate/Energy
   b. Environmental Law/Policy
   c. Conservation
   d. Resource Management
   e. Sustainability
   f. Health
16. Please rank the following educational activities according to the relative importance your program places on them for admission:
   a. Thesis (sustained analysis of single research topic)
   b. Capstone (independent research)
   c. Experiential Learning (hands-on or applied research settings)
   d. Applied Research Projects (consulting work for independent clients)
   e. Quantitative Skills (foundation of statistical analysis)
   f. Publications (academic peer reviewed or public scholarship)
   g. Interdisciplinary (comfort with varied approaches to problem solving, ability to synthesize evidence from a range of sources)
   h. Other ________
17. Is there anything else you would like to add?
   a. [Open Ended]
EMPLOYER SURVEY QUESTIONS

Screener Question

1. Is knowledge of environmental policies and practices a skillset that would be useful to your organization?
   a. Yes
   b. No -- Link to an ending screen thanking them for their time and terminating the survey
   c. Unsure

Main Question Bank

1. Which of the following best describes the role you serve at your organization?
   a. Human Resources
   b. Management
   c. Other _________

2. Are you responsible for making hiring decisions at your organization?
   a. Yes
   b. No -- Link to an ending screen that asks the employee to forward the survey link along to someone who is responsible for making hiring decisions

3. (follows 2a) When hiring employees, how likely are you to target candidates with a Master of Environmental Management (MEM) degree?
   a. Very likely
   b. Moderately likely
   c. Not likely
   d. Never

4. (follows 3a) What would you say is the reason your organization is likely to target candidates with MEM degrees?
   a. [Open Ended]

5. (follows 3c and 3d) What would you say is the reason your organization is unlikely to target candidates with MEM degrees?
   a. I do not believe that a MEM degree teaches the skills needed at my organization.
   b. I am unaware of what a MEM degree is.
   c. Other _________

6. (follows only 4b) A Master of Environmental Management is designed to help individuals approach environmental problems with managerial principles that can produce policy-based solutions. Given this information, how likely would you be to target candidates with a MEM degree in the future?
   a. Very likely
   b. Moderately likely
   c. Not likely
   d. Never

7. Rank these skills from most important to least important for a new hire:
   a. Sustainability Analysis Experience
   b. Environmental Analysis Experience
   c. Interdisciplinary Research Experience
   d. Leadership Experience
   e. Policy Analysis Experience
   f. Management Experience
   g. Communication Experience
8. In your opinion, does your local education system (e.g., high schools, colleges, and/or universities) produce enough qualified candidates to meet your hiring needs?
   a. Yes
   b. No
   c. Unsure
9. (follows 7a) Could you provide more details on how your local education system meets your hiring needs?
   a. ______________________
10. (follows 7b) Could you provide more details on how your local education system does not meet your hiring needs?
    a. ______________________
11. In what state is your organization primarily located?
    a. [drop down selection of states]
12. (If 10 = Idaho) In what county is your organization primarily located?
    a. [drop down selection of 44 Idaho counties]
13. Which of the following best describes your organization?
    a. Private business
    b. Government entity
    c. Non-profit organization
    d. Other __________
14. In what sector does your organization primarily operate?
    a. Natural Resources
    b. Retail
    c. Government
    d. Hospitality
    e. Construction/Manufacturing
    f. Other __________
15. How important to your organization is hiring employees trained in disaster management?
    a. Not important
    b. Moderately important
    c. Very important
    d. Unsure
16. (follows 14a) Could you provide more details on why disaster management is not important to your organization?
    a. ______________________
17. (follows 14b) Could you provide more details on why disaster management is moderately important to your organization?
    a. ______________________
18. (follows 14c) Could you provide more details on why disaster management is very important to your organization?
    a. ______________________

We define community resilience as the capacity of a community to prepare for, respond and adapt to, and recover from an adverse event or condition; the ability for a community to thrive.
19. How important to your organization is hiring employees trained in community resilience?
   a. Not important
   b. Moderately important
   c. Very important
   d. Unsure
20. (follows 18a) Could you provide more details on why community resilience is not important to your organization?
   a. ________________
21. (follows 18b) Could you provide more details on why community resilience is moderately important to your organization?
   a. ________________
22. (follows 18c) Could you provide more details on why community resilience is very important to your organization?
   a. ________________
23. How important to your organization is hiring employees trained in environmental sustainability?
   a. Not important
   b. Moderately important
   c. Very important
   d. Unsure
24. (follows 22a) Could you provide more details on why environmental sustainability is not important to your organization?
   a. ________________
25. (follows 22b) Could you provide more details on why environmental sustainability is moderately important to your organization?
   a. ________________
26. (follows 22c) Could you provide more details on why environmental sustainability is very important to your organization?
   a. ________________
27. Is there anything else you would like to add?
   a. [Open Ended]
28. Would you be willing to participate in an informal interview to discuss these topics in further depth?
   a. Yes
   b. No
APPENDIX C: INTERVIEW QUESTION POOLS

PEER PROGRAM INTERVIEW POOL

1. What kind of culminating activity does your program provide and why?
2. What is the ratio of faculty to graduate students in your program?
   a. Approximately how many graduate students do you have enrolled in your program in a typical academic year?
   b. Approximately how many faculty and staff does your program employ in a typical academic year?
3. Do many of your students move on to PhD programs? Does your program attempt to prepare them for that? How?
4. Do many of your students typically find employment in your area? Or do most move on to jobs in other regions?
5. How important to your program is knowledge of the concept of disaster management?
6. How important to your program is knowledge of the concept of resilience?
7. How important to your program is knowledge of the concept of sustainability?
8. What’s the biggest challenge you’ve faced with your program?
9. Are you a new program?
10. Do you have good university support?
11. How does your program approach interdisciplinary studies? Can you expand on that?
12. Do you think the high schools and undergraduate programs in your area adequately prepare students to continue on to your degree? Do you have an undergraduate program that funnels students into your program? Is that a goal of your program?

EMPLOYER INTERVIEW POOL

1. Do you tend to hire or target applications with MEM degrees? Why?
2. Can you describe the qualities your organization/sector looks for when hiring?
3. What hard and soft skills do you look for in an applicant?
4. What are some of the challenges you’ve faced in finding qualified employees?
5. Do you think the education system in your area supports your pursuit of qualified employees?
6. Have you experienced any challenges related to retaining employees due to: pay/benefits, regional competition, etc.? Could you expand on that?
7. Has the COVID-19 pandemic changed your organization’s capacity to hire? Would it affect your willingness to hire MEM graduates specifically?
boisestate.edu/sps-ippi/

REPORT AUTHORS

MATTHEW MAY, PHD, Senior Research Associate
MACKENZIE MOSS, Graduate Assistant