

MINUTES
Board of Regents
May 8, 2020

The Board of Regents of Washington State University (WSU or University) met pursuant to call in Open Meeting at 8:00 a.m. on Friday, May 8, 2020. Due to Governor Jay Inslee's Proclamation 20-28, dated March 24, 2020, and to reduce risks related to the COVID 19 pandemic, the meeting was conducted using Zoom technology.

Present: Brett Blankenship, Chair; Regents Ted Baseler, Enrique Cerna, Marty Dickinson, Johanna Pantig, Lura Powell, Heather Redman, Lisa Schauer, Ron Sims, and Mike Worthy; Interim Executive Vice President and Provost Bryan Slinker, President Kirk H. Schulz and Faculty Representative A.G. Rud

I. OPENING

A. Report from the Chair of the Board of Regents. Chair Blankenship called the meeting to order and welcomed audience members. He further extended a special welcome to the Board's newest member, Regent Enrique Cerna, and reported that Regent Cerna, appointed by Governor Jay Inslee in March 2020, is a veteran journalist who has worked in the Seattle media for nearly 45 years. Regent Cerna grew up in the central Washington community of Wapato and is a graduate of Washington State University.

Chair Blankenship commented that normally at the conclusion of the May Regents' meeting, Board members participate in Spring commencement ceremonies. He said this year Regents were especially excited to participate in ceremonies in Spokane as Student Regent Johanna Pantig would have been participating, not only as a Regent, but also as a graduate in the College of Pharmacy. Chair Blankenship said he had very much been looking forward to congratulating her in person but unfortunately, due to the COVID 19 pandemic, he would have to congratulate her virtually. Chair Blankenship, speaking for the entire Board of Regents, congratulated Regent Pantig on her service to the Board and the institution, as well as on her outstanding accomplishments.

Chair Blankenship reminded the audience there would be a public comment period during the meeting. He said the public comment period would be after the regular agenda items and would be for up to ten minutes.

B. Report from the President of the University. President Schulz welcomed the audience and the Regents to the meeting. He began his report by expressing his sincere thanks and appreciation to the entire University leadership team. President Schulz said leadership had really stepped up and worked hard across the board over the last six or seven weeks promoting safety through the COVID 19 pandemic, and keeping the University moving forward and keeping our students on track to finish the semester strong. President Schulz said he was proud of where WSU's leadership team had taken the University. President Schulz further commented that higher education often gets a reputation for being "glacial" in its ability to change and pivot but WSU faculty pivoted quickly and not just because they were asked to, but because they had a genuine desire to make sure students received their education. He reported that over 1,000 faculty had gone through training in just 10 days to ensure they knew how to use the online tools as best

they could. President Schulz said he is very proud of the positive attitude of the WSU faculty and said they have done a fantastic job.

President Schulz also commended WSU's staff as the glue holding the university together and said they play a critical role in their interactions with students, in particular. Lastly, President Schulz said he wanted to thank the students who have been resilient and flexible, and have rolled up their sleeves taken things in a good-natured way even though this is not how they anticipated finishing their spring semester.

President Schulz further reported that a national search for a new Executive Vice President and Provost identified four very strong candidates, from a very diverse candidate pool. He said one candidate, however, emerged as the top choice and announced that Dr. Elizabeth Chilton has accepted the position of WSU's Executive Vice President and Provost. President Schulz reported Dr. Chilton is currently the Dean of the Harper College of Arts and Sciences at Binghamton University, part of the State University of New York System, and will start in the position at WSU August 1st. He said everyone is thrilled that we have attracted such an outstanding leader.

Lastly, President Schulz reported that Faculty Senate Representative to the Board A.G. Rud, along with a small working group, chaired by the Carson College of Business Dean Chip Hunter, have been conducting a review of system level roles and responsibilities and how to optimize the WSU system moving forward. President Schulz said the result of this review is a comprehensive report with approximately 35-40 recommendations for moving the system forward and will be presented to the Regents at the June Board meeting.

II. CONSENT AGENDA.

Chair Blankenship reported there was one item on the Consent Agenda.

A) Approval of Minutes – March 13, 2020, Board of Regent Meeting

Chair Blankenship asked if any Regent wished to remove the item on the Consent Agenda to be considered separately. Hearing no requests, it was moved and seconded that the Consent Agenda be approved. Carried.

III. REPORTS FROM SHARED GOVERNANCE GROUPS. Representatives from the following University groups—Foundation Board of Directors, Faculty Senate, Associated Students of Washington State University, Graduate and Professional Student Association, Administrative Professional Association Committee and the Alumni Association—presented their reports. (*Exhibit A*)

IV. EXECUTIVE AND GOVERNANCE COMMITTEE REPORT. Chair Blankenship reported the Executive and Governance Committee had two Action Items to submit to the Board for consideration:

Board of Regents Election of Officers

It was moved and seconded that the Board of Regents re-elect Regent Brett Blankenship as Chair and Marty Dickinson as Vice Chair as proposed. Carried. (*Exhibit B*)

Proposed Bylaws Modification – Article 1: Officers of the Board and Faculty Representative

It was moved and seconded that the Board of Regents modify its Bylaws to reflect the practice and procedure for selection of a Faculty Representative to the Board as proposed. Carried. *(Exhibit C)*

V. RESEARCH AND ACADEMIC AFFAIRS COMMITTEE REPORT. Regent Sims reported the Research and Academic Affairs Committee reviewed one Information Item regarding changes to the *Faculty Manual* approved by the President under delegated authority and two Future Action Items. After considerable discussion, it was decided both Future Actions Items should move forward for immediate action and submitted the following for Board consideration:

Establish a Bachelor of Science in Viticulture and Enology

Chair Blankenship noted for the record, it was decided that this item would be presented as an Action Item rather than a Future Action Item, in accordance with Board of Regents Bylaws II.12.B

It was moved and seconded that the Board of Regents approve the establishment of a Bachelor of Science in Viticulture and Enology as proposed. Carried. *(Exhibit D)*

Establish a Master of Science in Kinesiology

Chair Blankenship noted for the record, it was decided that this item would be presented as an Action Item rather than a Future Action Item, in accordance with Board of Regents Bylaws II.12.B

It was moved and seconded that the Board of Regents approve the establishment of a Master of Science in Kinesiology. Carried. *(Exhibit E)*

VI. FINANCE AND COMPLIANCE COMMITTEE REPORT. Regent Dickinson reported the Finance and Compliance Committee reviewed three Action Items and submitted the following for Board consideration.

2021-2023 Biennial Operating Budget Request

After Board discussion, it was decided to postpone consideration of Action Item #1 2021-2023 Biennial Operating Budget Request.

It was moved and seconded that the Board of Regents postpone consideration of the 2021-2023 Biennial Operating Budget Request until the next meeting of the Board of Regents, currently scheduled in June 2020. Carried.

2021-2023 Biennial Capital Budget Request

It was moved and seconded that the Board of Regents adopt Resolution #200508-626, to approve the 2021-2023 Biennial Capital Budget Request and delegate authority to the

President to approve changes or adjustments that may need to be made before the submission is finalized for presentation to the Office of Financial Management as proposed. Carried. (*Exhibit F*)

Athletic Budget Approval – Estimated Financial Impacts due to COVID

It was moved and seconded that the Board of Regents approve the projected changes to the FY2020 Athletics budget that are a result of the COVID-19 pandemic. Changes include reductions to both revenue and expenses. Carried. (*Exhibit G*)

VII. STRATEGIC AND OPERATIONAL EXCELLENCE COMMITTEE REPORT. Regent Redman reported the Strategic and Operational Excellence Committee reviewed three Information Items: Modernization Update presented by Vice President for Finance and Administration Stacy Pearson and Associate Vice President for Finance Matt Skinner; Financial Assessment of Approved Amendments to the Washington State University Retirement Plan and Washington State University Voluntary Investment Plan presented by Vice President Pearson; and COVID 19 Pandemic Update presented by Vice President Pearson, Vice President for Student Affairs Mary Jo Gonzales and Interim Executive Vice President and Provost Bryan Slinker. Regent Redman further reported the Committee reviewed one Future Action Item: WSU System-Wide Strategic Plan presented by Chief of Staff Christine Hoyt and President Kirk Schulz.

X. OTHER BUSINESS. Chair Blankenship reported that the Board meet in Executive Session to discuss the performance of a public employee. He further reported the Board would not be taking any action as a result of the Executive Session.

XI. PUBLIC COMMENT PERIOD. No Public Comment.

XII. ADJOURNMENT. The meeting adjourned at 12:12 p.m.

Approved by the Board of Regents at its meeting held June 26, 2020.

SIGNED COPIES AVAILABLE IN THE PRESIDENT'S OFFICE

WASHINGTON STATE UNIVERSITY  FOUNDATION

May 8, 2020

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Foundation Regents Report

SUBMITTED BY: Lisa Calvert, Vice President for Advancement
CEO, Washington State University Foundation

The Washington State University Foundation is pleased to report the following:

- A growing and sustainable culture of philanthropy is based on long-term relationships. During these unprecedented times, WSU Advancement is committed to spending more time maintaining and growing the relationship our current and potential donors. We are being sensitive to the crisis at hand and how it is affecting our alumni and friends. We are reaching out to them to learn how they are doing and to ask what we can do to assist. Regarding our most generous investors, we are approaching each stakeholder with the utmost care and concern, including the opportunity to help identify the University's expertise with the corporate and organization's needs to navigate the pandemic.
- Providing opportunities for WSU alumni, donors, and other influencers to be meaningfully engaged and informed is the top priority for WSU Advancement at this time. A Philanthropic Communication Team—including colleagues from the WSU Foundation, WSU Alumni Association, University Marketing and Communications, Provost's Office, Cougar Athletics, Office of Research and a representative group from the constituency campuses and colleges—has been established to develop a framework for coordinating communications to Advancement audiences system-wide and to develop strategies for maintaining relationships with our alumni and donors in lieu of face-to-face interactions and targeted solicitations. WSU is sensitive to the changing societal and economic landscape, and will maintain ongoing dialogue with alumni and donors, and strive to be responsive to their wishes and priorities.
- WSU Advancement is in a strong position thanks to the commitment of WSU's generous alumni and friends. As of March 31, 2020, total philanthropic activity was trending nearly 4% higher in FY2020 over the previous fiscal year, with more than \$89.6 million in total commitments received. Outright gifts and pledges are trending 18% higher in FY2020. WSU Foundation leadership realizes that the economic condition will impact future performance and is working closely with development professionals to monitor the situation.

FY2020 Year-to-Date Philanthropic Activity Report (as of March 31, 2020)

	FY2020 (7/1/2019 - 3/31/2020)	FY2019 (7/1/2018 - 3/31/2019)	% Change
Outright Gifts and New Pledges	\$48,595,244	\$41,147,577	18.10%
Planned Gifts	\$23,124,304	\$13,877,647	66.63%
Other Contributions	\$1,000,000	\$5,816,860	-82.81%
Private Grants	\$16,937,639	\$25,397,249	-33.31%
Total Philanthropic Activity	\$89,657,187	\$86,239,333	3.96%

- As of February 29, 2020, the WSU Foundation Endowment's market value was \$516,173,293. At the time of this report, The WSU Foundation Endowment will certainly be affected by the economic downturn caused by the COVID-19 pandemic. Although March-end figures are still being confirmed at the time of this report, the WSU Foundation's investment management firm, estimates the endowment totaled \$479 million at March-end, a 7% decrease since February.

May 8, 2020

TO: All Members of the Board of Regents
SUBJECT: Faculty Senate Report
SUBMITTED BY: Greg Crouch, Chair

2020/2021 Faculty Senate Leadership.

The following faculty members have been elected to Faculty Senate Leadership:

- Chair-Elect – Doug Call, Regents Professor of Molecular Epidemiology
- Executive Secretary – Matt Hudelson, Associate Professor of Mathematics and Statistics

Updates

When we last presented to the Board of Regents, COVID-19 had not yet forced our move to all online education for the remainder of spring 2020 term. Because of this change, Faculty Senate has been working with the Provost's office, the Registrar, Institutional Research, Information Technology, and Academic Outreach and Engagement, and others on several projects designed to monitor and assist with this transition. Some of these include:

- 1) New pass/fail grading options to protect student GPAs
- 2) New all-university student survey designed to assess the experience of moving from F2F to online so faculty may make adjustments and optimize course delivery for future terms.
- 3) New student data dashboards to monitor term outcomes including:
 - a. Disaggregating grade distributions based on C- and below by first generation, minority, gender, and academic standing.
 - b. Use of new P/F options (disaggregated as above)
 - c. Term and course withdrawals based on COVID-19
- 4) Develop software needs analysis for expanded and improved online instruction. This analysis will connect tools with learning outcomes.

Our goal will be to work with the above-mentioned groups to identify and assist those students impacted by COVID-19. Our goal is to avoid lengthening a student's time-to-degree and to determine methods to enable those students who have cancelled enrollment to return and complete their degree. Disaggregation allows us to monitor disproportionate impacts on underrepresented students.

In addition to responding to COVID-19 related concerns, Faculty Senate has had two members of the executive team participating in essential business:

- Past-Chair AG Rud has continued to represent Faculty Senate on the Roles and Responsibilities Task Force. This task force will complete its report and submit to President Schulz by the end of April 2020
- Chair-Elect Dave Turnbull has completed his work on the search committee for the next Provost and Executive Vice President of WSU with four candidates completing their interviews.

April 29, 2020

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: ASWSU Report

SUBMITTED BY: Quinton Berkompas, President

On behalf of the Associated Students of Washington State University, I would like to report the following:

Covid-19 Response Coordination with Administrators:

During the Covid-19 outbreak, ASWSU has engaged with students and administrators to ensure students have access to resources needed for their academic success. Early on in the outbreak, ASWSU coordinated with International Programs to support students returning from abroad. Furthermore, ASWSU coordinated with administrators to connect students with the resources for distance learning. During the chaos of the transition, ASWSU served as a bridge to connect students with the administrators that could help them overcome the barriers in their way. We were more active on social media and have fully transitioned to working remotely with Zoom.

Grocery Reimbursement Program:

ASWSU launched a grocery reimbursement program to ensure students can put food on their table. The idea stemmed from our goal of supporting student's basic necessities since so many are now facing financial uncertainty as a result of Covid-19. Any WSU Pullman graduate or undergraduate student can receive a \$25 reimbursement per week when they submit their receipt to an online form on Cougsync. Student reception of the program has been overwhelmingly positive. The program's publicity grew faster than expected with stories on local news stations, 10,000 views of an announcement video on Twitter and extensive social media interaction with corresponding posts. We have also coordinated with student government officials at University of Idaho, Clark College and University of Mississippi to assist them in setting up similar programs.

University Hazing Policy Review Committee:

ASWSU formed a new committee comprised of students from across campus with the purpose of examining university hazing policy at WSU. The committee's objective is to create a list of recommendations to deliver to administration focused on refining the definition of hazing, increasing the availability of hazing prevention resources, expanding campus awareness of hazing and taking proactive steps to eliminate hazing. The committee composition includes 12 student leaders from ASWSU, Greek Councils, the Cougar Marching Band, Mock Trial, NCAA Athletics and club sports.

ASWSU Cougar Health Fund:

Over the first 2 years of fundraising, the ASWSU Cougar Health Fund eclipsed our expectations by raising over \$150,000. While our fundraising excelled, the logistics surrounding the allocation of funding became complicated. After extensive discussion and collaboration, the process for allocating funds from the ASWSU Cougar Health Fund has finally been finished. In an effort to support holistic health initiatives system-wide, representatives from every campus came together to finalize details for the allocation of funds. Two separate pools of money will exist within the ASWSU Cougar Health Fund. One allocated by the Student Government Council and the other allocated by ASWSU. In short, the process solves a messy

ASWSU Cougar Health Fund (Continued):

and complex problem about allocation to ensure funding will be available for health initiatives for the 2021-22 academic year.

CPR Training:

ASWSU teamed up with UREC in February to offer students Adult CPR and First Aid training for no cost. The collaborative effort between The Student Recreation Center and ASWSU made this event extremely successful with over 75 students participating. Equipping our students with the skills to keep themselves and others safe has been a huge priority of ASWSU over this past year. Our hopes are that this event can be repeated in the future and reach even more students.

One Love Program:

ASWSU brought in Brea Kaye, the West Coast Engagement Coordinator for the One Love Organization. The purpose of her visit was to train students in the One Love Escalation Workshop, which focuses on various kinds of relationship violence and how to identify red flags. This workshop opens up a very important conversation that tackles a major issue that WSU students face. The students that chose to complete the workshop training are now facilitators that can go forward and present this workshop to other students and spread awareness on what a healthy relationship looks like.

Alcohol Safety and Emergency Response Programmings:

ASWSU worked with the Interfraternity Council to conduct alcohol safety and emergency response programmings for ten fraternities. The programs discussed drinking culture, recent tragic events, the prevalence of preventable alcohol related deaths and training for how to respond in a medical emergencies that have occurred in fraternity chapters across the country. Approximately 500 students participated in the programmings.

Mental Health Programming:

ASWSU developed a peer-to-peer mental health presentation to encourage students to practice healthy stress relieving strategies that they can use for the rest of their life. With mental health being an endemic problem for students, we've created a holistic health presentation aimed to address the problem head on. In addition, we've highlighted resources across campus and in the community that students can use throughout their time at WSU. Our hope is to uplift our students who may feel out of control with the stress that comes with a college life, and provide them with various ways to be successful at WSU.

Service and Activities Fee Waivers Reform:

ASWSU worked with administration to reform our Service and Activities Fee waiver policy. In FY2019 projections, \$1,081,338 in S&A fees were waived as part of financial aid packages awarded to students. The waivers were distributed without the knowledge or approval of the Service and Activities Fee committee. The new policy in place removes the waivers unless approved by the committee and increases transparency. State mandated fee waivers are not impacted by the policy change. Approximately \$800,000 will be available annually for allocation to student services after fully implemented.

“Bridging the Divide”:

A major theme of this year's ASWSU was to “Bridge the Divide”. In previous years, ASWSU has been viewed as professional, but pretentious and perceived as hard working, but isolated. We set out to change the culture of student government on campus. Our communications plan emphasizes connecting with the students not naturally inclined to focus on ASWSU. This includes paid social media advertising and extensive in person outreach to student groups. We adopted an environment that encourages others to interact with more students and build relationships with a wide array of students of different backgrounds. Overall, we made ourselves present and established a culture of accessibility and approachability.

Campus Safety and Lighting Project:

ASWSU and GPSA teamed up to identify the most pressing safety needs on and around campus. The aim of the project is to increase safety for all students at WSU through various projects that incorporate physical safety and additional resourcing for those who are most vulnerable. The project includes two lightup crosswalks on Colorado Street, a Blue Emergency Safety Light at Ruby Street park, sidewalk lighting on NE B Street and increased lighting on campus. Partial funding has been secured with hopes to solicit the remaining funds from other sources.

Incoming ASWSU Leadership:

The entire ASWSU executive team remotely transitioned and prepared next year's student leaders to take over their position. The team is brimming with new ideas, enthusiasm and excellent leadership qualities that are ready to tackle the challenges Covid-19 bears for next year.

These are just a handful of the projects we are working on at this time to provide a transformational student experience. We have a multitude of other initiatives we are undertaking as well. We believe it is our duty to provide resources to and advocate on behalf of the students we represent. We would be more than happy to answer any questions by phone or email at (360) 304-3632 or aswsu.president@wsu.edu.

Date: May 8, 2020

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: GPSA Report

SUBMITTED BY: Jennifer E. Johnson, GPSA President

On behalf of GPSA, I would like to thank the Board of Regents for your continued support of WSU graduate and professional students. It is with great pleasure that I report the following:

GPSA Research Expo: The GPSA Research Exposition offers WSU graduate and professional students a forum for presenting their original research, scholarship, and/or creative work. Due to concerns over COVID-19, GPSA made the difficult decision to cancel the in-person Research Expo event. However, we continue to be fully committed to providing graduate students with an opportunity to present their research, receive feedback, and compete for cash prizes. To balance these goals with protecting the health of participants, judges, and volunteers, we held an alternative virtual Research Expo via Zoom. This allowed all participants the chance to present their work, receive feedback, and winners were still able to obtain scholarship awards.

PDI Update: The Professional Development Initiative (PDI) continues to be a successful program as it progresses through its fourth official year. This incredible partnership between GPSA, the Graduate School, and the President's Office, truly provides the opportunity for graduate and professional students; postdoctoral students, faculty, and staff to develop both personal and professional skills in order to become a better person, student, researcher, instructor, and/or administrator. Unfortunately, due to COVID-19 we had to cancel many of our spring events, but we were still able to plan and provide six online mindfulness workshops to graduate students.

Dissertation Grants: Our Dissertations grants have continued to grow over the past few months. Although this is a new source of funding from GPSA, since it's initiation in January, we have received over 30 applications and plan to fund nearly \$12,000 to help graduate students in their final year finish up their research. Already, we have received very positive feedback on this resource as many students struggle with last minute costs which may hinder their ability to graduate.

Virtual-based Travel Grants: A key part of the graduate student experience is attending conferences in order to present research, network, and receive feedback. Many professional conferences were cancelled this semester/summer due to the COVID-19 pandemic. As a result, many students lost personal funds from cancelled flights. The GPSA executive team voted to allow funds to help refund these lost costs, as well as pay for students who needed to travel home for personal reasons. Our goal as an organization is to ensure graduate and professional students have the best possible experience, especially during hard times. As a result, we felt it was essential to use our resources to help students in any way we could.

Grocery Subsidy Initiative: In partnership with ASWSU, the GPSA initiated a grocery subsidy program for WSU Pullman students. This program provides reimbursements for students on grocery purchases. The goal of this initiative was to help offset costs and aid many students and families that have been negatively impacted by this pandemic. In just a few weeks we have received over 800 applications from students, providing more than \$10,000 in funds. We are currently seeking additional funding to extend this program into the summer.

May 8, 2020

TO: ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Administrative Professional Advisory Council Report

SUBMITTED BY: Stephanie Rink, Chair

The Administrative Professional Advisory Council is pleased to report the following:

1. APAC will hold elections on May 14 to elect new council members and a new executive team. This is later than normal but due to COVID-19 we had to postpone our elections.
2. APAC will be awarding 6 Administrative Professionals the AP Contribution Award and presenting at our May meeting.
3. Due to COVID-19, APAC postponed the spring seminar to be held in fall 2020. This seminar will be in coordination with the Carson College of Business. Our speaker is Jan Hargrave, a leading expert in behavioral authority and body language will present "Actions Speak Louder Than Words: Understanding Nonverbal Communication".
4. Due to COVID-19 APAC canceled the April meeting and professional development speaker to allow our members to assist our faculty and staff with teaching and working remotely.
5. APAC continues to have a voice on several university committees and councils including the Fiscal Health Advisory Committee, the Strategic Planning and Institutional Effectiveness Council, and The Commission on the Status of Women, among others.
6. APAC continues monthly council meetings where all APs are encouraged to attend, and VPs and upper administration are asked to present on initiatives and updates throughout the year. APAC Executive Leadership will continue to meet with President Schulz monthly discussing issues brought forth from APs throughout the WSU system.

May 8, 2020

TO: ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Alumni Association Progress Report

SUBMITTED BY: Jane Yung, WSUAA President 2019-20
Tim Pavish, WSUAA Executive Director

Rapid Response to Need for Virtual Alumni Engagement

The WSUAA responded quickly to the need to switch from in-person alumni events and activities to virtual online engagement as alumni began to shelter at home. The WSUAA cancelled 48 in-person events and processed reimbursements for all registered participants. At the same time, it created 46 online events and curated an additional 27 online programs from other WSU units. The wide variety of online programming is intended to help Cougs engage, learn, and grow virtually. In addition, the Association has expanded career and networking support. The WSUAA recently launched its *Cougar Career Academy* (CCA) to help Cougs deal with the career challenges brought on by the pandemic. Recent CCA sessions included a résumé workshop and a LinkedIn profile-optimization class. CCA will conduct an upcoming peer panel of '08 graduates who will share with more recent grads their stories of career success in the face of the Great Recession.

The Association has also assembled live and on-demand programming from a variety of sources. Offerings include Self-Confidence and Self-Esteem, Dismantling the Imposter Syndrome, and Cooking with WSU's HBM Executive Chef. In order to appeal to a broad audience, topics range from educational to entertaining.

To keep chapter and club volunteer leaders engaged, the WSUAA is conducting a series of Zoom sessions for them to interact with officers, administrators, Board members, and staff. These twice-monthly sessions provide information updates, allow volunteers to brainstorm online engagement concepts for chapters and clubs, and answer questions about WSU in this new environment. The WSUAA is grateful for the participation of university leaders including Kirk Schulz, Lisa Calvert, and Pat Chun.

Alumni Helping Students

WSUAA chapter volunteers and staff have conducted food drives for students at WSU Vancouver, WSU Pullman, and WSU Tri-Cities. Alumni were asked to leave donations of non-perishable food items on their front porch, and volunteers collected the donations following social-distancing guidelines. Due to the success of these efforts, WSUAA chapters are planning food drives to help other WSU campuses and to assist their local communities in other ways.

Keeping Members Connected When It's Needed Most

As the economic impact of the COVID-19 pandemic becomes more widespread, many Cougs are facing financial challenges. For WSUAA Annual Members in this situation, the WSUAA is providing a six-month extension of annual memberships at no cost. This helps to ensure that Annual Members continue to have access to the benefits of membership (including career and networking support) and that WSU continues to stay connected with this important group of Cougs.

Introducing WSUAA Officers for 2020-21

Following Virtual Commencement on May 9, the following WSUAA officers will transition to their new leadership roles:

- President Doug Willcox '65 of Palouse, retired engineer and farmer
- President-Elect Shelly Spangler '07 of Denver, Manager of Finance, SCL Health Saint Joseph Hospital
- Vice President Mark Schuster '95 of Richland, VP Supply Chain, Lamb Weston
- Immediate Past President Jane Yung '93 of Bellevue, Executive Compliance & Risk Officer, UW
- Chapter Presidents Representative Lester Barbero '10 of Honolulu, Mechanical Engineer, Pearl Harbor Naval Shipyard & IMF

WSUAA—Responding to the needs of WSU and our alumni.

ACTION ITEM #1

Election of Officers (Brett Blankenship)

May 8, 2020

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Election of Officers

PROPOSED: That Brett Blankenship be re-elected as Chair of the WSU Board of Regents for the year beginning July 1, 2020 and that Marty Dickinson be re-elected to serve as Vice Chair of the WSU Board of Regents for the year beginning July 1, 2020, with the understanding that she shall act as Chair pro tempore in the absence of the Chair, with the power to preside at the meetings and to sign all instruments required to be executed by the WSU Board of Regents.

SUBMITTED BY: Brett Blankenship, Chair, Board of Regents

SUPPORTING
INFORMATION: Excerpt from the Board of Regents bylaws, Article I, Section 3
(Election and Appointment Process):

Election and Appointment Process. At its regular meeting held after the first Wednesday in April of each year, the Board shall hold elections to fill the offices of Chair and Vice Chair. The Board shall elect a Vice Chair, as nominated by the Executive Committee, based upon the advice of the Board and in consultation with the President of the University. The Vice Chair shall hold office for a one-year (1-year) term, commencing on July 1. Except in the case of resignation or removal, or other exigent circumstances, the Vice Chair shall then automatically succeed as Chair of the Board the following year and shall hold the office of Chair for one-year (1-year), commencing on July 1.

ACTION ITEM #2

Bylaws Modification – Article I: Officers of the Board and Faculty Representative (Kirk Schulz)

May 8, 2020

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Proposed Bylaws Modification – Article I: Officers of the Board and Faculty Representative

PROPOSED: That the Board of Regents modify its Bylaws to reflect the practice and procedure for selection of a Faculty Representative to the Board.

SUBMITTED BY: Kirk Schulz, President

SUPPORTING
INFORMATION: **Background**

In Fall 2018, Faculty Senate requested that a non-voting faculty member be appointed to the Board of Regents. At that time, the goal was to improve decision-making on behalf of both governing bodies by facilitating the exchange of ideas and perspectives as well as meeting shared challenges and opportunities cooperatively. During the trial period since Fall 2018, Faculty Senate representation on the Board of Regents has fostered significant improvements in dialog and transparency between the two organizations. The Faculty Senate requests that the Board of Regents adopt a proposed amendment to their bylaws, continuing and formalizing this relationship.

Bylaws

Following is an excerpt from the Board of Regents Bylaws with draft modifications:

Article 1: Officers of the Board and Faculty Representative

1. **Membership.** The governance of Washington State University (University) shall be vested in a Board of Regents (Board) consisting of ten (10) members (Regents), one (1) of whom shall be a student.
2. **Designation.** The Officers of the Board shall consist of a President, who shall also be known as the Chair of the Board (Chair), and a Vice Chair, Secretary, and Treasurer.
3. **Election and Appointment Process.** At its regular meeting held after the first Wednesday in April of each year, the Board shall hold elections to fill the offices of Chair and Vice Chair. The Board shall elect a Vice Chair, as nominated by the Executive Committee, based upon the advice of the Board and in consultation with the President of the University. The Vice Chair shall hold office for a one-year (1-year) term, commencing on July 1. Except in the case of resignation or removal, or other exigent circumstances, the Vice Chair shall then automatically succeed as Chair of the Board the following year and shall hold the office of Chair for one-year (1-year), commencing on July 1.

The President of the University shall serve as Secretary of the Board as prescribed by RCW 28B.30.135. Secretary of the Board, where used in these Bylaws hereinafter, shall refer to the President of the University.

The Treasurer of the Board shall be the Vice President for Finance and Administration of the University, unless the Board in its discretion appoints another individual to this office.

4. **Chair.** The Chair of the Board shall preside at all meetings of the Board and shall sign all written instruments on behalf of the Board that are necessary to implement programs and policies which have been approved by the Board. The Chair of the Board shall have the authority and responsibility to perform the duties customarily attached to the office and shall have such other authority and duties as prescribed by these Bylaws, Board of Regents Policies (Board Policies), and the Board.
5. **Vice Chair.** The Vice Chair of the Board shall have the authority to perform the duties of the Chair of the Board in the event of the Chair's absence or incapacity. The Vice Chair may have such other authority and duties as prescribed by these Bylaws, Board Policies, and the Board.
6. **Secretary.** The Secretary of the Board shall not have the right to vote. The Secretary shall be responsible for giving notice of all meetings of the Board, and recording and keeping of the minutes of the proceedings of the Board; shall be the custodian of all official records of the Board; shall attest all instruments required to be signed by the Chair of the Board; and shall perform all the duties pertaining to the office and do all other things required by the Board.
7. **Treasurer.** The Treasurer shall not have the right to vote. The Treasurer shall be the financial officer of the Board and shall render a true and faithful account of all moneys received and paid out.
8. **Vacancies in Office and Removal.** In the event of a vacancy in the office of Chair, the Vice Chair shall assume the office of the Chair, serving both the

unexpired term of the Chair and the full term as Chair as provided in Article 1, Section 3, of these Bylaws. In the event of a vacancy in the office of Vice Chair, the Board shall elect a Vice Chair to complete the unexpired term of the Vice Chair. A new election is then required as provided in Article 1, Section 3.

The Chair and Vice Chair of the Board may be removed from their respective positions as an officer of the Board by a majority vote at a regular or special meeting of the Board. Removal under this paragraph shall not affect the officer's continued service as a Regent.

9. **Faculty Representative.** The Faculty Representative shall not have the right to vote but is authorized to attend all regular and special meetings of the Board and its Committees, unless requested otherwise in specific instances by the Board or Committee, and is authorized to bring matters before the Board or any of its committees for discussion. The Faculty Representative serves a one (1) year term, commencing on July 1. The outgoing chair of the University's Faculty Senate is the presumptive nominee to serve as Faculty Representative, subject to approval by majority vote of the Faculty Senate. If the outgoing chair is not approved by the Faculty Senate or chooses not to serve all or any part of their term, the Faculty Senate shall nominate another member of the Faculty Senate Executive Committee by majority vote. In the event that legislation is passed authorizing a faculty member to serve as a member of the Board, such legislation shall supersede and replace this section.

Attachment: Attachment A: Bylaws of the Board of Regents of
Washington State University – Redline Copy

Attachment A

Bylaws of the Board of Regents of Washington State University

Article I: Officers of the Board **and Faculty Representative**

1. Membership. The governance of Washington State University (University) shall be vested in a Board of Regents (Board) consisting of ten (10) members (Regents), one (1) of whom shall be a student.

2. Designation. The Officers of the Board shall consist of a President, who shall also be known as the Chair of the Board (Chair), and a Vice Chair, Secretary, and Treasurer.

3. Election and Appointment Process. At its regular meeting held after the first Wednesday in April of each year, the Board shall hold elections to fill the offices of Chair and Vice Chair. The Board shall elect a Vice Chair, as nominated by the Executive Committee, based upon the advice of the Board and in consultation with the President of the University. The Vice Chair shall hold office for a one-year (1-year) term, commencing on July 1. Except in the case of resignation or removal, or other exigent circumstances, the Vice Chair shall then automatically succeed as Chair of the Board the following year and shall hold the office of Chair for one-year (1-year), commencing on July 1.

The President of the University shall serve as Secretary of the Board as prescribed by RCW 28B.30.135. Secretary of the Board, where used in these Bylaws hereinafter, shall refer to the President of the University.

The Treasurer of the Board shall be the Vice President for Finance and Administration of the University, unless the Board in its discretion appoints another individual to this office.

4. Chair. The Chair of the Board shall preside at all meetings of the Board and shall sign all written instruments on behalf of the Board that are necessary to implement programs and policies which have been approved by the Board. The Chair of the Board shall have the authority and responsibility to perform the duties customarily attached to the office and shall have such other authority and duties as prescribed by these Bylaws, Board of Regents Policies (Board Policies), and the Board.

5. Vice Chair. The Vice Chair of the Board shall have the authority to perform the duties of the Chair of the Board in the event of the Chair's absence or incapacity. The Vice Chair may have such other authority and duties as prescribed by these Bylaws, Board Policies, and the Board.

6. Secretary. The Secretary of the Board shall not have the right to vote. The Secretary shall be responsible for giving notice of all meetings of the Board, and recording and keeping of the minutes of the proceedings of the Board; shall be the custodian of all official records of the Board; shall attest all instruments required to be signed by the Chair of the Board; and shall perform all the duties pertaining to the office and do all other things required by the Board.

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7. Treasurer. The Treasurer shall not have the right to vote. The Treasurer shall be the financial officer of the Board and shall render a true and faithful account of all moneys received and paid out.

8. Vacancies in Office and Removal. In the event of a vacancy in the office of Chair, the Vice Chair shall assume the office of the Chair, serving both the unexpired term of the Chair and the full term as Chair as provided in Article 1, Section 3, of these Bylaws. In the event of a vacancy in the office of the Vice Chair, the Board shall elect a Vice Chair to complete the unexpired term of the Vice Chair. A new election is then required as provided in Article 1, Section 3.

The Chair and Vice Chair of the Board may be removed from their respective positions as an officer of the Board by a majority vote at a regular or special meeting of the Board. Removal under this paragraph shall not affect the officer's continued service as a Regent.

9. Faculty Representative. The Faculty Representative shall not have the right to vote but is authorized to attend all regular and special meetings of the Board and its Committees, unless requested otherwise in specific instances by the Board or Committee, and is authorized to bring matters before the Board or any of its committees for discussion. The Faculty Representative serves a one (1) year term, commencing on July 1. The outgoing chair of the University's Faculty Senate is the presumptive nominee to serve as Faculty Representative, subject to approval by majority vote of the Faculty Senate. If the outgoing chair is not approved by the Faculty Senate or chooses not to serve all or any part of their term, the Faculty Senate shall nominate another member of the Faculty Senate Executive Committee by majority vote. In the event that legislation is passed authorizing a faculty member to serve as a member of the Board, such legislation shall supersede and replace this section.

Article II: Meetings of the Board

1. Regular Meetings. Regular meetings of the Board shall be held pursuant to a schedule adopted yearly by resolution of the Board. There shall be no fewer than six (6) meetings scheduled on a yearly basis. Regular meetings include Board of Regents retreats scheduled in accordance with the regular meeting process. The Secretary of the Board, with the concurrence of the Chair of the Board, may cancel or change the date of any regular meeting. All such regular meetings will be conducted in conformance with the laws of the state of Washington governing such meetings.

2. Special Meetings. The Secretary or the Chair of the Board, or a majority of the members of the Board of Regents, may call a special meeting at any time. Not less than twenty-four (24) hours before any special meeting, the Secretary of the Board shall have notified each member of the Board by written notice of the time, location, and the business to be transacted at the meeting. Such notice shall be distributed and posted, and such meeting shall be conducted in accordance with the laws of the state of Washington governing such meetings.

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3. Committee Meetings. Meetings of Board committees, as provided for in these Bylaws and in Board Policies, may be held before regular or special meetings, or at such time and such place as the Committee Chair may direct from time to time. All committee meetings shall be held in conformance with the laws of the state of Washington governing such meetings.

4. Notice and Agenda for Regular Meetings. Not less than seven (7) calendar days before any regular meeting, the Secretary of the Board shall transmit a meeting agenda to each member of the Board.

5. Addenda to the Agenda of Board Meetings. Those University officials who are authorized to bring agenda items to the Board may propose addenda to a regular meeting agenda in exceptional circumstances, such as when prompt Board attention is required and the need to place the matter on the agenda was unforeseen, with the concurrence of the Secretary of the Board. Items added to the agenda by University officials must be submitted to the Board not less than twenty-four (24) hours prior to a regular meeting. Material must be submitted through the Secretary of the Board and must be in accordance with guidelines and procedures established for the submittal of items for the agenda.

The Board may add items to the agenda of a regular meeting, and take final action upon such additions, at any time prior to the conclusion of the meeting.

The Board may add items to the agenda of a special meeting at any time prior to the conclusion of the meeting, except that final disposition may not be taken on any matter added to the agenda unless timely notice to the addition has been given as required by law.

6. Quorum. Six (6) Regents shall constitute a quorum for the transaction of business at all regular and special meetings. A majority of the Regents present must approve all items requiring action by the Board.

7. Minutes. The Secretary of the Board shall keep the minutes of all regular and special meetings of the Board. Such minutes shall be distributed with the agenda in preparation for the subsequent meeting and, following approval shall be open to public inspection in the Office of the President during regular University business hours and shall also be posted on the University's Board of Regents web page.

8. Public Meetings. Regular and special meetings of the Board and Committees shall be open to the public in conformance with the laws of the state of Washington governing such meetings.

9. Executive Sessions. During any regular or special meeting of the Board, the Board may hold an executive session to discuss matters as permitted by applicable laws of the state of Washington.

10. Communications to the Board. Any person who wishes to bring a matter to the attention of the Board may do so by submitting written communication to the Board

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at the following address: c/o Office of the President, Washington State University, P.O. Box 641048, Pullman, Washington 99164-1048.

11. Appearance Before the Board. The meetings of the Board are intended for presentation of agenda items by the Regents, President, Provost and Executive Vice President, Vice Presidents, Chancellors, *Faculty Representative*, other University officials, as requested by the President, and the Senior Assistant Attorney General for discussion and action by members of the Board. Appearance via videoconferencing or telephone is acceptable, rather than appearing in person. Additionally, time shall be provided for public comment at each Board meeting.

- A. Request to Provide Public Comment. Individuals who wish to provide public comment during a meeting of the Board must provide their name and any relevant title(s) or affiliation(s) on the sign-up sheet. The request should also set out clearly the topic to be presented.
- B. Time Allocation. The chair of the Board may reasonably limit the amount of time allocated for the public comment period for each speaker and for each issue. Public comments will take place during the scheduled public comment period. Unless otherwise indicated on the agenda or by the chair, the public comment period will be for ten (10) minutes, with a two-minute (2-minute) limit per speaker, and will occur at the end of the Board meeting.
- C. Scheduling of Speakers. Speakers who sign up in advance and who are commenting on matters before the Board will be given priority during the public comment period. Should a large number of speakers wish to speak on the same issue or topical area, the Chair of the Board may ask representatives of the group to summarize their colleagues' statements, or limit the number of speakers on a given topic. If, by virtue of time or other constraints, a speaker is not able to present his/her comments, said comments may be distributed in writing to the Office of the President for distribution to the Regents.

No University officer, faculty, staff, or other employee or student of the University shall submit any matter to the Board for official consideration except as provided by the guidelines and procedures established for the submittal of items for the agenda.

12. Guidelines and Procedures for Submittal of Agenda Items to the Board. The topics of business to be introduced at a regular or special meeting shall be included on the Agenda by observing the following guidelines.

- A. Agenda items may be submitted only by an appropriate University official as follows: *Regents, President, Provost and Executive Vice President, Vice Presidents, Chancellors, Faculty Representative, other University officials as requested by the President, and the Senior Assistant Attorney General.*
- B. All items submitted to the Board for action must first be submitted to and discussed by the appropriate Committee, as provided in Article III of these

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Bylaws, at least one (1) Committee meeting prior to the meeting at which action will be requested, except:

(1) Items of a routine nature may be discussed by the appropriate Committee and brought before the Board at the same meeting in which action will be requested; and

(2) The Board Chair may suspend the requirement outlined in this Subsection as to any action item brought before the Board.

C. The Board may make use of a consent agenda for any item that the Board has determine to be “routine” or matters about which the Board commonly concurs. Items on the consent agenda will not be discussed prior to action. However, if any Board member believes that any item on the consent agenda requires discussion, that Board member may remove the item from the consent agenda merely by requesting the same.

D. All items to be included in the agenda must be submitted in writing no later than ten (10) days prior to the Board meeting to the Secretary of the Board, who shall be responsible for preparation and distribution of the Agenda, except as otherwise allowed by Article II, Section 5 of these Bylaws.

13. Rules of Procedure. *Robert's Rules of Order*, latest revised edition, shall govern all meetings of the Board, except where such rules of order are superseded by these Bylaws, Board Policies, or applicable statutes or regulations.

Article III: Committees of the Board

1. Standing Committees of the Board. In addition to an Executive and Governance Committee, the Board will have standing committees to consider matters and address issues in the following areas, including but not limited to: Research, Academic Affairs, Student Affairs, Finance and Administration, Compliance and Audit, Athletics, Infrastructure, Strategic Planning, Government Affairs, and Institutional Advancement. Through the Committees, Board members explore critical governance issues and communicate with University administration and others who share in the governance of the University. Detailed committee charters are set forth in Board Policies.

No Committee may act on behalf of the Board on matters requiring Board action, except for the Executive and Governance Committee in emergency situations as noted in the Executive and Governance Committee Charter. All Committees shall refer such matters to the Board for appropriate action in a regular or special meeting.

Following Board elections, as outlined in Article I, Section 3, the Chair of the Board shall make Committee appointments, including an appointment of a chairperson to each of the Committees. Each Committee shall consist of at least three (3) members, including the Committee chairperson and a member of the Executive Committee. The student Regent shall serve on the Student Affairs and Student Life Committee, and may serve on any other committee, as appropriate. The President shall appoint ex officio members from among the officers of the University who, in consultation with the Committee chairs, shall

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be responsible for development of Committee agendas and for making recommendations to the Board.

2. Ad Hoc Committees of the Board. Ad hoc committees may be established by the Chair, from time to time, as he or she may deem necessary or advisable to handle specific tasks or objectives in fulfillment of duties and responsibilities of the Board. However, such ad hoc committees shall refer all matters for action to the full Board, unless such authority has been expressly delegated to the ad hoc committee.

Article IV: Officers of the University

1. University President. The University President shall be appointed by the Board (excluding the student Regent) and shall serve at the pleasure of the Board. The University President shall be the chief executive officer of the University and shall be responsible directly to the Board for the management and conduct of all the affairs of the University except those which have been reserved by the Board or which by law, these Bylaws, or other policies or orders of the Board are the specific responsibility of other persons or bodies. The University President is authorized to attend all regular and special meetings of the Board and its Committees, unless requested otherwise in specific instances by the Board or Committee, and is authorized to bring matters before the Board or any of its Committees for discussion.

2. Other Officers. The University President is the delegated authority to appoint the University's Provost and Executive Vice President, Vice Presidents, Deans, Chancellors, and other officers as may be necessary for assistance in efficiently carrying out the responsibilities of the chief executive officer of the University. All such officers of the University shall be under the general supervision of and shall exercise such powers and duties as may be prescribed by the University President.

Article V: Faculty **Senate**, Staff, Student, Alumni, and Foundation Representatives

1. The Chair of the Faculty Senate, the Chair of the Administrative Professional Advisory Council, the President of the Graduate and Professional Student Association, the President of the Associated Students of Washington State University for a particular campus (as determined by the Board Chair), the President of the Alumni Association, and the Chair of the WSU Foundation Board of Governors shall periodically report, as a representative of their respective organizations, to the Board of Regents at its public meetings.

2. The President or Chair of each of these organizations may designate the Vice President or Vice Chair, or the University Vice President responsible for that area, to represent him or her at the meetings of the Board, but may not designate any other person.

3. Participation is at the expense of the organizations of the aforementioned representatives and not an expense obligation of the Board. Appearance via videoconferencing or telephone is acceptable, rather than appearing in person.

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4. Notice of public meetings shall be given to such representatives in the same manner as notice is given to members of the Board.

5. Not less than five (5) days before any regular meeting, the Secretary of the Board shall transmit to each representative a final Agenda setting forth the matters that are to be considered at the meeting.

6. Such representatives shall be entitled to speak during the public meeting through scheduled presentations to the Board as set forth in the Board of Regents meeting Agenda. The representatives shall not be entitled to vote on matters brought before the Board.

7. Prior to any meeting at which a representative is scheduled to speak, the representative of each group shall submit a one-page (1-page) report to the Board to be included in the Agenda in accordance with the guidelines for submittal of Agenda material as outlined in Article II, Section 12, of these Bylaws.

Article VI: Exercise of Powers

1. Suspension of the Bylaws. Any provision of the Bylaws may be suspended in connection with the consideration of a matter before the Board by a majority vote of the members of the Board.

2. Student Regent. The student regent shall excuse himself or herself from participating in or voting on matters relating to the hiring, discipline, or tenure of faculty members and personnel per RCW 28B.30.100.

Article VII: Board of Regents Policies.

1. Policies. The Board may adopt Board Policies, not inconsistent with these Bylaws, for the governance of the University and the regulation of the business of the Board. Except as otherwise specified in a particular Board Policy, the Board may amend or repeal any Board Policy in whole or in part at any meeting of the Board.

Article VIII: Amendments

1. Procedure. These Bylaws may be amended at any regular or special meeting of the Board by the affirmative vote of a majority of the Regents, as defined in Article II, Section 6, of these Bylaws.

Article IX: Special Provisions Relating to Regents

1. Compensation and Expenses. No Regent shall receive a salary or compensation for services as a Regent. Regents shall be reimbursed for actual expenses

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incurred by reason of attendance at any meeting of the Board or in the performance of other official business of the University in accordance with RCW 43.03.050 and 43.03.060 and any Board Policy addressing the same.

FUTURE ACTION ITEM #1

Establish a Bachelor of Science in Viticulture and Enology
(Bryan K. Slinker)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establish a Bachelor of Science in Viticulture and Enology

PROPOSED: That the Board of Regents Establish a Bachelor of Science in Viticulture and Enology and discontinue the major of Viticulture and Enology.

SUBMITTED BY: Bryan K. Slinker, Interim Provost and Executive Vice President

**SUPPORTING
INFORMATION:**

Viticulture and Enology (V&E) is currently offered as a major under the Bachelor of Science in Integrated Plant Sciences (IPS) degree. The College of Agriculture, Human and Natural Resource Sciences proposes to elevate the ISP major of Viticulture and Enology to the degree Bachelor of Science in Viticulture and Enology. The program will be administered by the Tri Cities campus and the Viticulture of Enology major will be discontinued on the Pullman campus.

The concept for a Bachelor of Science in Viticulture and Enology is supported by students, faculty, college administration, and industry stakeholders. Currently, there are just under 1,000 wineries in Washington State (approx. 8,000 in the United States) and it is estimated that four new wineries open monthly in the state. Industry representatives on our V&E Advisory Board believe that students with a degree in V&E as opposed to a major in V&E under the Integrated Plant Sciences degree will be more competitive with students obtaining V&E degrees from our competing schools.

The degree is consistent with the mission of the college to enhance sustainability of agricultural and economic systems, and to promote stewardship of natural resources and ecological systems. It is also consistent with the university's responsibility to promote and positively impact the state economy and industries within the state.

The proposal was reviewed and is supported by the Provost's Office. The recommendation was approved by the Faculty Senate on March 26, 2020.

The College of Agriculture, Human and Natural Resource Sciences proposes establishment of a Bachelor of Science in Viticulture and Enology effective Fall 2020.

MEMORANDUM

TO: Amy Nielsen, Executive Secretary
Faculty Senate

FROM: Becky Bitter, Registrar's Office

FOR: Academic Affairs Committee

DATE: 26 February 2020

SUBJECT: Proposal to Establish the New Degree of the BS in Viticulture and Enology, Tri-Cities

At its meeting on February 25, 2020, AAC approved the attached proposal from the College of Agricultural, Human, and Natural Resource Sciences to establish a new degree, the BS in Viticulture and Enology, with a major of Viticulture and Enology, to be offered exclusively on the Tri-Cities campus.

At the same time, the Viticulture and Enology major that is currently offered as one of the majors under the BS in Integrated Plant Sciences degree will be discontinued.

The proposal has support from the Provost, the Budget Committee, the Catalog Subcommittee, and the Library Committee.

At this time, Faculty Senate review and approval is recommended, to be effective fall 2020.

MEMORANDUM

TO: Kasee Hildebrand, Chair Academic Affairs Committee

FROM: Blaine Golden, Assistant Registrar

DATE: February 19th, 2020

SUBJECT: Elevate to Degree and Discontinue major on Pullman Campus – Bachelor of Science in Viticulture and Enology

The College of Agricultural, Human, and Natural Resource Sciences proposes to elevate the Integrated Plant Sciences major of Viticulture and Enology to the degree Bachelor of Science in Viticulture and Enology. The program will be administered by the Tri Cities campus and the Viticulture and Enology major will be discontinued on the Pullman campus.

These proposals and a revised schedule of studies were approved by the Catalog Subcommittee on February 13, 2020.

The schedule of studies is submitted as a separate attachment.



Office of
Faculty Senate

MEMORANDUM

TO: Kate McAteer, Renny Christopher, Mark Beattie, Robin Mays, Nicole Campbell

FROM: Gayle Anderson

RE: Create a Bachelor of Science in Viticulture and Enology

DATE: October 30, 2019

The attached proposal to create a Bachelor of Science in Viticulture and Enology has been received from the Office of the Provost and it has been reviewed and approved by

- Andre-Denis Wright, Dean, College of Agricultural, Human, and Natural Resource Sciences

This proposal is a full Faculty Senate review and will/has been submitted to the appropriate Faculty Senate sub-committees. To continue this process, the following individuals must approve this proposed extension

Name	Title	e-Signature
Kate McAteer	Tri-Cities VCAA	DocuSigned by: Kate McAteer
Renny Christopher	Vancouver VCAA	DocuSigned by: Renny Christopher
Mark Beattie	Everett VCAA	DocuSigned by: Mark Beattie

In addition, the faculty campus organization must acknowledge receipt of this proposal and confirm that any relevant concerns have been communicated to their respective Vice Chancellors listed above

Name	Title	e-Signature
Robin Mays	Tri-Cities RFO	DocuSigned by: Robin Mays
Nicole Campbell	Vancouver CFR	DocuSigned by: Nicole Campbell


Once e-signatures have been obtained, this proposal will go to the appropriate Faculty Senate Committees. If all Senate Committee approve, the proposal will advance to the Faculty Senate Agenda as a Discussion Item, and if approved will then move onto an Action Item.



Office of
Provost and Executive Vice President

MEMORANDUM

TO: Faculty Senate

FROM: Bryan Slinker, Interim Provost and Executive Vice President 

SUBJECT: Create a Bachelors of Science, in Viticulture and Enology

DATE: October 4, 2019

The attached proposal to create a Bachelors of Science degree in Viticulture and Enology has been reviewed by the Provost's Office. We have no concerns about the proposal. The degree has potential for significant growth, especially at the Tri-Cities campus. We judge it ready for the Senate review process.

NOTICE of INTENT (NOI)**NEW DEGREE or EXTENDING DEGREE to NEW LOCATIONS and/or to the Global Campus**

Send this completed NOI in Word format electronically to the Office of the Provost (provost.deg.changes@wsu.edu).

Prior to your completing a full degree proposal, this form is circulated to other institutions in the state via the Interinstitutional Committee on Academic Program Planning (ICAPP) for a 30-day review. You may be contacted by other institutions regarding your plans.

Degree Title:	Bachelor of Science Degree in Viticulture and Enology
Academic Program:	BS in Integrated Plant Sciences
Academic Plan:	Viticulture and Enology
Number of Credits:	120
Department(s) or Program(s):	Integrated Plant Sciences
College(s):	CAHNRS
Campus(es):	Pullman and Tri Cities
Method of Instructional Delivery	Traditional courses taught from both campuses

Contact Name:	Richard Zack	Email	zack@wsu.edu
Contact Phone:	5-7247	Proposed start date:	Fall 2020

Program Description and Rationale: Describe the proposed program, including focus, overview of the curriculum, and a brief rationale for offering the program at this time and/or place.

Viticulture and Enology (V&E) is currently offered as a major under the BS in Integrated Plant Sciences (IPS) degree. This proposal is to offer an independent (no longer in the IPS umbrella) BS degree in Viticulture and Enology; we want to elevate the offering in V&E from a major to a full BS degree.

Washington State ranks second to California in almost all aspects of viticulture (the cultivation and harvesting of grapes) and enology (the science that deals with wine and winemaking). The idea for the change from a Viticulture and Enology (V&E) major under the BS in Integrated Plant Sciences to its own BS degree has several originations including students, faculty, college administration, and the industry stakeholder community. Currently, there are just under 1,000 wineries in Washington State (approx. 8,000 in the United States) and it is estimated that four new wineries open monthly in the state. Industry representatives on our V&E Advisory Board believe that students with a degree in V&E as opposed to a major in V&E under the Integrated Plant Sciences degree will be more competitive with students obtaining V&E degrees from our competing schools. This may appear to be a trivial difference, but the industry, students, and many at the university view it as a preliminary step to increasing the visibility and value of the degree and a foundation step in the creation of a Department of Viticulture and Enology, which is currently being examined by a college committee lead by the Dean of the College of Agricultural, Human, and Natural Resource Sciences.

When majors and degree programs were reconfigured by the college a number of years ago, it was decided to create two, college wide, agricultural degree programs under which a number of majors would be offered. Since that time, there has been significant growth in the V&E program so much that we believe that V&E should be a stand-alone BS offering. We are making this proposal to

address significant student, faculty, and stakeholder input, all of whom believe that elevating the major to a degree will allow for more independent assessment of the program, the development of more specific course offerings that do not need to serve a broader student and programmatic need, and greater recognition of the V&E program and graduates in the industry. The elevation of the offering to degree status will allow our students to better compete with those students coming from universities offering the independent V&E degree. The concern that a “major” is not viewed as competitive with universities offering the BS in V&E has been voiced by our students and stakeholders. Additionally, we are beginning the process of creating a Department of Viticulture and Enology and the elevation of the major to degree status is a concurrent step in that process. The major is currently offered on the Pullman and Tri-Cities campuses, but we are also preparing paperwork to discontinue the offering in Pullman. We have the strong support of students, faculty, and administrations at both campuses for this change.

Specific reasons for the change in status are discussed in the Demand Analysis accompanying this NOI.

Documentation of need for program, with emphasis on student demand. Describe how the program and/or location will support the state’s goals for higher education. Identify similar programs offered by other public or independent institutions in the region, and differentiate it from similar programs. Identify any options for collaboration.

The State’s goals may be found at: <http://www.wsac.wa.gov/> “policy”

Currently (as of 25 June 2019), there are 57 declared students majoring in Viticulture and Enology, 27 in Pullman and 30 in Tri Cities. Another 40 students are currently being advised but have not yet declared. The total number of students in the “program” on the two campuses is approximately 100, allowing for about 25 bachelor level graduates annually. Since 2014, declared majors in V&E, on the two campuses, has remained fairly constant with the number slowly decreasing in Pullman and growing in Tri Cities. From Fall 2014 – Fall 2018: 2014, 63; Fall 2015, 63; Fall 2016, 66; Fall 2017, 70; and Fall 2018, 67.

Approximately 35 universities and colleges offer some form of V&E training from undergraduate and graduate degrees to certificates. In a recent ranking (Universities.com; viewed on 23 June 2019), Washington State University is ranked fifth with Cornell first followed by UC-Davis, Cal Poly San Luis Obispo, and Michigan State – Walla Walla Community College is ranked tenth. Other ranked schools in the Pacific Northwest are: Yakima Valley CC, Wenatchee Valley College, Lake Washington Institute of Technology, Treasure Valley CC (OR), and Umpqua CC (OR). Oregon State has a program offered under Horticulture, but it was not listed. While some schools offer independent programs in viticulture or enology, or both, most combine the two. Schools that specialize more in enology are often associated with business or hospitality. A second partitioning of schools concerns the amount of technical training as opposed to a more science-based curriculum. Students have numerous options depending on their eventual goals as they work into the industry.

Washington State University offers a science-based curriculum, which includes strong training in both viticulture and enology, relying on strong programs in the agricultural sciences and food science. Additionally, our students have the opportunity to explore options in the School of Hospitality Business Management and, many of their students will minor in V&E. We believe that we offer excellent programs for students that are specific to the major or want some ancillary training. We also have very close relationships with other Washington community colleges and colleges that offer training in V&E. These schools offer excellent technical training and their students are very employable at specific levels. Most of their students are interested in a two-year degree or are place-bound, thus we are not competing with them for students or the types of positions that will be available to them at a specific level of training. In addition, due to our close working relationships with the community colleges, when a student is interested in continuing at a four-year institution,

WSU is their preferred choice.

The Wine Science Center, which opened on the Tri Cities campus in 2015, is a state of the art research and teaching facility. This new facility, the creation of an independent BS degree in Viticulture and Enology and the continued growth of the industry in Washington State puts us in a perfect situation to recruit quality students. Because of our very close, mutualistic relationships with our industry partners, we can offer students an outstanding education and readily available job opportunities. Our stakeholders also offer excellent internship opportunities and part-time employment. We are unique in the region and already highly ranked among schools offering V&E studies. We have good relationships with other schools in our region and work closely with them to recruit students to all of our programs.

Format and Articulation: Note when and where the program will be offered (day/evening/weekend/campus/online, etc.) and, for undergraduate programs, the plan for articulation with associate degree programs, including any applicable major-ready pathways. (Assistance can be provided by the Transfer Clearinghouse, transfercredit.wsu.edu).

The V&E major is currently offered on the Pullman and Tri-Cities campuses. We hope to eventually transition the last two years of the program only to the Tri-Cities campus to allow students to take advantage of industry partnerships including internships, student, and post-student employment. A proposal to discontinue the major in Pullman is being concurrently submitted as is a NOI for the establishment of a Department of Viticulture and Enology to be situated at the Tri-Cities campus.

The program is offered in an on-campus format with synchronous, classroom-based courses being offered from the Pullman and Tri-Cities campuses as well as College of Agricultural, Human, and Natural Resource Sciences Research and Extension Centers located in Prosser, Wenatchee and Mt. Vernon.

The V&E program has strong partnership arrangements with two-year colleges that offer similar programs and has developed articulation agreements with each of them. As the V&E program continues to develop, we will work closely with these partners to ensure that the needs of all students and the industry will be met. For instance, representatives from each of the two-year colleges offering versions of a V&E degree are represented on the University Viticulture & Enology Advisory Board.

Students: Describe the student population to be served, and project enrollments for five years (see Demand Analysis Workbook)

We have two primary types of students entering our program. One includes students from families that are already involved in some aspect of the business such that their families own or are employed at vineyards, wineries, or are involved in an ancillary business such as tree fruits or farming in general. Many of these students are going to go back to the industry. Our other students are those that have no specific family involvement in agriculture but hope to start their own business or join an established business. These include students from urban and rural backgrounds, those interested more in the business aspects of V&E, or those looking for what they view as rewarding careers in an expanding industry with advancement potential. Career positions for students in either group include: 1. Vineyard owners, managers, and viticulturists, 2. Winemakers, enologists, and cellar masters, 3. Winery managers or owners, 4. Tasting room managers, 5. Wine or supply sales representatives, 6. Research technicians and wine scientists, and 7. Hospitality industries. Our V&E graduates currently serve in all of these capacities.

FTE in current degree locations – Use OBIEE data:

Currently (as of 25 June 2019), there are 57 declared students majoring in Viticulture and Enology, 27 in Pullman and 30 in Tri Cities. Another 40 students are currently being advised but have not yet

declared. The total number of students in the “program” on the two campuses is approximately 100, allowing for about 25 bachelor level graduates annually. Since 2014, declared majors in V&E, on the two campuses, has remained fairly constant with the number slowly decreasing in Pullman and growing in Tri Cities. From Fall 2014 – Fall 2018: 2014, 63; Fall 2015, 63; Fall 2016, 66; Fall 2017, 70; and Fall 2018, 67.

Resource Implications:

Proposed College/Dept. Funding (new or reallocated):

No new funding will be needed to transition the Viticulture and Enology major (under the Integrated Plant Sciences degree) to a stand alone BS degree.

Other Funding (please specify):

See below

For graduate and fee-based programs, what level of tuition is to be charged?

NA

Other significant resource implications:

Future plans call for the creation of a Department of Viticulture & Enology and a NOI is currently being formulated. Resources for this change will be discussed in that NOI.

- **Attach college or campus plans for degree changes in AY 17-19**
- **Demand Analysis – Complete Workbook #1 and attach Demand Analysis Form**

SIGNATURES: The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:

Chair Signature:	Thomas Henick-Kling	Date:	26 August 2019
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Dean Signature:	André Wright	Date:	26 August 2019
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VP Global Campus		Date:	
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→ Submit to the Provost’s Office at provost.deg.changes@wsu.edu

Everett Chancellor		Date:	
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Spokane Chancellor		Date:	
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Tri-Cities VCAA		Date:	
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Vancouver VCAA		Date:	
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Provost Office:		Date:	
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Comments:

Send completed form in Word format with attachments to: provost.deg.changes@wsu.edu

- ☐ Attach Demand Analysis Form
- ☐ Attach College/Campus degree planning

DEMAND ANALYSIS TO ACCOMPANY NOTICE OF INTENT FOR NEW OR EXTENDED DEGREES

The information from this form will be used:

- In summary form in the Notice of Intent
- In the Financial Analysis spreadsheet
- In the New Degree Proposal form
- In the submission for accreditation to the Northwest Commission on Colleges and Universities after approval by the Board of Regents

Using the information you developed in the Demand Analysis Workbook, please complete the form below and submit with your Notice of Intent. You do not need to submit the Workbook itself.

Proposed Degree	BS in Viticulture and Enology	Location:	Tri-Cities and Pullman Campuses
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1. Employer Demand

If you are extending a degree, or have a related existing degree, briefly summarize the employment outcomes for your graduates.

What is the state and regional employment demand for this degree?

Is long-term employer demand expected to grow, remain stable, or decline?

What is your evidence?

Answer here:

Washington State ranks second to California in almost all aspects of viticulture (the cultivation and harvesting of grapes) and enology (the science that deals with wine and winemaking). The idea for the change from a Viticulture and Enology (V&E) major under the BS in Integrated Plant Sciences to its own BS degree has several originations including students, faculty, college administration, and the industry stakeholder community. Currently, there are just under 1,000 wineries in Washington State (approx. 8,000 in the United States) and it is estimated that four new wineries open monthly in the state. Industry representatives on our V&E Advisory Board believe that students with a degree in V&E as opposed to a major in V&E under the Integrated Plant Sciences degree will be more competitive with students obtaining V&E degrees from our competing schools. This may appear to be a trivial difference, but the industry, students, and many at the university view it as a preliminary step to increasing the visibility and value of the degree and a foundation step in the creation of a Department of Viticulture and Enology, which is currently being examined by a college committee lead by the Dean.

We have two primary types of students entering our program. One includes students from families that are already involved in some aspect of the business such that their families own or are employed at vineyards, wineries, or are involved in an ancillary business such as tree fruits or farming in general. Many of these students are going to go back to the industry. Our other students are those that have no specific family involvement in agriculture but hope to start their own business or join an established business. These include students from urban and rural backgrounds, those interested more in the business aspects of V&E, or those looking for what they view as rewarding careers in an expanding industry with advancement potential. Career positions for students in either group include: 1. Vineyard owners, managers, and viticulturists, 2. Winemakers, enologists, and cellar masters, 3. Winery managers or owners, 4. Tasting room managers, 5. Wine or supply sales representatives, 6. Research technicians and wine scientists, and 7. Hospitality industries. Our V&E graduates currently serve in all of these capacities. A recent review of winejobs.com (viewed on 24 June 2019) listed 1,211 available positions, in the United States, in some aspect of V&E. Wine Business Monthly lists the

average salary for a winemaker at \$103,000 and for a vineyard manager at \$90,000 – these would be sought after positions and not generally available to a recent graduate.

Craftbeveragejobs.com (viewed 22 June 2019) discusses positions and the need for qualified individuals in: 1. Viticulture and enology, 2. Sales and Marketing, 3. Hospitality and Education (direct to consumer positions), and 4. General Administration and operations. They foresee continued growth in the industry and a need for more and more qualified employees at all levels.

In 2013, the Washington Wine Education Consortium contracted with Agri-Business Consultants, Prosser, WA, to conduct an employment needs assessment with projections to 2018. This is that last needs assessment conducted – another is being contemplated at this time. In that report, it was estimated that during the period of 2013-2018, more than 42 annual new positions for bachelor level trained individuals and more than 52 annual new positions for associate level trained individuals would occur in Washington vineyards and wineries. During the same period, the number of new wineries increased from approximately 739 to 990 (ca. 50 per year). In conversations with the Executive Director of the Washington Winegrowers, she estimates that the industry sees growth slowing to about half of what it was during that period to ca. 25 wineries per year. If we use that estimation for growth during the next five-year period, we would find a need for approximately 21 new annual positions for bachelor level training. This approximates the number of students that the WSU program will be producing. However, we are seeing a more rapid growth in V&E in other sections of the country (besides WA and CA) and believe that we will be placing more graduates into other geographic areas. And, members of the V&E Advisory Board believe that growth in other areas related to V&E, e.g., other fermented beverages such as ciders, will add to the demand.

The WSU V&E Advisory Board is very supportive and insistent upon our efforts to produce more and highly qualified graduates to fill the growing number of positions that will be available in the industry both in Washington and throughout the nation. This growth is a primary reason why the industry, college, and university are supporting the change in degree status, the movement of students to the Tri Cities campus where student/stakeholder interactions are readily available, and eventual creation of a Department of Viticulture and Enology.

2. Competitors

Who are your competitors? What is their competitive advantage? Are competitor-institutions planning to introduce similar programs/expand existing ones? Why is your department/school able to provide the proposed new degree better than other WSU departments/schools or other universities?

Answer here:

Approximately 35 universities and colleges offer some form of training in V&E from undergraduate and graduate degrees to certificates. In a recent ranking (Universities.com; viewed on 23 June 2019), Washington State University is ranked fifth with Cornell first followed by UC-Davis, Cal Poly San Luis Obispo, and Michigan State – Walla Walla Community College is ranked tenth. Other ranked schools in the Pacific Northwest are: Yakima Valley CC, Wenatchee Valley College, Lake Washington Institute of Technology, Treasure Valley CC (OR), and Umpqua CC (OR). Oregon State has a program offered under Horticulture, but it was not listed. While some schools offer independent viticulture and enology training, most combine the two. Schools that specialize more in enology are often associated with business or hospitality. A second partitioning of schools concerns the amount of technical training as opposed to a more science-based curriculum. Students have numerous options depending on their eventual goals as they work into the industry.

Washington State University offers a science-based curriculum, which includes strong training in both viticulture and enology, relying on strong programs in the agricultural sciences and food science. Additionally, our students have the opportunity to explore options in the School of Hospitality Business Management and, many of their students will minor in Viticulture and Enology. We believe that we offer excellent programs for students that are specific to the major or want some ancillary training. We also have very close relationships with other Washington community colleges and colleges that offer training in V&E. These schools offer excellent technical training and their students are very employable at specific levels. Most of their students are interested in a two-year degree or are place-bound, thus we are not competing with them for students or the types of positions that will be available to them at a specific level of training. And, because of our close working relationships, when a student is interested in continuing at a four-year institution, WSU is their preferred choice.

The Wine Science Center, which opened on the Tri Cities campus in 2015, is a state of the art research and teaching facility. This new facility, the creation of an independent BS degree in Viticulture and Enology and the continued growth of the industry in Washington State puts us in a perfect situation to recruit quality students. Because of our very close, mutualistic relationships with our industry partners, we can offer students an outstanding education and readily available job opportunities. Our stakeholders also offer excellent internship opportunities and part-time employment. We are unique in the region and already highly ranked among schools offering V&E studies. We have good relationships with other schools in our region and work closely with them to recruit students to all of our programs. With the growing and expanding nature of the industry and the excellence of our program, we need to develop a strong recruiting strategy that extends beyond the region. We are currently doing this.

3. Student Demand

Describe the target market in light of regional population trends, especially in the target age group.

What is the current number of students in existing programs in the proposed market area in this field? What is the potential number of students forecasted?

What are the key characteristics of the market segment you seek? How will your degree serve their needs?

Answer here:

Currently (as of 25 June 2019), there are 57 declared students majoring in Viticulture and Enology, 27 in Pullman and 30 in Tri Cities. Another 40 students are currently being advised but have not yet declared. The total number of students in the “program” on the two campuses is approximately 100, allowing for about 25 bachelor level graduates annually. Since 2014, declared majors in V&E, on the two campuses, has remained fairly constant with the number slowly decreasing in Pullman and growing in Tri Cities. From Fall 2014 – Fall 2018: 2014, 63; Fall 2015, 63; Fall 2016, 66; Fall 2017, 70; and Fall 2018, 67.

The trend to more declared students in Tri Cities appears to be the result to several factors. Almost 50% of College agriculturally-based major students have some transfer credits. Many of these students have attended a community college or primarily two-year degree offering college. Most of these students have decided on a major and want as much exposure to the industry and stakeholders as possible (this is especially critical to those seeking employment in some aspect of V&E). With the opening of the Wine Science Center in Tri Cities, its central location to the industry, and the realization that opportunities, especially meaningful internships and experiential learning are readily available, students have been slowly migrating to Tri Cities. This is especially true of transfer students that attended one of the colleges closer to Tri Cities, have been working in the industry, or are from the general area and want to remain in a more agricultural setting. Additionally, students that start their studies in Pullman are being exposed to the opportunities in the Tri Cities through course work, visits to vineyards and wineries, and discussions with industry partners; they are choosing to transfer to the Tri Cities campus to complete their studies. Our industry partners are adamant that the primary way to obtain employment in V&E is to have significant out of the classroom experience and to develop relationships with industry as early and as often as possible.

By offering the degree only in Tri Cities, we believe that we are steering the students in a direction that will allow for much greater opportunities at a career in V&E. It will allow us to concentrate our educational efforts on one campus where we can develop lecture and lab courses, take advantage of the V&E faculty at Tri Cities and the Prosser Research and Extension Center, and solidify partnership relationships with the industry that will benefit the students. The change also coincides with our current efforts to create a new Department of Viticulture and Enology, which will be administered from the Tri Cities campus.

There have been no significant recruitment efforts into the V&E program. With the move of the degree offering to Tri Cities, we will begin significant “advertising” of the degree and strong recruitment into it. A recruitment plan is currently being developed through a partnership with the CAHNRS, Tri Cities campus, and industry representation.

Expected FTE

Year 1	60	Year 2	65	Year 3	70
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How did you arrive at these numbers? How do they compare with your current enrollments in an existing degree or option, or related degree?

Answer here:

These FTE numbers are based in current enrollment in the existing Viticulture and Enology major under the Integrated Plant Systems BS degree. This proposal is to elevate a current V&E major to a full BS degree. We believe that student numbers will maintain themselves for the near future but will begin to grow significantly as we strongly recruit into the program.

4. Recruitment Plan

How and where are students going to find out about this program? Who will represent this department in its promotion activities? What specific venues can you use to promote an awareness of this new program? What means will be used to access and educate businesses, industry, agencies, and/or institutions about this offering?

Answer here:

The Viticulture and Enology (V&E) major is currently offered under the BS in Integrated Plant Sciences. This proposal is to elevate the major to an independent BS in Viticulture and Enology. Based on industry feedback (through our Viticulture and Enology Advisory Board) and student feedback, we believe that an independent degree will help us to recruit to the program. We compete for students with a small, but very strong group of schools that have long traditions in V&E. This includes Cornell University, UC-Davis, Cal Poly San Luis Obispo, and California State University at Fresno. These universities offer stand-alone degrees from Departments of Viticulture and Enology. Our goal is to build one of the strongest and highly ranked, if not the strongest, V&E programs in the United States. Our stakeholders contributed funds to build a state of the art Wine Science Center at the Tri Cities campus and we have hired a core of V&E faculty to join faculty in other units that support the V&E program. CAHNRS has created a committee that is exploring the creation of a Department of Viticulture and Enology at WSU. Our college and university administrations as well as our advisory board are dedicated to building the best V&E program in the country with a high world ranking. The establishment of a BS in Viticulture and Enology is a part of the program development.

We currently recruit into V&E as a part of our BS in Integrated Plant Sciences. V&E is one of our most populous majors with approximately 60 certified students and a little over 100 with declared interests. With the change to allow students to declare a major at admission, the number will increase. Currently, the major is offered in both Pullman and Tri Cities. We are also examining the discontinuation of the offering in Pullman in order to allow all students to take advantage and benefit from the excellent resources, including the Wine Science Center, located at Tri Cities. CAHNRS currently recruits to both campuses with specific literature and web presence. We also have strong relationships with our community college partners, two of which (those with V&E programs) are supported by articulation agreements. We are currently working with other colleges and community colleges to develop further articulation agreements. We are also developing co-branded efforts at recruitment.

As we move forward with the creation of a BS in Viticulture and Enology and the development of a Department of Viticulture and Enology, we will implement a national advertising (recruitment campaign) through social media, web presence, and stories and advertisements in appropriate magazines, commodity, and professional venues. These efforts will be supported by CAHNRS, Tri Cities, and our industry partners. The success of the V&E program is of the highest priority to the College and our stakeholders. They have and continue to invest heavily into the program, especially in the form of scholarships, internships, and research dollars.

FUTURE ACTION ITEM #2

Establish a Master of Science in Kinesiology
(Bryan K. Slinker)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establish a Master of Science in Kinesiology

PROPOSED: That the Board of Regents Establish a Master of Science in Kinesiology.

SUBMITTED BY: Bryan K. Slinker, Interim Provost and Executive Vice President

SUPPORTING
INFORMATION: The College of Education proposes the creation of a Master of Science in Kinesiology

A research-based graduate program in Kinesiology will bolster our undergraduate student interest in research, support faculty research productivity, improve the chances for faculty attempts to acquire external funding, enhance the College of Education's research productivity, and provide didactic opportunities for students in related programs at WSU.

The proposed Kinesiology program will have two options: thesis and non-thesis.

The overarching theme within the missions of WSU, the College of Education, and the Educational Leadership, Sport Studies, and Educational/Counseling Psychology (ELSSECP) department involves generating research opportunities for students and faculty in an effort to create scholars who advance their fields globally. This graduate program will focus on research, knowledge acquisition, and knowledge application. It will provide a clear path for students and faculty to advance knowledge, become leaders in their respective fields of study, and apply their knowledge in a way that enhances the lives of others within their communities.

The mission of the Kinesiology Graduate Program is to provide a strong scientific foundation promoting critical thinking by focusing on research, knowledge acquisition, and knowledge application in an effort to enhance health, productivity, and quality of life. The


Kinesiology graduate program thus strongly aligns with the “Sustaining Health” WSU Grand Challenge and positions our faculty and students to increase their contribution to this Grand Challenge. The mission of the Kinesiology graduate program also fits with the WSU “Drive to 25” by offering a transformative educational experience to graduate students and accelerating the development of our college’s research portfolio.

The proposal was reviewed has the support of the Provost’s Office. The recommendation was approved by the Faculty Senate on March 26, 2020.

The College of Education proposes creation of a Master of Science in Kinesiology effective Fall 2020.

MEMORANDUM

TO: Faculty Senate

FROM: Bryan Slinker, Interim, Provost and Executive Vice President 

SUBJECT: Master of Science in Kinesiology

DATE: October 4, 2019

The attached proposal to create a Master of Science in Kinesiology has been reviewed by the Provost's Office committee. The proposal has undergone considerable revision since its original submission, primarily to address funding issues, and to demonstrate uniqueness, both educationally and in terms of employment prospects, from the university's existing Master's degree in Athletic Training and in Exercise Physiology.

The proposing unit has secured a letter of support from Athletic Training, but the Department of Nutrition and Exercise Physiology (NEP) continues to have concerns about extent of overlap with their Master's degree and is not supportive of this proposal.

We ask the Faculty Senate to carefully review the proposal, hear NEP's concerns, and arbitrate.

PROPOSAL TO OFFER A NEW DEGREE PROGRAM OR EXTEND AN EXISTING DEGREE TO GLOBAL CAMPUS

Degree Title:	Master of Science in Kinesiology
Academic Program:	Kinesiology and Educational Psychology
Academic Plan:	Kinesiology
Number of Credits:	34
Department(s) or Program(s):	Department – KEP, Program - Kinesiology
College(s):	Education
Campus(es):	Pullman
Method of Instructional Delivery:	All Kines classes will be face to face except three competency-based thesis/project/exam courses, however EdPsych classes that are required for the program are currently offered via AMS and electives may be taken through other methods.

Contact Name:	Phyllis Erdman	Email Address:	perdman@wsu.edu
Contact Phone:	5-9117	*Proposed start date:	Fall 2020

***Proposed Start Date:** Approval must be received from the Northwest Commission on Colleges and Universities before the program may be advertised or recruited for. Financial aid may not be available until the program has been approved by the Department of Education subsequent to NWCCU approval.

SIGNATURES: The names typed below certify that the relevant academic and campus officials have reviewed and approved this proposal:

Chair Signature:		Date:	
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Dean Signature:		Date:	
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VP Global Campus		Date:	
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→ Submit to the Provost's Office at provost.deg.changes@wsu.edu

Everett Chancellor		Date:	
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Spokane Chancellor		Date:	
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Tri-Cities VCAA		Date:	
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Vancouver VCAA		Date:	
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Provost Office:		Date:	
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Comments:	
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For Registrar's Office Use Only:					
Current CIP Code:		New CIP Code:		Date:	

Send completed form in Word format to: provost.deg.changes@wsu.edu

This template asks you to answer the array of questions about your proposed program that are important to your department, your college, the Faculty Senate, the State of Washington, accreditors and other external stakeholders.

By placing all proposals in a similar format, this template provides a common standard for comparison, ensuring that all potential programs can be evaluated in an equitable fashion. It can be used to determine whether or not a program is feasible within the university's academic and financial situation, and if it will have the resources to further the University's objective of providing high quality education and scholarship.

This template is also a framework to think about the viability of your ideas. It can thus be a tool for strengthening both your proposal and the resulting program itself, since a program that is starved for either students or resources from its inception is not likely to become a high quality program.

Here are some of the things to consider as you complete the template:

What are the aspirations for the reputation of this program – local, regional, national? What will it take to make that a reality?

Who are you trying to attract with this new program? Will it bring new students to the university, better meet the needs of current students in the department, or draw students away from other departments?

How strong is the demand for education of this kind, and in what specific careers will someone who receives such an education find meaningful employment?

How many students do you need to attract to break even, and can both the market and WSU's capacity support this number?

Providing good answers to hard questions maximizes the likelihood that a new program will not just win acceptance by the Faculty Senate and administration, but will ultimately be successful in attracting students and placing graduates. The analyses in the Demand, Financial and Library workbooks will assist you in creating a persuasive proposal. The findings in each area, and their basis or justification, should be summarized in the proposal itself.

Proposal

Mission and Core Themes (Strategic Goals):

Provide a clear statement of the nature and purposes of the new degree in the context of WSU's mission and core themes (strategic plan).

The overarching theme within the missions of WSU, the College of Education, and the [KEP](#) department involves generating research opportunities for students and faculty in an effort to create scholars who advance their fields globally. This graduate program will focus on research, knowledge acquisition, and knowledge application. It will provide a clear path for students and faculty to advance knowledge, become leaders in their respective fields of study, and apply their knowledge in a way that enhances the lives of others within their communities. Although we are currently only proposing a M.S. in Kinesiology, we will also anticipate a future Ph.D. (a Ph.D. in Kinesiology has never been offered at WSU) and possibly even an accelerated 5-year B.S./M.S.

WSU continues to grow in student enrollment and in scholarly opportunities for the growing student body. The College of Education and Kinesiology program continue to grow proportionally with the university. A graduate program within Kinesiology would allow for this continued expansion while also providing a strong research-based program to complement the growing undergraduate program. This graduate program will support scholarly opportunities, student growth opportunities, and educational opportunities and by doing so will place us solidly in a position to become leaders in Kinesiology and align with the WSU "Drive to 25".

The mission of the Kinesiology Graduate Program is to provide a strong scientific foundation promoting critical thinking that will enhance health, productivity, and quality of life. The Kinesiology graduate program thus strongly aligns with the "Sustaining Health" WSU Grand Challenge and positions our faculty and students to increase their contribution to this Grand Challenge. The mission of the Kinesiology graduate program also fits with the WSU "Drive to 25" by offering a transformative educational experience to graduate students and accelerating the development of our college's research portfolio. |

Educational Offerings:

Describe the degree program, including the total number of credits required. Provide the four-year degree plan (undergraduate) or appropriate plan of study (graduate and professional). Please note that all courses for the degree must be approved before the degree will be reviewed by the Catalog Subcommittee.

The proposed Kinesiology program will have two options: thesis and non-thesis. The proposed schedule of courses includes two Educational Psychology courses in research and statistics (letter of support for students' use of these courses is included in the Appendix) and a Kinesiology seminar course that make up the "research core." "Didactic core" represents a core set of didactic courses tailored specifically toward a Kinesiology research emphasis for each student (see list below). "Electives" represent supplemental courses either in Kinesiology or in a related program (e.g. Bioengineering, Neuroscience, Prevention Science) that support the individual student's area of emphasis (see also the WSU supporting courses listed below). As these are all potential elective courses, our students would not create a burden on enrollment in these courses. Departments from courses listed as potential electives have been contacted about this possibility, and none have expressed any concerns with the enrollment of our students provided that our students meet the prerequisites.

Existing courses to use fill didactic core– all have been approved

1. Ed Psych 505 *Research Methods*. Research methods; literature review; design, implementation, and interpretation of results.
2. Ed Psych 508 *Educational Statistics*. Introductory course for graduate students in applied statistics for the behavioral sciences.
3. Kines 513 *Advanced Psychology of Physical Activity*. This class provides an advanced exploration of foundational topics in sport and exercise psychology. Students will explore social and psychological factors that impact behavior and performance in sport and physical activity settings.
4. Kines 514 *Motivation Theories*. Antecedents, consequences, and processes of motivated behavior examined from theoretical, empirical, and applied perspectives.
5. Kines 515 *Etiology of Obesity*: This course provides an in-depth analysis and study of the latest research on the causes and contributors to obesity.
6. Kines 525 *Aging Across the Lifespan*. This course exams aspects of aging as a process across the lifespan including physical, mental, and emotional changes that occur throughout this process.
7. Kines 545 *Leadership Philosophy, Programming, and Marketing Physical Activity*. Planning, development, assessment of recreation, physical activity, and sport-based programming, implementation of health and physical activity marketing techniques with emphasis in leadership and practical application.
8. Kines 550 *Physical Activity Epidemiology*. Epidemiological basis for research in physical activity. Review of scientific findings concerning the effects of physical activity on chronic disease and various health indices. **although an approved Kines course this course could be taken over AMS from the NEP program in Spokane*
9. Kines 560 *Neuromuscular Physiology*. Understand and solve problems related to the design and function of the human nervous system that produces voluntary movement.
10. Kines 561 *Motor Control Theory*. The mechanisms, and principles governing motor control and learning, as well as the research methods commonly used in motor behavior.

11. Kines 562 *Biomechanical Measurement Techniques*. The daily operational use and maintenance of biomechanics lab equipment. The processing and analyses of biomechanics lab data.
12. Kines 563 *Balance, Gait and Running*. The biomechanical analysis and literature of balance, gait, and running.
13. Kines 580 *Applied Experiences in Exercise Physiology*. Systematic review of human physiological responses to exercise. Review of current evaluative methods for cardiorespiratory function, body composition, energy expenditure, and human athletic performance. **this course is similar to one offered through NEP in Spokane and students could potentially take the NEP course over AMS – however the hands-on components would need to be delivered face-to-face on the Pullman campus.*
14. Kines 584 *Exercise Prescription*. Designed to provide principles of testing and prescription based on current practices in movement education, for healthy individuals and special populations.
15. Kines 590 *Kinesiology Seminar*. Experience in presentation and discussion of scientific data broadly within kinesiology.
16. Kines 600 *Independent Study*
17. Kines 700 *Master's Research, Thesis, and/or Examination*
18. Kines 702 *Master's Special Problems, Directed Study and/or Examination*

WSU supporting courses as possible electives

Bioengineering	525 Biomechanics 3 Methods for analysis of rigid body and deformable mechanics; application to biological tissue, especially bone, cartilage, ligaments, tendon and muscle.
	541 Systems Bioengineering 3 Physiological systems emphasizing the cardiovascular, pulmonary, renal, endocrine, musculoskeletal, nervous and sensory systems.
Biology	579 Mathematical Modeling in the Biological and Health Sciences 3 Techniques, theory, and current literature in mathematical modeling in the biological and health sciences, including computational simulation.
	582 Professional Communication in Biology - Grant Writing 2 Mechanics and style of publishing biological research and findings; adaptation of writing to various venues and audiences with emphasis on grant writing.
Communications	514 Health Communication Theories and Campaigns 3 Health communication theories with a focus on campaign construction and evaluation.
	516 Health Communication and Society 3 3 Reviews, critiques and applications of research regarding the impact of social and cultural environments on health communication.
	541 Science Communication 3 Introduction to the role of communication in the formation of attitudes, opinions, and knowledge about important science issues.
Educational Psychology	572 Introduction to Systematic Literature Reviews and Meta-Analyses 3 Course Prerequisite: ED PSYCH 505 or 508. Introduction to the steps involved in conducting systematic reviews and meta-analyses.
	575 Multilevel Modeling 3 Course Prerequisite: ED PSYCH 565. Introduction to multilevel modeling techniques; examines the use of these techniques in the social sciences. Recommended preparation: ED PSYCH 569.
Health Communication	570 Health Communication and Behavior Change 3 Application of behavior change theories to construction and evaluation of health communication campaigns.
	571 Communicating Health in Practice 3 Health communication and promotion across a variety of settings and mediums, from interpersonal to promotional campaigns.
	572 Communicating Health to Specialized Populations 3 Literature and theory of cross-cultural communication and cultural aspects of health.
	573 Communicating Health in a Digital Landscape 3 Development and implementation of health-related content through a variety of digital platforms.
	574 Health Message Design and Effectiveness 3 Behavior change theories as they relate to health communication message design and evaluation.

Math	540 Applied Mathematics I 3 Partial differential equations; Fourier series and integrals; Bessel functions; calculus of variations; vector calculus; applications. Credit not granted for both MATH 440 and MATH 540. Required preparation must include differential equations.
	541 Applied Mathematics II 3 Complex variable theory including analytic functions, infinite series, residues, and conformal mapping; Laplace transforms; applications. Credit not granted for both MATH 441 and MATH 541. Required preparation must include differential equations.
Mechanical Eng	530 Elasticity 3 Theory of kinematics of solid deformable bodies; conservation laws applied to an elastic continuum; generalized linear stress-strain behavior with applications.
	531 Theory of Plasticity 3 The fundamentals of the theory of plasticity; the classical theory of plasticity; the classical theory and modern continuum theories of large elasto-plastic deformations.
	532 Finite Elements 3 Theory of finite elements; applications to general engineering systems considered as assemblages of discrete elements.
Material Science	506 Biomaterials 3 Overview of the different types of materials used in biomedical applications such as implants and medical devices.
Neuroscience	540 Special Topics in Integrative Neuroscience V 1-3 May be repeated for credit; cumulative maximum 6 hours. Concepts and controversies in neuroscience involving integrative properties of cell systems. Cooperative: Open to UI degree-seeking students.
	541 Special Topics in Cellular and Molecular Neuroscience V 1-3 May be repeated for credit; cumulative maximum 6 hours. Concepts and controversies in neuroscience that involve nerve cell function and regulation. Cooperative: Open to UI degree-seeking students.
	542 Special Topics in Interdisciplinary Neuroscience V 1-3 May be repeated for credit; cumulative maximum 6 hours. Concepts and controversies in neuroscience that revolve around traditional approaches to nervous system study. Cooperative: Open to UI degree-seeking students.
	543 Special Topics in Behavioral/Clinical Neuroscience V 1-3 May be repeated for credit; cumulative maximum 6 hours. Concepts and controversies in neuroscience that involve normal and pathological aspects of behavior. Cooperative: Open to UI degree-seeking students.
Nutrition and Exercise Physiology	526 Nutritional Epidemiology 3 The relationship between nutritional status, diet, and disease at the community and population level.
	573 Nutrition in the Community 2 Public health from a nutrition perspective including current issues in nutrition healthcare, overview of existing programs and assessment of program planning.
Prevention Sci	508 Longitudinal Structural Equation Modeling 3 Longitudinal structural equation modeling and the use of Mplus statistical software to perform and interpret a broad range of longitudinal structural equation models. Recommended preparation: ED PSYCH 576, PSYCH 514, PSYCH 516, or previous knowledge of multivariate analysis and factor analysis.
	510 Multilevel Modeling II: Advanced Multilevel Models for Longitudinal Data 3 Advanced applications of the general linear mixed model (aka multilevel model, hierarchical linear model, latent growth curve model, random coefficients model) used to analyze data from longitudinal, repeated measures designs; conduct cumulative steps in a longitudinal multilevel analysis, including setting up data file and coding variables, evaluating fixed and random effects and interpreting covariance structures, predicting between- and within-person variation using time-invariant and time-varying covariates, and interpreting empirical findings. Recommended preparation: ED PSYCH 575 or previous knowledge of multivariate analysis and multilevel modeling.
	512 Finite and Growth Mixture Modeling 3 Introduction to a specific type of latent variable statistical models, commonly referred to as finite mixture models, which include several distinct subtypes including latent class analysis, latent profile analysis, latent transition analysis, and latent class growth analysis; conceptual background for models and application of models in practice. Recommended preparation: ED PSYCH 514 and ED PSYCH 576, or knowledge of multivariate analysis and psychometrics.
	513 Research Methods in Prevention Science 3 Introduction to process of research and methods in prevention science; techniques of research, data collection, and data analysis procedures.
	535 Effective Prevention Strategies I 3 Community mobilization and problem analysis; program selection, implementation, and management; grant writing.
	540 Effective Prevention Strategies II 3 Evaluation of prevention science programs.
Psychology	514 Psychometrics 3 Course Prerequisite: PSYCH 512. Scientific construction of behavioral assessment instruments, including validation and reliability; types of scales and responses; statistical scaling; test theory issues.

	516 Applied Structural Equation Modeling with Current Software 3 Course Prerequisite: PSYCH 512; PSYCH 514. Confirmatory factor analysis, path analysis, structural regression analysis, multilevel analysis and latent growth analysis with current software.
Special Education	589 Seminar in Disability Studies. Explore the meaning, and lived experiences of disability to better examine disability as a social, cultural and political phenomenon.
	592 Single Subject Research Design and Methods. Explore objective behavior through experimental manipulation and control, which includes collecting highly structure data on a small number of individuals, and analyzing those data quantitatively.
	593 Diversity Issues in Special Education: Theory Research and Practice. Explore issues of diversity and equity and special education, including but limited to assessment practices, educational interventions and services, diversity of the workforce, and cultural competence among professionals.

Check-sheet of Requirements

	Thesis option courses (credits)	Non-thesis option courses (credits)
Research core	Ed Psych 505 (3) – research methods Ed Psych 508 (3) – stats Kines 590 (4) – seminar	Ed Psych 505 (3) – research methods Ed Psych 508 (3) – stats Kines 590 (4) – seminar
Didactic core (tailored to the student's area of emphasis)	Kines 4xx or 5xx (3) Kines 4xx or 5xx (3)	Kines 4xx or 5xx (3) Kines 4xx or 5xx (3) Kines 5xx (3) Kines 5xx (3)
Project/Thesis	Kines 700 (9)	Kines 702 (3)
Electives (to support student's emphasis)	_____ 5xx (9)	_____ 5xx (9)
Required number of credits	34	34

Sample schedule for full-time non-thesis option (10 credits / semester for full-time)

Fall year 1		Spring year 1		Fall year 2		Spring year 2	
Credits	Class	Credits	Class	Credits	Class	Credits	Class
3	Ed Psych 505	1	Kines 590	3	Ed Psych 508	1	Kines 590
1	Kines 590	3	Didactic core	1	Kines 590	3	Didactic core
3	Didactic core	3	Elective	3	Didactic core	3	Elective
3	Didactic core	3	Kines 600	3	Elective	3	Kines 702
10		10		10		10	

Sample schedule for full-time thesis option (10 credits / semester for full-time)

Fall year 1		Spring year 1		Fall year 2		Spring year 2	
Credits	Class	Credits	Class	Credits	Class	Credits	Class
3	Ed Psych 505	1	Kines 590	3	Ed Psych 508	1	Kines 590
1	Kines 590	3	Didactic core	1	Kines 590	3	Elective

3	Didactic core	3	Elective		
3	Elective				
1	Kines 700	3	Kines 700	6	Kines 700
11		10		10	

Provide descriptive information regarding (the) method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).

All courses in Kinesiology will be face-to-face with the exception of KINES 600, 700, and 702, which are competency-based. EdPsych courses can be taken face-to-face, and are also offered through AMS. Some elective courses may be taken by other methods, including AMS, on an individual basis.

Assessment of Student Learning and Student Achievement

*** For graduate programs, please contact the Graduate School before completing this section.**

Please provide a list and description of expected student learning outcomes.

1. Ability to think critically, evaluate, understand, apply, and communicate scientific research.
2. Demonstrate advanced kinesiology knowledge in chosen area of focus.
3. Ability to understand and apply research principles.
4. Awareness and understanding of how diversity issues, special and protected populations influence research and practice.
5. Development of professional identity appropriate for future career plans.

For undergraduate programs, provide the department's plan for assessing student learning outcomes. Describe briefly how information on student learning will be collected and incorporated into existing processes for evaluating student learning in the department. Please attach the plan and a curriculum matrix.

Student Learning Objectives (SLOs) will be collected through a combination of direct measures (e.g. course exams, term papers, thesis defense, student assessment) and indirect measures (e.g. exit survey, employment rates). Identifiable assessment data will only be shared within the graduate faculty, and administration when required. Graduate faculty will use data for mentoring purposes. The curriculum committee will use data for curricular changes and development. The assessment committee will use data for program changes and improvements. Such activities will be documented and reported in an annual assessment report as requested by the Graduate School each June. Unidentifiable assessment data will be shared with the Kinesiology advisory board for recommendations on program changes.

Please indicate as appropriate:

- ☐ Assessment of this program will be incorporated into the existing assessment plan for _____ . Please attach a copy of the existing plan.
- ☒ A draft assessment plan is attached.
- ☒ A curriculum matrix is attached (in assessment plan).

Planning:

Describe plans and include descriptions which provide evidence of:

1. The need for the change

Washington does not currently have a research-intensive kinesiology master's degree in a graduate program at a research-intensive university that focuses on preparing scientists to conduct research and become practitioners that use evidence-based practices in a variety of kinesiology sub-discipline areas (e.g., sport and exercise psychology, motor control). Washington students seeking such a career are leaving the state and even the region, as most of these programs are offered in California or farther east. These out-of-state programs will cost Washington residents substantially more than staying in state. Recent investments the College of Education has made in the Kinesiology program through tenure-track hires (and their corresponding research labs) has positioned our program to offer a leading Washington research-based kinesiology graduate degree and meet the needs of Washington students.

A research-based graduate program in Kinesiology will also bolster our undergraduate student interest in research, support faculty research productivity, improve the chances for faculty attempts to acquire external funding, enhance the College of Education's research productivity, and provide didactic opportunities for students in related programs at WSU on the Pullman campus.

2. The student population to be served

Provide realistic justification for the projected FTE.

How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen?

Please describe specific efforts planned to recruit and retain students who are persons of color, disabled, or whose gender is underrepresented in this discipline.

The new master's in Kinesiology will primarily serve graduates of undergraduate Kinesiology programs in the northwest, with emphasis on Washington kinesiology undergraduates who currently have no in-state research-intensive option. A survey conducted among WSU Kinesiology undergraduate students and evaluation of current northwest options support our conclusion that we will be able to easily meet our target enrollment number of 25 students.

Students	Year 1	Year 2	Year 3	Year 4	Year 5	Year N*
Headcount	(all 1 st year students in first cohort)	(15 2 nd year + 12 1 st year)	(12 2 nd year + 13 1 st year)	(12 2 nd year + 13 1 st year)	(12 2 nd year + 13 1 st year)	(12 2 nd year + 13 1 st year)
	15	27	25	25	25	25
AAFTE	15.75	27.6	25.65	25.60	25.65	26.25

This is a two-year program. In five years, the student enrollment is expected to be at approximately 25 total students, however, this will be reduced as we inevitably introduce a Ph.D. program. Annual Average FTE was calculated based on enrollment beginning with 15 students in year one, 27 (15 plus 12 new students) in year 2, and 25 (approximately 12 – 13 new students each year in addition to 12-13 returning students) thereafter. The expectation is that in the two-year program students in their first year will take an average of 11 credits in the fall and 10 credits in the spring and in the second year will take 10 credits in the fall and 10 in the spring. Most of these credits represent College of Education courses, but elective course could be from any similar science program on the Pullman campus. The AAFTE is calculated to start at 15.75 in year one, increase to 27 in year 2 and stabilize at 25 for future years.

The majority ($n = 56$; 60%) of graduating WSU Kinesiology students surveyed in the fall of 2015 reported being likely or very likely to consider an M.S. in Kinesiology at WSU (rates increase when given the possibility of a partially paid assistantship). If only 25% of those students both met our graduate enrollment requirements and chose to matriculate into the M.S. degree, we would only be one student short of our first-cohort target of 15 students

enrolled in our M.S. degree. We expect that many of our M.S. students will initially come from our own undergraduate program.

Given that the Pullman area is fairly homogenous with respect to race, income, and educational levels (mostly Caucasian, well-educated, etc.), efforts will be made to recruit prospective students from outside of our rural community. We will encourage particular recruitment efforts at professional conferences and meetings, where students from various geographical regions will be in attendance, in an attempt to increase program visibility to more diverse populations.

3. Procedures used in arriving at the decision to change (e.g., consultation with advisory boards, input from industry or employers, commissioned studies, faculty task force, etc.).

There was a M.S. degree in Kinesiology approved to be offered Fall 1995. The Kinesiology and Leisure Studies Department offered this degree, but split in 2002, with the graduate program moving into the College of Pharmacy. The College of Pharmacy revised the degree, renaming the degree M.S. in Exercise Science. The M.S. in Exercise Science was discontinued in 2008 when nutrition was added to form Nutrition and Exercise Physiology (NEP) a new M.S. in Nutrition and Exercise Physiology was approved 2011. Since the split between Pullman-based and Spokane-based programs, the Kinesiology and NEP programs have diverged in focus and course offerings. Kinesiology is a substantially different and independent program than NEP. Nutrition and exercise physiology are both topics that represent a sub-discipline of kinesiology. However, as the broad study of human movement, Kinesiology has a much different and more comprehensive focus than NEP, as evidenced by a majority of current faculty expertise in other kinesiology sub-disciplines. This distinction is discussed more at the end of the proposal. The Pullman Kinesiology program has proven to be an independent and high-demand undergraduate degree, as described below. The regrowth of Kinesiology supports the demand and need for a graduate degree in Kinesiology on the Pullman campus. There is currently no CIP code for a M.S. in Kinesiology at WSU. Therefore, this would be considered a new degree.

Below we detail the information used to arrive at the decision to create a M.S. in Kinesiology degree. This includes internal survey, review of current regional offerings, and a demand analysis.

The majority (n = 56; 60%) of graduating WSU Kinesiology students surveyed in the fall of 2015 reported being likely or very likely to consider an M.S. in Kinesiology at WSU (rates increase when given the possibility of a partially paid assistantship). If only 25% of those students met our graduate enrollment requirements and chose to matriculate into the M.S. degree, we would be one student short of our first-cohort target of 15 students enrolled in our M.S. degree. In addition, approximately 50 undergraduate kinesiology students currently volunteer in our various research labs each year. For these reasons, we expect to attract many graduate students from our own undergraduate program.

We will also attract students to WSU from other regional and national kinesiology undergraduate programs, and local health care professionals desiring an advanced degree for career advancement. Currently, degrees closely related to kinesiology are offered at several regional universities (Table below). There is currently no option in the state of Washington for students to pursue a research-intensive kinesiology graduate degree from a research-intensive university [that captures the range of faculty expertise covered in the Pullman based Kinesiology program](#). Students in the state of Washington and at WSU who want a research-focused degree in kinesiology are currently moving out of state to complete their degrees.

There were approximately 10,000 Kinesiology-related undergraduate students in our region in 2016 (Table 2) and about 3000 graduates each year. [Our target recruitment base would be undergraduate students in Kinesiology-related degree programs](#). According to a survey the WSU Kinesiology program conducted in 2015 with our upper division undergraduate students, we anticipate successful recruitment from within our undergraduate program. If only 20% of the undergraduate students within our region have a similar interest, this would presume 600 students in our region are looking for a master's degree program. In our region there are only 15 master's programs currently enrolling approximately 300 students. That would leave a predicted 300 students without a regional option for a

master's degree in Kinesiology. Many students in our region (including those who complete their undergraduate degree at WSU) currently have to leave the region to attend a master's program in kinesiology. |

Universities in our region that offer a kinesiology or similar degree as of 2016, and their corresponding approximate enrollment numbers. X indicates programs that did not provide their enrollment numbers. [These are total students enrolled and are thus the total base of students in related degree programs.](#)

University	Degree program	B.S./B.A.	M.S./M.A.	Ph.D.
Washington State U.	Kinesiology	518 [^]		
Western Washington U.	Kinesiology	560	12	
Central Washington U.	Integrative Human Physiology	225	12	
Eastern Washington U.	Exercise Science	200	10	
Whitworth U.	Kinesiology	42		
Gonzaga U.	Human Physiology	175		
Seattle U.	Sport and Exercise Science	120		
Seattle Pacific U.	Exercise Science	60		
U. Puget Sound	Exercise Science	90		
U. Idaho	Exercise Science & Health	X	10	X
Boise State U.	Kinesiology	X	X	
Idaho State U.	Physical Education	123		
Lewis-Clark State C.	Exercise Science	180		
U. Oregon	Human Physiology	750	22	16 [^]
Oregon State U.	Kinesiology	X	X	X
Portland State U.	Community Health	1750	75	7 [^]
Pacific U.	Exercise Science	150		
Willamette U.	Exercise Science	X		
U. Montana	Health and Human Performance	X	X	
Montana State U.	Exercise and nutrition sciences	379	19	
Total		4804	160	23

[^] Program reporting new and/or growing enrollment numbers

* Program reporting declining enrollment numbers

X exact numbers not provided

[We did not include regional Canadian Universities \(representing approximately 1583 undergraduates\). Because we currently have undergraduate students from these locations, these demonstrate an addition pool of potential students.](#)

Assuming that there will be some students who come from outside of our Kinesiology undergraduate student body (either from another WSU program or another university), we can conservatively estimate a beginning enrollment of 15 students, increasing to a total of 25 enrolled students each year.

Growth Rate: The number of Washington state high school graduates has trended upward over the last five years (<http://www.k12.wa.us/dataadmin/>). Kinesiology is becoming an increasingly popular undergraduate route for these students. The total number WSU students that have expressed an academic interest in Kinesiology has more than doubled over the last three years. We are currently projecting to increase our undergraduate student numbers over the next year. There are several other undergraduate programs in our region that are also projecting an increase in undergraduate enrollment (Table above).

The Bureau of Labor Statistics indicates that all healthcare occupations requiring a master's or clinical doctoral degree will have slightly faster or much faster job growths compared to the average job outlook (<http://www.bls.gov/ooh/healthcare/home.htm>). The M.S. in Kinesiology degree program will provide graduates with the needed or résumé-enhancing education for these potential health professions. Students may pursue professions in community health, organizational health, and industrial health with this degree, or use it to enhance their credentials when applying for medical and other allied professional schools. *However, the primary purpose of this M.S. degree is to serve students desiring to matriculate into a Kinesiology Ph.D. program in our region (Table above) and prepare students for a future Kinesiology Ph.D. program at WSU.*

ACTION #2

2021-2023 Biennial Capital Budget Request (Stacy Pearson/Olivia Yang/Colleen Kerr)

May 8, 2020

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: 2021-2023 Biennial Capital Budget Request Approval

PROPOSED: That the Board of Regents approve the 2021-2023 Biennial Capital Budget Request and delegate authority to President to designate specific projects for the mini majors "Stand Alones" category.

SUBMITTED BY: Stacy Pearson, Vice President for Finance and Administration

SUPPORTING INFORMATION: WSU has recently presented the challenging conditions of our academic facilities and research labs to the Regents, highlighting the negative impacts of declining facility conditions and the extensive deferred maintenance backlog on our academic and research mission. We also provided an overview of a revised capital planning and budget process to improve the effectiveness of and to better leverage our state capital funds. Based on this revised process and the feedback received, we are submitting the following State Capital Budget request for 2021-23.

The 2021-23 State Capital Budget request is as follows:

WASHINGTON STATE UNIVERSITY					
2021-23 State Capital Budget Funding Request					
					State Request
Priority	Project	Type	Theme	Stage	2021-23
	Minor Capital Preservation (MCR)	Minor	Preservation	Pool	\$ 35,000,000
	Minor Capital Program (MCI & Omnibus Equip.)	Minor	Research	Pool	\$ 10,000,000
	Johnson Hall Demolition--Def maint and new bldg site	Mini-Major	Space Optimization	D/C	\$ 8,000,000
	Water Storage Tank-critical Infrastructure/fire suppression	Mini-Major	Infrastructure	D/C	\$ 8,000,000
	Vancouver Life Sciences Building	Major	Learning	C	\$ 52,500,000
	Spokane Health Sciences Renovation PhI Biomedical	Major	Learning	D/C	\$ 15,000,000
	Pullman Life and Physical Sciences Building	Major	Learning	PD	\$ 500,000
	Engineering Renovation/Replacement Ph 1	Major	Learning	PD	\$ 500,000
	Learning (undergraduate teaching labs)	Mini-Major	Learning	D/C	\$ 4,900,000
	Research	Mini-Major	Research	D/C	\$ 4,900,000
2021-23 State Capital Budget Request					\$ 139,300,000
	Preventive Maintenance Budget to Capital (Assumes Permanent)		Operations	Pool	\$ 10,115,000
	Target Reappropriation		All		\$ 5,000,000
					\$ 154,415,000

Our top request is preservation dollars to support the mitigation of the deferred maintenance backlog.

- Johnson Hall is on the current proposed site for the new \$105 million federally funded USDA Agricultural Research Services (ARS) facility. The demolition of this building will allow the current operations and maintenance (O&M) budget to be transferred to support the O&M costs of operating the new USDA ARS facility, which the University is required to provide.
- The Campus Fire Protection/Domestic Water tank is over 50 years old and is critical to maintaining the domestic water supply and to provide fire protection for the Pullman campus.
- The WSU Vancouver Life Science building is a construction request based on predesign and design appropriation in previous biennia, and is critical to supporting our research and outreach mission.
- The Spokane Health Sciences renovation project will upgrade existing space to be utilized as the first phase of Spokane's BioMedical building and provides greatly needed health sciences space in a shorter time frame.
- The Pullman Life and Physical Sciences building predesign has been on the State request for the past four years and is critical to support the research mission and the Science, Technology and Math foundation courses in the Life and Physical sciences.
- Engineering predesign is critical to support capital investment in VCEA in support of STEM education. State funding can also be used to leverage private donations to expand the investment in engineering facilities.
- The Learning and Research mini-majors or "Stand Alones" address capital needs across the system in teaching and research in a more timely manner.

Following the Regents action in May, WSU will prepare the formal budget request for submission to the Washington State Office of Financial Management (OFM) by the September 2020 deadline.

BOARD OF REGENTS
2021-2023 Biennial Capital Budget Request

Resolution #200508-626

WHEREAS, the Board of Regents of Washington State University by virtue of RCW 28B.10.528 has authority to delegate by resolution to the President of the University, or designee, powers and duties vested in or imposed upon the Board by law and to enable the President, or designee to act on behalf of the Board of Regents in matters relating to the administration and governance of the University.

RESOLVED: That the Board of Regents approve the FY2021-2023 Biennial Capital Budget Request and delegate authority to President to designate specific projects for the mini majors "Stand Alones" category.

Dated this 8th day of May, 2020.

Chair, Board of Regents

Secretary, Board of Regents

ACTION ITEM #3

FY2020 Athletics Budget Update Impact of COVID-19 (Stacy Pearson/Pat Chun)

May 8, 2020

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: FY2020 Athletics Budget – Impact of COVID-19

PROPOSED: That the Washington State University Board of Regents approve the projected changes to the FY2020 Athletics budget that are a result of the COVID-19 pandemic. Changes include reductions to both revenue and expenses.

SUBMITTED BY: Stacy Pearson, Vice President for Finance and Administration

SUPPORTING INFORMATION: Washington State University has implemented a fiscal recovery plan for WSU Athletics to achieve an operating breakeven position by FY2023. This plan also ensures that WSU is fully compliant with [RCW 28B.15.120](#) (Board of trustees or regents—annual budget requirements), which requires certain actions of state college and university boards related to the budgets of intercollegiate athletics programs.

The statute requires that the WSU Board of Regents specifically approve, in an open public meeting, any expenditure over two hundred fifty thousand dollars that was not included in the approved annual budget. While the impacts of COVID-19 on the Athletics budget is projected to result in a larger FY2020 deficit, this is not due to an increase in expenditures. In fact, the expenditures have declined, but this decrease is offset by a significant decrease in estimated revenues that has resulted a larger FY2020 deficit projection of approximately \$1.9 million.

These revenue reductions are primarily driven by the unforeseen cancellation of numerous athletics events. With respect to revenue we are anticipating potential reductions in NCAA/Pac-12 distributions, fundraising and ticket sales. On the expense side, we expect to realize savings in the areas of team travel and game expenses due to the cancellation of all spring seasons. We also expect reductions in recruiting expense as all coaches are complying with the “Stay Home, Stay Safe” directive from the Governor.

Due to the rapidly changing environment, it would be premature to make any changes to the projections for FY2021-FY2024 at this time. Athletics is working to anticipate the impacts of COVID 19 to develop the FY2021 budget in the next month, along with associated projections for future years. The FY2021 budget will be presented to the WSU Board of Regents at the June 2020 retreat.

ATTACHMENTS: Attachment A: April 2020 Update to the FY2020 Approved Operating Budget with Revenue and Expenditure Impacts Related to the COVID 19 Pandemic.

Attachment B: Athletics Five Year Annual Operating Budgets Approved by the WSU Regents FY2020-2024.

Washington State University Athletics Budget - Projected

	FY2020	Jan Update	April Update		
REVENUES:					
01 - Ticket Sales	8.6	8.6	8.6	(0.0)	Reduced ticket sales (Baseball; \$36.5K)
02 - Direct State/Gov Support	-	-	-	-	
03 - Student Fees	1.5	1.5	1.5	-	
04 - Direct Inst. Support	3.7	3.7	3.7	-	
05 - Less Xfer to Inst.	-	-	-	-	
06 - Indirect Inst. Support	0.4	0.4	0.4	-	
06A - Debt Service, Lease, Rentals	-	-	-	-	
07 - Guarantee Revenue	0.1	0.1	0.1	-	
08 - Contributions	11.1	11.1	10.6	(0.5)	Projected reduction in donations
09 - In-Kind	1.6	1.6	1.6	-	
10 - 3rd Party Compensation	-	-	-	-	
11 - Media Rights	21.9	21.9	21.9	-	
12 - NCAA Distribution	1.5	1.5	0.6	(1.0)	Estimate based on letter from NCAA
13 - Conference Distribution	12.1	12.2	10.5	(1.7)	Estimate based on projections from Pac-12
14 - Program/Concessions etc.	1.1	1.1	1.1	-	
15 - Royalties/Advert. etc.	3.2	3.2	3.2	-	
16 - Sport Camp Revenue	0.3	0.3	0.3	-	
17 - Endowments	0.6	0.6	0.6	(0.1)	Estimate due to stock market reductions (\$64K)
18 - Other Revenue	2.0	4.2	4.2	(0.1)	Lost concession revenues (\$65K)
19 - Bowl Revenue	2.6	1.4	1.4	-	
Total Revenue	72.5	73.6	70.2	(3.3)	
EXPENSES:					
20 - Athletic Aid	11.0	11.0	11.0	-	
21 - Guarantee Expense	1.8	1.9	1.9	-	
22 - Coaches Comp: WSU	14.3	14.3	14.3	-	
23 - Coaches Comp: 3rd Party	-	-	-	-	
24 - Admin Comp: WSU	15.1	15.1	15.1	-	
25 - Admin Comp: 3rd Party	-	-	-	-	
26 - Severance	2.0	3.1	3.1	-	
27 - Recruiting	1.5	1.5	1.2	(0.3)	Estimate based on Spring recruiting cancelled
28 - Team Travel	4.7	4.8	4.0	(0.8)	Estimate based on cancellation of Spring season
29 - Equipment	2.2	2.2	2.2	-	
30 - Game Expenses	2.5	2.5	2.4	(0.1)	Estimate based on cancellation of Spring season
31 - Fund Raising/Marketing	2.4	2.4	2.4	-	
32 - Sport Camp Expense	0.3	0.3	0.3	-	
33 - Spirit Groups	0.2	0.2	0.2	-	
34 - Facilities: Debt/Lease/Rental	9.6	9.6	9.6	-	
35 - Direct Admin Expense	2.0	2.0	2.0	-	
36 - Indirect Inst. Support	0.4	0.4	0.4	-	
37 - Medical/Insurance	0.9	0.9	0.9	-	
38 - Dues & Memberships	2.4	2.4	2.4	-	
39 - Student-Athlete meals	1.0	1.0	1.0	-	
40 - Other Expense	4.7	5.2	5.0	(0.2)	Reduced concession expense; cancelled admin travel
41 - Bowl Expenses	2.1	1.5	1.5	-	
41A - Coaches Bowl Bonuses	0.5	0.5	0.5	-	
Total Expenses	81.7	82.9	81.5	(1.4)	
Net Income from Operations	(9.3)	(9.3)	(11.2)	(1.9)	
56-Capitalized Expenses	6.7	6.7	6.7		
Net Income after Capitalized Expense	(16.0)	(16.0)	(17.9)		
Accumulated Deficit	(92.8)	(92.8)	(94.7)		

Washington State University

Athletics Budget - Projected

	FY2020	FY2021	Projected FY2022	FY2023
REVENUES:				
01 - Ticket Sales	8.6	10.7	11.0	12.0
02 - Direct State/Gov Support	-	-	-	-
03 - Student Fees	1.5	1.4	1.4	1.4
04 - Direct Inst. Support	3.7	3.8	3.9	4.0
05 - Less Xfer to Inst.	-	-	-	-
06 - Indirect Inst. Support	0.4	0.4	0.4	0.4
06A - Debt Service, Lease, Rentals	-	-	-	-
07 - Guarantee Revenue	0.1	0.2	-	0.3
08 - Contributions	10.6	11.7	11.5	12.0
09 - In-Kind	1.6	1.6	1.6	1.6
10 - 3rd Party Compensation	-	-	-	-
11 - Media Rights	21.9	23.0	24.2	25.5
12 - NCAA Distribution	0.6	1.6	1.6	1.7
13 - Conference Distribution	10.5	12.1	12.8	13.0
14 - Program/Concessions etc.	1.1	1.5	1.6	1.7
15 - Royalties/Advert. etc.	3.2	4.5	5.0	5.2
16 - Sport Camp Revenue	0.3	0.3	0.3	0.3
17 - Endowments	0.6	0.7	0.7	0.7
18 - Other Revenue	4.2	2.4	2.5	2.5
19 - Bowl Revenue	1.4	2.7	2.8	2.9
Total Revenue	70.2	78.9	81.4	85.3
EXPENSES:				
20 - Athletic Aid	11.0	11.7	12.0	12.2
21 - Guarantee Expense	1.9	1.3	1.8	1.6
22 - Coaches Comp: WSU	14.3	15.4	14.8	14.9
23 - Coaches Comp: 3rd Party	-	-	-	-
24 - Admin Comp: WSU	15.1	15.3	15.5	15.8
25 - Admin Comp: 3rd Party	-	-	-	-
26 - Severance	3.1	1.7	1.3	-
27 - Recruiting	1.2	1.6	1.6	1.7
28 - Team Travel	4.0	4.7	4.8	5.0
29 - Equipment	2.2	2.3	2.3	2.5
30 - Game Expenses	2.4	2.7	2.7	2.8
31 - Fund Raising/Marketing	2.4	2.5	2.6	2.7
32 - Sport Camp Expense	0.3	0.3	0.3	0.3
33 - Spirit Groups	0.2	0.2	0.2	0.2
34 - Facilities: Debt/Lease/Rental	9.6	10.0	10.0	10.0
35 - Direct Admin Expense	2.0	2.1	2.1	2.2
36 - Indirect Inst. Support	0.4	0.4	0.4	0.4
37 - Medical/Insurance	0.9	0.9	0.9	1.0

38 - Dues & Memberships	2.4	2.5	2.6	2.7
39 - Student-Athlete meals	1.0	1.0	1.0	1.0
40 - Other Expense	5.0	4.6	4.7	4.8
41 - Bowl Expenses	1.5	2.2	2.3	2.4
41A - Coaches Bowl Bonuses	0.5	0.5	0.5	0.5
Total Expenses	81.5	83.9	84.6	84.7
Net Income from Operations	(11.2)	(5.0)	(3.2)	0.5
56-Capitalized Expenses	6.7	0.3	0.0	-
Net Income after Capitalized Epenses	(17.9)	(5.3)	(3.2)	0.5
Accumulated Deficit	(94.7)	(100.1)	(103.3)	(102.8)

We are not projecting any changes to future years at this time. With all the uncertainty at the national, conference and state levels, any projections would be premature. We look forward to presenting our best estimate for the FY21 Athletics budget at the June retreat.