

MINUTES
Board of Regents
March 12, 2021

The Board of Regents of Washington State University (WSU or University) met pursuant to call in Open Meeting at 9:00 a.m. on Friday, March 12, 2021. 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 phone and video technology.

Present: Regent Brett Blankenship, Chair; Regents Arliegh Cayanan, Enrique Cerna, Marty Dickinson, Lura Powell, Jenette Ramos, Heather Redman, Lisa Schauer, John Schoettler, and Ron Sims; President Kirk H. Schulz, Executive Vice President and Provost Elizabeth Chilton, and Faculty Representative Greg Crouch.

I. OPENING

A. Report from the Chair of the Board of Regents. Chair Blankenship called the meeting to order and welcomed audience members. He reminded the audience that the Regents, as well as presenters, would be participating in the meeting by phone and video.

Chair Blankenship further reminded the audience that there would be a public comment period during the meeting to be held at the conclusion of the Board's regular business and stated the period would last for up to 10 minutes. He noted that each speaker would be allowed two minutes and preference would be given to speakers who were speaking to matters that are or will be before the Board.

B. Report from the President of the University. President Schulz welcomed the audience and the Regents to the meeting. He said he want to begin his report by highlighting and commending Vice President for Finance and Administration and CFO Stacy Pearson and her team for their outstanding work over the past year to ensure the overall fiscal health of the University. President Schulz further commend WSU's faculty, staff and students for their resilience over the past year. President Schulz provided the following updates:

- Recent gift announcements at WSU:
 - o A new \$2 million endowed chair, supported by the Washington tree fruit industry
 - o A \$2 million investment from Northwest Farm Credit to support WSU research and students
 - o Commitments of \$1 million to enhance athletic facilities and \$2 million toward the Indoor Practice Facility made by generous donors to WSU
- OneWSU Initiative: The planning process for the OneWSU initiative is moving forward. Constituency groups have been providing comments and feedback on the concept papers recently distributed. Faculty, staff and students have raised some legitimate concerns and in response to that feedback, leadership is working on modifications. President Schulz said he appreciates the continued engagement of the university community in this important initiative.

C. Report for the Chancellor of WSU Tri Cities. Chancellor Sandra Haynes welcomed the Regents and audience to WSU Tri Cities virtually and provided the following updates:

- Strategic Planning: Leadership has been engaged in campus strategic planning and has identified six campus goals: Student Success, Research and Scholarship, Accessibility and Equity, Regional and Community Engagement, Campus Culture and Environment, and Institutional Effectiveness. In addition to identifying campus goals, the executive cabinet is working on a dashboard that will display a set of metrics used to evaluate progress toward meeting each of the goals.
- Construction and Renovation: The new academic building construction remains on schedule and within budget and anticipated occupancy is June 2021. The “Stories Veterans Monument” was renovated and is now fully recognizable as a veterans monument and has changed the face of the south entrance to campus.
- Energy and Environment: WSU Tri-Cities combined the PNNL/WSU Joint Institute for Bioproducts co-director position with the co-director position in the Bio Sciences Engineering Laboratory. This solidifies the relationship between these entities. In addition, WSU Tri-Cities is working to create a new Institute, the Institute for Northwest Energy Futures (INEF), that has been supported with a \$500,000 lead gift to fund an endowed professorship. This endowed distinguished professorship at WSU Tri-Cities will provide the leadership in designing and developing the institute to leverage WSU’s many energy and environmental assets to focus on the Mid-Columbia Region. The Institute will provide thoughtful leadership in regional energy systems configurations, and provide economic evaluations of power production, transmission, storage, fuels production and industrial applications.
- Enrollment Update: Enrollment continues to be a challenge. Spring 2021 student enrollment decreased 78 students or 4.8% from last spring. Undergraduate enrollment is down 70 students or 4.8% and graduate students decreased by 8 students or 4.5%. Total student full-time equivalent (FTE) decreased 135 or 10.5% from last spring. WSU Tri-cities continues to monitor the enrollment trends and as of March 1, freshman applications were up 41% over last year at this time.
- Expanding Access: WSU Tri-Cities continues to focus on enrollment and retention with 4 major initiatives. 1) To strengthen wrap-around student support and strategically grow enrollment across academic areas. 2) In Fall 2020, WSU Tri-Cities re-established an important partnership between Columbia Basin College (CBC) and WSU Tri-Cities called the Bridges Program. This program encompasses a coordinated bachelor’s degree path, providing students a seamless transfer option from CBC to WSU Tri-Cities. With this program, tuition rates are frozen from the first year enrolled at WSU Tri-Cities. In practice, students can complete their degree in minimal time and receive the support they need along the way. 3) In the interest of making a student's transition easier to WSU Tri-Cities, a new program called the I-82 Advantage was launched. The program offers in-state tuition rates to students residing in Umatilla County – just across the river in Oregon. Blue Mountain Community College (BMCC) is in this county and WSU Tri-Cities will be extending these programs to all students who attend that institution. 4) In following all health and safety requirements (including social distancing and mask requirements), WSU Tri-Cities plans to bring classes with 20 students or less fully back for in-person learning fall 2021. For classes larger than 20, WSU Tri-Cities is working toward an alternative

and/or supplemental in-person options. Beginning spring and summer 2021, the campus will slowly transition staff and faculty to working in-person in phases, as well as slowly start to introduce in-person interactive experiences for programs such as orientation and others, while still maintaining all health and safety requirements.

II. CONSENT AGENDA.

Chair Blankenship reported there were four items on the Consent Agenda.

- A) Approval of Minutes – November 13, 2020, Board of Regent Meeting
- B) Approval of Minutes – January 22, 2021, Board of Regent Retreat
- C) Establish a Department of Viticulture and Enology
- D) Discontinuation of the Masters in Public Affairs

Chair Blankenship asked if any Regent wished to remove any items 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 University groups—Foundation Board of Directors, Faculty Senate, Associated Students of Washington State University Tri Cities, Administrative Professional Advisory Committee, and the Alumni Association—presented their reports. (*Exhibit A*)

IV. RESEARCH AND ACADEMIC AFFAIRS COMMITTEE REPORT. Regent Schauer reported the Research and Academic Affairs Committee reviewed several Information Items, including a presentation on Undergraduate Education, an Office of Research Update, and items approved by the President under delegated authority. She further reported the committee heard presentations on two Action Items: 1) Establish a Department of Viticulture and Enology, and 2) Discontinue the Masters in Public Affairs, both presented by Provost and Executive Vice President Elizabeth Chilton. Regent Schauer reported that the Committee recommend that both Action Items be place on the Consent Agenda for Board consideration.

V. STUDENT AFFAIRS AND STUDENT LIFE COMMITTEE REPORT. Regent Sims reported the Student Affairs and Student Life Committee reviewed a Student Affairs Update presentation and held a very robust discussion with student affairs staff from each of the WSU campuses.

VI. INSTITUTIONAL INFRASTRUCTURE COMMITTEE REPORT. Regent Redman reported the Committee reviewed one Future Action Item: WSU Vancouver, Life Sciences Building Schematic Design Approval presented by CFO and Vice President for Finance and Administration Stacy Pearson, Chancellor Mel Netzhammer, and Associate Vice President for Facilities Olivia Yang.

IV. Strategic and Operational Excellence Committee Report. Regent Powell reported the Strategic and Operational Excellence Committee reviewed several agenda items including four Information Items: 1) Election of Officers, 2) Modernization Initiative Update, 3) Update on Initiative for Data-Informed Decision Making, and 4) Legislative Update. Regent Powell further reported the committee reviewed and heard a presentation on four Action Items and submitted the following for Board consideration:

Northwest Commission on Colleges and Universities Mid-Cycle Accreditation Report

It was moved and seconded that the Board of Regents approve the Northwest Commission on Colleges and Universities Mid-Cycle Accreditation Report as proposed. Carried. *(Exhibit B)*

Discontinue Required Use of the SAT and ACT in WSU's Admissions Process

Chair Blankenship noted for the record that 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 Bylaw II.12.B.

It was moved and seconded that the Board of Regents discontinue required use of the SAT and ACT in WSU's admissions processes as proposed. Carried. *(Exhibit C)*

Proposed Revision s to WAC 504-26: Standards of Conduct for Students

It was moved and seconded that the Board of Regents approve revisions to WAC 504-26: Standards of Conduct for Students as proposed. Carried. *(Exhibit D)*

Facilities Naming Proposal

Chair Blankenship noted for the record that 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 Bylaw II.12.B.

It was moved and seconded that the Board of Regents approve the naming of an Athletics facility space as proposed. Carried. *(Exhibit E)*

IV. FINANCE AND COMPLIANCE COMMITTEE REPORT. Regent Dickinson reported the Finance and Compliance Committee reviewed and held a robust discussion on numerous agenda items including four Information Items: 1) Internal Audit Update, 2) WSU Financial Statement Audit Exit, 3) WSU Comprehensive Annual Financial Report, Trends and Debt Report, and 4) Integrated Financial Planning and Forecasting Update. Regent Dickinson further reported the Committee reviewed presentations on seven Future Action Items: 1) Academic Year 2021-2022 Tuition Rates, 2) Services and Activities Fees Rate for Academic Year 2021-2022, 3) Services and Activities Fees Committee Allocations for Summer 2021 and Academic Year 2021-2022, 4) WSU Pullman, Undergraduate Technology Fee Committee Allocations for Academic Year 2021-2022, 5) WSU Vancouver, Technology Fee Committee Allocations for Academic Year 2021-2022, 6) WSU Pullman, Proposed Changes to the Parking System Rates and Fines, and 7) FY2021 Athletic Budget Update. Regent Dickinson reported the Committee reviewed four Action Items and submitted the following for Board consideration:

Fiscal Year 2022 Housing and Dining Rates

It was moved and seconded that the Board of Regents approve the Fiscal Year 2022 Housing and Dining Rates as proposed. Carried. *(Exhibit F)*

Revised Services and Activities Fees for Academic Year 2020-2021

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 Revised Services and Activities Fees for Academic Year 2020-2021. Carried. *(Exhibit G)*

Revised Services and Activities Fees Allocations for Summer 2020 and Academic Year 2020-2021

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 Revised Services and Activities Fees Allocations for Summer 2020 for Academic Year 2020-2021. Carried. *(Exhibit H)*

One-Time Revisions to Certain Mandatory Student Fees for Academic Year 2020-2021

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 One-Time Revisions to Certain Mandatory Student Fees for Academic Year 2020-2021. Carried. *(Exhibit I)*

VI. OTHER BUSINESS. Chair Blankenship reported the Board meet in Executive Session Thursday, March 11, to discuss with legal counsel litigation or potential litigation in which the University is or could be a party. Chair Blankenship further reported the Board would not take any action as a result of those discussions.

II. PUBLIC COMMENT PERIOD. Regent Blankenship made an exception and read aloud two statements from constituents who wanted to make public comments before the Board but due to conflicts could not attend the meeting. The first was from WSU Professor Luke Premo regarding the proposed funding for Athletics. and the second was from Armondo Antonino, a WSU Vancouver student regarding his support of the discontinuance of the SAT and ACT in WSU's admission processes.

VI. ADJOURNMENT. The meeting adjourned at 11:39 a.m.

Approved by the Board of Regents at its meeting held May 7, 2021.

SIGNED COPIES AVAILABLE IN THE PRESIDENT'S OFFICE

WASHINGTON STATE UNIVERSITY FOUNDATION

March 12, 2021

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Foundation Regents Report

SUBMITTED BY: Mike Connell, Acting Vice President for Advancement & CEO, Washington State University Foundation

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

- On February 5, 2021, Lisa Calvert, Vice President of Advancement & CEO of the WSU Foundation began a medical leave. In the interim, President Schulz appointed Mike Connell to serve as Acting Vice President of Advancement and CEO of the WSU Foundation.
- As of February 28, 2021, the WSU Foundation has received \$74,551,671 in total philanthropic commitments during Fiscal Year 2021 to date (July 1, 2020-June 30, 2021). Throughout the pandemic, WSU Advancement has prioritized spending more time reaching out to more donors, sustaining and building relationships that will strengthen and endure. To date, more than 100,000 households have been contacted by the Foundation's annual giving efforts this fiscal year.
- The WSU Foundation's endowment has weathered high volatility as the markets responded to the global pandemic since it began a year ago. The endowment posted a high-water mark of \$583,156,337 million as of December 31, 2020, representing a 12-month investment return of 9.90 percent.
- Due to COVID-19 restrictions, the WSU Foundation is unable to host live events as we have in the past. The WSU Foundation has developed a spring events schedule to maximize the engagement and experience for our honorees, guests, and participants in a virtual format. For this reason, we are planning to honor our new Benefactors and Silver Benefactors through a series of new receptions called "Celebrating Philanthropy: New Benefactor Receptions" hosted in March and April. The Crimson Benefactors and Laureates will be honored during the Recognition Gala, which will be hosted virtually on April 28, 2021. Volunteer recognition—including the Brotherton and Gibson Awards—were presented during the Fall Celebration on October 1st, 2020.
- The WSU Foundation Board of Directors held a virtual retreat, February 25-26, 2021. The next meeting of the Board of Directors will be held virtually during the WSU Foundation's Spring Meeting, April 27-28, 2021.

Date: March 12, 2021
To: The Washington State University Board of Regents
Subject: ASWSUTC Report
Submitted By: Robin Kovis, ASWSUTC President

Like all WSU departments, the Associated Students of WSU Tri-Cities have faced unprecedented challenges because of the COVID-19 Pandemic. Nevertheless, I am pleased to report that ASWSUTC has continued to provide exceptional advocacy work on behalf of the students we represent and expanded support services in response to student needs because of my team's outstanding efforts.

Advocacy Projects:

With the transition to virtual learning in March of 2020, ASWSUTC recognized that student needs were rapidly shifting, and our organization needed to respond accordingly. One of the most pressing issues we saw was inadequacy in students' technology resources for virtual learning. Therefore, over the summer, ASWSUTC and Student Services procured 50 new and refurbished laptops that students can now rent free of charge. I firmly believe this need-based program has contributed to closing the equity gaps within higher education. To ensure the long-term viability and technological relevance of this program, we are currently exploring options to solicit donations from community partners. This will allow our campus to maintain an appropriate inventory level for this program. Nevertheless, there is still much work to be done to ensure equitable access to higher education.

Additionally, this fall, ASWSUTC purchased 100 flu vaccines for students with inadequate health insurance. These vaccinations were free to those students and administered at the campus' flu shot clinic on October 21, 2020. A huge thank you goes out to our partners, the Crimson Scrubs Nursing Club and WSU-TC Health and Safety team, for administering this program and contributing to the broader effort of increased public health.

Currently, ASWSUTC focuses its efforts on the following advocacy projects: Laboratory Modernization, Mental Health Services, Campus Security Visibility, Campus Sustainability Practices, Improvements to the Student Advising Experience, Title IX, and Food Sustainability. Each of these advocacy groups has created comprehensive proposals that outline both short term and long term goals, met with key administrative stakeholders to advance these goals, and are practicing optimal record-keeping practices to facilitate an exemplary turnover with the next administration that maximizes efficiency and minimizes year to year delays in advancing these essential multi-year projects.

Legislative Efforts:

This year we had what I like to call the perfect storm of legislative events. It won't be until the academic year 2040-2041 that we have the Census, a Presidential Election, and our annual Cougar Day at the Capitol all within one year. Tackling this trifecta of legislative events was no easy feat; however, I cannot thank my team enough for their hard work and dedication in successfully advancing our efforts on these fronts.

This summer, we provided our students with accurate resources and information on the Census through a multitude of electronic communication methods. Additionally, we strongly encouraged all WSU Tri-Cities students to be counted in the 2020 census and stressed the importance of this count as it relates to our Congressional representation and federal funding. Furthermore, my team and I closely followed the legal challenges to the Census; this allowed us to inform students of updated information and address citizenship status concerns. Historically speaking, college students and undocumented populations are undercounted in the Census; however, with our efforts and the U.S. Census Bureau reporting that 99.98% of households completed the Census, I am confident that this decennial Constitutional mandate will accurately reflect our local populations.

For the 2020 election, ASWSUTC's mission was to promote the maximum participation of eligible voters within our democratic process. To accomplish this, we frequently informed students of election-related deadlines and eligibility requirements. Furthermore, this fall, we partnered with the Benton County Auditor's Office to provide in-person voter services on our campus as required by RCW 29A.40.180. This nonpartisan Student Engagement Hub was open from October 29th to November 3rd, giving students and community members the necessary resources to make their voices heard and contribute to our Republic's future.

Lastly, on February 1, 2021, students from across the WSU system participated in our annual Cougar Day at the Capitol by virtually meeting with our State Legislators to advocate for Washington State higher education's continued support. Understanding that our state is facing a significant budgetary shortfall because of the Coronavirus Pandemic, the primary goal for us this year was to protect higher education funding. Our meetings with Representatives and Senators were highly productive, and we are continuing this advocacy work during the legislative session through the WSU Student Government Council and the Washington Student Association.

Fee Reductions:

One of our most solemn duties as student leaders is to be responsible stewards of student fees. Therefore, through the meticulous process of assessing students' needs and fiscal health of our campus' fee accounts, ASWSUTC and at-large student representatives led the charge in recommending significant reductions to all three campus fees for both semesters. Our work on this front has received commendation from many levels across the WSU system; however, this would not have been possible without the support we received from the Chancellor, the Office of Finance and Administration, the Office of Student Leadership and Engagement, and many others. Therefore, I must thank all contributing parties for exercising consistent fiscal discipline that allowed us to give back to students during this time of economic hardship.

ASWSUTC Spring Election:

Finally, ASWSUTC is currently in the process of conducting our Spring 2021 General Election. From March 29th to April 2nd, the students of Washington State University Tri-Cities will elect a new ASWSUTC President, Vice-President, and 11 Senators. My team and I have devoted considerable time to ensuring the next ASWSUTC administration receives a proper turnover that will set them up for success when we return to in-person classes and events. We look forward to welcoming in our next group of student leaders as they prepare to carry on the legacy of ASWSUTC.

Lastly, I am pleased to report that retention within ASWSUTC is at its highest level in recent memory. This year we have staffed a full 23-person team and the only vacancies were a result of two team members graduating after the fall 2020 semester.

Please contact me at robin.kovis@wsu.edu if you have any questions or would like further information on my team's great work thus far.

Thank you and Go Cougs!

Robin Kovis

Robin Kovis | ASWSUTC President

March 12, 2021

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

- The Faculty Senate would like to thank both President Kirk Schulz and Provost & Executive Vice President Elizabeth Chilton for their continued support of shared governance here at Washington State University. We now have faculty representation on the Board of Regents, the Executive Budget Council, and the System Council. We feel very good about partnering with them as we discuss the organizational restructuring of the WSU System, currently referred to as OneWSU.
- As you know, the Faculty Senate spawned an Ad Hoc Committee to study the proposal that 2-3 million dollars be diverted from unallocated university funds to defray the cost of PAC-12 dues. This committee formalized a statement to the Board of Regents concerning that proposal, and the senate voted to send the statement to the Board of Regents as a recommendation. It should, however, be noted that the senate's vote was not unanimous.
- President Kirk Schulz recently sent me a letter thanking the senate for its careful and thoughtful deliberations surrounding Intercollegiate Athletics. He went on to state that there will be times when the faculty and administration disagree. He also made it clear that he has to balance many competing perspectives on controversial topics such as this and feels that it is too early to withdraw the proposal—one that may very well be necessary next year.
- Finally, you should know that our Faculty Affairs Committee, led by Steve Hines, is working on a possible revision to the Faculty Manual that would allow for faculty furloughs and/or temporary salary reductions in times of budgetary crises. The goal is to provide an option by which crisis-precipitated budgetary burdens might be more equitably and justly shared by all Washington State University faculty.

March 12, 2021 Virtually

TO: ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Administrative Professional Advisory Council Report

SUBMITTED BY: Anna McLeod, Chair

PRESENTED BY: Anna McLeod, Chair

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

1. AP and all staff have been working tirelessly through Covid the past year on WorkDay launch, supporting WSU, students and faculty. We are excited to celebrate the perseverance that staff has shown during our Staff Appreciation Week, March 22-26. We have a long list of fun events planned, discount codes to local retailers, and prizes.
2. With increased engagement in meetings, we will start offering all meetings and events to all APs via Zoom.
3. APAC is working on our spring and fall professional development event. Our planned topic for the spring event will be "Changing the Culture from Within, with respect to creating a supportive and inclusive environment for a diverse group of faculty and staff."
4. We have had one campus specific APAC Forum with WSU leadership and have the rest scheduled across the system. We look forward to hearing from our fellow APs at Tri Cities, Vancouver, Everett, Pullman and Global.
5. APAC Exec team is actively collecting comments and questions on the OneWSU White Papers and enjoy discussing the topic at our monthly meeting with WSU Leadership.
6. APAC is currently working with the Provost's office to hire a replacement for Gayle Anderson who will be retiring at the end of March. Gayle has served as administrative support to APAC and Faculty Senate for many years. We are grateful for her support and will miss her dearly.

Date: March 12, 2021
TO: ALL MEMBERS OF THE BOARD OF REGENTS
SUBJECT: WSU Alumni Association Progress Report
SUBMITTED BY: Doug Willcox, Board President 2020-2021
Tim Pavish, Executive Director

WSUAA Hosts Inaugural Women's Leadership Summit

Designed to provide Cougs at all career levels an opportunity to celebrate successes and learn from past experiences of WSU faculty and alumnae, this year's summit explored Professional Challenges for Women During COVID-19. WSU First Lady Dr. Noel Schulz, the keynote speaker, joined by inspiring WSU alumnae panelists, shared how they embraced change during these dynamic times. Attendees had the opportunity to participate in a Q&A with Dr. Schulz and other panelists. As of this report's submission date, over 300 people had already registered for the event. This event will soon be available in the WSUAA archives for on-demand viewing.

Goose Ridge Selected to Produce Cougar VIII, the Next Edition of the Cougar Collectors' Series

WSUAA's Wine-By-Cougars Wine Club (WBC) is thrilled to announce that Cougar-owned Goose Ridge Estate Vineyard & Winery will produce the next wine in the Cougar Collectors Series, Cougar VIII. The eighth edition of the Cougar Collectors' Series (CCS) will be available through the WBC Wine Club, the Goose Ridge winery, and numerous retailers across the state starting August 2021. This wine comes on the heels of Cougar VII, produced by Reiningier, which sold through its 1,000 cases in record time. Nearly 700 alumni and friends of WSU are WBC members, the most innovative alumni wine club in the nation. CCS and WBC help the WSU Alumni Association highlight the important impact WSU and its alumni make on the wine industry. WBC has endowed two scholarships to support WSU students pursuing degrees in Viticulture & Enology and Wine & Beverage Business Management.

A View of Events

The WSUAA has been working hard to coordinate a collection of online programming to help Cougs engage, learn, connect, and grow virtually. Just this fiscal year, the WSUAA has hosted 244 Cougar-connecting events. Virtual events directly supported 20 Cougar-connected businesses. Well Read Cougs, the WSUAA's virtual book club, brought together 765 Cougs, many of whom were connecting with WSU for the very first time as alumni. *Feast@Home*, the first-of-its-time virtual food-wine-fun experience, was initially planned to run only in the fall, but demand was so high the run was extended into 2021. Thus far, over 550 Cougs have attended *Feast@Home* events—many loved it so much they came to more than one and invited friends, too. Ten *Cougs Care* community-service events helped children and families in need and homeless pets. The *Cougar Learning Consortium* offers a diverse portfolio of online content for Cougs, both live and on-demand. Nearly 1,500 alumni, parents, friends, faculty, and staff have benefited from this free program. Not surprising, the most popular *Cougar Learning Consortium* program has been "Digital Flourishing: Strategies for Fostering Wellness in an Era of Remote Work."

WSUAA Alumni-Interest Survey

As the next step in the WSUAA Impact Study, we launched an alumni-interest survey in mid-February, going out to 214,921 alumni and friends. Our goal is to enhance what we are already successfully doing and expand additional innovative ways for the WSUAA to engage alumni with WSU and inspire them to want to do more for WSU. We have already seen significant responses from alumni and friends. We look forward to analyzing the feedback and gleaning the most insight from it. The results will help inform the strategic plan, which will lead us into and through WSU's campaign.

ACTION ITEM #1

NWCCU Mid-Cycle April 2021 Report (Elizabeth S. Chilton)

March 12, 2021

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Northwest Commission on Colleges and Universities (NWCCU) Mid-Cycle Review Accreditation Report

PROPOSED: That the Board of Regents approve the NWWCCU Mid-Cycle Review Report.

SUBMITTED BY: Elizabeth S. Chilton, Executive Vice President and Provost

SUPPORTING INFORMATION: Washington State University (WSU) will undergo its accreditation mid-cycle review by the Northwest Commission on Colleges and Universities (NWCCU) in April 2021. The University will submit the attached self-report that presents two examples of what is considered to be WSU's best programs in undergraduate assessment. The report focuses on the UCORE program and the major in Human Development. Updates pertaining to the two outstanding recommendations received during the last comprehensive review are also provided and include: improve the ability to rapidly disaggregate student data, and more consistently use data to inform strategic decision-making. As expressed in the report, we are confident in our ability to address each of these recommendations.

The mid-April review will include a day-plus site visit from a small team, likely two people, plus a representative from NWCCU. NWCCU offered the opportunity to have the visit focus on developmental goals with the team members coming from aspirational institutions. WSU accepted the offer, and the Provost's Office has provided a brief list of aspirational schools. NWCCU is in the process of arranging the visit. This is a new opportunity for select schools, and as such, WSU does not currently have particulars about how the visit will be structured.

ATTACHMENT: NWCCU Mid-Cycle Accreditation Report

Accreditation Mid-Cycle Report
Washington State University

Submitted to the Northwest Commission on Colleges and Universities

Craig D. Parks
Accreditation Liaison Officer and Vice Provost for System Innovation
and Policy

March 1, 2021

Mission Fulfillment

In Fall 2020 Washington State University launched its new five-year strategic plan. The plan articulates the university's goal of being one of the nation's preeminent land-grant institutions and reaffirms that our land-grant mission is central to everything we do. The plan is structured around our commitment to the wellbeing of Washingtonians and state commerce. This commitment is embodied in a core set of guiding principles:

- Education improves lives and should be provided to anyone who seeks it, regardless of background or means.
- Societal transformation is brought about through the execution and application of research, scholarship, and artistic activity.
- Service and outreach enrich the social, economic, and cultural vitality of the state and the region.
- Global engagement is essential for solving world problems.
- Institutions of higher education can serve as models of ethically and socially just culture.
- We have a responsibility to contribute to the whole-person wellness of our associates and the overall wellness of the communities in which we reside.

The plan presents system-level goals that are driven by these guiding principles. Accomplishment of these goals requires not only action at the institutional level, but also contributions from campuses, colleges, extension locations, and operational units. To this end, each campus, college, and unit will be asked to refine their own strategic plan to indicate to which institutional goals they can contribute and how they will do so.

Our previous strategic plan employed 57 metrics, a number of which assessed inputs or processes rather than outcomes. At our most recent Year Seven review we were encouraged to reduce the number of metrics in our next plan and focus only on outcomes. We took this advice to heart, and the new plan will employ far fewer metrics, most likely ~ 20 quantitative outcome metrics that collectively provide the clearest picture of how well we are progressing toward our goals. All are commonly used metrics that are readily interpreted and will allow us to compare our accomplishments against peer and aspirational institutions. The metrics also provide clear indication if some aspect of our mission is not being met. We do not expect to ever have to take advantage of this feature, as WSU approaches or exceeds national averages on all major measures of accomplishment. Our focus is on continued improvement while maintaining our accessible, student-friendly ethic. Institutions can sometimes get into trouble when they attend only to new ideas and lose track of their core values. We believe our strategy for assessing institutional performance avoids that problem.

The metrics in our set are also vital for data-informed decision making. The new [WSU System Strategic Plan](#) is organized around and articulates the principle of using evidence collected through annual assessment to allocate resources and make decisions about institutional development. In past plans this was implied but an explicitly stated principle. As a result, decisions were sometimes made that were well-motivated but with no clear connection to the strategic plan. The new plan minimizes the likelihood of this happening by requiring an annual environmental scan and public strategic plan review. The scan will detect evolving state and commerce needs and inform the review, which is an opportunity for the university community to discuss whether the goals and strategies remain appropriate or need

revision. Implementing a formal, data-driven approach requires that we revise some decision processes and take a hard look at our budgeting strategy. To this end, we have appointed an [Executive Budget Council](#) to evaluate and make recommendations about our budget processes that will help us align resources with strategic priorities. We are working hard and hope to have revised budgeting and decision-making approaches ready for use by the start of AY2021-22, but the continued uncertainties resulting from the pandemic may render this an overly ambitious goal.

Implementation of the plan is accomplished through a three-tiered management structure.

- The System Council oversees and monitors progress toward implementation of the system strategic plan, as well as plan-related initiatives. They advise the university's Board of Regents on priorities and strategies for goal attainment. They are responsible for monitoring the educational and societal landscapes in order to anticipate changing needs, new philosophies, and legislative expectations and position WSU to proactively respond. They produce an annual progress report that is made publicly available. The Council is in the process of assembling a dashboard for the performance metrics. It will include some secondary metrics that reflect inputs (e.g., grant dollars awarded annually) or processes (e.g., scores on the National Survey of Student Engagement) that impact our outcomes and which we want to monitor. Council membership includes leaders from every campus, college, and major unit of university operations.
- The System Strategic Planning Implementation Team reports to the System Council and manages the operational aspects of planning. They are responsible for making sure all operational processes align with the system strategic plan, executing the annual environmental scan and conducting the public review of results, managing plan-related initiatives, managing and revising the set of outcome metrics, recommending topics for discussion between the System Council and Board of Regents, and preparing all communications about planning. Membership consists of one senior administrator from each campus.
- The System Strategic Planners Council reports to the Implementation Team and functions as a team of local experts that serves as a think tank and sounding board for the Team. Members act as information sources within their university communities and help to advance and encourage a culture of planning across the institution. They serve as operational personnel for planning-related events. To maintain and expand their planning expertise they regularly participate in professional development activities related to strategic planning. The Council consists of approximately 30 members who represent all major areas of institutional operations.

Assessment of progress toward our instructional goals is assisted by our Office of Assessment for Curricular Effectiveness (ACE) and the Graduate School. ACE coordinates annual assessment of our undergraduate and professional programs and the Graduate School coordinates assessment of doctoral programs. Each office prepares an annual summary of results which is distributed to academic, college and campus leadership and is available to consult on interpretation of results.

Student Achievement

As a part of the institution's ongoing self-reflection, there are several student achievement measures utilized for assessment and improvement of student success efforts. The standard first-year retention and 4-year and 6-year graduation rates of first-time, full-time, and transfer students are disaggregated by demographics and tracked to assess progression and equity gaps. Internally, we are also tracking fall to spring retention, first year successful completion of English course and Math course.

Washington State University participates with entities to capture additional national data allowing the institution to more fully measure progress and completion and compare to peers. The Student Achievement Measure (SAM) allows the institution to measure movement across institutions for a fuller picture of progress and completion and the Voluntary System of Accountability (VSA) tool provides peer comparisons on measures report to the Integrated Postsecondary Education Data System (IPEDS). An overview of the latest peer comparative data shows Washington State University's first-year retention is 79% while our peer average is 86%. The six-year graduation rate overall is 59% while our peer average is 72%. A breakdown by race/ethnicity shows gaps of -3% for international students to -17% for Native Hawaiian/Pacific Islander and Latinx compared to our peers. Internally, the gap between white students and our underserved racial and ethnic groups ranges from -5% for International students to -34% for Native Hawaiian/Pacific Islander. Utilizing the data from these systems, WSU is currently developing an NWCCU accreditation dashboard to be publicly available on the WSU website.

With more recent information tracked but not available for peers, the overall first-year retention rate (2019 cohort) is 80.6% compared to first-generation student retention at 74.9%, low-income student retention at 73.9%, and underrepresented students at 78.5%. The six-year graduation rate overall is 58.5% compared to first-generation six-year graduation rate at 52.1%, Pell eligible (proxy for low income) six-year graduation rate at 50.4% and underrepresented six-year graduation rate at 53.1%. Student retention and graduation rates are publicly available at: <https://ir.wsu.edu/student-retention-and-graduation/>

At a granular level, faculty and administration leaders monitor course failure/withdrawal rates and progression in university core curriculum and beyond. The course failure/withdrawal report is disaggregated by campus, college, academic department, course, and section. WSU has added demographic breakouts to these internal reports in order to monitor and evaluate equity gaps.

A pilot initiative to obtain and report on placement data has produced some valuable information on where our graduates are employed. The initiative is linked to the National Association of Colleges and Employers first destination survey. In addition to collecting the survey data, the colleges involved in the pilot are collecting information from advisors, faculty, and parents as well as information from LinkedIn. The additional information collected attributes to a "knowledge rate" for undergraduate placement after graduation. The most current placement data can be viewed at: <https://app.powerbi.com/view?r=eyJrIjojZDZjOWU1NjctOWM5Zi00OTdiLTliMjMtNWM2Y2U3ZmZmNGFiliwidCI6ImI1MmJlNDcxLWY3ZjEtNDdiNC1hODc5LTBjNzk5YmI1M2RiNSIsImMiOjZ9&pageName=ReportSection>

Secondary Measures

WSU also tracks some secondary measures of student achievement that are of interest. As a doctoral-granting university that also offers professional degrees, the vitality of our post-baccalaureate programs is an important strength. As such, we monitor the number of doctoral and professional degrees awarded per year. WSU offers PhD, Doctor of Education, Doctor of Veterinary Medicine, Doctor of Pharmacy, and Doctor of Medicine degrees, with our inaugural class of MD's graduating in Spring 2021.

WSU tracks the number of undergraduates who assist faculty with scholarly activity, participate in study abroad programs, take advantage of service-learning opportunities, and enroll in internships. These counts are then aggregated into a single indicator of total participation. These indicators are taken from the National Survey of Student Engagement (NSSE) set of high-impact practices. These activities are not mutually exclusive, meaning that the total reflects overall involvement rather than a participant headcount. This follows our annual federal reporting requirement for Extension, where we report total enrollment in all educational offerings rather than the number of unique individuals who participated in at least one Extension program. In our most recent student survey, 59% of seniors reported engaging in some form of service learning, 25% assisted faculty with research, 10% did study abroad, and 49% participated in an internship or field experience. We are working to increase all of these rates.

WSU is interested in the [Social Mobility Index](#) developed by Washington Monthly magazine. It indicates how well a school prepares its students to improve their standard of living and assists them with getting a running start to their careers. Unlike other higher education rankings, the elements of this index are all under the school's control and directly relevant to student accomplishment. There are no reputational evaluations or tracking of size of endowment. Standardized test scores are considered, but only as a means of documenting how well the school impacts students who are at a disadvantage on such tests. The index includes many elements and while we are interested in all of them, our immediate focus is on a small subset of measures: 6-year graduation rate; 8-year graduation rate; percentage of students who are Pell-eligible; percentage of Pell students who earn bachelor's degrees; and net price of education. In the most recent (2019) rankings of 395 doctorate-granting institutions, WSU is ranked 29th overall and 17th among public institutions. Our areas of greatest strength are student loan repayment rate (ranked 4th nationally), 8-year graduation rate adjusted for student preparedness (17th), and actual versus predicted earnings ten years post-graduation (36th). Areas in which we clearly lag include allocation of work-study funds to service activities (288th) and actual versus predicted Pell enrollment (272nd).

WSU is also interested in tracking affordability as discussed by the [Lumina Foundation](#). How to fully and accurately measure college affordability remains unsettled, but we anticipate incorporating any such measures into our secondary tracking as they emerge.

Peer Institutions

Washington State University annually compares the data from its academic, scholarly, and outreach performance metrics against those of both peer and aspirational institutions. While an institution can be considered a "peer" along many different dimensions, for purposes of evaluating our academic outcomes we have selected from schools that participate in the Association of Public Land-grant Universities (APLU) "Powered by Publics" initiative. This initiative is a collaborative effort to improve

college access, equity, and degree attainment nationwide. It includes 125 institutions organized into 16 thematic clusters. WSU is a member of the Western Coalition cluster.

WSU compares its student achievement data against five schools involved in Powered by Publics. The selected schools are similar to WSU on a number of criteria:

- Land-grant institution
- Enrollment approximately +/- 5,000 of WSU (total enrollment of 31,607)
- Very High Research Activity doctoral university
- Comprehensive research doctoral programs as well as veterinary and medical schools
- High undergraduate enrollment
- More selective in admissions

The five schools that serve as our student achievement peers are

Colorado State University. Colorado State University (Fort Collins campus) has a total enrollment of 33,996 and is a member of the APLU Western Land-Grant cluster. They also have a campus in Pueblo.

Louisiana State University. Louisiana State University (Baton Rouge campus) has a total enrollment of 31,756 and is a member of the Southern cluster. They have a four-year campus in Shreveport, a campus in Alexandria that offers two- and four-year degrees, and an AA-granting campus in Eunice.

University of Nebraska. The University of Nebraska (Lincoln campus) has a total enrollment of 25,390 and is a member of the Big 10 cluster. The university has campuses in Omaha and Kearney and also operates a medical center in Omaha.

University of Tennessee. The University of Tennessee (Knoxville campus) has a total enrollment of 29,460 and is a member of the Southern Central cluster. The system maintains campuses in Chattanooga, Memphis, and Martin.

Virginia Tech. Virginia Tech, in Blacksburg, has a total enrollment of 36,383 and is a member of the Southeastern cluster. They also have a number of learning centers scattered throughout the state through which they offer primarily professional and continuing education.

Programmatic Assessment

As programmatic assessment examples, WSU selected the Bachelor of Arts in Human Development, a large undergraduate degree program offered on three campuses, and the University Common Requirements (UCORE) general education program, which impacts nearly all undergraduate students. Both programs have developed, conducted, and used assessment over many years.

Each case study briefly describes the program, its assessment infrastructure and measures of student learning, assessment results, and uses of student learning outcomes assessment to inform decision-making about curriculum and instruction.

WSU values the opportunity afforded by the Mid-cycle Review to reflect on assessment practices and uses of results, and to share approaches, as the university and its academic programs seek to support student learning and meet the evolving needs of students, faculty, and disciplines, advancing WSU's educational and land grant mission. As part of system-wide assessment infrastructure, the Office of Assessment for Curricular Effectiveness (ACE) supports WSU faculty and leadership in developing and implementing meaningful and sustainable assessment systems for undergraduate academic programs, where program collect evidence related to student achievement of learning outcomes, which informs faculty decisions about the design and delivery of high-quality undergraduate curricula.

Case Study One: Bachelor of Arts in Human Development

Brief Undergraduate Program Description

Students can pursue a BA in Human Development at campuses in Pullman and Vancouver, and online through Global Campus. The undergraduate program offers a BA degree with a major in Human Development intended to advance the [program's student learning outcomes](#). Pullman students may also pursue a Family and Consumer Sciences Education option while obtaining a BA in Human Development.

Program Size

Campus	Degrees Conferred				Admitted Majors	
	FY2018	FY2019	FY2020	Past Three FY Total	Fall 2020 Senior Majors	Fall 2020 Total Majors
Pullman	93	117	119	329	93	199
Vancouver	28	40	47	115	30	69
Global	36	29	30	95	51	107
Total	157	186	196	539	174	375

Note: Obtained from OBIEE degrees conferred and 10th day census data; Does not include additional majors

Program Assessment Description

Assessment Infrastructure

The department has a Faculty Assessment Coordinator, as well as an Undergraduate Program Committee that oversees program assessment. This committee has faculty representation from the Pullman, Vancouver, and Global Campuses, and is co-chaired with one chair on the Pullman Campus and another on the Vancouver Campus. All undergraduate curriculum discussions and changes go through this committee. Changes to the curriculum are implemented with consideration for how those changes will affect students on each campus. Program adjustments are made as a multi-campus committee. Assessment is also periodically discussed at full faculty meetings, including discussion of some assessment data as a part of strategic planning. Annual program assessment reports are submitted each year to the Office of Assessment for Curricular Effectiveness.

Human Development's assessment plan, focused on student learning outcomes for the degree, was selected by ACE in 2017 as a model to share with other undergraduate programs.

Measures of Student Learning

As outlined in its assessment plan, the Human Development program collects assessment data on each campus where the degree is offered. Internship mentors/early childhood education mentors/student teaching supervisors provide feedback regarding student skills and knowledge each semester. Students pursuing family and consumer sciences education must also pass a state certification assessment. The internship mentor evaluations address four program learning outcomes related to students' knowledge of human development and context, communication skills, and professional preparation. All Human Development majors are required to complete an internship/field experience and follow-up with mentors ensures that the program receives feedback about more than 90% of majors. This measure is well-established and has been collected for a number of years.

Program faculty have also used rubrics to evaluate written and oral communication skills in students' final papers and presentations in HD 410, Public Policy Issues in Human Development.

To provide information about the student experience, the program also collects an end of program student survey about the types of experiences students have had during their programs and internships/field experiences.

Program Assessment Results

Senior Achievement of Program Learning Outcomes

In 2019, programs were asked for the first time to report on the extent to which senior majors were meeting faculty-determined expectations for the degree's learning outcomes. Human Development reported that their program reviewed/discussed assessment results for four program learning outcomes in the past year, examining internship mentor feedback regarding student skills and knowledge. Consistent with previous years, the mentor feedback data indicated that students were rated above "competent" for the four program learning outcomes.

Additionally, students express feeling well prepared for their internships/field experiences. Roughly 50% of internships/field experience placements lead directly to employment upon graduation.

Use of Assessment to Inform Decision-making about Curriculum and Instruction (Selected Examples)

Assessment data have been used to inform revisions to the Human Development program (course content, order of courses, addition of courses, scaffolding of student experiences to meet student learning outcomes), to schedule faculty professional development, and to establish teams of faculty to more closely align course content and experiences for students on all three campuses.

Recent examples include:

- Internship mentor feedback regarding student skills and knowledge has allowed the Human Development program to look more critically at their curriculum to make sure that students have the background they need to enter the multiple types of situations they may encounter during their internships. While mentor feedback has indicated that students are meeting faculty-determined expectations for four learning outcomes, results have shown room for improvement in students' abilities to be appropriately assertive with clients, recognize limitations, and assert their own views effectively. As a result, the Human Development program revised the internship preparation courses to include class discussions regarding being assertive with clients and asserting one's views and recognizing limitations.
- Additionally, results from the end of program student survey has informed decision-making about curriculum and instruction. For example, student reports of too much overlap in course content, along with faculty concerns about program alignment with the field and student resources, led the program to change course content configuration for three upper-division courses. The lifespan "divisions" were modified in each of the three developmental courses to reflect current perspectives in the field of human development and to be in greater alignment with the career goals of human development.
- The program has also triangulated assessment data from mentor evaluations and the end of program student survey to inform revisions to program options to align more clearly with students' career choices, and industry needs.
- Although it did not appear in end of program or through mentor evaluations, faculty noted that students were having a difficult time defining and explaining their program focuses. Certificates had been used to provide focus but not all students chose to complete and purchase certificates to have the program focus noted on an official university document.
 - Faculty coached students about the presentation of their program focus through resume' writing and interview practice.
 - Faculty proposed program options that allowed more ready program focuses and did not require the purchase of a certificate so that the focus shows on a formal university document. These options are under university review during the 2020-2021 academic year and should be ready to implement beginning fall 2021.
- Faculty rubric scores evaluating student's communication skills have allowed the program to monitor student performance near graduation and identify opportunities for improvement. A number of faculty participated in a series of workshops led by the WSU Writing Center to learn how to better frame and assess student writing. Additionally, the program used these results to consider where more writing scaffolding could occur throughout the program, as well as where to give students more speaking opportunities, as part of curricular changes.

BA in Human Development: Student Learning Outcomes

Posted on the program website: <https://hd.wsu.edu/ba-in-human-development/>

- 1. Human Development:** Students demonstrate an understanding of social, emotional, cognitive and physical development across the lifespan in the family context.
 - 1.1. Demonstrate understanding of principles of human growth and development across the life span.
 - 1.2. Identify conditions and processes that promote growth and development across the life span.
 - 1.3. Analyze theoretical perspectives to understand growth and development across the lifespan.
 - 1.4. Understand the nature and functions of interpersonal relationships throughout the lifespan.
 - 1.5. Analyze the impact of family as a system on individuals.
- 2. Context:** Students demonstrate an understanding of how contextual systems interact to influence family and individual development.
 - 2.1. Demonstrate an understanding of how specific contexts (i.e. work setting, school, child care, community, SES, culture) interact to influence family and individual development.
 - 2.2. Demonstrate an understanding of how specific processes (i.e. communication/interaction, stress, divorce, marriage, community participation) influence family and individual development.
 - 2.3. Analyze policies that support individual, family and community well-being.
- 3. Information Collection and Use:** Students demonstrate an ability to critically select, evaluate, and utilize information to understand and benefit individuals and families.
 - 3.1. Demonstrate an ability to select, analyze, and effectively utilize information.
 - 3.2. Apply appropriate theories to issues related to individuals and families.
 - 3.3. Demonstrate an understanding of research methods for systematically collecting, analyzing, and using data to inform decisions about individuals and families.
 - 3.4. Demonstrates ability to objectively listen and observe.
- 4. Communication:** Students demonstrate writing, listening and speaking skills appropriate for human development related occupations.
 - 4.1. Writes clearly and effectively.
 - 4.2. Communicates ideas clearly and effectively in a formal presentation.
- 5. Professional Application:** Students demonstrate application of human development knowledge and skills in professional settings.
 - 5.1. Students demonstrate professional behaviors, skills, and knowledge in providing family and community services
 - 5.2. Students demonstrate standards of professional ethics.
 - 5.3. Students demonstrate transferable and employability skills in community and workplace settings.
 - 5.4. Utilizes communication strategies and skills to work effectively with others

Case Study Two: University Common Requirements (UCORE) General Education Program

Brief Program Description

WSU's general education program, known as the University Common Requirements or UCORE, helps students acquire broad knowledge and transferable skills to complement their major programs of study. UCORE engages students in a well-rounded education through a curriculum designed to advance [WSU's Seven Learning Goals of Undergraduate Education](#).

UCORE is bookended by a required first-year course [ROOT] and a senior capstone experience [CAPS]. Foundational courses and inquiry-based learning in the disciplines are complemented by a diversity requirement that embraces both American and global issues. The program's structure includes coursework in contemporary issues, social sciences, humanities, creative or professional arts, quantitative reasoning, natural sciences, and diversity, as well as communication, computation, and human relations. Together requirements comprise a minimum of 34 credit hours.

The UCORE curriculum is offered on all WSU campuses, including online through Global Campus, and provides many individual pathways through the curriculum, including introductory, advanced, and integrative forms of learning. For more information, see UCORE's [curriculum webpages](#) and the [Map of UCORE Requirement Areas](#).

Brief Program Size

Campus	Enrollment in [ROOT] Courses			Enrollment in [CAPS] Courses		
	AY2017-18	AY2018-19	AY2019-20	AY2017-18	AY2018-19	AY2019-20
Pullman	4785	5248	4732	3724	3901	3968
Tri-Cities	328	325	288	365	338	360
Vancouver	548	494	540	1014	1070	1022
Spokane			1	295	287	269
Everett	34	51	38	100	101	120
Global	510	577	602	866	1042	975
Total	6205	6695	6201	6364	6739	6714

Note: Obtained from OBIEE 10th day census data; Includes undergraduate students enrolled in Fall, Spring, and Summer courses

Program Assessment Description

Purposes for UCORE Assessment of WSU's Seven Learning Goals

- 1. Monitor Achievement:** Determine the extent to which students are meeting expectations in the context of the UCORE curriculum and monitor results for any red flags. Periodically confirm if the basic suite of measures are meeting needs and recommend improvements. Regularly report on WSU's Seven Learning Goals, in the context of the UCORE curriculum, for university overview and accreditation.
- 2. Look More Deeply at Particular Learning Goals or Questions:** Dig deeper into particular WSU Learning Goals or questions, which may involve different or more fine-grained assessment tools and processes. The UCORE Assessment Plan alternates these assessments with a regular basic dashboard approach to monitor achievement, as described above.

3. **Use Results for Improvement:** Design and implement assessments that can be used formatively, to guide improvement of courses, instruction, and curricula, and also summatively, for accountability and accreditation. UCORE intends assessment activities to be useful to faculty and programs, and seeks to widely share results with constituents. The UCORE Assessment website supports regular communication with university stakeholders, students, and the public.

Assessment Infrastructure

The UCORE curriculum is administered by the Office of the Provost in collaboration with the UCORE Director and the UCORE Committee, which includes faculty from each undergraduate degree-granting college and campus. The UCORE Director provides guidance and oversight of the UCORE general education curriculum and related achievement of WSU's Seven Learning Goals. The [UCORE Committee](#), in concert with the director, approves courses, regularly reviews results of UCORE assessment, monitors and recognizes achievement, and suggests uses of assessment results to inform or influence decisions intended to enhance student learning.

The [UCORE Assessment Subcommittee](#) advises the UCORE Director and serves as a working group for discrete assessment tasks (e.g., pilot measures, policies and practices, interpretation of results, and curriculum recommendations), before items go to the UCORE Committee for consideration, adoption, and/or implementation. Faculty participate on the UCORE Assessment Subcommittee and also contribute to assessment of key programs and courses. The [Office of Assessment for Curricular Effectiveness \(ACE\)](#) assists with UCORE assessment by providing leadership, expertise, and administrative support for UCORE assessment, including assessment planning and data collection, analysis, and reporting.

The UCORE Director regularly updates both the UCORE Committee and Subcommittee for Assessment on assessment results and actions, and reports periodically to the Provost and university community on undergraduate student learning assessment results and the effectiveness of the UCORE curriculum.

Measures of Student Learning

As outlined in the [UCORE Assessment Plan](#), UCORE assessment includes a range of measures designed to collect information about how well students are progressing with WSU's Seven Learning Goals, with three key assessments collected on all campuses as the foundation:

- [UCORE Capstone \[CAPS\] Faculty Assessment of Student Learning \(Direct Measure; Senior-level\)](#). Collected since 2015, UCORE Capstone [CAPS] Course Assessment Reports are intended to gauge student learning on WSU's Learning Goals at the graduating undergraduate level. [CAPS] faculty submit a short report of holistic student achievement of the WSU Learning Goals demonstrated in their course (using faculty expert judgement), as well as information about student preparedness for [CAPS] level work. To complement [CAPS] Assessment Reporting for UCORE, [CAPS] course enrollments and C-/D/F/W rates are also monitored (indirect measures, giving information about success and progress through the curriculum) for UCORE assessment.
- [First-Year Experience \[ROOT\] Faculty Evaluation of Student Work \(Direct Measure; First-year Students\)](#). Collected since 2012, Roots of Contemporary Issues assessment is intended to provide [ROOT] faculty with information for program improvement, as well as gauge student learning on WSU's Learning Goals at the first-year level. [ROOT] faculty evaluate a random sample of students' papers using a faculty-developed rubric. Direct measures for [ROOT]

assessment includes the Final Papers Assessment and the Diversity & Inequality Papers Assessment, conducted biennially in alternating years.

- **National Survey of Student Engagement (Indirect Measure; Senior-level and First-year Students).** The National Survey of Student Engagement (NSSE) assesses the extent to which students engage in educational practices associated with high levels of learning and development. At WSU, NSSE is typically offered to all first-year and senior students every other spring.

Note: Some programs collect additional assessments to use formatively, which are not aggregated for UCORE or included in the UCORE Assessment Plan.

Program Assessment Results

Senior Achievement of WSU's Learning Goals

Given their position within the UCORE curriculum, [CAPS] courses carry a strong responsibility for culminating evidence of student achievement of WSU's Learning Goals. All [CAPS] courses require students to demonstrate at least four of WSU's Learning Goals: Critical & Creative Thinking, Information Literacy, Written Communication, and Depth, Breadth, & Integration of Learning. In addition, Oral Communication, Quantitative Reasoning, Scientific Literacy, and/or Diversity may be included as appropriate to the discipline or course.

As reported in the [2019 Biennial UCORE Assessment Summary of Student Achievement](#) most seniors exceeded or met faculty expectations at the graduating undergraduate level at the end of their [CAPS] course for Critical & Creative Thinking (82%), Information Literacy (82%), Written Communication (82%), and Depth, Breadth, & Integration of Learning (82%). In [CAPS] courses where faculty members found enough elements to evaluate student learning on additional learning goals, most seniors exceeded or met faculty expectations for Oral Communication (85%), Quantitative Reasoning (80%), Scientific Literacy (86%), and Diversity (92%).

Additional Evidence of Student Learning on WSU's Learning Goals

ACE prepares regular public-facing reports for key assessment measures that are posted to the [UCORE Assessment](#) website. These results are also compiled into [biennial summaries](#) of UCORE-related student learning assessment on WSU's Learning Goals for WSU faculty, leadership, and other stakeholders.

Additionally, internal reports and supplemental analyses with greater detail allow UCORE assessment leadership and committees to more deeply explore questions that arise about student learning, course delivery, and the UCORE curriculum. These internal reports are archived in the UCORE Assessment SharePoint site.

Use of Assessment to Inform Decision-making about Curriculum and Instruction (Selected Examples)

The UCORE Assessment website includes a number of [examples of how student learning evidence contributes to decision-making](#) intended to support student learning and quality education.

Recent examples include:

- As part of AY 2019-20 [CAPS] Assessment Reporting for UCORE, instructors indicated if they planned to make any changes in future semesters based on [CAPS] assessments from the current semester. Overall, 58% of instructors indicated that they planned to make a change to their course based on assessment. Most commonly the changes were to assignments or instructional approach. See [Using Assessment to Inform Decision-making in AY 2019-20 UCORE Capstone \[CAPS\] Courses](#) for more details.
- WSU Writing Program is implementing a teaching writing professional development series for faculty (both UCORE and beyond) beginning Spring 2021. [CAPS] assessment data contributed to this decision, as instructors identified writing skills as the area where students were underprepared for capstone writing assignments.
- Based on C-/D/F/W rates in [CAPS] courses between AY 2016-17 and 2018-19, the UCORE Director shared concerns about juniors in [CAPS] in a memo to advisors, providing reminders about the role of [CAPS] and best practices when advising juniors.
- [ROOT] faculty collect and regularly use a suite of assessments and faculty development activities to continually improve their large program, touching nearly all undergraduates. [ROOT] assessment involves several regular initiatives, including direct assessments of student papers, course grade distributions, classroom observations, syllabus and lesson plan review, and review of course evaluations (see RCI's [assessment and training](#) webpage for more information). Results from these assessments are shared with [ROOT] faculty and leadership and used to guide faculty development, monitor trends over time, and guide decisions to improve the design of assignments, modules, feedback, grading, and instruction. For example:
 - Results from direct assessments of student papers and course grade distribution studies have spurred discussions among [ROOT] faculty about the alignment among the programmatic assessment rubric and individual grading rubrics. The goal of these ongoing discussions was not to work toward a standard grading rubric that all faculty use, but instead to agree on which basic elements guide our evaluation of student work across sections.
 - As part of the annual direct assessment of student papers, faculty raters attend anchor training and norming sessions designed to introduce raters to the rubric and purpose, and calibrate raters to what student performance looks like on the rubric, prior to rating student work. When asked to provide feedback on their anchor training, norming, and rating experience in 2017, [ROOT] faculty commonly indicated that participation in these assessment activities changed the way they would give feedback to students, design assignments, and grade student work in their courses. See [Final Papers Assessment Project Participation Influences Teaching and Learning in UCORE First-Year Experience \[ROOT\] Courses](#) for more details.
- WSU's Pullman English Composition Program has used English 101 (College Composition) quantitative and qualitative assessment results to guide professional development for instructors and to start conversations across campuses to increase the shared understanding of instructors about the learning outcomes and expectations for student achievement. See [Embedded Assessment Results Influence Teaching and Build Shared Expectations of Student Achievement in English 101 \[WRTG\]](#) for more details.

- UCORE assessment processes, data, rubrics, and tools, along with faculty course review, have spurred faculty and university leadership discussions about the intent and scope of the UCORE requirements and learning goals. For example:
 - To better understand and represent the components of undergraduate education and their contribution to WSU's Seven Learning Goals (including the relationship between UCORE and the major), the UCORE Director and ACE worked over three semesters to develop and refine a [visual of undergraduate education](#) (with input from faculty and university leadership).
 - Discussion about the role of the foundational, inquiry, and diversity requirements, including where and when students should take them in the curriculum, has opened dialogue among UCORE committee leadership and department and college leadership about optimizing student experience, including the relationship between general education and major programs of study.
 - An initiative is in progress to articulate "threshold competencies" that more accurately reflect learning outcomes expectations in lower division UCORE courses for learning outcomes not addressed in a student's chosen major.

Moving Forward

Washington State University is scheduled for its Evaluation of Institutional Effectiveness review in 2025. While the pandemic has created a great deal of uncertainty in institutional finances and student enrollment, we have some specific goals to be met by 2025 and to which we plan to allocate resources. In this section we describe those goals and plans.

Diversity, Equity, and Inclusion

WSU's primary initiative for the immediate future is expansion of our efforts to have a more diverse campus community. The percentage of our undergraduate student body that are ethnic minority has increased every year since 2016, from 28.9% to 33.2%. This increase has been driven mostly by Asian students. Over that same time period, the percentage of undergraduate students from underrepresented groups increased only from 18.2% in 2016 to 19.8% in 2020. We have similarly had difficulty attracting and retaining faculty from underrepresented groups. Specific numbers are not available because WSU does not require applicants to include their ethnic identity in their materials, but even a cursory survey of academic units reveals considerable racial homogeneity.

WSU has committed to an aggressive approach to the problem. To address student recruitment, in 2017 our Office of Student Affairs hired an Associate Vice President for Community, Equity, and Inclusive Excellence, Dr. Jaime Nolan. Among other duties Dr. Nolan is charged with addressing university climate and culture issues that affect undergraduates, particularly those from underrepresented groups. She created a number of [working groups](#) to investigate techniques for improving climate and culture. Their findings and recommendations were combined in a [final report](#). In response, in Fall 2020 President Kirk Schulz formed a Task Force on Equity in Policy and Practice. The President is also in the process of forming a Commission on Campus Climate and Culture. Student Affairs has also established a certificate program in community and equity that launches in Spring 2021 and is available to all WSU employees.

Diversification of faculty is a major initiative for WSU's new provost, Dr. Elizabeth Chilton. She has tasked Senior Vice Provost Dr. Laura Hill with addressing the problem and created a 0.75 FTE administrative position that reports to Dr. Hill and works on faculty diversity. The position has been divided between two people: Dr. Lisa Guerrero (0.5 FTE), Associate Vice Provost for Inclusive Excellence, and Dr. Trymaine Gaither (0.25 FTE), Special Assistant to the Provost for Inclusive Excellence. Their positions commenced in December 2020 and January 2021 respectively. Provost Chilton has also launched a multi-year cluster hire program that focuses on American racism and social inequality <https://provost.wsu.edu/clusterhire/>. The positions are competitively allocated. Five positions to be searched in spring 2021 were allocated to the School of Music, School of Design and Construction, Department of Criminal Justice and Criminology, Department of History, and the Program in Digital Technology and Culture. We expect to make a second round of positions available during AY2021-22 and a third round in 2022-23. A goal of this initiative is to build a multidisciplinary network of scholars who can collaborate on teaching and scholarly inquiry. Dr. Guerrero is coordinating the program.

WSU's Office of University Marketing and Communications (MarComm) is in the process of conducting unit-wide education on best practices for communicating about diversity, equity, and inclusion issues. This endeavor was motivated by the unit's collective desire to be actively engaged in addressing

systemic racism. MarComm is in the midst of determining if there are areas of cultural competency in which they need focused training. After any needed training is complete, MarComm will implement a plan to infuse equity-mindedness throughout university communications and marketing.

As a result of these initiatives, by 2025 we hope to be able to report a substantially larger percentage of students from underrepresented groups in our student body, improvement in our faculty diversity, steps taken toward establishing a national reputation for education on and scholarly inquiry into issues of racism and inequality, and demonstrate a well-established equity approach to our communication and presentation. We regularly monitor the strategies of other institutions and we would like to discuss with the mid-cycle site team what is working and not working at their universities.

Reduction of Educational Equity Gaps

Like most other institutions, Washington State University continues to wrestle with a persistent discrepancy in educational attainment between white and IPEDS minority status undergraduates. Our most recent four-year graduation rates are 45.8% for White students and 33.9% for minority students. Six-year graduation rates are 62.6% and 51.8% respectively. Further, these differentials are functionally unchanged over the last ten years. At that time, four-year graduation rates were 40.6% and 29.5% and six-year rates 70.0% and 62.9% for White and minority students respectively.

We are aware that financial need and family issues are the two major contributors to delayed graduation and that these issues are especially acute among minority students. There are also a variety of academic support needs that the evidence suggests are especially strong among underrepresented students. The institution can assist with at least some financial challenges and many of the academic supports. Well-constructed interventions have been shown to increase timely graduation by these students. WSU is in the process of implementing some of these interventions through the [Office of Academic Engagement](#) (OAE). OAE is a unit within the Provost's Office that is charged with developing best-practice programs for student success and helping academic units that want to establish their own in-house supports. OAE currently offers the following programs:

- [Cougs Rise](#), which works with low-income and first-generation high school students from select Washington schools to help prepare for and transition to college
- [Invest in Cougs](#), which helps reduce financial barriers to degree completion for Pell-eligible students with greatest unmet need
- [College Student Foundation Achievers](#), which provides scholarships and a variety of services to students from low-income families
- [Passport](#), which provides scholarships and advisement to students from state and tribal foster care, refugee minors, and unaccompanied homeless youth
- Suites of student support services for first-generation students from low-income households or students with disabilities who are pursuing a degree in [teaching](#) or [STEM or health sciences](#). A separate set of supports is available for students who are [veterans](#)

WSU has a 20-year-old [TRIO](#) program, managed by our Office of Student Affairs, that serves about 160 low-income students per year. The program concentrates on helping students overcome social, cultural, and class barriers that impede their progress toward degree completion. TRIO currently provides a suite

of eight programs that support middle school and high school students as well as college students. One program is dedicated to older citizens who would like to pursue a college degree.

WSU is working to involve faculty in the effort. The university's [Smith Teaching and Learning Grants](#) annually provide, on a competitive basis, faculty with up to \$5,000 to pursue instructional innovation that promises to improve student learning. The 2021 competition solicits proposals in two areas: Flipped design of large lecture courses, and strategies to increase completion in classes with high C-DFW rates or reduce equity gaps. The 2020 competition also had C-DFW rates and equity gaps as a focus area. Awards in this area were made for projects on the benefits of a mindfulness-based curriculum, community engagement as a facilitator of technical writing skill acquisition, a comprehensive program to improve mastery of basic physics concepts, and restructuring of programming assignments in introductory computer science courses.

WSU also has a dedicated office for [undocumented students](#). It provides a variety of services for such students including DACA information, immigration law consultations, professionally led resilience and self-care support groups, and a Spanish-language orientation program for new students and their parents. The office also offers training to those who would like to be allies of undocumented students.

We are proud of these programs, but the need to increase the number of both students served and services offered is substantial. We have had conversations with other institutions that offer programs that would serve our students well (e.g., Georgia State University). However, the pandemic has forced us to scale back the pace at which we had been working to develop versions of these programs. We had planned to make site visits to some of the institutions with whom we had been talking to observe their programs in action and learn about their operation. The financial impact of the pandemic presents an additional limitation on what we can accomplish when. We are moving forward with plans to expand our supports in order to reduce equity gaps and will appreciate suggestions and insights from the site team on practices at their own institutions.

Retention

WSU has struggled to improve its first year systemwide retention rate, defined as the percentage of first-year students who returned to any WSU campus in the next academic year. Over the last 20 years it has slowly declined from about 85% to about 80%. The decline is partly the result of the growth of our student body. WSU had record-high enrollment every year from 2014 to 2019, and such growth will bring with it an increasing number of students who feel overwhelmed or intimidated by the size of the school. Reductions in state funding over this time period, and corresponding increase of financial burden on the student, also contribute to reduced retention. Still, our peer institutions have experienced the same enrollment growth and decline in public money, and they have been able to maintain retention rates that are 5 – 10% higher than ours. We would like to achieve and maintain a first-year retention rate of 88 – 90%.

The university has a number of initiatives underway that are directed at increasing our retention rate. The President's Commission on Campus Climate and Culture, mentioned earlier, will work on removal of factors that make the university feel unwelcoming to students from underrepresented groups. The Provost's Office has adopted the [Navigate](#) advising app developed by EAB to track a student's progress

and predict their chances of success given current activities. Navigate allows an advisor to intervene proactively if a student is struggling or going in the wrong direction and help the student get back on track. The Provost's Office has also assembled a [Cougar Success](#) web page which serves as a clearinghouse for information and resources about academic success, healthy living, tutoring, learning resources, goal setting, stress management, and support services. The university-wide Transformational Change Initiative ([TCI](#)), launched in 2016, is a comprehensive student success program that impacts the student from matriculation to graduation and includes programming for parents and guardians of first-year students and workshops for faculty on curriculum development.

Our ambitious goal for 2025 is to have increased first-year retention by 1% every year. This would put us around 85% and halfway to our goal. A yearly 1% increase equates to 45 – 50 more students returning to the system for their second year every year. We believe this is very doable once we find the right combination of interventions and strategies. As with the other plans discussed in this section we regularly monitor and talk with peer and aspirational institutions to learn how they are succeeding at retention. We look forward to discussing all of these challenges and opportunities with the site team members.

ACTION ITEM #2

Discontinue Required Use of the Scholastic Aptitude Test (SAT) and American College Testing (ACT) in WSU's Admissions Processes (Elizabeth S. Chilton)

March 12, 2021

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Discontinue required use of the SAT and ACT in WSU's admissions processes

PROPOSED: That the Board of Regents discontinue required use of the SAT and ACT in WSU's admissions processes.

SUBMITTED BY: Elizabeth S. Chilton, Executive Vice President and Provost

SUPPORTING INFORMATION: In response to disruptions caused by COVID-19, the Washington Student Achievement Council (WSAC) granted public universities the ability to waive or make optional the SAT and ACT standardized tests for the 2020 (late applicants) and 2021 admission cycles. As the 2022 admission cycle quickly approaches, a decision regarding the future use of standardized testing in the admissions process is warranted.

Nationally, the sentiment to move away from standardized tests has been building for some time, particular because of concerns about implicit cultural bias in such tests and resultant inequalities among racial and ethnic groups.¹ The COVID-19 pandemic has exacerbated this move.² In January, the College Board announced they would no longer offer Subject tests or the Essay on the SAT.

After thoughtful discussions and evaluation, the Office of the Provost proposes that WSU no longer require or utilize the SAT or ACT in the admissions process. Additionally, it is recommended that WSU no longer require or use the SAT or ACT in the selection process for scholarships and/or tuition waivers. WSU Chancellors, Deans, Vice Presidents, Enrollment Management, Academic Engagement and

¹ For a case study in Texas, see <http://tupress.temple.edu/book/20000000009587>

² For recent background, see <https://www.chronicle.com/article/the-covid-effect-most-colleges-will-keep-test-optional-policies-for-good> and <https://www.insidehighered.com/admissions/article/2021/02/26/act-admits-test-optional-admissions-isnt-going-away>

Student Achievement, and other campus partners unanimously support this recommendation to no longer require the SAT or ACT for purposes of admission.

Finally, the data below indicates that high school grade point average (GPA) is a better predictor of success at WSU than standardized test scores. Both 6-year graduation and 1st year retention rates are higher for students with a high school GPA of 3.5+ than for the students that score well on the SAT (1200+). This difference is pronounced for the 6-year graduation rate. While other options are available to WSU (i.e., test optional or test blind), no longer requiring test scores eliminates the ambiguity for prospective students that sometimes persists when an institution makes the test optional, and it will alleviate the financial and structural barriers to taking the test in our efforts to support inclusive excellence.

WSU 6-year graduation and 1st year retention HS GPA v. SAT									
	(Entering Freshman Cohort)								
	2011	2012	2013	2014	2015	2016	2017	2018	2019
HS GPA (3.5-4.0) 6-year graduation rate	70.5 to 79.7%	71.4 to 79.3%	71.7 to 81.2%	70.7 to 79.1%	N/A	N/A	N/A	N/A	N/A
HS GPA (3.5-4.0) 1st-year retention rate	85 to 91%	84.43 to 90.8%	85.75 to 92.0%	86.4 to 89.9%	85.04 to 91.0%	85.53 to 89.9%	85.53 to 89.9%	84.26 to 91.0%	84.3 to 89.9%
SAT (1200-1300) 6-year graduation rate	68.6 to 68.4%	67.5 to 64.7%	66.2 to 66.8%	63.9 to 69.0%	N/A	N/A	N/A	N/A	N/A
SAT (1200-1300) 1st year retention rate	84 to 86.5%	83.4 to 83.8%	83.7 to 84.2%	82.1 to 83.5%	82.3 to 84.1%	82.2 to 85.3%	85.5 to 88.2%	81.4 to 85.1%	80.8 to 88.2%

ACTION ITEM #3

Proposed Revision to WAC 504-26 Standards of Conduct for Students (Mary Jo Gonzales)

March 12, 2021

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU System, Revisions to WAC 504-26-010; 504-26-015; 504-26-020; 504-26-045; 504-26-050; 504-26-120; 504-26-204; 504-26-206; 504-26-209; 504-26-217; 504-26-219; 504-26-220; 504-26-221; 504-26-222; 504-26-223; 504-26-227; 504-26-230; 504-26-401; 504-26-402; 504-26-403; 504-26-409; 504-26-415; 504-26-420; 504-26-425; 504-26-504; 504-26-515; 504-26-525 Standards of Conduct for Students; Creation of WAC 504-26-231

PROPOSED: That the Board of Regents approve revisions to WAC 504-26 Standards of Conduct for Students and create a new section, WAC 504-26-231.

SUBMITTED BY: Mary Jo Gonzales, Vice President for Student Affairs

SUPPORTING INFORMATION: On May 19, 2020 the United States Department of Education (the Department) published amendments to its regulations for implementing Title IX of the Education Amendments of 1972 (Title IX). The Department's amended regulations specify how recipients of federal financial assistance covered by Title IX (which includes the University) must respond to allegations of gender discrimination, including sexual harassment and sexual assault. The Department's amended regulations took effect on August 15, 2020. Amendments to the University's Standards of Conduct for Students is required to comply with the Department's amended Title IX regulations.

The newly created section, WAC 504-26-231 specifically addresses definitions of relationships and interactions as related to intimate partner violence.

The University filed an emergency rule making order on August 14, 2020 in order to ensure compliance with federal rules. The permanent WAC rule revisions were presented to

the Board of Regents as an information item at the September 2020 meeting and as a future action item at the October 2020 meeting.

In accordance with University and Washington Administrative Code rules, a public hearing was held on January 20, 2021 to solicit comment. No comments were received, written or oral, from the public on this matter.


ATTACHMENTS: Attachment A - Memo to President Kirk Schulz
Attachment B – Redline Copy



MEMORANDUM

DATE: January 21, 2021

TO: Kirk H. Schulz
President

FROM: Deborah L. Bartlett 
Rules Coordinator

SUBJECT: Amend *WAC* Chapter 504-26 *WAC*: Standards of Conduct for Students

This report is filed pursuant to RCW 34.05.325(4).

On January 20, 2021, a public hearing was conducted to solicit public comments regarding amendment of *WAC* Chapter 504-26 *WAC*: Standards of Conduct for Students. The proposed amendments are being implemented to update the standards of conduct for students. On May 19, 2020, the United States Department of Education (the Department) published amendments to its regulations implementing Title IX of the Education Amendments of 1972 (Title IX). The Department's amended regulations specify how recipients of federal financial assistance covered by Title IX (which include the University) must respond to allegations of sexual harassment. Amendments to the University's Standards of Conduct for Students are required to comply with the Department's amended Title IX regulations.

Due to technical difficulties this hearing was unable to be held by Zoom when originally scheduled on January 11, 2021. Prior to the originally scheduled hearing, notice of opportunity to make public comment on this proposal, either verbally or in writing, was published from January 5, 2021 to January 6, 2021 in the online edition of the Daily Evergreen; on January 7, 2021 on the WSU System Facebook and Twitter sites, and distributed by the Office of Student Affairs to the Associated Students of Washington State University, the Graduate Professional Students Association, the Center for Fraternity and Sorority Life, and Cougar Health Services for publication on their social media sites. Prior to the January 20, 2021 hearing, notice of opportunity to make public comment on this proposal was published on January 13, 2021 in the online edition of the Daily Evergreen; on January 13, 2021 on the WSU Events website, the WSU System Facebook and Twitter sites, and on January 14, 2021 in the WSU Insider Daily Announcements, and was distributed by the Office of Student Affairs to the Associated Students of Washington State University, the Graduate Professional Students Association, the Center for Fraternity and Sorority Life, and Cougar Health Services for publication on their social media sites. Notice was also published on December 16, 2020 on the WSU rule-making website and updated on January 12, 2021. The WSU rule-making website is accessible by a direct link from the WSU home page. Each notice included notification of the time and place of the public hearing where oral comments could be provided and a request for written comments to be submitted no later than the close of business on the date of the hearing, which was originally scheduled for January 11, 2011 and held as rescheduled on January 20, 2021.

No comments were received, oral or written, from the public regarding this proposal.

dlb

cc: Nathan Deen, Assistant Attorney General, Attorney General's Office--WSU Division
Karen Metzner, Director, Center for Community Standards
Jill Creighton, Dean of Students and Associate Vice President, Campus Life, Office of Student Affairs
Kim Holapa, Associate Vice President, External Engagement and Strategic Initiatives, Office of Student Affairs
Mary Jo Gonzales, Vice President for Student Affairs
Chris Hoyt, Chief of Staff, Office of the President
Desiree Jacobsen, Executive Assistant to the Board of Regents

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-010 Definitions. Words and phrases used in the standards of conduct regardless of their associated gender identity include all genders. Words and phrases used in the standards of conduct in the singular or plural encompass both the singular and the plural, unless the context clearly indicates otherwise. For purposes of the standards of conduct, the following definitions apply:

(1) Academic integrity hearing board. Teaching faculty and student representatives who, collectively, are authorized by the university or college to review an instructor's determination that a student violated university academic integrity policies and whether or not the outcome proposed by the instructor is in keeping with the instructor's published policies.

(2) Appeals board. The group of students, faculty, and staff, collectively, authorized in accordance with WAC 504-26-115 to consider appeals from a university conduct board's or conduct officer's determination as to whether a student has violated the standards of conduct and any sanctions (~~((imposed))~~) assigned.

(3) Brief adjudication. The process by which a conduct officer may adjudicate student conduct matters (~~((involving))~~) that are not resolving allegations that would constitute Title IX sexual harassment within the university's Title IX jurisdiction, and where possible sanctions(~~((, other than matters involving))~~) do not include suspension for more than ten instructional days, expulsion, loss of recognition, or revocation of degree. Also referred to as a "conduct officer hearing" or "brief adjudicative proceeding."

(4) CCR. The university's office of compliance and civil rights.

(5) Cheating. Includes, but is not limited to:

(a) Use of unauthorized materials in taking quizzes, tests, or examinations, or giving or receiving unauthorized assistance by any means, including talking, copying information from another student, using electronic devices, or taking an examination for another student.

(b) Use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments.

(c) Acquisition or possession of tests or other academic material belonging to a member of the university faculty or staff when acquired without the permission of the university faculty or staff member.

(d) Fabrication, which is the intentional invention or counterfeiting of information in the course of an academic activity. Fabrication includes, but is not limited to:

(i) Counterfeiting data, research results, information, or procedures with inadequate foundation in fact. The office of research

must be consulted in matters involving alleged research misconduct as that term is defined in the university's executive policy 33.

(ii) Counterfeiting a record of internship or practicum experiences.

(iii) Submitting a false excuse for absence or tardiness or a false explanation for failing to complete a class requirement or scheduled examination at the appointed date and time.

(e) Engaging in any behavior for the purpose of gaining an unfair advantage specifically prohibited by a faculty member in the course syllabus or class discussion.

(f) Scientific misconduct. Falsification, fabrication, plagiarism, or other forms of dishonesty in scientific and scholarly research are prohibited. Complaints and inquiries involving cases of scientific misconduct are managed according to the university's policy for responding to allegations of scientific misconduct. A finding of scientific misconduct is subject to sanctions by the center for community standards. The policy for responding to allegations of scientific misconduct (executive policy 33) may be reviewed by contacting the office of research.

(g) Unauthorized collaboration on assignments.

(h) Intentionally obtaining unauthorized knowledge of examination materials.

(i) Plagiarism. Presenting the information, ideas, or phrasing of another person as the student's own work without proper acknowledgment of the source. This includes submitting a commercially prepared paper or research project or submitting for academic credit any work done by someone else. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

(j) Unauthorized multiple submission of the same work.

(k) Sabotage of others' work.

(l) Tampering with or falsifying records.

((~~+5~~)) (6) Complainant. Any person who is the alleged victim of prohibited student conduct, whether or not such person has made an actual complaint. Any individual, group, or entity, including the university, who submits a complaint alleging that a student or a registered or recognized student organization violated the standards of conduct.

((~~+6~~)) (7) Conduct board. The group of students, faculty, and staff, collectively authorized in accordance with WAC 504-26-110 to adjudicate certain student conduct matters.

((~~+7~~)) (8) Conduct officer. A university official authorized by the vice president for student affairs to initiate, manage, and/or adjudicate certain student conduct matters in accordance with WAC 504-26-401 and 504-26-402.

((~~+8~~)) (9) Faculty member. For purposes of this chapter, any person hired by the university to conduct classroom or teaching

activities or who is otherwise considered by the university to be a member of its faculty.

((~~(9)~~)) (10) Full adjudication. The process by which a conduct board adjudicates matters involving possible suspension of greater than ten instructional days, expulsion, loss of recognition, revocation of degree, or other matters as determined by the university. Also referred to as "formal adjudication," "formal (or full) adjudicative proceeding," or "conduct board hearing."

((~~(10)~~)) (11) Gender identity. Having or being perceived as having a gender identity, self-image, appearance, behavior, or expression, whether or not that gender identity, self-image, appearance, behavior, or expression is different from that traditionally associated with the sex assigned to the person at birth.

((~~(11)~~)) (12) Member of the university community. Includes any person who is a student, faculty member, university official, any person employed by the university, or any person with a relationship with the university, including guests of and visitors to the university. A person's status in a particular situation is determined by the vice president for student affairs or designee.

((~~(12)~~)) (13) Parties. The parties to a student conduct proceeding must include the university and the respondent. The parties in a student conduct matter (~~((implicating Title IX of the Civil Rights Act of 1964))~~ where the allegations, if true, would constitute Title IX sexual harassment within the university's Title IX jurisdiction must also include the complainant(s) (~~((, if the complainant(s) notifies the university in writing that they wish to participate as a party))~~). The university may designate other complainants, individuals, or recognized or registered student organizations as parties to conduct proceedings, or allow individuals or recognized or registered student organizations to intervene in conduct proceedings.

((~~(13)~~)) (14) Policies. The written rules and regulations of the university as found in, but not limited to, the standards of conduct, university policy manuals, housing and dining policies, academic regulations, and the university's graduate, undergraduate, and professional catalogs and other publications, including electronic publications.

((~~(14)~~)) (15) Recognized or registered student organization. A group of students, collectively, that has complied with the formal requirements for university recognition or registration.

((~~(15)~~)) (16) Respondent. A student or recognized or registered student organization alleged to have violated these standards of conduct.

((~~(16)~~)) (17) Student. Any person taking courses at the university, either full-time or part-time, pursuing undergraduate, graduate, or professional studies. Persons who withdraw after allegedly violating the standards of conduct, who are not officially enrolled for a particular term but who have a continuing relationship with the university (including suspended students) or who have been notified of their acceptance for admission are considered "students"

as are persons who are living in university residence halls, even if not enrolled.

~~((17))~~ (18) Title IX. Title IX of the Education Amendments Act of 1972, 20 U.S.C. 1681 and its implementing 34 C.F.R. Part 106.

(19) University. Includes all locations, premises, programs, and operations of Washington State University.

~~((18))~~ (20) University official. Any person employed by the university, performing assigned administrative or professional responsibilities.

~~((19))~~ (21) University premises. All land, buildings, facilities, vehicles, websites, and other property in the possession of or owned, used, or controlled by the university (including adjacent streets and sidewalks), including its study abroad program sites, as well as university-sponsored or hosted online platforms.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-010, filed 11/19/18, effective 12/20/18; WSR 17-13-049, § 504-26-010, filed 6/15/17, effective 7/16/17; WSR 16-08-014, § 504-26-010, filed 3/28/16, effective 4/28/16; WSR 15-01-080, § 504-26-010, filed 12/15/14, effective 1/15/15; WSR 11-11-031, § 504-26-010, filed 5/11/11, effective 6/11/11; WSR 07-11-030, § 504-26-010, filed 5/8/07, effective 6/8/07; WSR 06-23-159, § 504-26-010, filed 11/22/06, effective 12/23/06.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-015 Jurisdiction and applicability—Relationship to other proceedings. (1) General. The standards of conduct apply to conduct that occurs on university premises or in connection with university sponsored activities, including transit to or from the activity.

(2) Off-campus conduct. In addition to subsection (1) of this section, the standards of conduct may apply to conduct that occurs off university premises and not in connection with university-sponsored activities, if the conduct adversely affects the health and/or safety of the university community or the pursuit of the university's vision, mission, or values.

(a) The university has sole discretion to make this determination. In making this determination, the conduct officer considers whether the alleged conduct:

(i) Requires the university to exercise jurisdiction under law or as required by federal or state agencies;

(ii) Negatively impacted the reputation of the university or its students;

(iii) Occurred on the property of recognized or registered student organizations;

(iv) Caused physical, mental, or emotional harm to another; or

(v) Was recognized by onlookers, complainants, or witnesses as being carried out by a student or recognized or registered student organization.

(b) When the university chooses to exercise jurisdiction for off-campus conduct not in connection with a university-sponsored activity, the parties must be notified in writing of the decision and the reasons for the decision, and their right to challenge the decision to the vice president for student affairs or designee. Challenges to jurisdiction must be in writing and filed within five calendar days from the date the notice is sent. In cases implicating Washington State University's executive policy 15, (~~which prohibits discrimination, sexual harassment, and sexual misconduct,~~) the vice president for student affairs or designee must consult with the university's Title IX coordinator.

(3) Online conduct - Electronic communications. These standards of conduct may be applied to behavior conducted online, via electronic mail, text message, or other electronic means.

(4) Time frame for applicability. Each student is responsible and accountable for their conduct from the time of application for admission through the actual awarding of a degree, even though conduct may occur before classes begin or after classes end, as well as during the academic year and during periods between terms of actual enrollment. These standards apply to a student's conduct even if the student withdraws from school, takes a leave of absence, or graduates.

(5) Group accountability. Recognized or registered student organizations that violate university policies and the standards of conduct are subject to sanctions. A recognized or registered student organization may be held accountable for the behavior of its officers, members, or guests when the university demonstrates that:

(a) The organization or its officers should have foreseen that behavior constituting a violation was likely to occur, yet failed to take reasonable precautions against such behavior;

(b) A policy or practice of the organization was responsible for a violation; or

(c) The behavior constituting a violation was committed by, condoned by, or involved a significant number of organization officers, members, or guests.

(6) International and national study programs. Students who participate in any university-sponsored or sanctioned international or national study program must observe the following rules and regulations:

(a) The laws of the host country and/or state;

(b) The academic and disciplinary regulations of the educational institution or residential housing program where the student is studying;

(c) Any other agreements related to the student's study program; and

(d) These standards of conduct.

(7) Academic and professional standards. Nothing in these standards of conduct is to be construed as limiting academic action

that may be taken by a program or other academic unit against a respondent who, based on an established violation of these standards or otherwise, demonstrates a failure to meet the academic and/or professional standards of the program.

(8) Relationship between student conduct process and other legal processes. The university is not required to stay a student conduct proceeding pending any criminal or civil proceeding, nor must the disposition of any such criminal or civil proceeding control the outcome of any student conduct proceeding. Respondents may choose to remain silent during conduct proceedings, in accordance with WAC 504-26-045.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-015, filed 11/19/18, effective 12/20/18.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-020 Advisors and representatives. (1) Advisors. Any party may have an advisor of their choice present during all stages of a conduct process. Upon a party's request, a list of trained advisors from outside the office of the dean of students (and those offices reporting to the dean of students) who can provide support at no cost to the student is provided. Advisors may assist any party engaged in the conduct process and attend meetings and hearings. Advisors may not be witnesses to the alleged behavior. (~~((Students should select an advisor whose schedule allows for attendance at the scheduled date and time of the informational meeting and/or hearing, because delays are not normally allowed due to scheduling conflicts of the advisor.))~~)

(2) Communication with the center for community standards. Advisors and representatives may communicate directly with the center for community standards to receive information on dates and times of meetings, status of conduct processes, and outcomes. As a condition of participation in the conduct process, the center for community standards may require advisors and representatives to sign a statement agreeing to comply with legal requirements and university rules including, but not limited to, requirements related to confidentiality of student information.

(3) Advisors in conduct meetings and conduct officer hearings. During any conduct (~~process~~) meeting or conduct officer hearing, breaks may be taken, within reason, to allow a party to consult with their advisor. However, advisors are not permitted to speak on behalf of parties.

(4) Advisors in conduct board hearings. As with all other conduct meetings and conduct officer hearings, advisors are not permitted to speak on behalf of parties, except that in conduct board hearings, advisors are permitted to ask relevant cross-examination questions as instructed by a party.

(5) Representatives. A party may choose to be represented during a full adjudication, at their own expense. Only persons currently admitted to practice law, including licensed legal interns, are permitted to act as representatives. In conduct board hearings, questions regarding logistical and administrative issues are to be directed to the presiding officer, who may impose reasonable conditions upon participation of advisors and representatives. [Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-020, filed 11/19/18, effective 12/20/18.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-045 Evidence. (1) Except as provided in subsection (2) of this section, evidence, including hearsay evidence, is admissible in student conduct proceedings if, in the judgment of the conduct officer or presiding officer, it is the kind of evidence that reasonably prudent persons are accustomed to rely on in the conduct of their affairs. The conduct officer or presiding officer determines the admissibility and relevance of all information and evidence. (~~(The sexual history of a complainant is not admissible in a student conduct proceeding except to the extent permitted by evidence rule 412 and RCW 34.05.452 (stating that presiding officers must refer to the Washington rules of evidence as guidelines for evidentiary rulings).)~~)

(2) In conduct board hearings to resolve allegations that, if proven, would constitute Title IX sexual harassment within the university's Title IX jurisdiction, witnesses, including parties, must submit to cross-examination for their written or verbal statements to be considered by the university conduct board.

(3) The sexual history of a complainant is not relevant and not admissible in a student conduct proceeding unless such evidence about the complainant's sexual predisposition or prior sexual behavior is offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

(4) Students may choose to remain silent during conduct proceedings, recognizing that they give up the opportunity to explain their version of events and that the decision is made based on the information presented at the hearing. No student must be compelled to give self-incriminating evidence, and no negative inference will be drawn from a student's refusal to participate in any stage of the conduct proceeding. If either party does not attend or participate in a hearing, the conduct officer or conduct board may resolve the matter based on the information available at the time of the hearing. [Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-045, filed 11/19/18, effective 12/20/18.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-050 Interim measures. (1) While a student conduct matter is pending, the university may take a number of interim actions or supportive measures in order to ensure the preservation of the educational experience and the overall university environment of the parties. These actions may include, but are not limited to:

- (a) A no-contact order (~~((imposed on))~~) assigned to any party;
- (b) University housing room change for one or more involved parties; and/or
- (c) Changes in academic schedules or assignments for any party.

(2) As stated in the university's housing and dining policies, the university reserves the right to assign roommates, to change room or hall assignments, and/or to consolidate vacancies by requiring residents to move from one room to another in the event such reassignments are determined to be necessary by the university.

(3) University departments taking interim or supportive measures must coordinate with the center for community standards, which advises the parties of the interim measures and the process for challenging them. For matters involving the university's executive policy 15, (~~((which prohibits discrimination, sexual harassment, and sexual misconduct,))~~) the departments must also consult with (~~((the university's office for equal opportunity))~~) CCR regarding interim or supportive measures. Interim and supportive measures are not sanctions and do not imply or assume responsibility for a violation of the standards of conduct.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-050, filed 11/19/18, effective 12/20/18.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-120 Training. (1) Board members and presiding officers. Conduct board members, appeals board members, and presiding officers must not participate in any student conduct matter until, at a minimum, training in the following areas has been completed:

- (a) Cultural competency and implicit bias;
 - (b) Student development and student conduct philosophies, including the educational component of the student conduct process;
 - (c) Identifying bias against individuals and against groups;
 - (d) Conflict of interest;
 - (e) Sexual assault and gender-based violence;
 - (f) Alcohol and drug prevention;
 - (g) Due process and burden of proof in student conduct matters;
- ((and))
- (h) Sanctioning principles and guidelines;

(i) Title IX regulatory definitions, jurisdiction, and grievance processes; and

(j) Relevant and admissible evidence.

(2) Conduct officers. Conduct officers must not participate in any student conduct matter until, at a minimum, training in the following areas has been completed:

(a) Alternative dispute resolution;

(b) Restorative justice; and

(c) All training required of board members (see subsection (1) of this section).

(3) Renewal of training. Training must be renewed on an annual basis.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-120, filed 11/19/18, effective 12/20/18.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-204 Abuse of others or disruption or interference with the university community. Abuse of others or disruption or interference with the university community (~~((includes, but is not limited to))~~) is defined as:

(1) Physical abuse, threats, intimidation, and/or other conduct that threatens, endangers, harms, or undermines the health, safety, or welfare of the university community or any person(~~((, including, but not limited to, domestic or intimate partner violence))~~).

(2) Conduct that disrupts the university community or prevents any member of the university community from completing their duties.

(3) Conduct that interferes with or disrupts the university's mission, operations, or activities.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-204, filed 11/19/18, effective 12/20/18; WSR 15-01-080, § 504-26-204, filed 12/15/14, effective 1/15/15; WSR 14-11-025, § 504-26-204, filed 5/12/14, effective 6/12/14; WSR 06-23-159, § 504-26-204, filed 11/22/06, effective 12/23/06.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-206 Hazing. (1) No student or recognized or registered student organization at Washington State University may conspire to engage in hazing or participate in hazing of another.

(a) Hazing includes any activity expected of someone joining a group (or maintaining full status in a group) that causes or is likely to cause a risk of mental, emotional and/or physical harm, regardless of the person's willingness to participate.

(b) Hazing activities may include, but are not limited to, the following: Abuse of alcohol during new member activities; striking another person whether by use of any object or one's body; creation of excessive fatigue; physical and/or psychological shock; morally degrading or humiliating games or activities that create a risk of bodily, emotional, or mental harm.

(c) Hazing does not include practice, training, conditioning and eligibility requirements for customary athletic events such as intramural or club sports and NCAA athletics, or other similar contests or competitions, but gratuitous hazing activities occurring as part of such customary athletic event or contest are prohibited.

(2) Washington state law also prohibits hazing which may subject violators to criminal prosecution. As used in RCW 28B.10.901 and 28B.10.902, "hazing" includes any method of initiation into a recognized or registered student organization or living group, or any pastime or amusement engaged in with respect to such an organization or living group that causes, or is likely to cause, bodily danger or physical harm, or serious mental or emotional harm, to any student or other person attending a public or private institution of higher education or other postsecondary education institution in this state.

(3) Washington state law (RCW 28B.10.901) also provides sanctions for hazing:

(a) Any person who violates this rule, in addition to other sanctions that may be (~~imposed~~) assigned, forfeits any entitlement to state-funded grants, scholarships, or awards for a period of time determined by the university.

(b) Any recognized or registered student organization that knowingly permits hazing by its members or others subject to its direction or control must be deprived of any official recognition or approval granted by the university.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-206, filed 11/19/18, effective 12/20/18; WSR 06-23-159, § 504-26-206, filed 11/22/06, effective 12/23/06.]

AMENDATORY SECTION (Amending WSR 15-01-080, filed 12/15/14, effective 1/15/15)

WAC 504-26-209 Violation of university policy, rule, or regulation. Violation of any university policy, rule, or regulation published electronically on the university website or in hard copy including, but not limited to, Washington State University's alcohol and drug policy, executive policy 15 (~~((policy prohibiting discrimination, sexual harassment and sexual misconduct))~~), and housing and residence life policy.

[Statutory Authority: RCW 28B.30.150. WSR 15-01-080, § 504-26-209, filed 12/15/14, effective 1/15/15; WSR 11-11-031, § 504-26-209, filed 5/11/11, effective 6/11/11; WSR 06-23-159, § 504-26-209, filed 11/22/06, effective 12/23/06.]

AMENDATORY SECTION (Amending WSR 06-23-159, filed 11/22/06, effective 12/23/06)

WAC 504-26-217 Unauthorized use of electronic or other devices.

Unauthorized use of electronic or other devices: Making an audio or video record of any person while on university premises without ((~~his or her~~)) their prior knowledge, or without ((~~his or her~~)) their effective consent when such a recording is of a private conversation or of images taken of a person(s) at a time and place where ((~~she or he~~)) they would reasonably expect privacy and where such images are likely to cause injury or distress. This includes, but is not limited to, surreptitiously taking pictures of another person in a gym, locker room, or restroom, but does not include taking pictures of persons in areas which are considered by the reasonable person to be open to public view, such as Martin Stadium or the Glenn Terrell Mall.
[Statutory Authority: RCW 28B.30.150. WSR 06-23-159, § 504-26-217, filed 11/22/06, effective 12/23/06.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-219 Abuse of the student conduct system. Abuse of the student conduct system ((~~including, but not limited to~~)) is defined as:

(1) Failure to obey any notice from a university conduct board or other university official to appear for a meeting or hearing as part of the student conduct system.

(2) Willful falsification, distortion, or misrepresentation of information before a university conduct proceeding.

(3) Disruption or interference with the orderly conduct of a university conduct board proceeding.

(4) Filing fraudulent charges or initiating a university conduct proceeding in bad faith.

(5) Attempting to discourage an individual's proper participation in, or use of, the student conduct system.

(6) Attempting to influence the impartiality of a member of the university conduct system prior to, and/or during the course of, any university conduct board proceeding.

(7) Harassment (verbal, written, or physical) and/or intimidation of a member of a university conduct board, any individual involved in the conduct process, or any conduct officer before, during, and/or after any university conduct proceeding.

(8) Failure to comply with or failure to complete any term or condition of any disciplinary sanction(s) ((~~imposed~~)) assigned under the standards of conduct.

(9) Influencing or attempting to influence another person to commit an abuse of the university conduct system.

(10) Violation of probation or any probationary conditions.
[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-219, filed 11/19/18, effective 12/20/18; WSR 15-01-080, § 504-26-219, filed 12/15/14, effective 1/15/15; WSR 08-05-001, § 504-26-219, filed 2/6/08, effective 3/8/08; WSR 06-23-159, § 504-26-219, filed 11/22/06, effective 12/23/06.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-220 (~~((Discrimination and))~~) **Discriminatory harassment.**
(~~((Discrimination or discriminatory harassment))~~) (1) Unwelcome, intentional conduct on the basis of race; ((sex/gender)) sex and/or gender; sexual orientation; gender identity((/)) or expression; religion; age; color; creed; national or ethnic origin; marital status; genetic information; status as an honorably discharged veteran or member of the military; physical, mental, or sensory disability (including disability requiring the use of a trained service animal); ((-marital status; genetic information; and/or status as an honorably discharged veteran or member of the military; and as defined in Washington State University's executive policy 15, which prohibits discrimination, sexual harassment, and sexual misconduct.)) or immigration or citizenship status, except as authorized by federal or state law, regulation, or government practice, which is so severe or pervasive, and objectively offensive, that it substantially and unreasonably:

(a) Interferes with, or has the potential to interfere with, an individual's ability to participate in WSU employment, education, programs, or activities;

(b) Adversely alters the condition of an individual's WSU employment, education, or participation status;

(c) Creates an objectively abusive employment, program, or educational environment; or

(d) Results in a material or substantial disruption of WSU's operations or the rights of students, staff, faculty, visitors, or program participants.

(2) In determining if conduct is harassing, the totality of the circumstances are assessed including, but not limited to, the following factors:

(a) Severity;

(b) Frequency of the discrimination;

(c) Status of the reporting and responding parties and their relationship to each other;

(d) Physicality, threats, or endangerment; and

(e) Whether or not the conduct could be reasonably considered protected speech or serving some other lawful purpose.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-220, filed 11/19/18, effective 12/20/18; WSR 14-11-025, § 504-26-220, filed

5/12/14, effective 6/12/14; WSR 06-23-159, § 504-26-220, filed 11/22/06, effective 12/23/06.]

AMENDATORY SECTION (Amending WSR 17-13-049, filed 6/15/17, effective 7/16/17)

WAC 504-26-221 Sexual misconduct. (1) Sexual misconduct is an egregious form of sex discrimination/sexual harassment. (~~((A number of acts may be regarded as sexual misconduct including, but not limited to, nonconsensual sexual contact (including sexual intercourse) and sexual exploitation.))~~) Sexual misconduct (~~((includes sexual assault and other sexual violence.))~~) is defined as:

(a) Sex offense. Any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent.

(b) Rape (except statutory rape). The carnal knowledge of a person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.

(c) Sodomy. Oral or anal sexual intercourse with another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.

(d) Sexual assault with an object. To use an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.

(e) Fondling. The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of their age or because of their temporary or permanent mental or physical incapacity.

(f) Incest. Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.

(g) Sexual exploitation, which occurs when a person takes nonconsensual or abusive sexual advantage of another for their own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses explained above. Examples of sexual exploitation may include, but are not limited to:

(i) Causing or attempting to cause the incapacitation of another person to gain sexual advantage over such other person.

(ii) Invading another person's sexual privacy.

(iii) Prostituting another person.

(iv) Engaging in voyeurism. A person commits voyeurism if, for the purpose of arousing or gratifying the sexual desire of any person,

they knowingly view, photograph, record, or film another person, without that person's knowledge and consent, while the person being viewed, photographed, recorded, or filmed is in a place where they have a reasonable expectation of privacy.

(v) Knowingly or recklessly exposing another person to a significant risk of sexually transmitted disease or infection.

(vi) Exposing one's intimate parts in nonconsensual circumstances.

(h) Statutory rape. Sexual intercourse with a person who is under the statutory age of consent.

(i) Sexually based stalking and/or bullying.

(2) Consent. Consent to any sexual activity must be clear, knowing, and voluntary. Anything less is equivalent to a "no." Clear, knowing, and voluntary consent to sexual activity requires that, at the time of the act, and throughout the sexual contact, all parties actively express words or conduct that a reasonable person would conclude demonstrates clear permission regarding willingness to engage in sexual activity and the conditions of such activity. Consent is active; silence or passivity is not consent. Even if words or conduct alone seem to imply consent, sexual activity is nonconsensual when:

(a) Force or coercion is threatened or used to procure compliance with the sexual activity.

(i) Force is the use of physical violence, physical force, threat, or intimidation to overcome resistance or gain consent to sexual activity.

(ii) Coercion is unreasonable pressure for sexual activity. When an individual makes it clear through words or actions that the individual does not want to engage in sexual contact, wants to stop, or does not want to go past a certain point of sexual interaction, continued pressure beyond that point may be coercive. Other examples of coercion may include using blackmail or extortion to overcome resistance or gain consent to sexual activity.

(b) The person is asleep, unconscious, or physically unable to communicate (~~(his or her)~~) their unwillingness to engage in sexual activity; or

(c) A reasonable person would or should know that the other person lacks the mental capacity at the time of the sexual activity to be able to understand the nature or consequences of the act, whether that incapacity is produced by illness, defect, the influence of alcohol or another substance, or some other cause. When alcohol or drugs are involved, a person is considered incapacitated or unable to give valid consent if the individual cannot fully understand the details of the sexual interaction (i.e., who, what, when, where, why, and how), and/or the individual lacks the capacity to reasonably understand the situation and to make rational, reasonable decisions.

(3) (~~(Nonconsensual sexual contact is any intentional sexual touching, however slight, with any object or body part, by one person against another person's intimate parts (or clothing covering any of those areas), or by causing another person to touch his or her own or another person's intimate body parts without consent and/or by force.~~

~~Sexual contact also can include any intentional bodily contact in a sexual manner with another person's nonintimate body parts. It also includes nonconsensual sexual intercourse.~~

~~(4) Sexual exploitation occurs when a person takes nonconsensual or abusive sexual advantage of another for his/her own advantage or benefit, or to benefit or advantage anyone other than the one being exploited, and that behavior does not otherwise constitute one of the other sexual misconduct offenses explained above. Examples of sexual exploitation may include, but are not limited to:~~

~~(a) Causing or attempting to cause the incapacitation of another person to gain sexual advantage over such other person;~~

~~(b) Invading another person's sexual privacy;~~

~~(c) Prostituting another person;~~

~~(d) Engaging in voyeurism. A person commits voyeurism if, for the purpose of arousing or gratifying the sexual desire of any person, he or she knowingly views, photographs, records, or films another person, without that person's knowledge and consent, while the person being viewed, photographed, recorded, or filmed is in a place where he or she has a reasonable expectation of privacy;~~

~~(e) Knowingly or recklessly exposing another person to a significant risk of sexually transmitted disease or infection;~~

~~(f) Exposing one's intimate parts in nonconsensual circumstances;~~

~~(g) Sexually based stalking and/or bullying.~~

~~(5)) Use of alcohol or other drugs is not a valid defense to a violation of this policy.~~

[Statutory Authority: RCW 28B.30.150. WSR 17-13-049, § 504-26-221, filed 6/15/17, effective 7/16/17; WSR 14-11-025, § 504-26-221, filed 5/12/14, effective 6/12/14; WSR 06-23-159, § 504-26-221, filed 11/22/06, effective 12/23/06.]

AMENDATORY SECTION (Amending WSR 14-11-025, filed 5/12/14, effective 6/12/14)

WAC 504-26-222 Harassment (other than sexual harassment or discriminatory harassment). Harassment is conduct by any means that is severe, persistent, or pervasive, and is of such a nature that it would cause a reasonable person in the victim's position substantial emotional distress and undermine ((~~his or her~~)) their ability to work, study, or participate in ((~~his or her~~)) their regular life activities or participate in the activities of the university, and/or actually does cause the victim substantial emotional distress and undermines the victim's ability to work, study, or participate in the victim's regular life activities or participate in the activities of the university.

[Statutory Authority: RCW 28B.30.150. WSR 14-11-025, § 504-26-222, filed 5/12/14, effective 6/12/14; WSR 06-23-159, § 504-26-222, filed 11/22/06, effective 12/23/06.]

AMENDATORY SECTION (Amending WSR 14-11-025, filed 5/12/14, effective 6/12/14)

WAC 504-26-223 Stalking. (1) Stalking is engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

(a) Fear for (~~(his or her)~~) their safety or the safety of others;
or

(b) (~~Fear for harm to his or her property or the property of others; or~~

~~(c))~~) Suffer substantial emotional distress.

(2) (~~Stalking includes, but is not limited to, conduct occurring in person, electronically, or through a third party.)~~) Course of conduct means two or more acts including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

(3) Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.

(4) Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

(5) The use of alcohol or other drugs is not a valid defense to a violation of this policy.

[Statutory Authority: RCW 28B.30.150. WSR 14-11-025, § 504-26-223, filed 5/12/14, effective 6/12/14; WSR 11-11-031, § 504-26-223, filed 5/11/11, effective 6/11/11; WSR 06-23-159, § 504-26-223, filed 11/22/06, effective 12/23/06.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-227 Sexual harassment. (~~(Sexual harassment includes behavior defined in Washington State University's executive policy 15, which prohibits discrimination, sexual harassment, and sexual misconduct.)~~) Unwelcome, intentional conduct, on the basis of sex and/or gender, which is so severe or pervasive, and objectively offensive, that it substantially and unreasonably:

(1) Interferes with, or has the potential to interfere with, an individual's ability to participate in WSU employment, education, programs, or activities;

(2) Adversely alters the condition of an individual's WSU employment, education, or participation status;

(3) Creates an objectively abusive employment, program, or educational environment; or

(4) Results in a material or substantial disruption of WSU's operations or the rights of students, staff, faculty, visitors, or program participants.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-227, filed 11/19/18, effective 12/20/18; WSR 14-11-025, § 504-26-227, filed 5/12/14, effective 6/12/14.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-230 Retaliation. (~~((Retaliation includes any act that would dissuade a reasonable person from making or supporting a complaint, or participating in an investigation, under the standards of conduct (this chapter). Retaliatory behavior includes action or threat of action that could negatively affect another's employment, education, reputation, or other interest. It also includes retaliation as defined in Washington State University's executive policy 15, which prohibits discrimination, sexual harassment, and sexual misconduct.))~~)

(1) Intimidation, threats, coercion, or discrimination against any individual for the purpose of interfering with any right or privilege secured by university policies, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing.

(2) First amendment activities do not constitute retaliation.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-230, filed 11/19/18, effective 12/20/18; WSR 14-11-025, § 504-26-230, filed 5/12/14, effective 6/12/14.]

NEW SECTION

WAC 504-26-231 Intimate partner violence. Intimate partner violence is defined as:

(1) Dating violence, which is defined as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. The existence of such a relationship is determined based on the:

(a) Length of the relationship;

(b) Type of relationship; and

(c) Frequency of interaction between the persons involved in the relationship.

(2) Domestic violence, which is defined as a felony or misdemeanor crime of violence committed by:

(a) A current or former spouse or intimate partner of the victim;

(b) A person with whom the victim shares a child in common;

(c) A person who is cohabitating with, or has cohabitated with, the victim as a spouse or intimate partner;

(d) A person similarly situated to a spouse of the victim under the domestic or family violence laws of Washington; or

(e) Any other person against an adult or youth victim who is protected from that person's act under the domestic or family violence laws of Washington.

[]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-401 Initiating conduct proceedings. (1) Complaints. Any member of the university community may submit a complaint that a student or recognized or registered student organization violated the standards of conduct. In addition, the university may initiate conduct proceedings when it receives any direct or indirect report of conduct that may violate the standards of conduct.

(2) Decision not to refer the matter for hearing. Except as provided below, after reviewing the initial information, if the conduct officer determines that further conduct proceedings are not warranted, the conduct officer dismisses the matter. If the conduct officer decides not to initiate a conduct proceeding when requested by a complainant, the conduct officer must notify the complainant in writing of the decision, the reasons for the decision, and how to seek review of the decision. Conduct matters may be reopened if new relevant information becomes known. A conduct officer cannot dismiss a matter received from CCR where CCR completed a formal investigation implicating Title IX sexual harassment within the university's Title IX jurisdiction, as defined by university executive policy 15, regardless of the investigation's outcome. In such cases, the conduct officer must refer the matter to a conduct board hearing, which must be held within sixty days of the date the CCR formal investigation report was received, unless good cause exists to extend the date of the hearing or the matter is resolved through agreement or alternative dispute resolution.

(3) Notice of informational meeting. After reviewing initial information regarding a possible student conduct violation, if the student conduct officer decides conduct proceedings are warranted, the student conduct officer sends the respondent, or parties as appropriate, written notice of an informational meeting. The notice must, at a minimum, briefly describe the factual allegations or issues involved, the specific standard of conduct provision(s) the respondent is alleged to have violated, the range of possible sanctions for such violations, and the time, date, and place of the meeting. In addition, information regarding the student conduct process and student rights, as required by WAC 504-26-504 (Interpretation—Policies, procedures, and guidelines) must be provided. Any request to change or extend the

time or date of the informational meeting should be addressed to the conduct officer.

(4) Purpose of informational meeting. The purpose of the informational meeting is to provide the respondent with information on the conduct process and their rights and responsibilities, and to determine next steps, if any, in resolving the matter. During the informational meeting, the respondent may provide names of witnesses to the conduct officer to potentially contact. In cases involving Title IX, an informational meeting is also offered to a complainant.

(5) Agreement and alternative dispute resolution. A conduct officer may resolve a matter by agreement. Agreements may be reached directly or through alternative dispute resolution. In cases where agreement is not reached directly, before referring the matter to a hearing, the conduct officer must consider, and make a written determination, whether alternative dispute resolution is appropriate to resolve the matter. Alternative dispute resolution must not be used in matters involving sexual misconduct or sexual harassment. When resolution of a matter is reached by agreement or alternative dispute resolution, the agreement must be in writing and signed by the parties and the conduct officer. In the agreement, the parties must be advised in writing that:

(a) The disposition is final and they are waiving any right to a hearing on the matter, including any right to appeal; and

(b) If any party decides not to sign the agreement, and the matter proceeds to a hearing, neither the agreement nor a party's refusal to sign will be used against either party at the hearing.

(6) Referral for adjudication. Except as provided in subsection (2) of this section, after the informational meeting, if the conduct officer determines that a conduct hearing is warranted, and the matter is not resolved through agreement or alternative dispute resolution, the matter is handled through either a conduct officer hearing (brief adjudication) in accordance with WAC 504-26-402, or conduct board hearing (full adjudication) in accordance with WAC 504-26-403. In determining which process is appropriate, the conduct officer considers factors including, but not limited to, the nature and severity of the allegations, the respondent's past contacts with the center for community standards, and the range of possible sanctions that could be (~~imposed~~) assigned. A student may request that a conduct board hear the case, but the final decision regarding whether to refer the matter to the conduct board for hearing is made by the conduct officer and is not subject to appeal.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-401, filed 11/19/18, effective 12/20/18; WSR 17-13-049, § 504-26-401, filed 6/15/17, effective 7/16/17; WSR 15-11-041, § 504-26-401, filed 5/14/15, effective 6/14/15; WSR 15-01-080, § 504-26-401, filed 12/15/14, effective 1/15/15; WSR 11-11-031, § 504-26-401, filed 5/11/11, effective 6/11/11; WSR 08-05-001, § 504-26-401, filed 2/6/08, effective 3/8/08; WSR 06-23-159, § 504-26-401, filed 11/22/06, effective 12/23/06.]

WAC 504-26-402 Conduct officer hearings (brief adjudications).

(1) The majority of student conduct matters are adjudicated through conduct officer hearings. However, conduct officer hearings are not used to adjudicate matters in which the respondent faces possible sanctions of suspension for more than ten instructional days, expulsion, or revocation of degree or when a recognized or registered student organization faces possible loss of recognition. In addition, conduct officer hearings generally are not used to adjudicate matters in which the respondent faces allegations of sexual misconduct, as that term is defined in WAC 504-26-221.

(2) Notice of hearing. The conduct officer must provide the parties with written notice no later than ten calendar days prior to the conduct officer hearing. The notice must, at a minimum, briefly describe the factual allegations or issues involved, the specific standard of conduct provision(s) the respondent is alleged to have violated, the range of possible sanctions for such violations, and the time, date, and place of the hearing. In addition, information regarding the student conduct process and student rights, as required by WAC 504-26-504 must be provided. The notice must also include:

(a) A jurisdiction statement if the alleged behavior occurred off campus and information regarding the right to challenge jurisdiction in accordance with WAC 504-26-015;

(b) Information regarding the right to request recusal of a conduct officer under WAC 504-26-125; and

(c) Any request to extend the time or date of the conduct officer conference/hearing should be addressed to the conduct officer.

(3) Hearing and possible outcomes. Conduct officer hearings are brief adjudications conducted in accordance with RCW 34.05.482 through 34.05.494. The hearing allows the conduct officer to review available information, hear the parties' view of the matter, render a decision regarding responsibility, and ((~~impose~~)) assign sanctions, as appropriate.

(a) Before the hearing begins, the conduct officer must inform the respondent that:

(i) All respondents are presumed "not responsible" for pending charges;

(ii) The university must prove all violations by a preponderance of the evidence, meaning that it is more likely than not that the violation occurred; and

(iii) The parties have the right to have an advisor present at the hearing.

(b) Upon conclusion of the hearing, the conduct officer may take any of the following actions:

(i) Terminate the proceeding and enter a finding that the respondent is not responsible for the alleged conduct violation;

(ii) Dismiss the matter with no finding regarding responsibility, in which case the matter may be reopened at a later date if relevant new information becomes known;

(iii) Find the respondent responsible for any violations and impose sanctions within the limitations described in subsection (1) of this section; or

(iv) Refer the matter to the conduct board.

(4) Notice of decision and right to appeal. The conduct officer notifies the parties in writing of the decision within ten calendar days of the conduct officer hearing. This is the initial order of the university and includes information regarding the parties' right to appeal under WAC 504-26-420.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-402, filed 11/19/18, effective 12/20/18; WSR 17-13-049, § 504-26-402, filed 6/15/17, effective 7/16/17; WSR 16-08-014, § 504-26-402, filed 3/28/16, effective 4/28/16; WSR 15-01-080, § 504-26-402, filed 12/15/14, effective 1/15/15; WSR 12-04-049, § 504-26-402, filed 1/30/12, effective 3/1/12; WSR 11-11-031, § 504-26-402, filed 5/11/11, effective 6/11/11; WSR 08-05-001, § 504-26-402, filed 2/6/08, effective 3/8/08; WSR 06-23-159, § 504-26-402, filed 11/22/06, effective 12/23/06.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-403 Conduct board hearings (full adjudications). (1)

Conduct board hearings are used in matters in which the respondent faces possible sanctions of suspension for more than ten instructional days, expulsion, or revocation of degree and matters in which a recognized or registered student organization faces possible loss of recognition. In addition, conduct board hearings are generally used to adjudicate matters in which the respondent faces allegations of sexual misconduct, as that term is defined in WAC 504-26-221. Other matters may be referred to a conduct board in the discretion of the conduct officer.

(2) Adoption of model rules of procedure. Conduct board hearings are full adjudications governed by the Administrative Procedure Act, RCW 34.05.413 through 34.05.476, and chapter 10-08 WAC, Model rules of procedure, except as otherwise provided in this chapter. In the event of a conflict between the rules in this chapter and the model rules, this chapter governs.

(3) Notice of hearing. Notice to the parties of a conduct board hearing must comply with model rule WAC 10-08-040 and standards of conduct rule WAC 504-26-035. In addition, information regarding the student conduct process and student rights, as required by WAC 504-26-504 must be provided.

(4) Time for conduct board hearings. The conduct board hearing is scheduled not less than ten calendar days after the parties have been sent notice of the hearing.

In accordance with WAC 10-08-090, requests to extend the time and/or date for hearing must be addressed to the presiding officer. A request for extension of time is granted only upon a showing of good cause.

(5) Subpoenas. Subpoenas may be issued and enforced in accordance with model rule WAC 10-08-120. In determining whether to issue, quash, or modify a subpoena, the presiding officer must give due consideration to state and federal legal requirements including, but not limited to, Title IX, its implementing regulations, and guidance issued by the federal Office for Civil Rights. The party requesting the subpoena has the burden of showing that a subpoena is necessary for full disclosure of all the relevant facts and issues.

(6) Discovery. Depositions, interrogatories, and physical or medical examinations of parties are not permitted in adjudications of student conduct matters. Other forms of discovery may be permitted at the discretion of the presiding officer; however, discovery should be limited to help ensure the prompt completion of the adjudication process.

(7) Cross-examination. As required by RCW 34.05.449, cross-examination of witnesses is permitted to the extent necessary for full disclosure of all relevant facts and issues. (~~The preferred method of cross-examination in all student conduct matters is through written questions submitted to, and asked by, the presiding officer. Regardless, in~~) Cross-examination is conducted orally through the party's advisor or representative. If a party does not have an advisor or representative, an advisor is provided by the university free of charge to conduct cross-examination on that party's behalf. Advisors and representatives are required to engage in cross-examination questioning in a respectful manner. In no circumstance may the complainant or respondent be permitted to cross-examine each other directly (~~in person or through their representative~~). Before any witness or party may answer a cross-examination question, the presiding officer must first determine whether the question is relevant. The presiding officer (~~may decline to ask~~) must instruct parties or witnesses not to answer cross-examination questions that are irrelevant, immaterial, or unduly repetitious. (~~All questions submitted by the parties must be retained as part of the agency record, in accordance with RCW 34.05.566.~~)

(8) Decision requirements. Decisions regarding responsibility and sanctions are made by a majority of the conduct board hearing the matter, except that any sanction of expulsion, revocation of degree, or loss of recognition of a recognized or registered student organization requires a supermajority consisting of no more than one "no" vote.

(9) Notice of decision and right to appeal. Within ten calendar days of the completion of the hearing, the conduct board must issue a

decision simultaneously to all parties, which is the initial order of the university and must contain the following:

(a) Description of the allegations that initiated the community standards process;

(b) Description of procedural steps taken from the receipt of the formal complaint up to and including the university conduct board hearing;

(c) Appropriately numbered findings of fact and conclusions;

((~~(b)~~)) (d) The sanction(s) and/or remedy(ies) to be ((~~imposed~~)) assigned, if any, and the rationale for the sanction(s) and/or remedy(ies);

((~~(e)~~)) (e) Information regarding the parties' right to appeal according to WAC 504-26-420, including the time frame for seeking review; and

((~~(d)~~)) (f) Notice that the initial order becomes final unless an appeal is filed within ((~~twenty-one~~)) twenty calendar days of ((~~service of~~)) the date the initial order is sent to the parties.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-403, filed 11/19/18, effective 12/20/18; WSR 16-08-014, § 504-26-403, filed 3/28/16, effective 4/28/16; WSR 15-11-041, § 504-26-403, filed 5/14/15, effective 6/14/15; WSR 15-01-080, § 504-26-403, filed 12/15/14, effective 1/15/15; WSR 11-11-031, § 504-26-403, filed 5/11/11, effective 6/11/11; WSR 08-05-001, § 504-26-403, filed 2/6/08, effective 3/8/08; WSR 06-23-159, § 504-26-403, filed 11/22/06, effective 12/23/06.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-409 Emergency suspension. (1) Definition. An emergency suspension is a temporary exclusion of a student from all or specified portions of university premises, programs, or activities pending an investigation or student conduct proceeding relating to alleged standards of conduct violations. An emergency suspension may be ((~~imposed~~)) assigned at any time prior to the issuance of the university's final order in the matter.

(2) Circumstances warranting emergency suspension.

(a) For matters which would not constitute Title IX sexual harassment within the university's Title IX jurisdiction, as defined by university executive policy 15, emergency suspension may be ((~~imposed~~)) assigned only in situations when the ((~~vice president for student affairs~~)) dean of students or campus chancellor (in consultation with the center for community standards), or their designee, has cause to believe that the student:

((~~(a)~~)) (i) Has violated any provision of the standards of conduct; and

((~~(b)~~)) (ii) Presents an immediate danger to the health, safety, or welfare of any part of the university community or the public at

large. Conduct that creates an ongoing disruption of, or interference with, the operations of the university and that prevents other students, employees, or invitees from completing their duties or accessing their education or the educational environment, is conduct harmful to the welfare of members of the university community.

(b) For matters which would constitute Title IX sexual harassment within the university's Title IX jurisdiction, as defined by university executive policy 15, emergency suspension may be assigned only in a situation where the dean of students or campus chancellor (in consultation with the center for community standards), or their designee, has engaged in an individualized safety and risk analysis, and determines that removal is justified because the student:

(i) Has violated any provision of the standards of conduct; and
(ii) Is an immediate threat to the physical health or safety of any student or other individual arising from the allegations of Title IX sexual harassment.

(3) Procedure. The (~~vice president for student affairs~~) dean of students or campus chancellor, or their designee, ordering an emergency suspension must send the student a written notice of emergency suspension. The notice must contain the reasons for the decision (both the factual basis and the conclusions as to why those facts constitute a violation of the standards of conduct), (~~and~~) the policy reasons for the emergency suspension, and the process to challenge the decision. The emergency suspension does not replace the regular hearing process, which must proceed to a conduct officer hearing or conduct board hearing, as applicable, as quickly as feasible. Once a final order is entered, any emergency suspension is lifted and the sanction, if any, set forth in the final order is (~~imposed~~) assigned.

(4) Challenge of the decision. The student can challenge the emergency suspension decision within ten calendar days of the date of notice. Challenges are reviewed by the vice president of student affairs or their designee, provided the designee is not the same person who made the original emergency suspension decision. The vice president of student affairs or designee has ten calendar days to respond to the review and can uphold, reverse, or modify the emergency suspension. The submission of a challenge does not stay the emergency suspension decision.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-409, filed 11/19/18, effective 12/20/18.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-415 Procedure for academic integrity violations. (1)
Initial hearing.

(a) When a responsible instructor finds that a violation of academic integrity has occurred, the instructor must assemble the

evidence and, upon reasonable notice to the student of the date, time, and nature of the allegations, meet with the student suspected of violating academic integrity policies. If the student admits violating academic integrity policies, the instructor assigns an outcome in keeping with published course policies and notifies the center for community standards in writing, including the allegations, the student's admission, and the sanctions ((~~imposed~~)) assigned.

(b) If the instructor is unable to meet with the student or if the respondent disputes the allegation(s) and/or the outcome proposed by the instructor, the instructor must make a determination as to whether the student did or did not violate the academic integrity policies. If the instructor finds that the student was in violation, the instructor must provide the student and the center for community standards with a written determination, the evidence relied upon, and the sanctions ((~~imposed~~)) assigned.

(c) The student has twenty-one calendar days from the date of the decision letter to request review of the instructor's determination and/or sanction(s) ((~~imposed~~)) assigned to the academic integrity hearing board.

(2) Review.

(a) Upon timely request for review by a student who has been found by their instructor to have violated the academic integrity policies, the academic integrity hearing board must make a separate and independent determination of whether or not the student is responsible for violating the academic integrity policies and/or whether the outcome proposed by the instructor is in keeping with the instructor's published course policies.

(b) The academic integrity hearing board is empowered to provide an appropriate remedy for a student including arranging a withdrawal from the course, having the student's work evaluated, or changing a grade where it finds that:

(i) The student is not responsible for violating academic integrity policies; or

(ii) The outcome ((~~imposed~~)) assigned by the instructor violates the instructor's published policies.

(c) Academic integrity hearing board proceedings.

(i) Any student appealing a responsible instructor's finding of an academic integrity violation is provided written notice of an academic integrity hearing board hearing in accordance with WAC 504-26-035. The written notice must include:

(A) The specific complaint, including the university or instructor academic integrity policy or regulation allegedly violated;

(B) The approximate time and place of the alleged act that forms the factual basis for the violation;

(C) The time, date, and place of the hearing;

(D) A list of the witnesses who may be called to testify, to the extent known; and

(E) A description of all documentary and real evidence to be used at the hearing, to the extent known, including a statement that the student must have the right to inspect the documentation.

(ii) Time for hearings.

(A) Academic integrity hearing board hearings are scheduled not less than seven calendar days after the student has been sent notice of the hearing.

(B) Requests to extend the time and/or date for hearing must be addressed to the chair of the academic integrity hearing board, and must be copied to the center for community standards. A request for extension of time is granted only upon a showing of good cause.

(iii) Academic integrity hearing board hearings are conducted according to the following procedures, except as provided by (c)(iv) of this subsection:

(A) Academic integrity hearing board hearings are conducted in private.

(B) The instructor, respondent, and their advisor, if any, are allowed to attend the entire portion of the hearing at which information is received (excluding deliberations). Admission of any other person to the hearing is at the discretion of the academic integrity hearing board chair.

(C) In academic integrity hearings involving more than one respondent, the academic integrity hearing board chair may permit joint or separate hearings at the chair's discretion.

(D) In hearings involving graduate students, board memberships are comprised to include graduate students and graduate teaching faculty to the extent possible.

(E) The responsible instructor and the respondent may arrange for witnesses to present relevant information to the academic integrity hearing board. Witnesses must provide written statements to the conduct officer at least two weekdays before the hearing. The respondent is responsible for informing their witnesses of the time and place of the hearing. Witnesses provide information to and answer questions from the academic integrity hearing board, the responsible instructor, and the respondent, as appropriate. The respondent and/or responsible instructor may suggest written questions to be answered by each other or by other witnesses. Written questions are submitted to, and asked by, the academic integrity hearing board chair. This method is used to preserve the educational tone of the hearing and to avoid creation of an unduly adversarial environment, and to allow the board chair to determine the relevancy of questions. Questions concerning whether potential information may be received are resolved at the discretion of the academic integrity hearing board chair, who has the discretion to determine admissibility of information.

(F) Pertinent records, exhibits, and written statements may be accepted as information for consideration by an academic integrity hearing board at the discretion of the chair.

(G) Questions related to the order of the proceedings are subject to the final decision of the chair of the academic integrity hearing board.

(H) After the portion of the hearing concludes in which all pertinent information is received, the academic integrity hearing board determines (by majority vote) whether or not the respondent is

responsible for violating the academic integrity policy and/or whether the outcome proposed by the instructor is in keeping with the instructor's published course policies.

(I) The respondent is notified of the academic integrity hearing board's decision within twenty calendar days from the date the matter is heard. The respondent must receive written notice of the decision, the reasons for the decision (both the factual basis therefore and the conclusions as to how those facts apply to the academic integrity policies), and the sanction.

(iv) If a respondent to whom notice of the hearing has been sent (in the manner provided above) does not appear at the hearing, the information in support of the complaint is presented and considered in the respondent's absence, and the board may issue a decision based upon that information.

(v) The academic integrity hearing board may for convenience, or to accommodate concerns for the personal safety, well-being, and/or fears of confrontation of any person, provide separate facilities, and/or permit participation by telephone, audio tape, written statement, or other means, as determined in the sole judgment of the chair of the academic integrity hearing board to be appropriate.

(vi) The written decision of the academic integrity hearing board is the university's final order. There is no appeal from findings of responsibility or outcomes assigned by university or college academic integrity hearing boards.

(3) If the reported violation is the respondent's first offense, the center for community standards ordinarily requires the respondent to attend a workshop separate from, and in addition to, any academic outcomes ((~~imposed~~)) assigned by the instructor. A hold is placed on the respondent's record preventing registration or graduation until completion of the workshop.

(4) If the reported violation is the respondent's second offense, the respondent is ordinarily referred for a full adjudicative hearing in accordance with WAC 504-26-403, with a recommendation that the respondent be dismissed from the university.

(5) If the instructor or academic integrity hearing board determines that the act of academic dishonesty for which the respondent is found responsible is particularly egregious in light of all attendant circumstances, the instructor or academic integrity hearing board may direct that the respondent's case be referred for a full adjudicative hearing, with a recommendation for dismissal from the university even if it is the respondent's first offense.

(6) Because instructors and departments have a legitimate educational interest in the outcomes, reports of academic integrity hearing board and/or conduct board hearings must be reported to the responsible instructor and the chair or dean.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-415, filed 11/19/18, effective 12/20/18.]

WAC 504-26-420 Appeals. (1) Time for appeals. Decisions made by a conduct officer or conduct board become final ((~~twenty-one~~)) on the twenty-first calendar day((~~s~~)) after the date the decision is sent to the parties, unless an appeal is submitted ((~~before that date~~)) within twenty calendar days of the date the decision is sent to the parties.

(2) Effect of appeal - Stay. Except in extraordinary circumstances, which must be explained in writing in the conduct officer's or conduct board's initial order, the implementation of an initial order ((~~imposing~~)) assigning sanctions must be stayed pending the time for filing an appeal and the issuance of the university's final order.

(3) Appeals of conduct officer decisions. Upon receipt of a timely appeal, the appeals board provides the other parties, if applicable, with a copy of the appeal and an opportunity to respond, and conducts a limited review as described below.

(a) Scope of review. Except as required to explain the basis of new information, appeal of a conduct officer decision is limited to a review of the record for one or more of the following purposes:

(i) To determine whether the conduct officer hearing was conducted fairly in light of the charges and information presented, and in conformity with prescribed procedures; deviations from designated procedures are not a basis for sustaining an appeal unless significant prejudice results;

(ii) To determine whether the decision reached was based on substantial information, that is, whether there were facts in the case that, if believed by the fact finder, were sufficient to establish that a violation of the standards of conduct occurred;

(iii) To determine whether the sanction(s) ((~~imposed~~)) assigned were appropriate for the violation of the standards of conduct that the respondent was found to have committed; or

(iv) To consider new information, sufficient to alter a decision, or other relevant facts not brought out in the original conduct officer hearing, because such information and/or facts were not known to the person appealing at the time of the original conduct officer hearing.

(b) Conversion to conduct board hearing. The appeals board makes any inquiries necessary to ascertain whether the proceeding must be converted to a conduct board hearing in accordance with WAC 504-26-403.

(4) Appeals of conduct board decisions. Upon receipt of a timely appeal, the appeals board provides the other parties, if applicable, with a copy of the appeal and an opportunity to respond.

(a) The appeals board must have and exercise all the decision-making power that the conduct board had, except that the appeals board must give due regard to the conduct board's opportunity to observe the witnesses, if applicable. The appeals board members must personally

consider the whole record or such portions of it as may be cited by the parties.

(b) Scope of review. The appeals board conducts a full review in accordance with RCW 34.05.464.

(5) University's right to initiate appeal. The university president or designee, at their own initiative, may request that the appeals board review any initial order. Prior to taking action, the appeals board must notify the parties and allow them an opportunity to explain the matter.

(6) Appeals board decisions.

(a) Actions. After reviewing the record and any information provided by the parties, the appeals board may take the following actions:

(i) Affirm, reverse, or modify the conduct board's or conduct officer's decision, or any part of the decision;

(ii) Affirm, reverse, or modify the sanctions (~~imposed~~) assigned by the conduct board or conduct officer, or any part of the sanctions; or

(iii) Set aside the findings or sanctions, or any part of the findings or sanctions, and remand the matter back to the conduct board or conduct officer with instructions for further proceedings.

(b) Content of decision. The decision includes the outcome, any sanction, and a brief statement of the reasons for the decision. The letter must advise the parties that judicial review may be available. For appeals of conduct board hearings, the decision includes, or incorporates by reference to the conduct board's decision, all matters as set forth in WAC 504-26-403.

(c) Service and effective date of decision. For appeals of conduct officer decisions, the appeals board's decision must be sent simultaneously to the parties within twenty calendar days of receipt of the appeal. For appeals of conduct board decisions, the appeals board's decision must be sent simultaneously to the parties within thirty calendar days of receipt of the appeal, unless the appeals board notifies the parties in writing that additional time (up to ninety calendar days) is needed. The appeals board's decision is the final order of the university, except in the case of remand, and is effective when sent.

(7) Reconsideration of final orders. Within ten calendar days of service of a final order, any party may submit a request for reconsideration. The request must be in writing, directed to the appeals board, and must state the reasons for the request. The request for reconsideration does not stay the effective date of the final order. However, the time for filing a petition for judicial review does not commence until the date the appeals board responds to the request for reconsideration or twenty-one calendar days after the request has been submitted, whichever is sooner. If the appeals board does not respond to the request for reconsideration within twenty-one calendar days, the request is deemed to have been denied.

(8) Stay. A party may request that the university delay the date that the final order becomes effective by requesting a stay in writing

to the appeals board within ten calendar days of the date the order was served.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-420, filed 11/19/18, effective 12/20/18.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-425 Sanctions. (1) Publication of guidelines for sanctioning. Sanctioning guidelines and other information regarding sanctioning must be published on the center for community standards website. Guidelines must explain in plain language the types of sanctions that a respondent may face for a particular violation and the factors that are used to determine the sanction(s) (~~((imposed))~~) assigned for a particular violation. Factors must include, but not be limited to, the following:

(a) Conduct record. Any record of past violations of the standards of conduct, and the nature and severity of such past violations;

(b) Malicious intent. If a respondent is found to have intentionally selected a victim based upon the respondent's perception of the victim's race, color, religion, national or ethnic origin, age, sex/gender, marital status, status as an honorably discharged veteran or member of the military, sexual orientation, genetic information, gender identity/expression, or mental, physical, or sensory disability (including disability requiring the use of a trained service animal), such finding is considered an aggravating factor in determining a sanction for such conduct; and

(c) Impact on victim and/or university community.

(2) Effective date of sanctions. Except as provided in WAC 504-26-420(2), sanctions are implemented when a final order becomes effective. If no appeal is filed, an initial order becomes a final order on the day after the period for requesting review has expired. (See WAC 504-26-420.)

(3) Types of sanctions. The following sanctions may be (~~((imposed upon))~~) assigned to any respondent found to have violated the standards of conduct. More than one of the sanctions listed below may be (~~((imposed))~~) assigned for any single violation:

(a) Warning. A notice in writing to the respondent that the respondent is violating or has violated institutional regulations.

(b) Probation. Formal action placing conditions upon the respondent's continued attendance, recognition, or registration at the university. Probation is for a designated period of time and warns the student or recognized or registered student organization that suspension, expulsion, loss of recognition, or any other sanction outlined in this section may be (~~((imposed))~~) assigned if the student or recognized or registered student organization is found to have violated any institutional regulation(s) or fails to complete any

conditions of probation during the probationary period. A student on probation is not eligible to run for or hold an office in any recognized or registered student group or organization; they are not eligible for certain jobs on campus including, but not limited to, resident advisor or orientation counselor; and they are not eligible to serve on the university conduct or appeals board.

(c) Loss of privileges. Denial of specified privileges for a designated period of time.

(d) Restitution. Compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.

(e) Education. The university may require the respondent to successfully complete an educational project designed to create an awareness of the respondent's misconduct.

(f) Community service. (~~Imposition~~) Assignment of service hours (not to exceed eighty hours per student or per member of a recognized or registered student organization).

(g) University housing suspension. Separation of the student from a residence hall or halls for a definite period of time, after which the student may be eligible to return. Conditions for readmission may be specified.

(h) University housing expulsion. Permanent separation of the student from a residence hall or halls.

(i) University suspension. Separation of the student from the university for a definite period of time, after which the student is eligible to request readmission. Conditions for readmission may be specified.

(j) University expulsion. Permanent separation of the student from the university. Also referred to as university dismissal. The terms are used interchangeably throughout this chapter.

(k) Revocation of admission and/or degree. Admission to or a degree awarded from the university may be revoked for fraud, misrepresentation, or other violation of law or standard of conduct in obtaining the degree, or for other serious violations committed by a student before awarding of the degree.

(l) Withholding degree. The university may withhold awarding a degree otherwise earned until the completion of the process set forth in these standards of conduct, including the completion of all sanctions (~~imposed~~) assigned, if any.

(m) Trespass. A student may be restricted from any or all university premises based on their misconduct.

(n) Loss of recognition. A recognized or registered student organization's recognition (or ability to register) may be withheld permanently or for a specific period of time. A fraternity or sorority may be prohibited from housing first year students. Loss of recognition is defined as withholding university services, privileges, or administrative approval from a recognized or registered student organization. Services, privileges, and approval to be withdrawn include, but are not limited to, intramural sports (although individual members may participate), information technology services,

university facility use and rental, student involvement office organizational activities, and center for fraternity and sorority life advising.

(o) Hold on transcript and/or registration. A hold restricts release of a student's transcript or access to registration until satisfactory completion of conditions or sanctions (~~((imposed))~~) assigned by a conduct officer or university conduct board. Upon proof of satisfactory completion of the conditions or sanctions, the hold is released.

(p) No contact order. A prohibition of direct or indirect physical, verbal, and/or written contact with another individual or group.

(q) Fines. Previously established and published fines may be (~~((imposed))~~) assigned. Fines are established each year prior to the beginning of the academic year and are approved by the vice president for student affairs.

(r) Additional sanctions for hazing. In addition to other sanctions, a student who is found responsible for hazing forfeits any entitlement to state-funded grants, scholarships, or awards for a specified period of time, in accordance with RCW 28B.10.902.

(s) Remedies. Sanctions designed to restore or preserve a victim's equal access to the university's educational programs or activities.

(4) Academic integrity violations. No credit need be given for work that is not a student's own. Thus, in academic integrity violations, the responsible instructor has the authority to assign a grade and/or educational sanction in accordance with the expectations set forth in the relevant course syllabus. The instructor's choices may include, but are not limited to, assigning a grade of "F" for the assignment and/or assigning an educational sanction such as extra or replacement assignments, quizzes, or tests, or assigning a grade of "F" for the course.

[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-425, filed 11/19/18, effective 12/20/18.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-504 Interpretation—Policies, procedures, and guidelines. (1) The vice president for student affairs or designee has authority to interpret these rules and develops policies, procedures, and guidelines for the administration of the university's student conduct system that are consistent with the provisions in this chapter. These must be published, at a minimum, on the center for community standards website and in the university's student handbook. A link to the student handbook or center for community standards website must be provided to parties prior to any informational meeting or student conduct hearing and must provide the following information:

(a) Rights in the student conduct process;
(b) A clear explanation of what to expect during the process;
(c) Information regarding legal resources available in the community;
(d) A statement that respondents are presumed "not responsible";
and
(e) A statement regarding the right not to self-incriminate in accordance with WAC 504-26-045.
(2) Definitions from these standards are incorporated into Washington State University's executive policy 15(~~(, which prohibits discrimination, sexual harassment, and sexual misconduct)~~).
[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-504, filed 11/19/18, effective 12/20/18.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-515 Periodic review and assessment. At the end of each academic year, the center for community standards provides a report to the vice president for student affairs which must include, at a minimum, a numerical breakdown of the types of matters handled and the sanctions (~~((imposed))~~ assigned). The vice president for student affairs must make the report publicly available, provided all personally identifiable or readily ascertainable student information is removed.

The standards of conduct and the student conduct system as a whole are reviewed every three years under the direction of the vice president for student affairs or designee. The student government council is asked to provide recommendations and input on proposed changes. After completion of any adjudication or other resolution of a student conduct matter, the center for community standards must send a survey to all parties requesting feedback on the process. Feedback results must be reviewed, at a minimum, every three years in connection with the periodic review and assessment.
[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-515, filed 11/19/18, effective 12/20/18.]

AMENDATORY SECTION (Amending WSR 18-23-083, filed 11/19/18, effective 12/20/18)

WAC 504-26-525 Good standing. The award of a degree and/or diploma is conditioned upon the student's good standing in the university and satisfaction of all university graduation requirements. "Good standing" means the student has resolved any acts of academic or behavioral misconduct and complied with all sanctions (~~((imposed))~~ assigned) as a result of the misconduct. The university has the sole

authority in determining whether to withhold the degree and/or diploma in cases where the student is not in good standing. The university must deny the award of a degree if the student is dismissed from the university based on their misconduct. Neither diplomas nor transcripts are sent until students have resolved any unpaid fees and resolved any acts of academic or behavioral misconduct and complied with all sanctions ((~~imposed~~)) assigned as a result of misconduct. (See also academic regulation 45 in the university general catalog.)
[Statutory Authority: RCW 28B.30.150. WSR 18-23-083, § 504-26-525, filed 11/19/18, effective 12/20/18.]

ACTION ITEM #4
Facilities Naming Proposal
(Kirk H. Schulz)

March 12, 2021

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Facilities Naming Proposal

PROPOSED: That the WSU Board of Regents approve the naming of an Athletics facility space.

SUBMITTED BY: Kirk H. Schulz, President

SUPPORTING
INFORMATION: Washington State University Athletics' mission is to **UNLEASH EXCELLENCE**. We provide a *transformational student-athlete* experience, while elevating Washington State University through *competitive excellence, campus collaboration* and *community engagement*. Financial support from partners is imperative to fulfilling our mission to our student-athletes and university and furthers the brand awareness and reach we provide through athletic events, communications, and media rights.

In order to continue our efforts of responsible fiscal stewardship while fulfilling our mission, we respectfully propose a sponsorship relationship with a corporate entity to name a WSU Athletics facility space. This corporate sponsorship would further our mission to support Washington State University and every student, faculty, and staff member we serve through Athletics.

The facility space would be named by a corporate entity that serves the state of Washington. The sponsorship, with a 10-year term, would provide a fixed level of financial support over this same time period that will impact Washington State University and Washington State University Athletics, along with additional financial and other incentives. The sponsorship will also include on-campus experiential learning opportunities, further showcasing the partner's commitment to Washington State University and Washington State University Athletics for years to come.

A formal announcement with the details of the naming will be made on March 12, 2021.

ACTION ITEM #1

FY2022 Housing and Dining Rates (Mary Jo Gonzales/Sean Greene)

March 12, 2021

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: FY2022 Housing and Dining Rates

PROPOSED: That the Board of Regents approve the Housing and Dining Rates with no change from the FY2021 Rates.

Residence Halls:

No change to the schedule for room and board.

Apartments:

No change to the Single Student Apartment (SSA) rates.

No change to the Family apartment rates.

SUBMITTED BY: Mary Jo Gonzales, Vice President for Student Affairs

SUPPORTING

INFORMATION: The Housing and Dining System is a self-sustaining auxiliary unit that requires establishing room and board rates that are sufficient to meet bond covenants and support the University's strategic goals.

During normal operations, the Housing and Dining Advisory Board, which is comprised of student representatives from the Resident Hall Association (RHA), Associated Students of Washington State University (ASWSU), Graduate and Professional Students Association (GPSA), as well as representatives from the Budget Office, Finance & Administration, and Student Affairs, meets during the year to review current operations and to discuss operational changes anticipated for the ensuing year. Due to the on-going operational impacts of the COVID-19 pandemic and the financial hardships many of our students and families have been navigating, the normal Advisory Board review process was suspended for the 2021-2022 rate setting cycle.

While the Housing and Dining system has endured significant financial impacts during the pandemic, staff recommends

continuing existing housing and dining rates with no change for FY2022. Substantial adjustments to housing and dining operations have been made to support this recommendation; moreover, a return to normal operations and historical occupancy levels will have the greatest long-term impact on the Housing and Dining auxiliary unit. Pending Regent's approval, the rate schedule effective fall semester 2021 will reflect no increase over the FY2021 rates.

The Advisory Board will reconvene in early fall semester 2021 to begin reviewing operations and to develop rate recommendations for FY2023.

WSU Housing and Dining System

Resident Hall, Dining and Apartment Rate Proposal 2021-2022 Academic Year

Occupancy trends, Fall Census Day (10th day after classes start)

	Residence Halls	Single Student Apartments		Family Apartments	
2017	5,372	*891	95%	865	97%
2018	5,818	914	97%	850	94%
2019	5,726	908	97%	824	91%
2020	726	604	64%	741	82%
**2021	4,400	908	97%	824	91%

* Chief Joseph units varied due to construction and renovation.

** Projection assumes primarily single occupancy; double occupancy will be available in rooms large enough to support social distancing.

RECOMMENDATION

Apartments

Single Student Apartments	No change
Family Apartments	No change

Residence Halls Room & Board

	2019-20	2020-21	2021-22	Increase	Percent Increase
Weighted average Residence Hall - Double room	\$ 7019	\$ 7,254	\$ 7,254	\$ -0-	0%
Dining Plan, Level 2	4,300	4.350	4.350	-0-	0%
Total* Room & Board	\$11,319	\$11,604	\$11,604	\$ -0-	0%

*Total is the sum of weighted average double room and level 2 dining plan.

ACTION ITEM #2

Revised Services and Activities Fees for Academic Year 2020-2021 (Stacy Pearson/Mary Jo Gonzales)

March 12, 2021

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Revised Services and Activities Fees for Academic Year 2020-2021

PROPOSED: That the Board of Regents shall revise academic year 2020-2021 S&A fees approved at the June 2020 meeting for the Spokane, Tri-Cities, and Vancouver campuses based on the recommendation of the WSU Spokane, WSU Tri-Cities, and WSU Vancouver student led S&A fee committees.

SUBMITTED BY: Stacy Pearson, CFO and Vice President, Finance and Administration
Mary Jo Gonzales, Vice President for Student Affairs

SUPPORTING INFORMATION: On August 7, 2020, WSU communicated to students that the university would be deferring decisions regarding Fall 2020 and Spring 2021 mandatory student fees, including the S&A fee, until the appropriate governing bodies, the majority of which are student led and where student representation is significant, could be included in the decision-making process.

This past fall and spring, the student led S&A fee committees were convened and a summary of their processes is included in the attachments. As a result of these meetings, the WSU Spokane, WSU Tri-Cities, and WSU Vancouver S&A committees put forth the following recommendations.

WSU Spokane: The S&A fee is \$291 per semester. The committee recommends that the spring semester fee be revised downward by \$50.

WSU Tri-Cities: The S&A fee is \$256 per semester. The committee recommends the spring semester fee be revised downward by \$64.


WSU Vancouver: The S&A fee is \$279.50 per semester. The committee recommends the spring semester fee be revised downward by \$50.

The committees' recommendations have been reviewed by President Schulz and are forwarded for approval by the Board of Regents per RCW 28B.15.045.

ATTACHMENT: Attachment A: Revised S&A Fee Recommendations WSU Spokane, WSU Tri-Cities, and WSU Vancouver.

Office of the
President**MEMORANDUM**

TO: Daryll B. DeWald
Chancellor, WSU Spokane

FROM: Kirk H. Schulz 
President

Date: February 8, 2021

Subject: WSU Spokane S&A Fee Revision for Spring 2021

I have reviewed and support the WSU Spokane S&A Committee's recommendation to revise the spring semester 2021 S&A Fee downward by \$50 and to adjust allocations as follows:

Group Name	Allocation Approved June 2020	Proposed Revised Allocations	Decrease in Allocation
ASWSUHS	\$ 266,781	\$ 252,381	\$ (14,400)
AINS Yakima	\$ 16,319	\$ 16,319	\$ -
Campus Pantry	\$ 29,760	\$ 29,540	\$ (220)
Student Success Center	\$ 174,539	\$ 171,539	\$ (3,000)
Information Technology	\$ 22,150	\$ 10,150	\$ (12,000)
Student Affairs Yakima	\$ 84,386	\$ 81,366	\$ (3,020)
Student Involvement & Fitness Center	\$ 302,515	\$ 242,475	\$ (60,040)
Student Diversity Center	\$ 156,879	\$ 119,569	\$ (37,310)
Community Engagement	\$ 70,757	\$ 68,257	\$ (2,500)
Intercollegiate Athletics	\$ 7,500	\$ 7,500	\$ -
Student Entertainment Board	\$ 60,419	\$ 44,919	\$ (15,500)
Yakima Student Pharmacy Assoc.	\$ 9,172	\$ 9,172	\$ -
RSO Funding	\$ 35,000	\$ 35,000	\$ -
Reserve Requests	\$ 4,258	\$ 4,258	\$ -
Facilities Reserve	\$ 57,870	\$ 57,870	\$ -
Totals	\$ 1,298,305	\$ 1,150,315	\$ (147,990)

I will submit the Committee's recommendations to the Board of Regents for approval at their March 2021 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office


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MEMORANDUM

TO: Kirk Schulz, President

FROM: Daryll B. DeWald 
Vice President, Health Sciences
And Chancellor, WSU Spokane

DATE: February 1, 2021

SUBJECT: WSU Health Sciences Spokane Student Fee Committee - Modified Academic
Year Recommendations

I have reviewed the WSU Spokane Student Fee Committee recommendations for academic year 2020-21 and support the committee's recommendations to 1) not adjust the Spokane campus health fee and 2) to revise the spring semester S&A fee downward by \$50 for students at Yakima and Spokane.

I also support the S&A fee allocation adjustments proposed by the committee.

If you also approve, please proceed by forwarding your support to the Board of Regents for approval at the March 2021 meeting.

Thank you for your consideration of this request.

Encl: WSU Spokane fee committee recommendations.

MEMORANDUM

TO: Daryll DeWald
Vice President & Chancellor
WSU Health Sciences Spokane

FROM: Chris Szlenk
Chair, WSU Spokane Student Fee Committee

Date: January 29, 2021

Subject: Student Fees – Modified Academic Year 2020-21 Recommendations

The WSU Spokane Student Fee Committee met on November 10th, 2020 to discuss fee adjustments and recommend modified budget allocations for academic year 2020-21 in accordance with state and university guidelines.

By a majority vote, the committee recommends no adjustment to the Spokane campus health fee and that the spring semester S&A fee be revised downward by \$50 for students at Yakima and Spokane. This action effectively reduces the S&A fee from \$291 to \$241 for spring term. Due to this reduction in S&A fee collection, the committee subsequently revised S&A fee allocations to groups approved at the June 2020 Board of Regents Meeting.

As Chair, I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the March 2021 meeting. The WSU Spokane Student Fee Committee, recommends the following adjustments to Spokane S&A fee allocations approved at the June 2020 Board of Regents Meeting.


Group Name	Allocation Approved June 2020	Proposed Revised Allocation	Difference
ASWSUHS	\$266,781	\$252,381	\$14,400
AINS Yakima	\$16,319	\$16,319	\$0
Campus Pantry	\$29,760	\$29,540	\$220
Student Success Center	\$174,539	\$171,539	\$3,000
Information Technology	\$22,150	\$10,150	\$12,000
Student Affairs Yakima	\$84,386	\$81,366	\$3,020
Student Involvement & Fitness Center	\$302,515	\$242,475	\$60,040
Student Diversity Center	\$156,879	\$119,569	\$37,310
Community Engagement	\$70,757	\$68,257	\$2,500
Intercollegiate Athletics	\$7,500	\$7,500	\$0

Student Entertainment Board	\$60,419	\$44,919	\$15,500
Yakima Student Pharmacy Assoc	\$9,172	\$9,172	\$0
RSO Funding	\$35,000	\$35,000	\$0
Reserve Requests	\$4,258	\$4,258	\$0
Facilities Reserve	\$57,870	\$57,870	\$0
Totals	\$1,298,305	\$1,150,315	\$147,990

Chris Szlenk

MEMORANDUM

TO: Sandra D. Haynes
Chancellor, WSU Spokane

FROM: Kirk H. Schulz 
President

Date: February 8, 2021

Subject: WSU Tri-Cities S&A Fee Revision for Spring 2021

I have reviewed and support the WSU Tri S&A Committee's recommendation to revise the spring semester 2021 S&A Fee downward by \$64 and to adjust allocations as follows:


Group Name	Allocation Approved in November	Proposed Revised Allocations	Decrease in Allocation
Student Support Services	\$ 147,664	\$ 147,664	\$ -
Student Engagement and Leadership/ Student Life	\$ 170,031	\$ 155,531	\$ (14,500)
SEB	\$ 80,000	\$ 80,000	\$ -
IT	\$ 19,586	\$ 19,586	\$ -
Campus Recreation/Sports	\$ 111,463	\$ 111,463	\$ -
ASWSUTC	\$ 169,149	\$ 153,081	\$ (16,068)
Club Funding	\$ 30,000	\$ 20,000	\$ (10,000)
Totals	\$ 727,893	\$ 687,325	\$ (40,568)

I will submit the Committee's recommendations to the Board of Regents for approval at their March 2021 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

Memorandum

Date: February 11, 2021
To: Kirk Schulz, President
From: Sandra Haynes, Chancellor 
Cc: Robin Kavis, Ray White, Ian Jamieson, and Evelyn Martinez, WSUTC Student Fee Committee Chairs
Subject: WSU Tri-Cities Services and Activities Fees Recommendations – Spring 2021 - FY21

I have reviewed the Washington State University Tri-Cities Services & Activities Fees, Student Union Building, and Safety & Transportation Committees FY21 fee recommendations for the spring semester.

For the Spring 2021 semester, I support the students' recommendations to not collect by 25% of the Services and Activities Fee (\$64 for full time students), not collect 50% of the Student Union Building Fee (\$75 for full time students), and not collect 50% of Safety and Transportation Fee (\$32.50 for full time students).

If you also approve, please proceed by forwarding your support to the Board of Regents for approval at the March 11, 2021 meeting.

Please let me know if you have any questions or concerns. Thank you for your consideration of this request.

Encl: Services and Activities Committee Fee Recommendation for Spring 2021
Student Union Governance Board Fee Recommendation for Spring 2021
Recommendation on Safety & Transportation Fee for Spring 2021

DATE: December 10, 2020
TO: Sandra Haynes, Chancellor
FROM: Robin Kavis, Services and Activities Fee Committee Chair
RE: Services and Activities Committee Fee Recommendation for Spring 2020

The Services and Activities (S&A) Fee Committee was asked to make a recommendation regarding implementation of a non-collection of fee for spring semester 2021.

The committee met on November 18, 2020 and December 9, 2020 to discuss the fee. The committee reviewed the approved S&A budget for fiscal year 2021, natural reductions each S&A funded department could make, and current reserve funds to better understand the current reality and needs for this budget. The committee discussed the possible impacts to students and the university, if some or all of the fee is not collected. The committee discussed the potential of utilizing reserves to help support the financial needs while still providing necessary financial support to students.

After full discussion of the impacts, the committee voted to submit the following recommendation to your attention:

The Services and Activities Fee Committee recommends that 25% the S&A fee (\$64 for full time students) for spring semester 2021 not be collected.

<u>Group</u>	<u>Total Requested</u>	<u>Allocated from Budget</u>	<u>Allocated from Reserves</u>	<u>Total Allocated</u>
Student Support Services	\$147,663.78	\$147,663.78		\$147,663.78
Student Engagement and Leadership	\$155,530.67	\$155,530.67		\$155,530.67
SEB	\$ 80,000.00	\$ 80,000.00		\$ 80,000.00
IT	\$ 19,586.45	\$ 19,586.45		\$ 19,586.45
Campus Recreation/Sports	\$111,462.86	\$111,462.86		\$111,462.86
ASWSUTC	\$153,080.91	\$153,080.91		\$153,080.91
Club Funding	\$ 20,000.00	\$ 8,765.41	\$11,234.59	\$ 20,000.00
Totals	\$687,324.67	\$676,090.08	\$11,234.59	\$687,324.67


Thank you,

Robin Kavis

Robin Kavis
S&A Committee Chair

MEMORANDUM

TO: Mel Netzhammer
Chancellor, WSU Vancouver

FROM: Kirk H. Schulz 
President

Date: February 8, 2021

Subject: WSU Vancouver S&A Fee Revision for Spring 2021

I have reviewed and support the WSU Vancouver S&A Committee's recommendation to revise the spring semester 2021 S&A Fee downward by \$50 for full-time students and to prorate the fee for part-time students. I also support the committee's recommendation to not adjust allocations at this time.

I will submit the Committee's recommendations to the Board of Regents for approval at their March 2021 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

MEMORANDUM

DATE: February 9, 2021

TO: Kirk Schulz, President, Washington State University

FROM: Mel Netzhammer, Chancellor, WSU Vancouver



SUBJECT: **S&A Fee Special Request for Spring 2021**

I have reviewed and support the Vancouver Services and Activities Fees Committee FY2021 special request. I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the March 2021 meeting.

The Vancouver S&A committee supports a return of \$50 per each full-time enrolled student and prorated for part-time students from the Spring 2021 S&A fee.

Cc: Kelley Westoff, Executive Director Budget, Planning, and Analysis



Memorandum

To: Dr. Mel Netzhammer
Chancellor, WSU Vancouver

From: Katya Farinsky
Chair, S&A Fee Committee

Date: February 9th, 2021

Re: S&A Fee Special Request for Spring 2021

The WSU Vancouver S&A Fee Committee met on February 5th to discuss fee adjustments and recommend potential return of spring fee funds in accordance with state and university guidelines. As a result:

- The S&A Fee Committee supports a return of **\$50 per each full-time enrolled student** from the Spring 2021 S&A fee.

This action is believed to return a significant and appropriate amount of funds to students that have not received the services and opportunities intended due to the continuation of remote instruction. This decision simultaneously maintains a generous reserve amount to fully fund requests for the 2021-2022 academic year.

As Chair, I am asking for your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the March 2021 meeting. We will be submitting a detailed list of 2021-2022 allocation recommendations in the coming weeks but would like to ensure the return of funds is put forward in a timely manner.

Regards,

Katya Farinsky

Katya Farinsky
Chair, S&A Fee Committee

ACTION ITEM #3

Revised Services and Activities Fees Allocations for Summer 2020 and Academic Year 2020-2021 (Stacy Pearson/Mary Jo Gonzales)

March 12, 2021

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Revised Services and Activities (S&A) Fee Allocations for summer 2020 and academic year 2020-2021.

PROPOSED: That the Board of Regents approve revised S&A fee allocations for summer 2020 and academic year 2020-2021 for the WSU Spokane, and WSU Tri-Cities campuses, as recommended by the student led S&A fee committees representing WSU Spokane and WSU Tri-Cities.

SUBMITTED BY: Stacy Pearson, CFO and Vice President, Finance and Administration
Mary Jo Gonzales, Vice President for Student Affairs

SUPPORTING INFORMATION: Student led S&A fee committees for WSU Spokane, WSU Tri-Cities, and WSU Vancouver put forth recommendations to revise the amount of S&A fees collected for those campuses for spring 2021. Simultaneously the committees considered allocation revisions commensurate with the anticipated reductions in revenue.

The WSU Spokane and WSU Tri-Cities S&A committees recommend the attached revisions, summarized below, to the allocations approved by the WSU Board of Regents at the June 2020 and November 2020 meetings. The WSU Vancouver S&A committee did not recommend allocation revisions.


	Approved June 2020	Revised November 2020	Proposed March 2020
WSU Spokane	\$ 1,298,305	n/a	\$ 1,150,315
WSU Tri-Cities	\$ 807,610	\$ 727,893	\$ 687,325

President Schulz reviewed the committees' recommendations and forwards them to the Board of Regents for approval. The recommendations are developed following the guidelines governing the establishment and funding of student programs set forth in RCW 28B.15.045.

ATTACHMENT: Attachment A: Revised S & A fee Allocations-WSU Spokane and WSU Tri Cities

Office of the
President**MEMORANDUM**

TO: Daryll B. DeWald
Chancellor, WSU Spokane

FROM: Kirk H. Schulz 
President

Date: February 8, 2021

Subject: WSU Spokane S&A Fee Revision for Spring 2021

I have reviewed and support the WSU Spokane S&A Committee's recommendation to revise the spring semester 2021 S&A Fee downward by \$50 and to **adjust allocations as follows:**

Group Name	Allocation Approved June 2020	Proposed Revised Allocations	Decrease in Allocation
ASWSUHS	\$ 266,781	\$ 252,381	\$ (14,400)
AINS Yakima	\$ 16,319	\$ 16,319	\$ -
Campus Pantry	\$ 29,760	\$ 29,540	\$ (220)
Student Success Center	\$ 174,539	\$ 171,539	\$ (3,000)
Information Technology	\$ 22,150	\$ 10,150	\$ (12,000)
Student Affairs Yakima	\$ 84,386	\$ 81,366	\$ (3,020)
Student Involvement & Fitness Center	\$ 302,515	\$ 242,475	\$ (60,040)
Student Diversity Center	\$ 156,879	\$ 119,569	\$ (37,310)
Community Engagement	\$ 70,757	\$ 68,257	\$ (2,500)
Intercollegiate Athletics	\$ 7,500	\$ 7,500	\$ -
Student Entertainment Board	\$ 60,419	\$ 44,919	\$ (15,500)
Yakima Student Pharmacy Assoc.	\$ 9,172	\$ 9,172	\$ -
RSO Funding	\$ 35,000	\$ 35,000	\$ -
Reserve Requests	\$ 4,258	\$ 4,258	\$ -
Facilities Reserve	\$ 57,870	\$ 57,870	\$ -
Totals	\$ 1,298,305	\$ 1,150,315	\$ (147,990)

I will submit the Committee's recommendations to the Board of Regents for approval at their March 2021 meeting.
Thank for your service and leadership on this committee.

cc: Budget Office


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MEMORANDUM

TO: Kirk Schulz, President

FROM: Daryll B. DeWald 
Vice President, Health Sciences
And Chancellor, WSU Spokane

DATE: February 1, 2021

SUBJECT: WSU Health Sciences Spokane Student Fee Committee - Modified Academic
Year Recommendations

I have reviewed the WSU Spokane Student Fee Committee recommendations for academic year 2020-21 and support the committee's recommendations to 1) not adjust the Spokane campus health fee and 2) to revise the spring semester S&A fee downward by \$50 for students at Yakima and Spokane.

I also support the S&A fee allocation adjustments proposed by the committee.

If you also approve, please proceed by forwarding your support to the Board of Regents for approval at the March 2021 meeting.

Thank you for your consideration of this request.

Encl: WSU Spokane fee committee recommendations.

MEMORANDUM

TO: Daryll DeWald
Vice President & Chancellor
WSU Health Sciences Spokane

FROM: Chris Szlenk
Chair, WSU Spokane Student Fee Committee

Date: January 29, 2021

Subject: Student Fees – Modified Academic Year 2020-21 Recommendations

The WSU Spokane Student Fee Committee met on November 10th, 2020 to discuss fee adjustments and recommend modified budget allocations for academic year 2020-21 in accordance with state and university guidelines.

By a majority vote, the committee recommends no adjustment to the Spokane campus health fee and that the spring semester S&A fee be revised downward by \$50 for students at Yakima and Spokane. This action effectively reduces the S&A fee from \$291 to \$241 for spring term. Due to this reduction in S&A fee collection, the committee subsequently revised S&A fee allocations to groups approved at the June 2020 Board of Regents Meeting.

As Chair, I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the March 2021 meeting. The WSU Spokane Student Fee Committee, recommends the following adjustments to Spokane S&A fee allocations approved at the June 2020 Board of Regents Meeting.


Group Name	Allocation Approved June 2020	Proposed Revised Allocation	Difference
ASWSUHS	\$266,781	\$252,381	\$14,400
AINS Yakima	\$16,319	\$16,319	\$0
Campus Pantry	\$29,760	\$29,540	\$220
Student Success Center	\$174,539	\$171,539	\$3,000
Information Technology	\$22,150	\$10,150	\$12,000
Student Affairs Yakima	\$84,386	\$81,366	\$3,020
Student Involvement & Fitness Center	\$302,515	\$242,475	\$60,040
Student Diversity Center	\$156,879	\$119,569	\$37,310
Community Engagement	\$70,757	\$68,257	\$2,500
Intercollegiate Athletics	\$7,500	\$7,500	\$0

Student Entertainment Board	\$60,419	\$44,919	\$15,500
Yakima Student Pharmacy Assoc	\$9,172	\$9,172	\$0
RSO Funding	\$35,000	\$35,000	\$0
Reserve Requests	\$4,258	\$4,258	\$0
Facilities Reserve	\$57,870	\$57,870	\$0
Totals	\$1,298,305	\$1,150,315	\$147,990

Chris Szlenk

MEMORANDUM

TO: Sandra D. Haynes
Chancellor, WSU Spokane

FROM: Kirk H. Schulz 
President

Date: February 8, 2021

Subject: WSU Tri-Cities S&A Fee Revision for Spring 2021

I have reviewed and support the WSU Tri S&A Committee's recommendation to revise the spring semester 2021 S&A Fee downward by \$64 and to **adjust allocations as follows:**


Group Name	Allocation Approved in November	Proposed Revised Allocations	Decrease in Allocation
Student Support Services	\$ 147,664	\$ 147,664	\$ -
Student Engagement and Leadership/ Student Life	\$ 170,031	\$ 155,531	\$ (14,500)
SEB	\$ 80,000	\$ 80,000	\$ -
IT	\$ 19,586	\$ 19,586	\$ -
Campus Recreation/Sports	\$ 111,463	\$ 111,463	\$ -
ASWSUTC	\$ 169,149	\$ 153,081	\$ (16,068)
Club Funding	\$ 30,000	\$ 20,000	\$ (10,000)
Totals	\$ 727,893	\$ 687,325	\$ (40,568)

I will submit the Committee's recommendations to the Board of Regents for approval at their March 2021 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

Memorandum

Date: February 11, 2021
To: Kirk Schulz, President
From: Sandra Haynes, Chancellor 
Cc: Robin Kavis, Ray White, Ian Jamieson, and Evelyn Martinez, WSUTC Student Fee Committee Chairs
Subject: WSU Tri-Cities Services and Activities Fees Recommendations – Spring 2021 - FY21

I have reviewed the Washington State University Tri-Cities Services & Activities Fees, Student Union Building, and Safety & Transportation Committees FY21 fee recommendations for the spring semester.

For the Spring 2021 semester, I support the students' recommendations to not collect by 25% of the Services and Activities Fee (\$64 for full time students), not collect 50% of the Student Union Building Fee (\$75 for full time students), and not collect 50% of Safety and Transportation Fee (\$32.50 for full time students).

If you also approve, please proceed by forwarding your support to the Board of Regents for approval at the March 11, 2021 meeting.

Please let me know if you have any questions or concerns. Thank you for your consideration of this request.

Encl: Services and Activities Committee Fee Recommendation for Spring 2021
Student Union Governance Board Fee Recommendation for Spring 2021
Recommendation on Safety & Transportation Fee for Spring 2021

DATE: December 10, 2020
TO: Sandra Haynes, Chancellor
FROM: Robin Kavis, Services and Activities Fee Committee Chair
RE: Services and Activities Committee Fee Recommendation for Spring 2020

The Services and Activities (S&A) Fee Committee was asked to make a recommendation regarding implementation of a non-collection of fee for spring semester 2021.

The committee met on November 18, 2020 and December 9, 2020 to discuss the fee. The committee reviewed the approved S&A budget for fiscal year 2021, natural reductions each S&A funded department could make, and current reserve funds to better understand the current reality and needs for this budget. The committee discussed the possible impacts to students and the university, if some or all of the fee is not collected. The committee discussed the potential of utilizing reserves to help support the financial needs while still providing necessary financial support to students.

After full discussion of the impacts, the committee voted to submit the following recommendation to your attention:

The Services and Activities Fee Committee recommends that 25% the S&A fee (\$64 for full time students) for spring semester 2021 not be collected.

<u>Group</u>	<u>Total Requested</u>	<u>Allocated from Budget</u>	<u>Allocated from Reserves</u>	<u>Total Allocated</u>
Student Support Services	\$147,663.78	\$147,663.78		\$147,663.78
Student Engagement and Leadership	\$155,530.67	\$155,530.67		\$155,530.67
SEB	\$ 80,000.00	\$ 80,000.00		\$ 80,000.00
IT	\$ 19,586.45	\$ 19,586.45		\$ 19,586.45
Campus Recreation/Sports	\$111,462.86	\$111,462.86		\$111,462.86
ASWSUTC	\$153,080.91	\$153,080.91		\$153,080.91
Club Funding	\$ 20,000.00	\$ 8,765.41	\$11,234.59	\$ 20,000.00
Totals	\$687,324.67	\$676,090.08	\$11,234.59	\$687,324.67

Thank you,

Robin Kavis

Robin Kavis
S&A Committee Chair

ACTION ITEM #4

One-Time Revisions to Certain Mandatory Fees for Academic Year 2020-2021 (Stacy Pearson/Mary Jo Gonzales)

March 12, 2021

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: One-time Revisions to Certain Mandatory Fees for Academic Year 2020-2021.

PROPOSED: That the Board of Regents approve one-time revisions to certain mandatory fees in the 2020-2021 academic year, based upon the recommendations put forth by the WSU Tri-Cities student-led advisory boards, and WSU leadership.

SUBMITTED BY: Stacy Pearson, CFO and Vice President, Finance and Administration
Mary Jo Gonzales, Vice President for Student Affairs

SUPPORTING INFORMATION: On August 7, 2020, WSU leadership communicated to students that the university would be deferring decisions regarding Fall 2020 and Spring 2021 S&A and other mandatory student fees until the appropriate governing bodies, the majority of which are student led and where student representation is significant, could be included in the decision-making process. These revisions were requested by students based on the impacts of the current pandemic.

Several student advisory boards were engaged to review and make recommendations regarding mandatory fees (other than S&A). Recommendations from each of these advisory boards are included as Attachment A. As a result of these meetings, the advisory boards put forth the following recommendations for consideration. After careful review, WSU leadership concurred with their recommendations outlined below.

WSU Tri-Cities: The Student Union Building fee is \$150 per semester. The Student Union Governance Board recommends that the university not collect 50% (\$75 for full-time students) of this fee in the spring 2021 semester.

WSU Tri-Cities: The Safety and Transportation fee is \$65 per semester. The Safety and Transportation Fee Committee recommends that the university not collect 50% (\$32.50 for full-time students) of this fee in the spring 2021 semester.

These advisory board recommendations, included in Attachment A, have been reviewed by President Schulz and are forwarded for approval by the Board of Regents.


Also included in Attachment A is a memo from the WSU Spokane Student Fee Committee which recommends collecting the Spokane Health Fee in full.

ATTACHMENT: Attachment A:
WSU Tri-Cities Student Union Building Fee Recommendation
WSU Tri-Cities Safety and Transportation Fee Committee
recommendation
WSU Spokane Student Fee Committee Recommendation



Office of
THE CHANCELLOR

Memorandum

Date: February 11, 2021
To: Kirk Schulz, President
From: Sandra Haynes, Chancellor 
Cc: Robin Kavis, Ray White, Ian Jamieson, and Evelyn Martinez, WSUTC Student Fee Committee Chairs
Subject: WSU Tri-Cities Services and Activities Fees Recommendations – Spring 2021 - FY21

I have reviewed the Washington State University Tri-Cities Services & Activities Fees, Student Union Building, and Safety & Transportation Committees FY21 fee recommendations for the spring semester.

For the Spring 2021 semester, I support the students' recommendations to not collect by 25% of the Services and Activities Fee (\$64 for full time students), not collect 50% of the Student Union Building Fee (\$75 for full time students), and not collect 50% of Safety and Transportation Fee (\$32.50 for full time students).

If you also approve, please proceed by forwarding your support to the Board of Regents for approval at the March 11, 2021 meeting.

Please let me know if you have any questions or concerns. Thank you for your consideration of this request.

Encl: Services and Activities Committee Fee Recommendation for Spring 2021
Student Union Governance Board Fee Recommendation for Spring 2021
Recommendation on Safety & Transportation Fee for Spring 2021

DATE: December 10, 2020

TO: Sandra Haynes, Chancellor

FROM: Evelyn Martinez-Ostrom, Student Union Governance Board Chair

RE: Student Union Governance Board Fee Recommendation for Spring 2021

The Student Union Governance Board was asked to make a recommendation regarding the non-collection of fees for spring semester 2021.


The board met on December 3, 2021 to discuss the fee. The board reviewed the approved Student Union budget for fiscal year 2021 and the first four months of expenses and revenue to better understand the current reality and needs for this budget. The board discussed the possible impacts, to students and the university, if the fee or part of the fee was not collected. The board discussed the potential of utilizing reserves to help support the financial needs while still providing necessary financial support to students.

After full discussion of the impacts, the board voted to submit the following recommendation to your attention:

The Student Union Governance Board recommends that 50% of the SUB Student Union Building (\$75 for full time students) not be collected for spring semester 2021.

MEMORANDUM

TO: Sandra D. Haynes
Chancellor, WSU Spokane

FROM: Kirk H. Schulz 
President

Date: February 8, 2021

Subject: WSU Tri-Cities Student Union Building Fee Revision for Spring 2021

I have reviewed and support the WSU Tri-Cities Student Union Governance Board Committee's recommendation to not collect 50% (\$75.00) of the Student Union Building Fee.

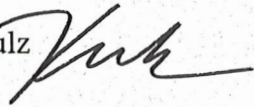
I will submit the Committee's recommendations to the Board of Regents for approval at their March 2021 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

MEMORANDUM

TO: Sandra D. Haynes
Chancellor, WSU Spokane

FROM: Kirk H. Schulz 
President

Date: February 8, 2021

Subject: WSU Tri-Cities Safety and Transportation Fee Revision for Spring 2021

I have reviewed and support the WSU Tri-Cities Safety and Transportation Committee's recommendation to not collect 50% (\$32.50) of the Safety and Transportation fee.



I will submit the Committee's recommendations to the Board of Regents for approval at their March 2021 meeting.

Thank for your service and leadership on this committee.

cc: Budget Office

DATE: December 10, 2020

TO: Sandra Haynes, Chancellor

FROM: Ray White, Safety & Transportation Committee Co-Chair 
Ian Jamieson, Safety & Transportation Committee Co-Chair 

RE: Recommendation on Safety & Transportation Fee Collection Recommendations for Spring 2021

The Safety & Transportation Fee Committee was asked to make a recommendation on the collection of the safety and transport fee for spring semester 2021.


The committee met on December 3, 2020 to discuss the fee, which was implemented for the first time during fall semester 2020.

The committee reviewed the discussion held regarding the fall 2020 semester non-collection, the continuing student need, and the purpose for funds collected. Based on the discussion, it was determined that during spring semester 2021 the student need for financial relief during the COVID-19 crisis and the status of courses continuing on-line will not change in comparison to fall semester 2020. Therefore, the committee voted to submit the following recommendation to your attention:

The Safety & Transportation Fee Committee recommends that 50% of the safety and transportation fee, charged to all resident and non-resident students in accordance with the MOU, not be collected for the spring 2021 semester. The rate of \$65 would be reduced to \$32.50 and the \$6.50 per credit prorate amount be reduced to \$3.25 for this one semester.

MEMORANDUM

TO: Kirk Schulz, President

FROM: Daryll B. DeWald 
Vice President, Health Sciences
And Chancellor, WSU Spokane

DATE: February 1, 2021

SUBJECT: WSU Health Sciences Spokane Student Fee Committee - Modified Academic Year Recommendations

I have reviewed the WSU Spokane Student Fee Committee recommendations for academic year 2020-21 and support the committee's recommendations to 1) **not adjust the Spokane campus health fee** and 2) to revise the spring semester S&A fee downward by \$50 for students at Yakima and Spokane.

I also support the S&A fee allocation adjustments proposed by the committee.


If you also approve, please proceed by forwarding your support to the Board of Regents for approval at the March 2021 meeting.

Thank you for your consideration of this request.

Encl: WSU Spokane fee committee recommendations.

MEMORANDUM

TO: Daryll B. DeWald
Chancellor, WSU Spokane

FROM: Kirk H. Schulz 
President

Date: February 8, 2021

Subject: WSU Spokane S&A Fee Revision for Spring 2021

I have reviewed and support the WSU Spokane S&A Committee's recommendation to revise the spring semester 2021 S&A Fee downward by \$50 and to adjust allocations as follows:

Group Name	Allocation Approved June 2020	Proposed Revised Allocations	Decrease in Allocation
ASWSUHS	\$ 266,781	\$ 252,381	\$ (14,400)
AINS Yakima	\$ 16,319	\$ 16,319	\$ -
Campus Pantry	\$ 29,760	\$ 29,540	\$ (220)
Student Success Center	\$ 174,539	\$ 171,539	\$ (3,000)
Information Technology	\$ 22,150	\$ 10,150	\$ (12,000)
Student Affairs Yakima	\$ 84,386	\$ 81,366	\$ (3,020)
Student Involvement & Fitness Center	\$ 302,515	\$ 242,475	\$ (60,040)
Student Diversity Center	\$ 156,879	\$ 119,569	\$ (37,310)
Community Engagement	\$ 70,757	\$ 68,257	\$ (2,500)
Intercollegiate Athletics	\$ 7,500	\$ 7,500	\$ -
Student Entertainment Board	\$ 60,419	\$ 44,919	\$ (15,500)
Yakima Student Pharmacy Assoc.	\$ 9,172	\$ 9,172	\$ -
RSO Funding	\$ 35,000	\$ 35,000	\$ -
Reserve Requests	\$ 4,258	\$ 4,258	\$ -
Facilities Reserve	\$ 57,870	\$ 57,870	\$ -
Totals	\$ 1,298,305	\$ 1,150,315	\$ (147,990)

I will submit the Committee's recommendations to the Board of Regents for approval at their March 2021 meeting.
Thank for your service and leadership on this committee.

cc: Budget Office

MEMORANDUM

TO: Daryll DeWald
Vice President & Chancellor
WSU Health Sciences Spokane

FROM: Chris Szlenk
Chair, WSU Spokane Student Fee Committee

Date: January 29, 2021

Subject: Student Fees – Modified Academic Year 2020-21 Recommendations

The WSU Spokane Student Fee Committee met on November 10th, 2020 to discuss fee adjustments and recommend modified budget allocations for academic year 2020-21 in accordance with state and university guidelines.

By a majority vote, the committee recommends no adjustment to the Spokane campus health fee and that the spring semester S&A fee be revised downward by \$50 for students at Yakima and Spokane. This action effectively reduces the S&A fee from \$291 to \$241 for spring term. Due to this reduction in S&A fee collection, the committee subsequently revised S&A fee allocations to groups approved at the June 2020 Board of Regents Meeting.

As Chair, I request your support of the committee recommendations and your submittal of the budget to the Board of Regents for approval at the March 2021 meeting. The WSU Spokane Student Fee Committee, recommends the following adjustments to Spokane S&A fee allocations approved at the June 2020 Board of Regents Meeting.

Group Name	Allocation Approved June 2020	Proposed Revised Allocation	Difference
ASWSUHS	\$266,781	\$252,381	\$14,400
AINS Yakima	\$16,319	\$16,319	\$0
Campus Pantry	\$29,760	\$29,540	\$220
Student Success Center	\$174,539	\$171,539	\$3,000
Information Technology	\$22,150	\$10,150	\$12,000
Student Affairs Yakima	\$84,386	\$81,366	\$3,020
Student Involvement & Fitness Center	\$302,515	\$242,475	\$60,040
Student Diversity Center	\$156,879	\$119,569	\$37,310
Community Engagement	\$70,757	\$68,257	\$2,500
Intercollegiate Athletics	\$7,500	\$7,500	\$0

Student Entertainment Board	\$60,419	\$44,919	\$15,500
Yakima Student Pharmacy Assoc	\$9,172	\$9,172	\$0
RSO Funding	\$35,000	\$35,000	\$0
Reserve Requests	\$4,258	\$4,258	\$0
Facilities Reserve	\$57,870	\$57,870	\$0
Totals	\$1,298,305	\$1,150,315	\$147,990

Chris Szlenk