WASHINGTON STATE UNIVERSITY

March 1, 2024

WASHINGTON STATE UNIVERSITY BOARD OF REGENTS
MEETING NOTICE

The Washington State University Board of Regents will hold its next regular meetings on Thursday and Friday, March 7-8, 2024, on the WSU Tri-Cities campus, University Drive, Richland, Washington, pursuant to the schedule below.

Public listening of committee and Board meetings is available as follows:

Thursday, March 7, 2024 – Board of Regents Committee Meetings

Academic and Student Affairs Committee, Executive and Governance Committee:
https://youtube.com/live/TJn9F36t56g?feature=share

Strategic and Operational Excellence Committee, Finance and Administration Committee:
https://youtube.com/live/SHJ_YTEFWJE?feature=share

Friday, March 8, 2024 – Board of Regents Meeting
https://youtube.com/live/ptDFfysCets?feature=share

Telephone access for all meetings:1-253-215-8782, code 972364, meeting ID: 983 4259 6156

Thursday, March 7, 2024		Location
8:15 am	Board of Regents breakfast	101N Consolidated Information Center (CIC)
9:30 am	Executive Session	102 Collaboration Hall
10:30 am*	Academic and Student Affairs Committee	102 Collaboration Hall
10:45 am*	Executive and Governance Committee	102 Collaboration Hall
11;45 am*	Board of Regents lunch	101N CIC
1:00 pm*	Strategic and Operational Excellence Committee	102 Collaboration Hall
2:15 pm*	Finance and Administration Committee	102 Collaboration Hall
6:30 pm*	Board of Regents reception and dinner	530 Columbia Point Dr, Richland, WA

or upon conclusion of the previous session

Friday, March 8, 2024		Location
8:00 am	Board of Regents breakfast	101N CIC
9:00 am	Board of Regents meeting	102 Collaboration Hall

The Regents will meet for a tour and dinner on Wednesday, March 6, at 76 North Power Plant Loop, Richland, WA, at approximately 5:00 p.m.

Questions about the Board of Regents meeting and schedule may be directed to Tracy Jordahl, Executive Assistant to the Board of Regents, 509-335-4200.

AGENDA

Washington State University Board of Regents
Executive and Governance Committee

Washington State University, Tri-Cities
Collaboration Hall, Room 102
Richland, WA

March 7, 2024
10:30 a.m.

Committee Members: Lisa Keohokalole Schauer (Chair), Jenette Ramos, Marty Dickinson

Future Action Items

1. Board of Regents Election of Officers (Schauer)
2. Proposed Board of Regents Bylaws Update (Schulz/Hess)

FUTURE ACTION ITEM #1
Election of Officers
(Lisa Schauer)

March 7, 2024

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Election of Officers

PROPOSED: That Lisa Schauer be re-elected as Chair of the WSU Board of Regents for the year beginning July 1, 2024, and that Jenette Ramos be re-elected to serve as Vice Chair of the WSU Board of Regents for the year beginning July 1, 2024, with the understanding that she shall act as Chair pro tempore in the absence of the Chair, with the power to preside at the meetings and to sign all instruments required to be executed by the WSU Board of Regents.

SUBMITTED BY: Lisa Schauer, Chair, Board of Regents

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

Election and Appointment Process. At its regular meeting held after the first Wednesday in April of each year, the Board shall hold elections to fill the offices of Chair and Vice Chair. The Board shall elect a Vice Chair, as nominated by the Executive Committee, based upon the advice of the Board and in consultation with the President of the University. The Vice Chair shall then automatically succeed as Chair of the Board after one (1) year, commencing on July 1. The Board may elect to extend the term of the Chair or Vice Chair by a maximum of one (1) additional year with no further extensions. The student Regent and the faculty Regent are not eligible to hold the position of Chair or Vice Chair but are eligible to vote in elections under this paragraph.

FUTURE ACTION ITEM #2
Proposed Revisions to Board of Regents Bylaws --
Future Action Item Requirement
(Kirk Schulz/Danielle Hess)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Proposed Revisions to Board of Regents Bylaws -- Future Action Item Requirement

PROPOSED: That the Board approve proposed revisions to the Board of Regents Bylaws eliminating the future action item requirement for agenda items, except for certain enumerated items and others as designated by the Board Chair

SUBMITTED BY: Kirk Schulz, President

SUPPORTING
INFORMATION: The current Board of Regents Bylaws require that agenda items requesting Board action be submitted to the Board and discussed by the appropriate committee at least one committee meeting prior to the meeting at which action is requested. This is referred to as the "future action item" requirement. The only two exceptions are (1) items of a routine nature, and (2) items for which the Board Chair has suspended the requirement.

The future action item requirement was intended to ensure the Board had sufficient time to discuss and consider requests for action; however, it has become apparent that the requirement is not necessary or beneficial for many agenda items. Eliminating the requirement for non-controversial, less complex agenda items would improve Board meeting efficiency, shorten agendas, and expedite University decision-making.

The proposed revisions would allow agenda items to be brought for action immediately, except those pertaining to the following:

- tuition and fees
- housing and dining rates
- changes to university retirement programs
- sale or lease of real estate

- capital projects
- system or campus strategic plans
- athletics budget
- operating or capital budget requests for submission to the legislature
- issuance of debt
- adding or abolishing an academic college, department, or school

The Board Chair would retain authority to suspend the future action item requirement, or apply the requirement, for any agenda item.

ATTACHMENT: BOR Bylaws Section 12 – Proposed Redline

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

    a. Agenda items may be submitted only by an appropriate University official as follows: *Regents, President, Provost and Executive Vice President, Executive Vice Presidents, Vice Presidents, Chancellors,* <u>*Chief Audit Executive, Chief Compliance Officer,*</u> *other University officials as requested by the President, and the Senior Assistant Attorney General.*

    b. All items submitted to the Board for action must first be submitted to and discussed by the appropriate Committee, as provided in Article III of these Bylaws. <u>The Board may take action at the same meeting (which typically occurs the day after the Committee meetings), unless the item pertains to one of the following</u>~~, at least one (1) Committee meeting prior to the meeting at which action will be requested, except~~:

        i. <u>tuition and fees</u>
        ii. <u>housing and dining rates</u>
        iii. <u>changes to university retirement programs</u>
        iv. <u>sale or lease of real estate</u>
        v. <u>capital projects</u>
        vi. <u>system or campus strategic plans</u>
        vii. <u>athletics budget</u>
        viii. <u>operating or capital budget requests for submission to the legislature</u>
        ix. <u>issuance of debt</u>
        x. <u>adding or abolishing an academic college, department, or school</u>

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

        ii. ~~The Board Chair may suspend the requirement outlined in this Subsection as to any action item brought before the Board.~~

Except as provided in paragraph c below, an action item pertaining to any of the above subject areas must first be submitted to the appropriate Committee as a future action item at least one (1) Committee meeting prior to the meeting at which action will be requested.

c. The Board Chair may suspend the future action item requirement in paragraph b as to any item listed and may apply the future action item requirement in paragraph b to items other than those listed.

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

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

AGENDA

Washington State University Board of Regents
Academic and Student Affairs Committee

Washington State University, Tri-Cities
Collaboration Hall, Room 102
Richland, WA

March 7, 2024
10:45 a.m.

Committee Members: Doug Picha (chair), Brett Blankenship, Lura Powell, Judi McDonald, Isaac Marroquin

Future Action Items

1. Discontinue Bachelor of Science in Viticulture and Enology on WSU Pullman Campus (Chilton)
2. Proposed Revisions to Washington Administrative Code (WAC) 504-24-30 Undergraduate Housing Requirement (Chilton, Hyatt)
3. Proposed Revisions to Washington Administrative Code (WAC) 504-26 Standards of Conduct for Students (Chilton, Hyatt)

Action Item

1. Establish a Master's of Energy Conscious Construction Degree, WSU Pullman and Global Campuses (Chilton)

Information Item

1. Presidential Delegated Authority Items (Chilton)

FUTURE ACTION ITEM #1
Discontinue the Bachelor of Science in Viticulture and Enology Degree
on the WSU Pullman Campus
(Elizabeth S. Chilton)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Discontinue the Bachelor of Science in Viticulture and Enology Degree on the WSU Pullman Campus

PROPOSED: That the Board of Regents discontinue the Bachelor of Science in Viticulture and Enology Degree on the WSU Pullman Campus

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

SUPPORTING INFORMATION: The College of Agricultural, Human, and Natural Resource Sciences (CAHNRS) proposed to discontinue the Bachelor of Science in Viticulture and Enology Degree on the WSU Pullman campus.

January 1, 2023, the Viticulture and Enology (V&E) Program located within CAHNRS transitioned from Program to Department status with all faculty located on the Tri-Cities campus or at the Irrigated Agriculture Research and Extension Center (IAREC) in Prosser. The Viticulture and Enology faculty have spent the past year performing an analysis of the program curriculum against comparable 4-year universities with grape and wine-focused programming (UC Davis, CSU Cal Poly, CSU Fresno, Cornell), evaluating the student experience through conversations with advising, currently enrolled students and new alumni as well as surveying industry regarding their experience with our students.

After analyzing feedback from industry, students, and alumni, as well as identifying WSU's strengths and weaknesses against comparable programs across the United States, the Department of V&E identified three areas in which it needed to adjust its approach or institute new initiatives.

- Redefine the Department Learning Objects to align with or re-affirmed mission statement and the vision of the WSU Tri-Cities campus where the faculty and the Wine Science Center are based.
- Define the core values as a faculty as they relate to the undergraduate education V&E aims to provide for its students.

- Redesign the course offerings to reflect those core values and ensure course learning objectives map directly to the Department Learning Objectives.

From this effort, V&E submitted transformative curriculum changes with more laboratories, a focus on scientifically founded, hands-on learning experiences, and a dedication to creating a sense of community for its students. As such, and to ensure equity in each student's learning experience and to ensure the ability to complete required in-person laboratories, the CAHNRS and the Department of V&E request discontinuation of the Bachelor of Science in Viticulture and Enology Degree on the WSU Pullman campus and a designation that the degree can only be offered on the Tri-Cities campus where the Department has the winery and vineyard facilities required to provide proper education in V&E, along with the proximity to industry partners.

This proposal was reviewed carefully and has support from the Provost's Office. This recommendation was recommended by the Faculty Senate on February 15, 2024. The Bachelor of Science Viticulture and Enology degree discontinuation proposal for the WSU Pullman campus is available upon request.

The College of Agricultural, Human, and Natural Resource Sciences proposes the discontinuation of the Bachelor of Science Viticulture and Enology degree effective as soon as feasible.

<div align="center">**PROPOSAL TO DISCONTINUE A DEGREE PROGRAM**</div>

<div align="center">**Proposals will only be accepted electronically as a Word document to the Office of the Provost when submitted to provost.deg.changes@wsu.edu**</div>

Degree Title:	Viticulture and Enology
Academic Program:	
Academic Plan:	
Number of Credits:	120
Department(s) or Program(s):	Viticulture and Enology
College(s):	CAHNRS
Campus(es):	Discontinue degree on Pullman campus ONLY. Keep Degree on Tri-Cities campus.

Contact Name:	Jean Dodson Peterson	Email Address:	jdodson.peterson@wsu.edu
Contact Phone:	509 372 7518	Proposed effective date:	Fall Semester 2024

Rationale for discontinuing the degree:
January 1 of 2023, the Viticulture and Enology Program transitioned from Program to Department status with all faculty located on the Tri-Cities campus or at IAREC in Prosser. The Viticulture and Enology faculty have spent the past year performing an analysis of the program curriculum against comparable 4-year universities with grape and wine focused programming (UC Davis, CSU Cal Poly, CSU Fresno, Cornell), evaluating the student experience through conversations with advising, currently enrolled students and new alumni as well as surveying industry regarding their experience with our students. After analyzing feedback from industry, students, and alumni, as well as identifying our strengths and weaknesses against comparable programs across the United States, we identified three areas in which we needed to adjust our approach or institute new initiatives. First, we redefined our Department Learning Objects to align with or re-affirmed mission statement and the vision of the WSU Tri-Cities campus where our faculty and the Wine Science Center are based. Secondly, we defined our core values as a faculty as they relate to the undergraduate education we aim to provide for our students. Finally, we redesigned our course offerings to reflect those core values and ensured course learning objective map directly to the Department Learning Objectives. From this effort, we submitted transformative curriculum changes with more laboratories, a focus on scientifically founded, hands-on learning experiences and a dedication to creating a sense of community for our students. To ensure equity in each student's learning experience and to ensure the ability to complete required in-person laboratories, the VE Department requests a discontinuation of the VE Degree in Pullman and a designation that the degree only be offered on the Tri-Cities campus where the Department has the winery and vineyard facilities required to provide a proper education in VE, along with the proximity to industry partners.

Implications for currently enrolled students? Required information includes: how many students will be affected? **A teach-out plan is also required as an attachment.**
Currently, actively enrolled students in Pullman are <u>already</u> required to transfer to the Tri-Cities campus from Pullman prior to graduation. Thus, a teach out plan is not directly applicable. However, we have made plans to ensure students on older catalogs, predating the curriculum transformation, have clearly identified course substitutions available such that degree progress is not impacted. Additionally, VE will continue to offer lectures virtually to Pullman such that other degree programs

that rely on VE lecture courses will not be disrupted. As of now, VE has approximately 39 students across the WSU system (Tri-Cities and Pullman).

☒ **Teach-out plan is attached – We have attached our curriculum plan. Please let us know if you would like other documentation.**

Explain how the decision to discontinue the degree was reached; how specifically the faculty and staff were engaged in the decision and given the opportunity to provide feedback.
The decision to discontinue the VE degree in Pullman and offer it exclusively on the Tri-Cities campus was a result of the comprehensive curriculum redesign effort, feedback solicited through two industry surveys, and six industry/alumni listening sessions held over the past two years. The VE faculty feel it is essential that each student have an equitable educational experience that meets the objectives of our newly established Department Learning Objectives. To do this, students need to engage in hands-on laboratories, have integrated educational opportunities with industry and engage with faculty and peers in-person. Winemaking and grape growing require vineyard and winery facilities, both of which are located exclusively on the Tri-Cities campus. Although this effort has been led by the curriculum committee, the entire faculty body and staff were engaged twice monthly in discussions around programming and development of curriculum since September 2022. Microsoft Teams was also utilized such that faculty could engage continually with the discussion.
Describe how the discontinuation may impact other degree programs, departments, colleges, or campuses. How will the impact be accounted for?
There are a few programs that have relied on VE courses as a part of their degree program. This includes Horticulture and Food Science. Conversations with both departments has been had and VE has engaged ongoing discussion, feedback and planning with academic advising on both the Tri-Cities and Pullman campuses. To ensure academic programming in other departments is not negatively impacted, lecture courses required by other programs will continue to be offered in Pullman as they are currently.

If applicable, describe how the respective external stakeholders (e.g., advisory or alumni groups) were consulted in this decision:			
Industry was surveyed both by the Washington Wine Commission and the VE Department's Career Connect Washington Grant. Additionally, the Founding Department Chair for Viticulture and Enology hosted six listening sessions across the state of Washington to discuss these changes and offered another opportunity for survey feedback. External stakeholders have been overwhelmingly supportive as the industry has been advocating for VE to be a Tri-Cities degree program for many years.			

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

Chair or Director Signature:	*Jean C. Dodson Peterson*	Date:	10/1/2023
Dean Signature:	*Wendy Powers*	Date:	11/17/2023

Signatures are required from the Chancellor(s) if the degree will be offered and/or impact the respective campus:

Everett Chancellor Signature:		Date:	
Global Chancellor Signature:		Date:	
Spokane Chancellor Signature:		Date:	
Tri-Cities Chancellor Signature:	*Sandra Haynes*	Date:	11/21/2023
Vancouver Chancellor Signature:		Date	

Comments regarding abstention of signature(s)

Submit completed form as a Word document to the Provost's Office at
provost.deg.changes@wsu.edu

Provost's Office Signature:		Date:	

For Registrar's Office Use Only:					
Current CIP Code:		New CIP Code:		Date:	

Revised 10.01.2022
VE Discontinuation of Degree in Pullman Request Form With Signatures
Washington State University

UPDATED VITICULTURE AND ENOLOGY CURRICULUM MAP

	FALL SEMESTER	HOURS	SPRING SEMESTER	HOURS
FIRST YEAR	VE 113 Introduction to Grapes and Wine (Lec)	3	CHEM 102 or 106	4
	CHEM 101 or 105 [PSCI] (Fall only)	4	ENGLISH 101 [WRTG]	3
	ECONS 101 or ECONS 102 [SSCI]	3	SOIL_SCI 201	3
	HISTORY 105 [ROOT]	3	Creative and Professional Arts [ARTS]	3
	MATH 103 or 106	3		
	TOTAL	16	**TOTAL**	13
SECOND YEAR	BIOLOGY 106 or 120	4	VE 280 Grapevine Physiology (Lec)	3
	CHEM 345	4	STAT 212 [QUAN]	4
	H_D 205 or COM 102 [COMM]	3 or 4	BIOLOGY 107 [BSCI]	4
	Specialization Elective	3	MBIOS 101 (4) or MBIOS 305 (3)	4 or 3
			Complete Writing Portfolio	
	TOTAL	14 - 15	**TOTAL**	14 - 15
SUMMER SESSION	VE 498 Professional Work Experience/Internship	2 (Variable up to 4 total)		
	TOTAL	0	**TOTAL**	0
THIRD YEAR	VE 311 Viticulture I (Lec)	3	VE 340 Winery Operations [M] (Lec)	3
	VE 312 Viticulture I (Lab)	1	VE 341 Winery Operations (Lab)	1
	VE 322 Fermentation and Production (Lec)	3	VE 414 Viticulture II (Lec)	3
	VE 323 Fermentation and Production (Lab)	1	VE 415 Viticulture II (Lab)	1
	BIOLOGY 420	3	ENTOM 351	3
	PL_P 300 (Even Years)	2	MBIOS 303 or CHEM 370	4 or 3
	Diversity [DIVR]	3	VE 490 Seminar in Viticulture and Enology	1
	TOTAL	16	**TOTAL**	15 - 16
SUMMER SESSION	VE 498 Professional Work Experience/Internship	2 (Variable up to 4 total)		
	TOTAL	0	**TOTAL**	0
FOURTH YEAR	VE 422 Wine Sensory (Lec)	3	VE 482 Microbiology and Molecular Bio of Wine (Lec)	3
	VE 423 Wine Sensory (Lab)	1	VE 483 Microbiology and Molecular Bio of Wine (Lab)	1
	VE 438 Wine Chemistry (Lec)	3	VE 490 Seminar in Viticulture and Enology	1
	VE 439 Wine Chemistry (Lab)	1	VE 494 Critical Thinking in Vit and Enol [M] Capstone (Lec)	3
	Equity and Justice [EQJS]	3	HRT 416	3
	Humanities [HUM]	3	Specialization Elective	3
	TOTAL	14	**TOTAL**	14

Revised 10.01.2022
VE Discontinuation of Degree in Pullman Request Form With Signatures
Washington State University

FUTURE ACTION ITEM #2
Revise the Washington Administrative Code (WAC) 504-24-030 Undergraduate Housing Requirement for the WSU Pullman Campus
(Elizabeth S. Chilton/Jenna Hyatt)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Revise Washington Administrative Code (WAC) 504-24-030 Undergraduate Housing Requirement for the WSU Pullman campus

PROPOSED: That the Board of Regents adopts revisions to the Washington Administrative Code (WAC) 504-24-030 Undergraduate Housing Requirement for the WSU Pullman campus

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

SUPPORTING
INFORMATION: The rule change for WAC 504-24-030 is proposed in order to

- Update and clarify rules around the First Year Living Requirement
- Update language to be more inclusive

In 2023, the First Year Living Requirement was updated and approved by the Board of Regents to require all first-time, first-year students at WSU Pullman to live in on-campus residence halls. The purpose of the undergraduate housing requirement is to support students who have recently graduated high school in their transition to college.

Over the 2023-2024 academic year, it became evident additional clarification to the policy was needed. The language of "first-year" student is defined by the University as a student who has earned 29 or fewer credits. Recent high school graduates often have significant college credits (Running Start credits for example), which allows them to seek an exemption to the requirement. Therefore, Student Affairs proposes updating the language to ensure that students who have recently graduated from high school live in the residence halls and reduce confusion about the requirement. Research/data has demonstrated that a student who lives on campus during their first year post-high school improves the likelihood that they will have a sense of belonging, have better access to academic and social supports, and persist to completion of their degree.

Additionally, we have removed "mother and/or father" and replaced it with "parent" to remove gendered language from official policies and regulations.

A public hearing for this rule change will be held on March 13, 2024, at 4:00 pm.

<u>AMENDATORY SECTION</u> (Amending WSR 23-07-069, filed 3/13/23, effective 4/13/23)

WAC 504-24-030 Undergraduate housing requirement. Housing requirements for single undergraduate students on residential campuses. To the extent that room is presently available, as determined by the university, all single undergraduate ((~~first-year~~)) students under 20 years of age are required to live in a residence hall for <u>the equivalent of</u> one academic year.

(1) Exemptions. Exemptions are considered when a student demonstrates to the ((~~Pullman~~)) campus vice chancellor for student affairs or designee that ((~~either~~)):

(a) The student has attended an institution of higher education as a regularly enrolled student for at least two ((~~regular~~)) <u>full-time</u> semesters or three ((~~regular~~)) <u>full-time</u> quarters (excluding summer sessions) <u>following high school graduation or equivalent</u>;

(b) The student is living with immediate family in a family situation (((~~mother and/or father~~)) <u>i.e., parent(s)</u>; legal guardian<u>(s)</u>; aunt or uncle; or grandparent(s)) <u>within 40 miles of their respective campus</u>;

(c) The student has secured a statement from a physician or psychologist stating that ((~~residence~~)) <u>living</u> in a residence hall would detrimentally affect the student's physical or mental health; or

(d) The student demonstrates that living in a residence hall would cause undue financial hardship or other extraordinary hardship.

(2) Process. Applications for permission to reside off campus are available from Washington State University. Applications are reviewed and a determination is made whether an exemption is ((~~to be~~)) granted. Persons applying for such exemption are informed of the decision in writing. Requests for reconsideration of the decision may be submitted to ((~~the Pullman~~)) <u>their respective</u> campus vice chancellor for student affairs or designee. The vice chancellor or designee evaluates the appeal and approves or denies the appeal.

[Statutory Authority: RCW 28B.30.150. WSR 23-07-069, § 504-24-030, filed 3/13/23, effective 4/13/23; WSR 20-23-059, § 504-24-030, filed 11/16/20, effective 12/17/20. Statutory Authority: RCW 28B.30.095, 28B.30.125 and 28B.30.150. WSR 95-07-044, § 504-24-030, filed 3/8/95, effective 4/8/95. Statutory Authority: RCW 28B.30.095, 28B.30.125, 28B.30.150 and chapter 28B.19 RCW. WSR 87-12-013 (Order 87-1), § 504-24-030, filed 5/26/87. Statutory Authority: RCW 28B.30.125 and 28B.30.150. WSR 80-07-015 (Order 80-2, Resolution No. 6/80-15), § 504-24-030, filed 6/11/80; Order 77-2, § 504-24-030, filed 8/3/77; Order 73-7, § 504-24-030, filed 10/5/73; Order 73-6, § 504-24-030, filed 8/1/73; Order 4, § 504-24-030, filed 10/20/71; Order 3, § 504-24-030, filed 8/5/71.]

FUTURE ACTION ITEM #3
Revise the Washington Administrative Code (WAC) 504-26
Standards for Conduct for Students
(Elizabeth S. Chilton/Jenna Hyatt)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Revise Washington Administrative Code (WAC) 504-26 Standards for Conduct for Students

PROPOSED: That the Board of Regents adopts revisions to the Washington Administrative Code (WAC) 504-26 Standards for Conduct for Students

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

SUPPORTING
INFORMATION: In an effort to more effectively and in a timelier way serve the needs of students, the proposed changes to the WAC 504-26 are needed. WAC 504-26-401 states that, "A conduct officer cannot dismiss a matter received from Compliance and Civil Rights (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 60 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." Additionally, Title IX (34 CFR 106.45(b)(1)(v)) requires the grievance process to "include reasonably prompt time frames for conclusion of the grievance process." Failure to resolve Title IX matters in a timely fashion may harm participants and expose the institution to risk of agency action or litigation.

Due to a limited number of conduct board members and scheduling limitations, the current timeline for conduct board resolution is consistently exceeding the 60-day timeline. The proposed changes reduce the quorum requirement for University Conduct Board hearings to allow more flexibility in scheduling and more timely resolution. The University filed an emergency rule-making order on February 7, 2024, in order to ensure compliance with the WAC-required adjudication timeline.

The proposed changes adjust the quorum for Academic Integrity Hearing Boards to allow more flexibility in scheduling and more timely resolution, which ultimately supports student success.

The proposed changes also remove the current prohibition on Center for Community Standards (CCS) staff members assisting with the recruitment of new hearing board members. As the leadership staff work most closely with the hearing boards, allowing CCS to assist with recruitment will allow for the recruitment of a larger pool of board members. CCS will still be prohibited from the selection of board members to support a fair and equitable community standards process.

A redlined copy of the proposed changes is available upon request.

A public hearing for this rule change will be held on March 19, 2024.

(Amending WSR 22-23-142, filed 11/21/22, effective 1/1/23)

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 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) Academic integrity violation. A violation of the university's academic integrity expectations, which is defined as:

(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 CCS. 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.

(m) Violating any other academic rule or standards specified in published course policies.

(3) 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 assigned.

(4) Brief adjudication. The process by which a conduct officer may adjudicate student conduct matters that are not resolving allegations that would constitute Title IX sexual harassment within the university's Title IX jurisdiction, and where possible sanctions do not include suspension for more than 10 instructional days, expulsion, loss of recognition, or revocation of degree. Also referred to as a "conduct officer hearing" or "brief adjudicative proceeding."

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

(6) CCS. The university's center for community standards.

(7) Complainant. Any person who is the alleged victim of prohibited student conduct, whether or not such person has made an actual complaint.

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

(9) Conduct officer. A university official authorized by the dean of students or their designee to initiate, manage, and/or adjudicate certain student conduct matters in accordance with WAC 504-26-401 and 504-26-402.

(10) 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.

(11) Full adjudication. The process by which a conduct board adjudicates matters involving possible suspension of greater than 10 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."

(12) 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.

(13) 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 dean of students or designee.

(14) Parties. The parties to a student conduct proceeding must include the university and the respondent. The parties in a student conduct matter where the allegations, if true, would constitute Title IX sexual harassment within the university's Title IX jurisdiction must also include the complainant(s). The university may designate other complainants as parties to conduct proceedings including, but not limited to, harmed parties. The dean of students or their designee determines party status for complainants.

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

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

(17) Standards of conduct. The standards of conduct for students outlined in this chapter.

(18) Student. For the purposes of this chapter, any person who:

(a) Is enrolled in at least one undergraduate, graduate, or professional studies course at the university;

(b) Has been notified of their acceptance for admission but has not yet registered for their course(s);

(c) Is eligible to reenroll in classes without reapplying.

(19) 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.

(20) University. Washington State University.

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

(22) 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 22-23-142, § 504-26-010, filed 11/21/22, effective 1/1/23; WSR 21-07-057, § 504-26-010, filed

3/15/21, effective 4/15/21; 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 22-23-142, filed 11/21/22, effective
1/1/23)

   WAC 504-26-100 Presiding officers. Full adjudicative
proceedings are conducted by the conduct board and are presided over
by an individual who is licensed to practice law in the state of
Washington and has judicial training. The presiding officer's role is
to ensure a fair and impartial process and is limited to making
procedural and evidentiary rulings and handling logistical and other
matters related to facilitating the proceedings to ensure compliance
with legal requirements. The presiding officer must transmit a full
and complete record of the proceedings to CCS and the conduct board,
including such comments upon demeanor of witnesses as the presiding
officer deems relevant, in accordance with RCW 34.05.461. The
presiding officer does not vote ((and is not considered for purposes
of creating a quorum of the conduct board)).
[Statutory Authority: RCW 28B.30.150. WSR 22-23-142, § 504-26-100,
filed 11/21/22, effective 1/1/23; WSR 18-23-083, § 504-26-100, filed
11/19/18, effective 12/20/18; WSR 17-13-049, § 504-26-100, filed
6/15/17, effective 7/16/17; WSR 15-11-041, § 504-26-100, filed
5/14/15, effective 6/14/15; WSR 15-01-080, § 504-26-100, filed
12/15/14, effective 1/15/15; WSR 12-04-049, § 504-26-100, filed
1/30/12, effective 3/1/12; WSR 06-23-159, § 504-26-100, filed
11/22/06, effective 12/23/06.]

AMENDATORY SECTION (Amending WSR 22-23-142, filed 11/21/22, effective
1/1/23)

   **WAC 504-26-105 Recruitment, appointment, and term of conduct and
appeals board members.** A committee comprised of students, staff,
and/or faculty members and convened by the dean of students selects a
pool of members of the university community to serve as conduct board
members and appeals board members. Pool members are approved by the
university president and must be in good standing with the university.
Pool members serve a maximum term of four calendar years but may apply
to serve another four-year term after a break of two years. Terms of
pool members are staggered. CCS is not involved in the ((recruitment

~~or application~~)) <u>selection</u> processes for board members. <u>CCS may assist in the recruitment process for board members.</u>
[Statutory Authority: RCW 28B.30.150. WSR 22-23-142, § 504-26-105, filed 11/21/22, effective 1/1/23; WSR 18-23-083, § 504-26-105, filed 11/19/18, effective 12/20/18.]

<u>AMENDATORY SECTION</u> (Amending WSR 22-23-142, filed 11/21/22, effective 1/1/23)

WAC 504-26-110 Composition of conduct board. A conduct board ((~~must consist of at least three members. A quorum of three is needed to hear a matter~~)) <u>may consist of one person or multiple persons selected from the pool of approved university community members in accordance with WAC 504-26-105</u>. The presiding officer is not a member of the conduct board ((~~and therefore is not considered for purposes of determining whether there is a quorum. A minimum of one conduct board member hearing a matter must be a student. The remaining members may be students, or full-time or part-time faculty or staff of any rank or classification. When the complainant or respondent is enrolled at a particular campus, at least one member of the conduct board must be from that campus~~)). No conduct board member may serve on a case if the member previously served on a board in a case involving the same complainant or respondent.
[Statutory Authority: RCW 28B.30.150. WSR 22-23-142, § 504-26-110, filed 11/21/22, effective 1/1/23; WSR 20-07-075, § 504-26-110, filed 3/16/20, effective 4/16/20; WSR 18-23-083, § 504-26-110, filed 11/19/18, effective 12/20/18.]

<u>AMENDATORY SECTION</u> (Amending WSR 22-23-142, filed 11/21/22, effective 1/1/23)

WAC 504-26-415 Procedure for academic integrity violations. (1) Initial hearing.
(a) When a responsible instructor believes that an academic integrity violation has occurred, the instructor must assemble the evidence and, upon reasonable notice to the respondent of the date, time, and nature of the allegations, make reasonable attempts to meet with the respondent suspected of committing an academic integrity violation.
(b) If the respondent admits that they committed an academic integrity violation, the instructor assigns an outcome in keeping with published course policies and notifies CCS in writing, including the allegations, the respondent's admission, and the sanctions assigned.
(c) If the instructor is unable to meet with the respondent 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 respondent did or did not commit an academic integrity violation based on a preponderance of the evidence standard, meaning that it is more likely than not that the violation occurred. If the instructor finds that the respondent was in violation, the instructor must provide the respondent and CCS with a written determination, the evidence relied upon, and the sanctions assigned.

(d) The respondent has 21 calendar days from the date of the decision letter to request review of the instructor's determination and/or sanction(s) assigned to the academic integrity hearing board.

(2) Review.

(a) Upon timely request for review by a respondent who has been found by their instructor to have committed an academic integrity violation, the academic integrity hearing board must make a separate and independent determination of whether or not the respondent is responsible for committing an academic integrity violation 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 must consist of a minimum of ((~~three~~)) <ins>one</ins> member((~~s. A quorum of three is needed to review a matter. A minimum of one academic integrity hearing board member must be an enrolled student. The remaining members may be students, or full-time or part-time faculty of any rank or classification~~)). No academic integrity hearing board member may serve on a case if the member previously served on a board in a case involving the same student.

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

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

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

(d) Academic integrity hearing board proceedings.

(i) Any respondent 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 respondent 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 respondent 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 CCS. 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 (d)(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 respondents, 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 submit 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 more likely than not 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 20 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 academic integrity hearing board.

(3) If the reported violation is the respondent's first offense, CCS ordinarily requires the respondent to attend a workshop separate from, and in addition to, any academic outcomes assigned by the instructor.

(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, to determine appropriate sanctions, which may include expulsion 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 to the conduct board with a recommendation for expulsion 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 22-23-142, § 504-26-415, filed 11/21/22, effective 1/1/23; WSR 21-07-057, § 504-26-415, filed 3/15/21, effective 4/15/21; WSR 18-23-083, § 504-26-415, filed 11/19/18, effective 12/20/18.]

ACTION ITEM #1
Establish a Master's of Energy Conscious Construction Degree
(Elizabeth S. Chilton)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Establishment of a Master's of Energy Conscious Construction degree for the WSU Pullman and Global campuses

PROPOSED: That the Board of Regents establish a Master's of Energy Conscious Construction degree for the WSU Pullman and Global campuses

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

SUPPORTING
INFORMATION: The Voiland College of Engineering and Architecture's School of Design and Construction proposes the establishment of the Master's of Energy Conscious Construction degree for the WSU Pullman and Global campuses.

The Master's of Energy Conscious Construction (MECC) program provides a comprehensive foundation in building science, focused on high-performing energy-efficient residential building design and construction in the state of Washington. It covers all phases of the design process from pre-design through construction and post-occupancy evaluation. This interdisciplinary program is developed as a collaboration between the School of Design and Construction, the School of Mechanical and Materials Engineering, and Washington State University's nationally recognized Extension Energy Program.

This program aligns WSU with Washington State's initiatives to significantly reduce greenhouse gas emissions from buildings through the Climate Commitment Act. More than half of residential buildings in WA were built before 1980 and residential buildings consume 23% of all energy. Washington State's residential energy code (WSEC-R) is one of the most advanced in the nation, but for effective implementation by a trained workforce, it must be coupled with accessible education focused on energy-efficient buildings. No comprehensive emphasis in this area is currently offered by colleges and universities in the state.

Our innovative MECC program helps advance the WSU mission as a land-grant university in service to society through extending knowledge that will create future leaders in energy-efficient buildings and application of

knowledge that will enhance the quality of life and the economy of the state, nation, and world.

The faculty members in the MECC program are leading experts in their respective disciplines. Our faculty members teach and conduct research activities in energy-efficient carbon-neutral building design, construction, and operation. Creating this program will bring this expertise together leveraging the Voiland College of Engineering and Architecture's unique structure of having design, engineering, and construction disciplines under the same college.

By offering the proposed degree online, WSU creates access to high-quality degrees in a high-demand discipline for those who may not be able to avail themselves of the physical campus degree. The Global Campus degree serves rural students, working professionals, and those who are place-bound for diverse reasons.

This proposal was reviewed carefully and has support from the Provost's Office. This recommendation was recommended by the Faculty Senate on December 7, 2023. The Masters of Energy Conscious Construction degree proposal is available upon request.

The Voiland College of Engineering and Architecture's School of Design and Construction proposes the establishment of the Masters of Energy Conscious Construction degree effective as soon as feasible.

Proposal to Offer a New Degree Program
ON GLOBAL CAMPUS

Degree Title:	Master of Energy Conscious Construction
Academic Program:	Engineering
Academic Plan:	Professionally oriented
Number of Credits:	30
Department(s) or Program(s):	School of Design and Construction
College(s):	Voiland College of Engineering and Architecture
Campus(es):	Global and Pullman
Method of Instructional Delivery:	Online via Global Campus

Contact Name:	Kelly Newell	Email Address:	knewell@wsu.edu
Contact Phone:	509-335-4247	*Proposed start date:	Summer 2024

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

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

Chair Signature:	Jason Peschel (by email confirmation to Kelly Newell)	Date:	Approved by email 1-5-23

Everett Chancellor:		Date:	

Spokane Chancellor:		Date:	

Tri-Cities VCAA		Date:	
Vancouver VCAA		Date:	

Dean Signature:	Mary Rezac (see attached letter)	Date:	Nov 4, 2022

Global Chancellor:	David Cillay (by email confirmation to Kelly Newell)	Date	Approved by email 12-21-22

Provost & Pullman Chancellor:		Date:	

Comments:	
Attached: Projected Student Numbers Financial Projections	

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

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

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

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

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

> What are the aspirations for the reputation of this program – local, regional, national? What will it take to make that a reality?
>
> Who are you trying to attract with this new program? Will it bring new students to the university, better meet the needs of current students in the department, or draw students away from other departments?
>
> How strong is the demand for education of this kind, and in what specific careers will someone who receives such an education find meaningful employment?
>
> How many students do you need to attract to break even, and can both the market and WSU's capacity support this number?

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

Proposal

Mission and Core Themes (Strategic Goals):

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

The Master's of Energy Conscious Construction (MECC) program provides a comprehensive foundation in building science, focused on high-performing energy-efficient residential building design and construction in the state of Washington. It covers all phases of the design process from pre-design through construction and post occupancy evaluation. This interdisciplinary program is developed as a collaboration between the School of Design and Construction, the School of Mechanical and Materials Engineering, and Washington State University's nationally recognized Extension Energy Program.

This program aligns WSU with Washington State's initiatives to significantly reduce greenhouse gas emissions from buildings through the Climate Commitment Act. More than half of residential buildings in WA were built before 1980 and residential buildings consume 23% of all energy. Washington State's residential energy code (WSEC-R) is one of the most advanced in the nation, but for effective implementation by a trained workforce, it must be coupled with accessible education focused on energy-efficient buildings. No comprehensive emphasis in this area is currently offered by colleges and universities in the state.

Our innovative MECC program helps advance the WSU mission as a land-grant university in service to society through extending knowledge that will create future leaders in energy-efficient buildings and application of knowledge that will enhance the quality of life and the economy of the state, nation and world.

The faculty members in the MECC program are leading experts in their respective disciplines. Our faculty members teach and conduct research activities in energy-efficient carbon-neutral building design, construction, and operation. Creating this program will bring this expertise together leveraging the Voiland College of Engineering and Architecture unique structure of having design, engineering, and construction disciplines under the same college.

By offering the proposed degree online, WSU creates access to high-quality degrees in a high-demand discipline to those who may not be able to avail themselves of the physical campus degree. The Global Campus degree serves rural students, working professionals, and those who are place-bound for diverse reasons.

Educational Offerings:

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

The online program will allow place-bound students the same opportunity to earn a master's degree as students who are not. In addition, the program gives access to students who prefer the convenience of the Global Campus without having to relocate. As a professionally oriented master's degree, the program is designed to meet the needs of aspiring and working professionals and adult learners. It will also provide opportunities for working professionals to refresh and update their skills and for those seeking to change careers. It offers all the opportunity to raise their credentials to WSU standards.

Additionally, the School of Design and Construction has created two relevant and desirable certificate programs at the undergraduate and graduate levels that will appeal to students in the Voiland College who desire upgraded credentials but are not interested in a full degree program.

Currently, the only graduate programs in the SDC are the Masters of Arts in Interior Design and the Master of Architecture, both of which are offered in-person and focus on the broader areas of knowledge in their respective disciplines. This 30-credit hour program has a one-year and two-year pathway and will cater to:

- Existing students completing our undergraduate programs who desire to extend their stay an additional year to receive a specialized degree on top of their undergraduate degree.
- Existing students completing our graduate programs who desire to extend their stay an additional year and receive a second graduate degree in a specialized area.
- New students who will join WSU specifically for this degree.

See Exhibit A for degree plans

See Exhibit B for new course development and delivery schedule.

Provide descriptive information regarding (the) method(s) of instructional delivery (percent face-to-face, hybrid, distance, and/or competency-based).
This degree will be delivered online, asynchronously via the Global Campus LMS infrastructure. Students will access all courses via online delivery and will utilize 16-week semester-based courses. Students enrolled in SDC 511: Field Inspection and SDC 513: Comprehensive Design Experience respectively will have online synchronous interactions with our faculty, primarily design crits, student presentations, and lectures by subject matter experts. The comprehensive design experience will count as the capstone experience to fulfill the requirements for the degree.

Assessment of Student Learning and Student Achievement
* For graduate programs, please contact the Graduate School before completing this section.

Please provide a list and description of expected student learning outcomes.
School of Design and Construction faculty are working with Scott Avery at the WSU Office of Assessment of Teaching and Learning to formulate a comprehensive assessment plan for this degree in time for the degree to become operationalized.

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

Please indicate as appropriate:
  ☐ Assessment of this program will be incorporated into an existing assessment plan. Please attach a copy of the existing plan.
  ☐ A draft assessment plan is attached.
  ☐ A curriculum matrix is attached.
  ☒ A draft assessment plan being created in concert with the Office of Assessment of Teaching and Learning and will be available prior to degree launch.

Planning:

A professionally oriented master's degree program is an academic degree that prepares or enhances the preparation of a student in a particular profession by increasing competency in a set of knowledge and skills required in practice. These professions are typically licensed or government-regulated and often require the members of the profession to be externally accredited. Professions such as architecture, landscape architecture, construction management, engineering, often require a degree for licensing. The professionally oriented master's degree program relies heavily on a competency curriculum that strongly aligns with regional and national competency gaps. In our case, we align with competencies identified by the Department of Energy Energy-Efficiency and Renewable Energy Office. Students will have hands-on experiences, industry engagement, and a final capstone experience that brings together all the knowledge they have obtained and applies it to an actual project. This Master's of Energy Conscious Construction (MECC) is a new addition to graduate studies in the School of Design and Construction as well as the Voiland College of Engineering and Architecture, thus providing opportunity that has not existed previously.

2. The student population to be served
Provide realistic justification for the projected FTE.
How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen?
Please describe specific efforts planned to recruit and retain students who are persons of color, disabled, or whose gender is underrepresented in this discipline.

The Global Campus primarily serves working adults seeking additional skills and educational attainment. The Global Campus employs numerous recruiters and marketing professionals who seek appropriate students for all degree programs, though the Voiland College of Engineering and Architecture (VCEA) and the School of Design and Construction (SDC) will be primarily responsible for marketing and recruiting directly related to this specific degree program.

Projecting online graduate enrollments in any major is difficult and an inexact science. However, based on the demand in the workforce, conferrals at competitive programs and WSU, and the performance of other recently launched online master's programs at WSU, we anticipate the enrollment to reach approximately 25 in year 5. The program needs approximately 15 students enrolled in the MECC taking 30 credits per year to reach stasis and become profitable. We anticipate reaching that enrollment level by year 3.

Currently the SDC has recruited and retained diverse graduate students in our programs. We will continue to reach out to the underrepresented groups in the workforce and professional associations and social media, etc. The VCEA is a recipient of the Bronze Award for the 2019 inaugural American Society of Engineering Education (ASEE) Diversity Recognition Program which was created to publicly recognize those engineering and engineering technology colleges that make significant, measurable progress in increasing the diversity, inclusion, and degree attainment outcomes of their programs. The VCEA continues to administer several programs that engage in providing opportunity for the underserved.

The new MECC program requires for graduation the completion of 30 credit hours. Students who complete the undergraduate certificate in ECC can transfer 9 of the 15 credits towards the master program thereby requiring that they complete an additional 21 credit hours to earn the master's degree. Students who complete the graduate certificate in ECC can transfer all 12 credits towards the master program thereby requiring that they complete an additional 18 hours to earn the master's degree.

Enrollment predictions are difficult to produce with accuracy, however based on conferrals at regional programs and existing online programs coupled with the demand analysis for jobs in this area, with targeted and focused marketing strategies, VCEA believes this program will meet enrollment targets as articulated in the budget. As with all online degree programs, enrollment will be closely monitored and should enrollment targets not be met, after every effort to recruit students has been exhausted, the program will be sunset and phased out slowly to ensure all students have the opportunity to complete their degree.

In addition to the desirability of the degree program itself, the two undergraduate and graduate certificates undergoing approval should draw enrollments to the courses that will supplement the full-degree-seeking enrollments and those numbers are not included in the budget projections.

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

The decision to offer the degree was based on the growing regional and national demand for expertise in energy-efficient residential design and construction targeting the competency gaps outlined by the Department of Energy. This is supported by new initiatives in the state of Washington such as Climate Commitment Act, feedback from industry professionals, feedback from research scientists at national labs, and $750,000 of federal funding from the Department of Energy Office of Energy Efficiency and Renewable Energy (EERE) under the Building Technologies Office (BTO) Award Number DE-EE0009746. Additionally, WSU Institutional Research indicates a drop in graduate students' numbers and opportunities such as this online degree will assist in attracting more graduate students to WSU.

The Voiland College of Engineering and Architecture (VCEA) is highly positioned to fulfill this demand having design, engineering, and construction management housed within a single college as well as access to the nationally recognized WSU Extension Energy Program resulting in shared resources, allowing efficient delivery of the proposed programs. However, to date, the benefits of VCEA's shared structures have not been leveraged for interdisciplinary programs.

The goal of providing that education to design, construction, and engineering students and industry professionals is met with the creation of the Master's of Energy Conscious Construction (MECC) degree and the ECC certificates at the undergraduate and graduate levels. Additionally, the Global Campus has commissioned numerous market demand analyses in overall need for programs in the Spokane area, Washington State, and the Pacific Northwest. Those studies refer to energy-efficient design and construction as high-demand areas in terms of degrees, professional certificates, and jobs. Please review Exhibit G.

4. Organizational arrangements required within the institution to accommodate the change.

The School of Design and Construction (SDC) plans to leverage existing faculty and teaching resources, for the online Master of Energy Conscious Construction (MECC) to minimize additional costs, if any. The content is being developed using funds from the Department of Energy Office of Energy Efficiency and Renewable Energy (EERE) under the Building Technologies Office (BTO) Award Number DE-EE0009746. In addition, the current marketing and recruiting efforts will be expanded to the online degree, including, but not limited to:
- Alumni
- Advisory board
- Governments (state, local)
- Design and Construction Organizations and Corporations
- SDC Partners in professional practice
- Graduates of the B. S., M.ARCH, and M.A degrees

The program architecture is as follows: the master's program will be directed by Omar Al-Hassawi, Assistant Professor in the School of Design and Construction for oversight to whom faculty and students are accountable. He is responsible for the management of any changes to the program. The SDC Admissions and academic advisors, led by Jaime Rice will be responsible for the admissions process, academic advising, coaching, and remediation (if needed) as informed by the assessment and evaluations. The Global Campus team provides technical support.

5. Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step.

2022-2023	Course development (see course development schedule, Exhibit B) Begin marketing/recruitment for certificates Begin offering the online certificates Spring 2023
2023-2024	Continue course development Continue marketing/recruitment for certificates and professional master's degree Begin assessment of certificates
2024-2025	Begin offering the online master's degree Summer 2024 Monitor enrollment in individual courses; revise frequency of offerings as indicated Continue marketing

Budget:

☒ Attach the Financial Worksheet with five-year FTE, revenue and expenditure projections. Fully account for costs such as staff support, training, library, facilities and so on.

Please describe the funding picture narratively, including funding sources, department, college and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom etc.) and library costs.

The department is not planning to hire any new faculty to support the online degree. Instead, the courses will be taught by existing faculty in concert with their on-campus courses or necessary thought leaders (i.e., adjuncts) will receive stipends to teach specific content.

Additionally, the department is proposing $750 per credit to be in line with current online degree trends. This additional tuition revenue will incentivize the department and college and support the growth of the program through marketing and corporate relation activities and continuous program improvement.

Two summer courses, one fall course, and one spring course taught in the undergraduate and graduate Energy Conscious Construction Certificates will be shared with this degree for resource efficiency purposes. Additionally, students begin the master's program in the summer which makes sharing summer courses with the certificates a viable approach.

Please see Exhibits C and D for the budget model details and enrollment projections.

Student Services:

Describe the capacity of student support services to accommodate the change at this location. Include a description of admissions, financial aid, advising, library, tutoring and other services specific to this request.

The Global Campus provides comprehensive student services, often in collaboration and cooperation with the centralized units, to ensure student success. Included are dedicated recruiters, transfer credit evaluation, career counseling, financial aid, e-tutoring, student involvement, and tech support for online students. The Global Campus is also skilled in working with students to match their goals with the programs and services offered by WSU.

Additionally, WSU Global Campus personnel are the experts on adult and contemporary distance learners and provide specialized services to meet the needs of these unique students.

WSU Global Campus creates opportunities for meaningful student engagement through unique student involvement activities offered virtually and face-to-face. The Global Campus provides a robust infrastructure of support programs to assist students enrolled at any degree level, VCEA SDC will provide extensive advising to the students enrolled and will handle all admissions decisions.

Describe the implications of the change for services to the rest of the student body.

Adding online courses and creating access to a new degree program adds opportunity and options for student success and flexibility that accommodates students' needs. Current students should not be negatively affected by the delivery of this new degree program and modality. Additionally, students and faculty from other WSU campuses will be able to participate in the courses (teaching and learning) when appropriate.

Physical Facilities and Equipment:

Outline the provision/s made for physical facilities and equipment at the proposed location that will support the program and its projected growth. Include videoconferencing and other technologies that support course delivery as well as classrooms, labs, and office space.

None. All online courses are fully supported by AOI and the Global Campus through the Learning Management System.

Library and Information Resources:

Using the Library Analysis form, describe the availability and adequacy of library and information resources for this degree, degree level, and location. Note plans to address gaps.

See Exhibit E for support from Library

Faculty:

List the educational and professional qualifications of the faculty relative to their individual teaching assignments.

List the anticipated sources or plans to secure qualified faculty and staff.

Existing and stipend/adjunct faculty will develop and teach the online courses. All faculty teaching online are held to the same qualifications as faculty on the physical campuses. Deans and Directors are directly responsible for the hiring of all teaching faculty and ensure credentials are appropriate for the program and will hire faculty using normal hiring processes. Content experts will be given a stipend and rank of adjunct faculty for delivery of the coursework that is beyond the capacity of the current faculty.

Impact on Other Locations/Programs:

Briefly describe any impacts on other WSU programs and locations, and how you came to these conclusions (who was consulted?). If there are potential adverse impacts, describe how these will be addressed. Consider such things as: reallocation of faculty time, reallocation of AMS courses, impact of blended courses, internal competition, "cannibalization" of other programs, curricular effects for other degrees, effects on recruitment markets for other campuses. Indicate how such problems will be addressed for each campus or department affected.

The faculty from the Voiland College involved in delivering this degree will be paid in the summer for their efforts in delivering content in the Fall and/or Spring. All SDC prefix courses are new course numbers and names. The ARCH and ID prefix courses are courses that have not been taught in their respective programs and have been reutilized for the purposes of this degree. ARCH 531is currently offered in Master of Architecture program with similar learning outcomes and a separate global campus section will be offered to students in the MECC. The Mechanical and Materials Engineering program are reutilizing ME 419 and ME 597 for the purpose of this degree as well as electives to students in their undergraduate and graduate degrees.

Sustainability

What are the plans for continuing the program past 5 years if the goals for enrollment are not met, or other circumstances prevent the execution of the plan described here?

All new online degree programs will be evaluated continuously for enrollment and financial metrics. Under-performing degrees will be sunset once the college, department, and Global Campus have explored all reasonable efforts to increase enrollments and revenue through marketing, partnerships, and innovation. However, prior to sunsetting (phasing out a degree for non-enrollment performance) a degree, the need for the courses that are provided online will also be analyzed to ensure little to no impact on other departments and programs that rely on those courses. Any degree that is discontinued will include an appropriate teach-out plan and students will be supported to completion of the degree.

External Reviews

If this program is new to the Washington State University system, please provide the names and addresses of 2-3 external experts from similar institutions who could be contacted to provide reviews of this program.	
Name	**Contact Information (email, phone, address)**
Ian Blanding	**ian.blanding@ee.doe.gov, 202.441.1288, U.S. Department of Energy**
Jeremy Williams	**jeremy.williams@ee.doe.gov, 202.441.1288, U.S. Department of Energy**
Mark DeKay	**mdekay@utk.edu , 865.773.7177, University of Tennessee Knoxville**

Attachments:
- ☒ Financial Worksheet
- ☒ Four-Year Degree Plan (undergraduate); curriculum overview (graduate and professional)
- ☐ Assessment Plan (In development)
- ☒ Letters of financial commitment from Dean Rezac
- ☒ Contracts or MOUs if applicable
- ☒ Letter of Support from Library
- ☒ Budget projections (Self-Sustaining and State-Funded)

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

Exhibit A
Program Requirements for the Degree

Description: The Master of Energy Conscious Construction (MECC) is a professionally oriented master's degree offered fully online via the Global Campus which is comprised of ten courses. A total of 30 semester credits are required based on coursework only. All credits will be taken from the Voiland College of Engineering and Architecture (VCEA) and successful completion of the degree with a 3.0 GPA or better will guarantee completion of the ECC. The capstone course (SDC 513) must be taken in the final semester of a student's progress toward graduation.

Catalog Description: The Professional Master's Degree in Energy Conscious Construction (MECC) is delivered online synchronously and asynchronously through WSU Global Campus. It will teach students the fundamentals of building science, while focusing on the evaluation and integration of environmental control systems; understanding current residential energy code requirements and the design methods to exceed these standards; applying modern envelope assemblies into residential building design; using whole-building simulation software to evaluate design proposals; evaluate building performance using field measurements; and understanding human behavioral impacts on building performance; and examine strategies to mitigate such impacts. Furthermore, students will create and develop a comprehensive design of a multi-family residential project. It tackles the following competency gaps:

- Energy modeling and simulation: analyze design performance prior to construction
- Environmental Control systems: Integrate energy-efficient ECS into designs
- Performance benchmarks: Meet and exceed state energy code requirements
- Assemblies & Structural Systems: Integrate energy-efficient assemblies into designs
- Measured Performance Data: Evaluate built projects through field observations
- Smart Building Technologies: Understand human behavior impact on building operation

Courses Required: The Degree is New; These Courses Are Already Approved.

One-year path

Semester and course name	Course number	Course credit hours
SUMMER		
Energy Codes, Standards, Rating Systems	SDC 541	3
Fundamentals of Building Science	ME 419	3
FALL YEAR 01		
Environmental Control Systems I	ARCH 493	3
Energy Modeling II	SDC552	3
Human Centered Building Design & Operation	ID 520	3
Field Inspection and Energy Auditing*	SDC 511	4
SPRING YEAR 01		
Environmental Control Systems II	ME 597	3
Envelope Assemblies	ARCH 531	3
Comprehensive Design Experience (Capstone)*	SDC 513	4
Independent study	600 level	1
TOTAL		**30**

* Undergoing approval process

Two-year path

Semester and course name	Course number	Course credit hours
SUMMER		
Fundamentals of Building Science	ME 419	3
Energy Codes, Standards, Rating Systems	SDC 541	3
FALL YEAR 01		
Energy Modeling II	SDC 552	3
Environmental Control Systems I	ARCH 493	3
SPRING YEAR 01		
Environmental Control Systems II	ME 597	3
Envelope Assemblies	ARCH 531	3
FALL YEAR 02		
Human Centered Building Design & Operation	ID 520	3
Field Inspection and Energy Auditing*	SDC 511	4
SPRING YEAR 02		
Comprehensive Design Experience (Capstone)*	SDC 513	4
Independent study	600 level	1
TOTAL		**30**

Admission Requirements: The MECC Degree is open to everyone with an undergraduate degree in Design, Engineering, or Construction fields from WSU programs and outside WSU.

Exhibit B
Course Development Plan

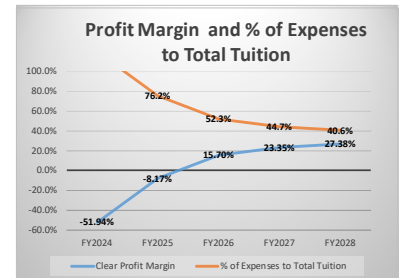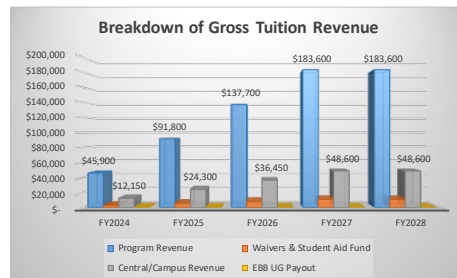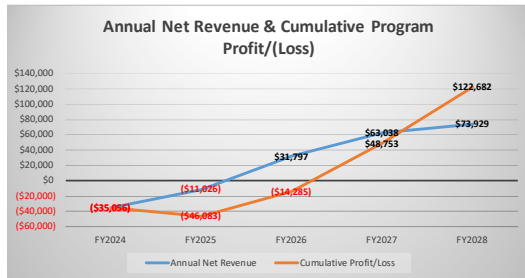| Course #	Course Title	Desired Development Term	Desired Delivery Term	Course Developer (faculty or Grad student)	Course Instructor
ARCH 493	Environmental Control Systems I	Fall 2022-Spring 2023	Fall 2024	Omar Al-Hassawi Dustin McLarty	Omar Al-Hassawi
ARCH 531	Envelope Assemblies	Fall 2022-Spring 2023	Spring 2025	David Drake	David Drake
ME 419	Fundamentals of Building Science	Fall 2022-Spring 2023	Fall 2024	Dustin McLarty	Dustin McLarty
SDC 541	Energy Codes, Standards, Rating Systems	Fall 2022-Spring 2023	Fall 2024	Megan Kramer Jonathan Jones	Megan Kramer
SDC 513	Comprehensive Design Experience (Capstone)	Fall 2022-Spring 2023	Spring 2025	Taiji Miyasaka	Taiji Miyasaka
SDC 511	Field Inspection and Energy Auditing	Spring 2023-Fall 2023	Fall 2024	David Drake Megan Kramer	David Drake
ID 520	Human Centered Building Design & Operation	Spring 2023-Fall 2023	Fall 2024	Julia Day	Julia Day
ME 597	Environmental Control Systems II	Fall 2022-Spring 2023	Spring 2025	Dustin McLarty	Dustin McLarty
SDC 552	Energy Modeling II	Fall 2022-Spring 2023	Fall 2024	Omar Al-Hassawi	Omar Al-Hassawi

Exhibit C
Budget Projection (Proposed with Differential Tuition, Self-Sustaining)

| Program Name | Masters of Energy Conscious Construction | | Self-Sustaining Model | | | | | | | | | |

Tuition Earned	FY2024	% of Total Tuition	FY2025	% of Total Tuition	FY2026	% of Total Tuition	FY2027	% of Total Tuition	FY2028	% of Total Tuition	Cumulative	Cumulative %
Gross Operating Tuition - Masters Program (Excludes UG Tuition)	$ 67,500	100.00%	$ 135,000	100.00%	$ 202,500	100.00%	$ 270,000	100.00%	$ 270,000	100.00%	$ 945,000	100.00%
Less Waivers or Tuition Discounting - Masters	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%
EBB Tuition to this Program	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%
EBB Tuition to Central	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%
EBB Tuition to other Programs (Includes Net to Home College)	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%
Net Tuition	**$ 67,500**	**100.00%**	**$ 135,000**	**100.00%**	**$ 202,500**	**100.00%**	**$ 270,000**	**100.00%**	**$ 270,000**	**100.00%**	**$ 945,000**	**100.00%**

Split of Tuition by Area	FY2024	% of Total Tuition	FY2025	% of Total Tuition	FY2026	% of Total Tuition	FY2027	% of Total Tuition	FY2028	% of Total Tuition	Cumulative Total Tuition Split	Cumulative %
Masters of Energy Conscious Construction	$ 45,900	68.0%	$ 91,800	68.0%	$ 137,700	68.0%	$ 183,600	68.0%	$ 183,600	68.0%	$ 642,600	68.0%
EBB UG Tuition for Courses Delivered by Program Home Dept	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%
EBB Tuition to College that Delivered UG Courses	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%
Tuition Waivers or Discounting	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%
Campus Fee (5%)	$ 3,375	5.0%	$ 6,750	5.0%	$ 10,125	5.0%	$ 13,500	5.0%	$ 13,500	5.0%	$ 47,250	5.0%
Central Share of UG Tuition (Estimate)	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%
Central (11% + 2% Strategic Reallocation)	$ 8,775	13.0%	$ 17,550	13.0%	$ 26,325	13.0%	$ 35,100	13.0%	$ 35,100	13.0%	$ 122,850	13.0%
Student Aid Fund (4%)	$ 2,700	4.0%	$ 5,400	4.0%	$ 8,100	4.0%	$ 10,800	4.0%	$ 10,800	4.0%	$ 37,800	4.0%
VCEA Fee	$ 6,750	10.0%	$ 13,500	10.0%	$ 20,250	10.0%	$ 27,000	10.0%	$ 27,000	10.0%	$ 94,500	10.0%
Total - Gross Tuition	**$ 67,500**	**100.0%**	**$ 135,000**	**100.0%**	**$ 202,500**	**100.0%**	**$ 270,000**	**100.0%**	**$ 270,000**	**100.0%**	**$ 945,000**	**100.0%**

Direct & Indirect Costs for Academic Program	FY2024 Program Costs	% of Program Revenue	FY2025 Program Costs	% of Program Revenue	FY2026 Program Costs	% of Program Revenue	FY2027 Program Costs	% of Program Revenue	FY2028 Program Costs	% of Program Revenue	Cumulative Program Costs	Cumulative %
Direct Instructional Salaries & Benefits	$ 49,442	107.7%	$ 54,654	59.5%	$ 63,038	45.8%	$ 62,836	34.2%	$ 64,093	34.9%	$ 294,063	56.6%
Direct Instructional Support Salaries & Benefits	$ 28,314	61.7%	$ 30,906	33.7%	$ 39,531	28.7%	$ 40,322	22.0%	$ 42,102	22.9%	$ 181,175	34.8%
Third Party Costs (Incl A.O.I. Level 2 / 3 Service)	$ -	0.0%	$ 14,000	15.3%	$ -	0.0%	$ 14,000	7.6%	$ -	0.0%	$ 28,000	5.4%
Direct Course Costs	$ 3,200	7.0%	$ 3,266	3.6%	$ 3,334	2.4%	$ 3,404	1.9%	$ 3,476	1.9%	$ 16,680	3.2%
Other Costs	$ -		$ -	0.0%	$ -	0.0%	$ -		$ -	0.0%	$ -	0.0%
Total	**$ 80,956**	**176.4%**	**$ 102,826**	**112.0%**	**$ 105,903**	**76.9%**	**$ 120,562**	**65.7%**	**$ 109,671**	**59.7%**	**$ 519,918**	**100.0%**

	FY2024	%	FY2025	%	FY2026	%	FY2027	%	FY2028	%	Cumulative	Cumulative %
Profit or (Loss) & % of Profit to Program after all expenses are covered	($35,056)	-51.9%	($11,026)	-8.2%	$31,797	15.7%	$63,038	23.3%	$73,929	27.4%	$122,682	13.0%
Cumulative Profit/(Loss) to Date	($35,056)		($46,083)		($14,285)		$48,753		$122,682			
Amount Paid to Program per SCH	$ 510		$ 510		$ 510		$ 510		$ 510			
Amount Paid to Program per AAFTE	$ 15,300		$ 15,300		$ 15,300		$ 15,300		$ 15,300			
Clear Profit/(Loss) to Program per SCH	($389.51)		($61.26)		$117.77		$175.11		$205.36			
Clear Profit/(Loss) to Program per AAFTE	($7,011.26)		($1,102.65)		$2,119.83		$3,151.92		$3,696.44			

Annual Net Revenue & Cumulative Program Profit/(Loss)

Breakdown of Gross Tuition Revenue

Profit Margin and % of Expenses to Total Tuition

Fiscal Year	FY2024	FY2025	FY2026	FY2027	FY2028
Annual Net Revenue	($35,056)	($11,026)	$31,797	$63,038	$73,929
Cumulative Profit/Loss	($35,056)	($46,083)	($14,285)	$48,753	$122,682

	FY2024	FY2025	FY2026	FY2027	FY2028
Program Revenue	$ 45,900	$ 91,800	$ 137,700	$ 183,600	$ 183,600
Waivers & Student Aid Fund	$ 2,700	$ 5,400	$ 8,100	$ 10,800	$ 10,800
Central/Campus Revenue	$ 12,150	$ 24,300	$ 36,450	$ 48,600	$ 48,600
EBB UG Payout	$ -	$ -	$ -	$ -	$ -

	FY2024	FY2025	FY2026	FY2027	FY2028
Clear Profit Margin	-51.9%	-8.2%	15.7%	23.3%	27.4%
% of Expenses to Total Tuition	119.9%	76.2%	52.3%	44.7%	40.6%

Exhibit D
Budget Projections (State Funded)

Program Name		Masters of Energy Conscious Construction			State-Funded Model	

Tuition Earned	FY2024	% of Total Tuition	FY2025	% of Total Tuition	FY2026	% of Total Tuition	FY2027	% of Total Tuition	FY2028	% of Total Tuition	Cumulative	Cumulative %
Gross Operating Tuition - Masters Program (Excludes UG Tuition)	$ 56,021	100.00%	$ 112,041	100.00%	$ 168,062	100.00%	$ 224,082	100.00%	$ 224,082	100.00%	$ 784,287	100.00%
Less Waivers or Tuition Discounting - Masters	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%
EBB Tuition to this Program	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%
EBB Tuition to Central	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%
EBB Tuition to other Programs (Includes Net to Home College)	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%	$ -	0.00%
Net Tuition	$ 56,021	100.00%	$ 112,041	100.00%	$ 168,062	100.00%	$ 224,082	100.00%	$ 224,082	100.00%	$ 784,287	100.00%

Split of Tuition by Area	FY2024	% of Total Tuition	FY2025	% of Total Tuition	FY2026	% of Total Tuition	FY2027	% of Total Tuition	FY2028	% of Total Tuition	Cumulative Total Tuition Split	Cumulative %
Masters of Energy Conscious Construction	$ 43,696	78.0%	$ 87,392	78.0%	$ 131,088	78.0%	$ 174,784	78.0%	$ 174,784	78.0%	$ 611,744	78.0%
EBB UG Tuition for Courses Delivered by Program Home Dept	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%
EBB Tuition to College that Delivered UG Courses	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%
Tuition Waivers or Discounting	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%
Campus Fee (5%)	$ 2,801	5.0%	$ 5,602	5.0%	$ 8,403	5.0%	$ 11,204	5.0%	$ 11,204	5.0%	$ 39,214	5.0%
Central Share of UG Tuition (Estimate)	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%
Central (11% + 2% Strategic Reallocation)	$ 7,283	13.0%	$ 14,565	13.0%	$ 21,848	13.0%	$ 29,131	13.0%	$ 29,131	13.0%	$ 101,957	13.0%
Student Aid Fund (4%)	$ 2,241	4.0%	$ 4,482	4.0%	$ 6,722	4.0%	$ 8,963	4.0%	$ 8,963	4.0%	$ 31,371	4.0%
Total - Gross Tuition	$ 56,021	100.0%	$ 112,041	100.0%	$ 168,062	100.0%	$ 224,082	100.0%	$ 224,082	100.0%	$ 784,287	100.0%

Direct & Indirect Costs for Academic Program	FY2024 Program Costs	% of Program Revenue	FY2025 Program Costs	% of Program Revenue	FY2026 Program Costs	% of Program Revenue	FY2027 Program Costs	% of Program Revenue	FY2028 Program Costs	% of Program Revenue	Cumulative Program Costs	Cumulative %
Direct Instructional Salaries & Benefits	$ 34,070	78.0%	$ 36,541	41.8%	$ 41,492	31.7%	$ 42,322	24.2%	$ 43,168	24.7%	$ 197,593	50.0%
Direct Instructional Support Salaries & Benefits	$ 28,314	64.8%	$ 30,906	35.4%	$ 39,531	30.2%	$ 40,322	23.1%	$ 42,102	24.1%	$ 181,175	45.8%
Third Party Costs (Incl A.O.I. Level 2 / 3 Service)	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%
Direct Course Costs	$ 3,200	7.3%	$ 3,266	3.7%	$ 3,334	2.5%	$ 3,404	1.9%	$ 3,476	2.0%	$ 16,680	4.2%
Other Costs	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%	$ -	0.0%
Total	$ 65,584	150.1%	$ 70,713	80.9%	$ 84,357	64.4%	$ 86,047	49.2%	$ 88,747	50.8%	$ 395,448	100.0%

	FY2024	%	FY2025	%	FY2026	%	FY2027	%	FY2028	%	Cumulative	Cumulative %
Profit or (Loss) & % of Profit to Program after all expenses are covered	($21,888)	-39.1%	$16,679	14.9%	$46,731	27.8%	$88,737	39.6%	$86,037	38.4%	$216,296	27.6%
Cumulative Profit/(Loss) to Date	($21,888)		($5,209)		$41,522		$130,258		$216,296			
Amount Paid to Program per SCH	$ 486		$ 486		$ 486		$ 486		$ 486			
Amount Paid to Program per AAFTE	$ 14,565		$ 14,565		$ 14,565		$ 14,565		$ 14,565			
Clear Profit/(Loss) to Program per SCH	($243.20)		$92.66		$173.08		$246.49		$238.99			
Clear Profit/(Loss) to Program per AAFTE	($4,377.56)		$1,667.87		$3,115.40		$4,436.83		$4,301.87			

Annual Net Revenue & Cumulative Program Profit/(Loss)

Breakdown of Gross Tuition Revenue

Profit Margin and % of Expenses to Total Tuition
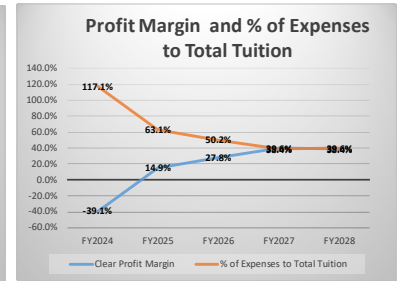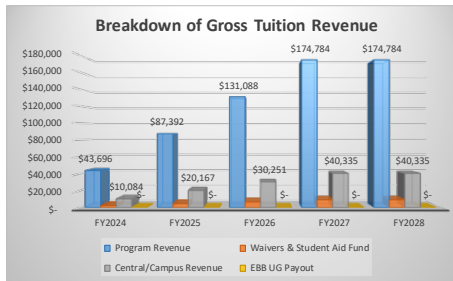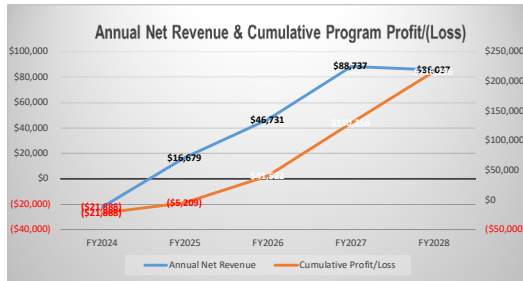
Fiscal Year	FY2024	FY2025	FY2026	FY2027	FY2028
Annual Net Revenue	($21,888)	$16,679	$46,731	$88,737	$86,037
Cumulative Profit/Loss	($21,888)	($5,209)	$41,522	$130,258	$216,296

	FY2024	FY2025	FY2026	FY2027	FY2028
Program Revenue	$ 43,696	$ 87,392	$ 131,088	$ 174,784	$ 174,784
Waivers & Student Aid Fund	$ 2,241	$ 4,482	$ 6,722	$ 8,963	$ 8,963
Central/Campus Revenue	$ 10,084	$ 20,167	$ 30,251	$ 40,335	$ 40,335
EBB UG Payout	$ -	$ -	$ -	$ -	$ -

	FY2024	FY2025	FY2026	FY2027	FY2028
Clear Profit Margin	-39.1%	14.9%	27.8%	39.6%	38.4%
% of Expenses to Total Tuition	117.1%	63.1%	50.2%	38.4%	39.6%

WASHINGTON STATE UNIVERSITY
Libraries

Statement of Library Support

I am writing to state that the existing collections and services of the WSU Libraries are entirely able to support the proposed extension of the master's degree as well as the master's and undergrad certificate in Energy Conscious Construction as put forward by the School of Design and Construction. The program will use resources currently provided by the libraries, and any impact of the new programs on the WSU Libraries' collections, services, and personnel should be minimal. Existing personnel and services can meet the needs of this program.

The focus of this program falls within areas of research and teaching in the field of science that the Libraries' collection policies currently support. The databases and eBooks VCEA Pullman students use on campus are available to Global Campus Students. In addition, online tutorials, guides, book delivery, and other library services are designed to support WSU students taking classes online or in a hybrid model (for more information, see the Library Services for WSU Global Campus website here: http://libguides.libraries.wsu.edu/global).

While the addition of students in the Energy Conscious Construction program may result in more time and attention from the science librarians, book delivery, interlibrary loan services, and online research help services, the program's impact on the Libraries will be minimal. I am confident this program will not burden the Libraries or library staff.

The WSU Libraries are well prepared to meet the needs of students and instructors in the Energy Conscious Construction programs. Thank you to Kelly Newell and the School of Design and Construction for the mindful consultation with the Libraries while proposing the expansion of this program.

Chelsea Leachman
Science & Engineering Librarian
Owen Science Library 115
Washington State University, Pullman
509.335.8527
chelsea.leachman@wsu.edu

WASHINGTON STATE UNIVERSITY

Voiland College of Engineering and Architecture

Date: November 4, 2022

To: Jason Peschel, Interim Director, School of Design and Construction

From: Mary Rezac, Dean, Voiland College of Engineering and Architecture

Subject: Support for Master of Energy Conscious Construction degree through Global Campus

I offer my strong support for the proposal submitted by the School of Design and Construction to launch an online professionally-oriented master's degree through the Global Campus.

The Voiland College of Engineering and Architecture supports the plan for the proposed Master's in Energy Conscious Construction (MECC) degree. With financial support from the Department of Energy, the College will not be contributing startup funds. In addition, with this new degree program planned as a self-sustaining program, the college assumes no financial responsibility for the program if revenues do not meet projections. The School of Design and Construction will assume all financial responsibility for the program.

The MECC degree program will be reviewed annually for effectiveness in learning and building sustainable enrollments. After year four, the Program Director, School of Design and Construction Director, VCEA Director of Online Learning Programs, and I will evaluate the program's success to determine the future of the program.

Thank you, Dr. Omar Al-Hassawi, and the other faculty and staff involved in the development of this program for the commitment to providing educational opportunities to meet the diverse needs of our students, especially students who are unable to access our physical campuses.

Exhibit G
Demand Analysis

Master of Energy Conscious Construction
Market opportunity summary December 2022

Demand analysis for Energy Conscious Construction Masters:
- Hanover Research conducted a comprehensive market opportunity scan for WSU Global in 2019, and they found that construction engineering technology/technician was in a high-growth field, indicating that this would be a field with opportunities for new online degree development.
- Hanover Research also found that construction is a top growing career sector, growing but over 6% per year.
- Emsi/Lightcast report showed also that the skills and careers associated with this degree pathway are growing well above the national average, indicating a need for graduates in this area.
- Additionally, in 2022, Hanover Research provided insight into the top 10 fastest growing master's degrees, with Architectural and Building Science/Technology in the 3rd position with a growth rate of 67.7%, indicating student, institutional, and industry investment in this program area.
- Finally, Hanover Research in their 2022 report also listed "sustainability" as an emerging field for institutional investment.

Based on these findings, and the performance of our previously launched master's programs, we predict the following enrollments:

	Year 1	Year 2	Year 3	Year 4	Year 5
Enter the fiscal year begin date of program (e.g. 2022 for Fall-21)	2024	2025	2026	2027	2028
Enter total student headcount enrolled per year	10	15	22	30	35
Enter student credit hours (estimated), per student, per year	18	18	18	18	18

INFORMATION ITEM #1
Items Approved by the President Under Delegated Authority
Degree Extension and Faculty Manual Revisions
(Elizabeth S. Chilton)

<u>Degree Extension</u>
- Extend the Bachelor of Arts in Journalism and Media Production Degree to the WSU Global campus

The degree extension was passed by the Faculty Senate on February 15, 2024. The complete proposal, as submitted to President Schulz for consideration, is available upon request.

<u>*Faculty Manual* Revisions</u>
- Section 1.B.1 - Faculty Categories
- Section 1.B.1.d - Short-Term Faculty in Graduate Education role clarifications

The *Faculty Manual* revisions were passed by the Faculty Senate on February 1, 2024. The redlined copies, as submitted to President Schulz for consideration, are available upon request.

PROPOSAL TO EXTEND AN
EXISTING DEGREE TO GLOBAL CAMPUS

Degree Title:	BA Journalism and Media Production
Academic Program:	Journalism and Media Production
Academic Plan:	Media Innovation
Number of Credits:	120 credits
Department(s) or Program(s):	Journalism and Media Production
College(s):	The Edward R. Murrow College of Communication
Campus(es):	Global Campus
Method of Instructional Delivery:	Online

Contact 1 Name:	Ben Shors	Email 1 Address:	bshors@wsu.edu
Contact Phone:	(509) 335-1547	*Proposed start date:	Fall 2023
Contact 2 Name:	Kelly Newell	Email 2 Address:	knewell@wsu.edu

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

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

Chair Signature:	Ben Shors	Date:	Approved electronically 9/22/23

Everett Chancellor:		Date:	

Spokane Chancellor		Date:	

Tri-Cities VCAA		Date:	
Vancouver VCAA		Date:	

Dean Signature:	Bruce Pinkleton	Date:	Approved in email on 9/19/23

Global Chancellor:	Dave Cillay	Date	Approved in email on 9/28/23

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Provost Office and Pullman Chancellor:		Date:	

Comments:

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

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

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

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

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

> What are the aspirations for the reputation of this program – local, regional, national? What will it take to make that a reality?
> Who are you trying to attract with this new program? Will it bring new students to the university, better meet the needs of current students in the department, or draw students away from other departments?
> How strong is the demand for education of this kind, and in what specific careers will someone who receives such an education find meaningful employment?
> How many students do you need to attract to break even, and can both the market and WSU's capacity support this number?

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

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Proposal

Mission and Core Themes (Strategic Goals):

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

Students in Media Innovation study the role of media in society to better communicate to organizations and audiences through speaking, writing, and the use of media technology.

The proposed Online BA Journalism and Media Production (JMP) degree in Media Innovation is an extension of The Edward R. Murrow College of Communication degree currently offered in-person on the Pullman campus. It provides the principles and skills that are highly sought by a broad cross-section of employers, including the media and digital journalism production sectors across the state and region, who are seeking the next generation of content producers and editors. The program's curriculum contains an optimum mix of courses that addresses the core competencies that employers value when hiring emerging media producers, editors, and writers.

The program is designed to train students in media production, writing, critical thinking, and persuasive skills necessary for careers in media production, mobile media, digital communication, journalism, and program development. The degree teaches students how to create and share media for companies and nonprofits in video, TV, radio, and other mediums.

The program will take advantage of the unique mentoring and professional development opportunities available through faculty experienced in fields involving media production, journalism, strategic communication, and Media Innovation sectors. As part of their studies, students will participate in various promotion and communication opportunities to develop in-depth knowledge of multimedia content creation, journalism, and strategic communication.

Achieving diversity on the Pullman campus has been a challenge because of its distant location from population and media centers on the west side of the state. By offering a program online, we expect to recruit a more diverse group of students. Further, the program aims to appeal to those potential students who might not be able to attend a four-year program on the Pullman campus. Many of the students interested in the program at a distance are likely first-generation college students, which will be a significant step toward achieving a more diverse group of students. Finally, students who are place-bound for different reasons—including financial constraints, family situations or disabilities—would have the option of obtaining a WSU degree without moving to Pullman.

Students who take advantage of the direct transfer agreement guidelines and articulation agreements will be able to transfer seamlessly from the two-year program without relocating to Eastern Washington. The program is also designed to appeal to working professionals and adult learners who may already work in other fields but wish to refresh and update their skills.

Educational Offerings:

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

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Identical to the existing in-person degree in Journalism and Media Production, the online Media Innovation pathway will be a value-add for students to complete the degree from anywhere in the world. Courses required for the major (core and elective) will be offered entirely online. In addition, students will have access to numerous additional electives offered online via the WSU Global Campus. The program is a key option under Journalism and Media Production degree program and is labeled as "Media Innovation" to emphasize the need to combine principles and practice within the fields of broadcast and multimedia journalism to create an innovative mix of practice best suited for demanding and cutting-edge scenarios requiring high levels of multidisciplinary and multiplatform skills. Its focus, therefore, will be on integrating a more diverse array of interests and experiences for students who need practical experience meeting critical professional objectives through online engagement learning.

Murrow College of Communication Core Requirements
Admittance in The Edward R. Murrow College of Communication opens the door for upper-division courses in each of the communication degrees: **Strategic Communication** and **Journalism and Media Production.**
- COM 101 Media and Society
- COM 102 Public Speaking in the Digital Age
- COM 105 Communication in Global Contexts
- COM 138 Introduction to Communication
- COM 210 Multimedia Content Creation (w/ a C or better)
- COM 300 Writing in Communication (101; 102; 105; 138; WSU 2.7 + GPA; So.) (w/ a C or better)

BACHELOR OF ARTS IN JOURNALISM AND MEDIA PRODUCTION
Degree Core Requirements (18 credits)
- COM 320 Visual Communication (210; 300)
- COM 321 Intercultural Communication
- COM 415 Media Law (Jr.)
- COM 440 Media Ethics (Jr.)
- COMJOUR 350 News & Society
- Required: 1 course from Advanced Media and Society courses:
  o COM 464 Gender and the Media (So.)
  o COM 471 Stereotypes in the Media (Jr.)
  o COM 479 Youth in the Media (Jr.)
  o COMSOC 421 Intercultural Communication & Globalization (Jr.)

Media Innovation (15 credits)
- COMSTRAT 310 Digital Content Promotion (210; So.) **or** COMJOUR 390 Video for the Web
- COMSTRAT 324 Reasoning & Writing [M] or COMJOUR 333 Reporting Across Platforms
- COM 420 New Communication Technologies (Jr.)
- COM 481 Mobile Media (Jr.; 310 or 320) (Fall)
- COM 490 Web Design and Usability (Jr.; 310 or 320) (Spr)

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

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The program will be taught fully online by Murrow faculty and managed in a combined effort by Murrow leadership and Global Campus support.

Assessment of Student Learning and Student Achievement

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

See **Exhibit A** for Assessment Plan

Journalism and Media Production Student Learning Outcomes
1. Demonstrate knowledge of communication concepts and issues;
2. Acquire and analyze information;
3. Think critically and independently about the role of media;
4. Create effective communication products (writing, visual, and speaking) to address communication objectives via multiple media platforms.

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

Program outcomes, learning outcomes and program assessment will be similar to what has been established by the Journalism and Media Production program in Pullman, though minor adjustments may be needed to account for different student populations and course offerings (e.g., a course that generates assessment data may be offered less frequently online than in Pullman). An undergraduate assessment officer has been appointed to serve as the primary contact for the online BA JMP program.

Murrow College of Communication Outcomes Journalism and Media Production: Media Innovation				
Murrow College Core Courses	SLO1	SLO2	SLO3	SLO4
COM 101 Media and Society	I	I	I	I
COM 102 Public Speaking in the Digital Age	I	I	I	I
COM 105 Communication in Global Contexts	I	I	I	I
COM 138 Introduction to Communication	I	I	I	I
COM 210 Multimedia Content Creation	I	I	I	I
COM 300 Writing in Communication	I	I	I	I
Degree Core Requirements	SLO1	SLO2	SLO3	SLO4
COM 320 Visual Communication	I	I	I	
COM 321 Intercultural Communication	I	I	I	I

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COM 415 Media Law	I	I	R	I
COM 440 Media Ethics	R	I	R	I
COMJOUR 350 News and Society	M	M	M	R
REQUIRED: 1 Course From Advanced Media and Society Courses				
COM 464 Gender and the Media	R	R	R	I
COM 471 Stereotypes in the Media	R	R	R	I
COM 479 Youth in the Media	R	R	R	I
COM 421 Intercultural Communication and Globalization	R	R	R	I
Media Innovation Courses	SLO1	SLO2	SLO3	SLO4
COMSTRAT 310 Digital Content Promotion or…	I	I	I	R
COMJOUR 390 Video for the Web	I	I	I	R
COM 324 Reasoning and Writing or...	I	I	I	I
COMJOUR 333 Reporting Across Platforms	I	I	I	I
COM 420 New Communication Technologies	R	I	I	I
COM 481 Mobile Media	R	R	R	M
COM 490 Web Design and Usability	M	M	M	M

Legend: I=Introduced; R=Reinforced; M=Mastered

Program Assessment

The department's assessment plan was revised and approved in 2022-2023. The assessment plan assesses the ability of JMP graduates to:
- Explain fundamental communication concepts and issues
- Analyze the credibility and applicability of information sources
- Create effective communication products, whether written, visual, or verbal, that address communication objectives via multiple media platforms
- Reflect critically and independently about the role of media, as well as the legal requirements and ethical implications of journalism and media production

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In addition, students in media innovation are expected to be able to leverage the role of media in society to communicate to organizations and audiences through speaking, writing, and the use of media technologies.

The assessment framework includes the following measures:

- Collect evidence of student learning that contributes information to decisions that must be regularly made regarding the curriculum (required courses and common electives in the JMP programs of study) and instruction, to support student learning
- Provide data on the extent to which senior majors are achieving the learning outcomes of the degree/major, on all campuses offering the degree
- Develop assessment that's useful and sustainable over time, taking into account available time & resources
- Periodically update learning outcomes and curricula to maintain currency and support student learning
- Contribute to WSU's accreditation, including faculty engagement in assessment and oversight of curriculum; assessment in degrees offered online; and the extent to which students meet degree learning outcomes

The online assessment plan will be as similar as possible to the one adopted in Pullman, which is listed below. If the Pullman plan is adjusted, assessment online will reflect the same adjustments. Any actions or decisions specific to the Global Campus will be documented in assessment reports. For example, if materials from a particular course will be used to assess student learning, that course will be offered on both campuses with adequate frequency to allow for representative assessment or the assessment plan should reflect the modifications needed. Further, Murrow faculty will continue to be included in discussions to update or revise the assessment plan and measures and have access to assessment materials and archives. The undergraduate assessment officer will oversee assessment activities taking place online, coordinate with the relevant committees in Pullman, and implement any program changes if needed. The program's assessment archive will remain appropriately available to faculty.

Current Assessment Plan for Pullman

Indirect Measures (See Glossary below)	Year(s) collected	Brief description of measure, sampling strategy, and method of collection.	Relates to which SLO or assessment purpose; and/or to a WSU Big 7 or issue

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Course Evaluations	Every Semester (Ongoing)	Course evaluations are collected every semester for every course. The evaluation process for all courses has moved to the online system, Blue. Results, including comments from students are presented to all instructors every semester. The Chair of the Department will review teaching evaluations with faculty during the annual review.	SLO: 1-5
Direct Measures (See Glossary below)	Year(s) collected	Brief description of measure, sampling strategy, and method of collection.	Relates to which SLO or assessment purpose; and/or to a WSU Big 7 or issue
Classroom/ Course Work Embedded Assessment (pre- post design)	Collected each semester	A pre-test / post-test design for assessing skill competencies associated with Student Learning Outcomes was launched in 2013. We utilize a pre-post design. Standard questions are evaluated early in the semester in a 300-level course. This data serves as the baseline pre-test. Next, the same questions are embedded in exams, as appropriate, later in the semester after the content has been covered in class. Finally, those same questions are embedded in upper-division classes throughout the Murrow College to provide a longer-term assessment	SLO: 1-5

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		of meeting learning objectives.	

Glossary

In addition, the program will employ a variety of direct and indirect measures to assess the proficiency levels of those graduating from the program.

- Direct measures to assess the core competencies required for assessment of the overall program involving pre- and post-tests. These tests will be administered at the beginning of the student's career and at the end to determine progress.
- Indirect measures to assess campaigns and project portfolios. Industry professionals will be invited to assess and critique the quality of work emerging through class projects and assignments.
- Indirect measures to assess the satisfaction of students with the program by administering surveys to undergraduates.
- Indirect measures to assess overall student performance by tabulating student participation and success in regional and national competitions.
- Indirect measures to assess alumni performance by informally tracking graduates' success in the professions and communicating with alumni about school initiatives and alumni views of the program.

Please indicate as appropriate:

☒ Assessment of this program will be incorporated into the existing assessment plan for Murrow College. Please attach a copy of the existing plan. **[attached Exhibit A]**

☐ A draft assessment plan is attached.

☐ A curriculum matrix is attached.

Planning:

Describe plans and include descriptions which provide evidence of:
1. The need for the change

The Murrow College has a national reputation for producing industry-ready graduates who have a strong conceptual and ethical foundation. In a time of shifting media landscapes, the College prepares a growing number of students for media sector jobs in the state, region, nation, and across the world.

From 2016 to 2020, the number of degree completions in journalism and media production in Washington state grew from 170 to 220 degrees; Murrow produces roughly 35 percent of the state's degree in journalism and media production. (Hanover) As students seek more flexible online offerings, Murrow and Global are positioned to immediately offer these courses online at a significantly lower cost than peer institutions (Hanover).

By 2031, employment is projected to increase 11.4 percent in journalism and media production-related fields, with more than 16,000 openings per year. Currently, Washington employers seek more than

3,500 workers in these fields, most of which require a bachelor's degree. Regional growth in student demand is rising, suggesting broadening the program outside of Washington would benefit WSU and the Murrow College.

Offering a communication degree with an emphasis in journalism and media communication online is part of the WSU Land Grant Mission. Delivering the degree (option) online, asynchronously with on-campus programs, provides access to qualified place-bound and/or time-constrained individuals state-wide, nationally and internationally. Additionally, having this option available online (and hence the availability online courses including the degree culminating courses) will enable a growing number of students who initially take courses on the Pullman campus but who did not complete their studies for various reasons to finish their degree in Communication and successfully graduate from WSU.

---

2. The student population to be served
Provide realistic justification for the projected FTE.
How can transfer students articulate smoothly into the program and complete it with approximately the same number of total credits as students who enter WSU as freshmen? Please describe specific efforts planned to recruit and retain students who are persons of color, disabled, or whose gender is underrepresented in this discipline.

The Murrow College's undergraduate population in Pullman is comprised almost exclusively of traditional-age students from the Pacific Northwest who were referred by alumni, guidance counselors, or working professionals who are aware of the college's reputation for professional undergraduate training. The students are career-focused on communication-related roles and interdisciplinary training, some as double-majors with strategic communication, business, political science, and digital technology. Approximately 35 percent of students in the college pursue a Journalism and Media Production major, as the principles and skills taught carry over and support a variety of professional careers. Seniors in the major report exceptionally high levels of confidence in critical thinking, problem-solving, the ability to analyze information, leadership skills, clear writing, and persuasive speaking (2021 NSSE survey). JMP students – to a greater degree than university peers -- also credit their education with understanding people of other backgrounds, better understanding others' viewpoints, and facilitating discussions with people from other economic backgrounds, ethnicities, religious beliefs, and differing political viewpoints. (NSSE)

The Department of Journalism and Media Production serves approximately 370 students annually. In consultation with Global staff and after a review of Murrow's existing online degree in integrated strategic communication, we anticipate an online cohort of at least 20 percent of the in-person student population (e.g. about 75 students).

In-person learning presents barriers to some populations, including students from low-income families; first-generation students; students with disabilities; working professionals; parents, caregivers and nontraditional students; and others unable to relocate for in-person educational offerings. The online degree will allow place-bound students a learning format and opportunity to earn a B.A. on par with students who are not place-bound and prefer the in-person learning experience. In addition, the program gives access to students who prefer the convenience of the Global Campus without having to relocate to Pullman to complete a degree from the Murrow College of Communication. The degree is designed to meet the needs of aspiring and working professionals and adult learners, as well as transfer students, and students entering college directly from high school and have earned an associate degree or credits through early-start college programs. It will also provide opportunities for working journalists to refresh and update their skills and for those seeking to change careers. It offers all the

opportunity to raise their credentials to Murrow College standards for integrity, ethics, and leadership within communication fields.

Students of the program can put their knowledge to use in preparing practical, integrated media content, communication plans, digital and data visualizations, and production of comprehensive, multimedia stories. Opportunities in the workforce include careers production, digital editing, media entrepreneurship, writing, and more. These jobs are growing regionally and nationally, so an online degree is well positioned to serve the state, region and nation with degrees that lead to gainful employment. (EMSI)

Because this is a fully online bachelor's degree offering, students will utilize UCORE courses offered by other colleges and departments in fulfillment of all university requirements for graduation. The Murrow College of Communication and the Global Campus will work with supporting colleges and departments to ensure access to the courses required for graduation.

Projected Number of Students and Degrees

	Site	Year 1	Year 2	Year 3	Year 4	Year 5*
Headcount Enrollments						
	Global Campus	45	65	85	105	125
FTE** Enrolled						
	Global Campus	27	39	51	63	75
Degrees Awarded		N/A	N/A			
	Global Campus			15	25	45

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

Faculty in the Department of Journalism and Media Production initially proposed this online degree to 1) meet growing student demand for JMP degrees 2) meet employer and market demands 3) accommodate growing number of students seeking flexible, online education offerings. In the fall of 2021, the department formed a faculty task force to examine the demand for this program regionally and nationally, as well as the capacity to implement this program. The task force recommended the department proceed with the online degree, which was then approved by JMP faculty.

In partnership with Global Campus, the department reviewed separate commissioned assessments from Hanover Research and EMSI to examine student and labor market demand. The assessments provide evidence of a growing labor market for media production, growing demand for degrees in journalism and media production, and potential for Murrow to grow its reach regionally and nationally.

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4. Organizational arrangements required within the institution to accommodate the change.

It is expected that one new career-track professor will be hired to support the program launch in Year 3, followed by another career-track professor shared by Year 5 to support anticipated growth. Up to three Adjuncts will be needed by Year 2+, and 2-3 part-time Graduate students will support lower-level writing and introductory courses.

Murrow staff (business administration as well as faculty teaching the courses) will handle student qualification for admission to the JMP-Media Innovation online program, writing evaluation performance (particularly in COM 210 and COM 300 as requirements for acceptance and advancement in the program), and for capstone completion and evaluation for graduation. As the anticipated active student enrollment reaches 100+ (Year 3), the Academic Program Director will invest part-time support directly overseeing student development and assessment (internship, senior projects, etc.) towards graduation requirements. In addition, about five percent of the JMP department chair's role will be invested in high-level support, overseeing overall program operations.

Development Plan for Courses:

Course #	Name	Development term	Delivery Term	Developer	Primary
COM101	Media and Society	Sum 2020	Fall 2020	Alex Kirkpatrick	Richard T
COM 102	Public Speaking in the Digital Age	Sum 2020	Fall 2020	Erin Tomson	Imran Hai
COM 105	Communication in Global Contexts	Fall 2022	Spr 2023	Nanu Iyer	Christy C
COM 138	Introduction to Communication	Sum 2020	Fall 2020	Gabby Bedoyan	Megan St Gepford
COM 320	Visual Communication	Fall 2022	Spr 2023	Lisa Waananen-Jones	Lisa Waar Jones
COM 321	Intercultural Communication	Sum 2020	Fall 2020	Somava Pande	Somava P
COM 415	Media Law	Sum 2023	Fall 2023	Jordan Foley	Jordan Fo
COM 440	Media Ethics	Sum 2022	Fall 2022	Bimbi Irom	Bimbi Iro
COMJOUR 350	News and Society	Sum 2022	Fall 2022	Jennifer Henrichsen	Jennifer H
COM 464	Gender and the Media	Sum 2020	Fall 2020	Traci Gillig	Traci Gill
COM 471	Stereotypes in the Media	Sum 2022	Fall 2023	Anastasia Vishnevskaya	Anastasia Vishnevsk
COM 479	Youth in the Media	Sum 2021	Fall 2021	Lora Tsui	Lora Tsui
COM 421	Intercultural Communication and Globalization	Sum 2020	Fall 2020	Bimbi Irom	Somava P
COMSTRAT 310	Digital Content Promotion	Sum 2021	Fall 2021	Cara Hawkins-Jedlicka	Rebecca C
COMJOUR 390	Video for the Web	Sum 2023	Fall 2023	Lisa Waananen Jones	Lisa Waar Jones

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COMSTRAT 324	Reasoning and Writing	Fall 2022	Sum 2023	Somava Pande	Somava Pande	
COM 420	New Communication Technologies	Sum 2022	Fall 2023	Jennifer Henrichsen	Jennifer Henrichsen	
COM 481	Mobile Media	Sum 2023	Fall 2023	Weidan Cao	TBD	
COM 490	Web Design and Usability	Sum 2023	Fall 2023	TBD	TBD	

4-Year Roll-Out Plan for Course Offerings

First Year
First Term
- COM 101 (3cr)
- COM 138 (3cr)

Second Term
- COM 102 [COMM] (3cr)
- COM 105 [HUM] (3cr)
- Elective (3cr)

Second Year
First Term
- COM 210 (3cr)
- COM 300 [M] (3cr)
- Elective (3cr)

Second Term
- COMJOUR 350 (3cr)

Third Year
First Term
- COM 320 (3cr)
- COM 321 (3cr)
- COMSTRAT 324 [M]

Second Term
- COM 415 (3cr)
- COM 420 (3cr)
- COMSTRAT 310 or COMJOUR 390 (3cr)

Fourth Year
First Term
- COM 440 (3cr)
- COM 481 (3cr)

Second Term
- COM 490 (3cr)

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| 5. | Lay out a three-year timetable for implementation, including hiring plans, partnership contracts if needed, facilities modification, recruiting, and other elements of implementation. Provide dates for each step. |

Year 1 (Summer 2023 – Summer 2024):

- Adaptation of existing in-person courses to online delivery: COMJOUR 390 Video for the Web, COM 481 Mobile Media, COM 490 Web Design and Usability
- Course Maintenance and Updates: Courses that were developed or redesigned prior to 2021 will be reviewed and adjusted as needed. (see Course Development Plan above)
- Hiring Plan: No new hires anticipated
- Facility Modifications: none
- Recruiting: Marketing and outreach materials for recruitment including, but not limited to, website content, virtual information sessions, paid advertising, sponsorships, 1:1 faculty and staff mentoring, email outreach, social media engagement, listserv outreach, and presentations and meetings to promote the program to internal and external prospects.

Year 2 (Fall 2024 – Summer 2025):

- Course Maintenance and Updates: Courses that were developed or redesigned prior to 2022 will be reviewed and adjusted as needed. (see Course Development Plan above)
- Hiring Plan: No new hires anticipated. Adjuncts may be brought in if needed and financially justified.
- Facility Modifications: none
- Recruiting: Ongoing marketing and outreach materials for recruitment including, but not limited to, website content, virtual information sessions, paid advertising, sponsorships, 1:1 faculty and staff mentoring, email outreach, social media engagement, listserv outreach, and presentations and meetings to promote the program to internal and external prospects.

Year 3 (Fall 2025-Summer 2026):

- Course Maintenance and Updates: Courses that were developed or redesigned prior to 2023 will be reviewed and adjusted as needed. (see Course Development Plan above)
- Hiring Plan: Career-track professor with emphasis in Media Innovation journalism if needed and financially justified.
- Facility Modifications: none
- Recruiting: Ongoing marketing and outreach materials for recruitment including, but not limited to, website content, virtual information sessions, paid advertising, sponsorships, 1:1 faculty and staff mentoring, email outreach, social media engagement, listserv outreach, and presentations and meetings to promote the program to internal and external prospects.

Budget:

☒ Attach the Financial Worksheet with five-year FTE, revenue and expenditure projections. Fully account for costs such as staff support, training, library, facilities and so on. **(Exhibit C for Budget)**

Please describe the funding picture narratively, including funding sources, department, college and/or campus commitments, investments already made, one-time costs, facilities costs (labs, classrooms, offices, telecom etc.) and library costs.

The Murrow College pays faculty $4,000 to develop online courses, and $500-$1500 to refresh online courses as needed. First priority to teach the courses goes to full-time Murrow faculty, followed by adjunct faculty in the College's adjunct pool. The Murrow College has funded the development of 18 of the 21 courses. The remaining three courses are scheduled for development in summer 2023.

Murrow College intends to make this program available in accordance with other Global Campus degrees and in similar fashion to other Murrow Integrated Strategic Communication degree offerings. Murrow College has an early-start advantage of already having built and managed most of the proposed course offerings online. These courses share the same core strategic learning outcomes as their equivalent sections being taught on Pullman. In coordination with Global Campus and following the existing JMP Media Innovation program development model, this degree requires minimal budget outlay to go online. Students will require fewer funds to participate in this online program and can apply scholarship or financial aid as usual. Tuition will be charged as typical with Global Campus degrees. Library staff anticipated no additional costs related to this program. (See **Exhibit D** for library support letter.)

See **Exhibit E** for Dean's letter of fiscal support.

Student Services:

Describe the capacity of student support services to accommodate the change at this location. Include a description of admissions, financial aid, advising, library, tutoring and other services specific to this request.

The WSU Global Campus Advising and Student Services model is structured to support new programs, degrees, and majors. Advising and Student Services staff are trained on program requirements and work closely with departments to ensure advising and student services goals are met. The Global Campus regularly reviews advising and student services capacity and can add staff as needed to support program growth.

Describe the implications of the change for services to the rest of the student body.

Other WSU divisions impacted by this new degree program include Global Campus (recruitment, marketing, media services, registrar, instructional design, administration), Financial Aid, WSU Admissions (admissions, assessment, accreditation), Veterans Affairs, Access Center, and WSU Libraries. The anticipated impact to these groups and related services is minimal as the online JMP-Media Innovation program will have managed growth. Applying the same model used for the online BA ISC, representatives from Murrow Student Services will serve as the primary liaison to these divisions and ensure communication is efficient and streamlined. The addition of this degree will not negatively impact existing Murrow students but in turn will provide them with a new avenue for specialization in Media Innovation.

Physical Facilities and Equipment:

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Outline the provision/s made for physical facilities and equipment at the proposed location that will support the program and its projected growth. Include videoconferencing and other technologies that support course delivery as well as classrooms, labs, and office space.
The program will not require new laboratories, facilities, equipment, or resources because all courses will be delivered online. Students will be asked to purchase the software needed to complete the program, to have access to reliable broadband internet connections, and to have a place to complete their coursework.

Library and Information Resources:

Using the Library Analysis form, describe the availability and adequacy of library and information resources for this degree, degree level, and location. Note plans to address gaps.
No new collections, serials, media, or news sources are required as existing library collections are all adequate for the online BA JMP Media Innovation. Students will have full access to the existing online journals, news sources, and media available through the library. The courses have also been designed to make use of online materials that are either within the public domain or that have been made available for educational purposes. Emphasis on open access sources and size of classes will place minimal demands on existing staff and would not require additional library staff hires or additional fund allocations to support collection and journals. Library personnel support is responsive and sufficient for the demand that will result from this program. Students accessing the courses from remote locations will have full access to the library materials needed to complete their assignments. WSU Online students engaging in the online BA program will have access to the online databases in the WSU Libraries collections as well as to the book delivery and other library services available to all WSU Online students. Because the degree is to be offered online, because of the emphasis this BA program places on open access materials, and because of its workplace- and problem-based focus, the anticipation is that the impact on WSU Libraries' services and personnel would be minimal and that existing personnel and services can support the program. There may also be some minimal impact on the time of the Librarian for Communication and the WSU Online Librarian when students of the program find themselves with questions about library services and access to library collections. However, because of the availability of the Libraries' existing online user-education, WSU Online, and Communication tutorials and guides, most students should be able to locate sources from the library collections with very little assistance.

Faculty:

List the educational and professional qualifications of the faculty relative to their individual teaching assignments. List the anticipated sources or plans to secure qualified faculty and staff.
To ensure quality and buy-in from the faculty, we have drawn from our roster of career track and tenure-track faculty to administer the online BA JMP Media Innovation. Murrow College has more than a dozen faculty with expertise, practical experience and/or research emphases in journalism and media production. The faculty are tenure-track and career-track professors who are poised to teach the JMP courses. All faculty have experience in the design and/or delivery of

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online courses. The COM core courses are existing and taught by several existing tenure-track and clinical faculty, and instructors from Murrow College.

The faculty in Murrow have research and teaching expertise in the following areas:
- Broadcast production
- Video editing
- Data visualization
- Digital content creation
- Digital metrics and analytics
- Media writing
- Media ethics
- Media law
- Media stereotypes
- Mobile media
- Media entrepreneurship
- Misinformation and disinformation
- Media literacy
- Sports communication
- Interviewing and reporting
- Campaign development
- Gender in the media
- Global communications
- Integrated communications
- New communication technologies
- News and society
- Public speaking
- Intercultural communication
- Research methods
- Social media engagement strategy
- Video production
- Virtual reality
- Visual communication
- Web development
- Youth in the media

Relevant faculty members...
- Ryan Thomas
- Ben Shors
- Bimbi Irom
- Tracy Simmons
- Wendy Raney
- Alison Boggs
- Erin Tomson
- Hyelim Lee
- Gabby Bedoyan
- Imran Haider
- Jennifer Henrichsen

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- Jordan Foley
- Matt Loveless
- Marvin Marcelo
- Lawrence Pintak
- Lisa Waananen-Jones
- Cara Hawkins-Jedlicka
- Megan Starr-Gepford
- Nanu Iyer
- Rebecca Cooney
- Richard Taflinger
- Traci Gillig

Impact on Other Locations/Programs:

Briefly describe any impacts on other WSU programs and locations, and how you came to these conclusions (who was consulted?). If there are potential adverse impacts, describe how these will be addressed. Consider such things as: reallocation of faculty time, reallocation of AMS courses, impact of blended courses, internal competition, "cannibalization" of other programs, curricular effects for other degrees, effects on recruitment markets for other campuses. Indicate how such problems will be addressed for each campus or department affected.

The Global Campus serves different students than the residential and urban campuses, and therefore the impact on enrollments at these other locations should not be impacted by the addition of the degree to the Global Campus. Students seeking a degree online are typically not the same students who would be interested in a degree from one of our physical campuses. Instead, this online degree will serve a new and untapped population who might not have pursued a degree with WSU otherwise. This is expected to serve as a strong extension of the WSU and Murrow College footprint statewide and beyond. Offering this degree creates a unique learning opportunity in a growing market of digital communication strategies to those who will strive and thrive in online professional development and higher-learning engagement experience with WSU.

Sustainability

What are the plans for continuing the program past 5 years if the goals for enrollment are not met, or other circumstances prevent the execution of the plan described here?

We will evaluate progress toward enrollment goals each year and increase marketing and recruiting efforts if enrollment goals are not met. Within five years if the goals for enrollment are not met, faculty will review the existing curriculum and consider whether the program is viable.

External Reviews

If this program is new to the Washington State University system, please provide the names and addresses of 2-3 external experts from similar institutions who could be contacted to provide reviews of this program.

Name	Contact Information (email, phone, address)
N/A	N/A

Attachments:

- ☒ Financial Worksheet Exhibit C
- ☒ Four-Year Degree Plan (undergraduate); curriculum overview (graduate and professional)
- ☒ Curriculum Map (undergraduate – Sara's 4-Year Plan) Exhibit B
- ☒ Assessment Plan Exhibit A
- ☒ Letters of financial commitment (dean's agreement to cover shortfall if necessary)
- ☐ Contracts or MOUs if applicable (N/A)

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

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Online JMP BA Program Assessment Plan

<mark>The Murrow College of Communication's Department of Journalism and Media Production has recently revised and strengthened its assessment for on-campus programs, including key feedback to help the department, College, and University meet accreditation requirements. This includes ways to incorporate systematic assessment in online courses and programs. The learning outcomes and the assessment plan will be the same for the proposed degree option to be delivered through the Global Campus. Students in our assessment can be identified (at the administrative level) as Pullman versus Global Campus and hence we will be able to evaluate each group separately (and combined) using the same process.</mark>

<mark>Murrow College will coordinate assessment activities that include online students and courses with sufficient sample size and representation to ensure that these activities track to student learning excellence and program integrity within the format the Department developed in consultation with WSU's Office of Assessment for Curricular Effectiveness. The online Journalism and Media Production (JMP) Media Innovation degree program will be added to that format along with additional questions that measure the online-specific learning experience as a part of that entire evaluation. This includes the use of Qualtrics, Canvas, and other polling means to gather data. As students near completion of their online JMP degree and throughout their instruction, Murrow will collect capstone and senior-level data for the online degree. Industry professionals who participate, mentor, and evaluate student work provide meaningful feedback as well, which will greatly benefit the evaluation of online course learning. These methods of assessment will enable Murrow to establish baselines for comparison to see over time if differences occur between the Pullman and online JMP offerings.</mark>

Direct and Indirect Measures of Student Performance

Direct measures of student performance

Students will be evaluated by course requirements each semester with the expectation of scoring a grade of "B" or above for related assignments as specified in rubrics.

LEARNING OUTCOME	DATA SOURCE	METHOD(S) OF ASSESSMENT
Explain fundamental communication concepts and issues	Performance in coursework (COM 101, COM 102, COM 105, COMJOUR 350, COM 321)	Rubric-based scores on assignments; GPA in coursework; Online metrics tracking and evaluation
Analyze the credibility and applicability of information sources	Performance in coursework (COM 321, COM 415, COM 440, COMJOUR 250, COM 464, COM 471, COM 479, COM 420, COM 421, COMSTRAT 324)	Rubric-based scores on assignments; GPA in coursework; Online metrics tracking and evaluation
Reflect critically and independently about the role of media, as well as the legal requirements and ethical implications of journalism and media production	Performance in coursework (COMJOUR 350, COM 420, COM 440)	Rubric-based scores on assignments; GPA in coursework; Online metrics tracking and evaluation
Create effective communication products, whether written, visual, or	Projects produced in coursework (COM 210,	May include eer and instructor evaluation of project management and leadership skills;

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verbal, that address communication objectives via multiple media platforms	COM 320, COMJOUR 390, COM 481 490)	Instructor, peer, and industry professional evaluation of student's ability to understand and apply principles to journalism and media production problems; Instructor evaluation of writing, video production, data visualization, web development, mobile app development, reports; Rubric-based scores on assignments; GPA in coursework

Indirect measures of student performance

OTHER ASSESSMENT ACTIVITIES	COLLECTED
Entrance survey (assessment benchmark)	Survey to be developed within the first year of the program offering, to be administered each semester for students who have completed COM 101/105 and are preparing for other lower core courses.
Mid-point survey (assessment after completion of COM 210 and 300, which are prerequisite courses)	Survey to be developed within the second year of the program offering, to be conducted with students who have successfully completed the lower core courses.
Exit survey (assessment for success in achieving objectives based on metrics presented in entrance survey)	Survey to be developed by the third year of the program offering, to be conducted with any students who are completing their program, including students transferring into the program from another degree or institution. Survey will be administered at the close of each semester when course is offered.
JMP Online BA Program Exit survey (primarily focused on student overall experience in the program)	Collected as part of the culminating course at the close of each semester when course is offered.
Faculty development workshops and training (with emphasis on meeting student learning outcome objectives for online teaching)	Ongoing
Course evaluations	Each semester
Instructor culminating course evaluations (review and feedback of materials presented in student final project work)	Each semester when the culminating course is offered
Program assessment and review meetings with core program and college leadership teams	Ongoing
Review of curriculum maps for individual courses by faculty and college leadership	Bi-annually
Review and evaluation of policies and procedures core to online faculty and student success	Annually
Faculty meetings with agenda items specific to those teaching online or developing courses	Each semester
Faculty review and conclusion of needed content matriculation with emphasis on changing up of assignments and exams	Annually

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Online BA JMP – Media Innovation

Curriculum Map

Media Innovation (120 Credits)

Digital Media and Innovation focuses on emerging media platforms, management of digital media to enhance user engagements, online communities, and the role of digital media and technology on social landscapes.

Admission Requirements

Students are admitted directly into their desired major in the College of Communication upon admission and enrollment at Washington State University.

To remain admitted in any major in the College of Communication, a student must complete all required courses and have a minimum cumulative 2.0 GPA. COM 300 must be completed with a C or better, and only two attempts are allowed and a "W" is counted as an attempt. With an appeal to the department chair, a student may request to take COM 300 for a 3rd attempt during a summer session. All pre-requisites must be met in order to move through the Murrow curriculum. If a student fails to complete the required curriculum, they will not be able to remain admitted in the Murrow College. If a student is failing to complete academic requirements in a reasonable timeline, an advisor will work with the student to identify another academic path. Students must remain in good academic standing in order to graduate with a degree from the Murrow College.

Direct to Degree for Transfer Students

Transfer students bringing in 30 or more semester credits from an outside institution, and a 3.0 or higher transfer GPA will be directly admitted into the Murrow College. After consulting with a Murrow Professional Academic Advisor, a student transferring with junior status (60 or more semester credits), with a 3.0 or higher transfer GPA, and who has completed COM 101 or COM 105 from another institution, will be allowed to take COM 300 in their first semester at WSU with all remaining 100 level required communication courses. All transfer students are required to consult with a Murrow Professional Academic Advisor prior to enrollment at WSU.

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Additional majors within the Strategic Communication Degree

Students with a primary major in Journalism and Media Production, can elect to earn an additional major within the degree or within the college, with the exception of Integrated Strategic Communication, by completing the second set of major requirements and two additional upper-division courses in COM, COMJOUR, and COMSTRAT. These courses cannot be used elsewhere in the degree. If interested in this option, please consult with a Murrow Professional Academic Advisor.

Double Degree

Students with a primary major/degree in Journalism and Media Production can earn a second degree in the department of Strategic Communication. To be admitted into a second Murrow degree option, please consult with a Murrow Professional Academic Advisor. *Note: to earn a second degree, you must complete 150 credits.

Online BA JMP – Media Innovation
4-Year Plan

Academic Requirements

Below is a detailed schedule of studies in a 4-year format. However, students will develop their own academic plan in consultation with their professional academic advisor through the Murrow Center for Student Success. The BA in Journalism and Media Production is broken down into four main categories as found in myWSU under your Academic Requirements:

1. College Core Requirements: COM 101; 102; 105; 138; 210; and 300 (18 credits).

2. Journalism and Media Production Degree Requirements: COM 320; 415; 440; COMJOUR 350; COM 321; and one Advanced Media and Society course from approved list (in footnotes) (18 credits).

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3. Media Innovation Major Requirements: COM 420; 481; and 490; COMSTRAT 310; COMSTRAT 324 (15 credits).

4. Major Upper-Division Electives: (in footnotes) (9 credits).

First Year

First Term	Credits
COM 101	3
COM 138	3
Diversity [DIVR]	3
ENGLISH 101 [WRTG]	3
Social Sciences [SSCI]	3

Second Term	Credits
COM 102 [COMM]	3
COM 105 [HUM]	3
HISTORY 105 [ROOT]	3
Quantitative Reasoning [QUAN]	3
Elective	3

Second Year

First Term	Credits
Arts [ARTS]	3
Biological Sciences [BSCI] or Physical Sciences [PSCI][1]	3
COM 210	3
COM 300 [M]	3
Elective	3

Second Term	Credits
Biological Sciences [BSCI] or Physical Science [PSCI] (with lab)[1]	4
COMJOUR 350	3
Electives	9
Complete Writing Portfolio	

Third Year

First Term	Credits
COM 320	3
COM 321	3
COMSTRAT 324 [M]	3
Electives[2]	6

Second Term	Credits
COM 415	3

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COM 420	3
COMSTRAT 310 or COMJOUR 390	3
Electives[2]	6

Fourth Year

First Term	*Credits*
COM 440	3
COM 481	3
Integrative Capstone [CAPS]	3
Advanced Media and Society Course[3]	3
Major Elective[4]	3

Second Term	*Credits*
COM 490	3
Major Electives[4]	6
Electives[2]	5

Footnotes

[1] For a total of 7 credits—one Biological Sciences [BSCI] and one Physical Sciences [PSCI] course, including one lab course.

[2] A maximum of 12 credits of COM/COMJOUR/COMSTRAT 495/497/499 allowed towards 120 credits required for graduation. Consult with a Murrow advisor.

[3] Advanced Media and Society Course (3 credits): Select from COM 421, 464, 471, or 479.

[4] Major Electives (9 credits): Select 300-400-level courses from COM, COMJOUR, COMSTRAT not used to meet other requirements, COM 495 internship credits, COM 497 or 499 Special Projects credits in consultation with advisor. A maximum of 6 credits of 495/497/499 may apply towards major electives.

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EXHIBIT C
Budget Review

Use Table 2 to report program costs and revenues								
Journalism and Media Production BA								
9/26/2022								
		1st FTE	2nd FTE	3rd FTE	Nth* FTE	1st Academic Year	2nd Academic Year	3rd Academic Year	Nth* Academic Year
Total Student HDC		45	65	85	125	45	65	85	125
Total Student AAFTE		27	39	51	75	27	39	51	75
						↑Enrollment values linked to Table 1↑			

Personnel

Faculty	Salary	↓Insert employee FTE by job title↓				↓Insert annual salaries by job title↓			
Career Track Faculty	#########	0.00	0.00	1.00	1.50	-	-	70,000	105,000
Adjunct	$ 5,500.00	1.00	2.00	0.00	0.00	5,500	11,000	-	-
Subtotal		1.00	2.00	1.00	1.50	5,500	11,000	70,000	105,000
Exempt									
Coordinator	$50,000	0.15	0.15	0.15	0.15	7,500	7,500	7,500	7,500
Subtotal		0.15	0.15	0.15	0.15	7,500	7,500	7,500	7,500
Classified									
<Insert Job Title>		0.00	0.00	0.00	0.00	-	-	-	-
Subtotal		0.00	0.00	0.00	0.00	-	-	-	-
Graduate									
TA		1.00	2.00	2.00	3.00	17,460	34,920	34,920	52,380
Subtotal		1.00	2.00	2.00	3.00	17,460	34,920	34,920	52,380
Total Personnel		2.15	4.15	3.15	4.65	30,460	53,420	112,420	164,880

Benefits — ↓Insert benefits based on current benefit rates↓

	1st	2nd	3rd	Nth
Faculty	-	3,564	22,680	34,020
Exempt	-	-	-	-
Classified	-	-	-	-
Graduate	2,095	4,190	4,190	6,286
Total Benefits	2,095	7,754	26,870	40,306

[Link to current benefits model rates](#)

		1st	2nd	3rd	Nth
Goods and Services (Course Dev)		8,000	-		
Travel		-	-	-	-
Equipment (laptops, cameras, software)		1,000	1,000	1,000	1,000
Total Direct Costs		41,555	62,174	140,290	206,186
Total Indirect Costs	35%	17,530	32,940	75,003	110,485
Total Costs		59,085	95,114	215,293	316,670
One-Time Costs	User inputs one-time costs→	9,000	1,000	1,000	1,000
Recurring Costs	Formula calculates recurring costs→	50,085	94,114	214,293	315,670
Total Costs		59,085	95,114	215,293	316,670
Calculated total cost per student AAFTE:		2,188	2,439	4,221	4,222
Calculated direct cost per student AAFTE:		1,539	1,594	2,751	2,749

Revenue

	1st	2nd	3rd	Nth
Internal Departmental /Area Reallocation	(52,945)	(74,326)	(38,210)	(56,314)
Enrollment Funding	94,500	136,500	178,500	262,500
New State Funds	-	-	-	-
WSU Allocation (Institutional reallocation)	-	-	-	-
Indirect Allocation (Central reallocation for support services)	17,530	32,940	75,003	110,485
Other <Insert Description>	-	-	-	-
Total Revenue	59,085	95,114	215,293	316,670
	TRUE	TRUE	TRUE	TRUE
	↑Total costs must equal total revenue↑			

*Note on Year "N": Please replace the letter "N" with the year in which you expect the program to reach full enrollment.

Use Table 1 to report enrollment projections						
Students	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year N***
Headcount	45	65	85	105	125	125
AAFTE	27	39	51	63	75	75

Revised 07.27.17
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EXHIBIT D
Letter of Support from Libraries

Statement of Library Support

I am writing to state that the existing collections and services of the WSU Libraries are fully able to support the proposed Online BA Journalism and Media Production (JMP) degree in Digital Media Innovation as put forward by the Edward R. Murrow College of Communication. Because the program uses existing courses currently supported by the libraries, and because most of these courses are already taught through the Global Campus, any impact of the new program on the WSU Libraries' collections, services and personnel should be minimal and existing personnel and services can meet the needs of this program.

The focus of this program falls within areas of research and teaching in the field of communication that the Libraries' collection policies currently support.

The databases and e-book collections that Digital Media Innovation students use on campus are available to Global Campus students, as are online tutorials, guides, book delivery and other library services designed to support WSU students taking classes online (for more information, see the Library Services for WSU Global Campus website, here: http://libguides.libraries.wsu.edu/global).

While the addition of Global Campus students in the JMP Digital Media Innovation program may result in some more time and attention from the Librarian for Communication, the Libraries' book delivery and interlibrary loan services and online research help services, the program's emphasis on open access materials makes it likely that any additional demands on the Libraries will be minimal. I am confident that this program will not place a burden on the Libraries or library staff.

The WSU Libraries are well prepared to meet the needs of students and instructors in the JMP Digital Media Innovation program in the Global Campus. I wish to convey my thanks and appreciation to Rebecca Cooney and The Edward R. Murrow College of Communication for their mindful consultation with the Libraries during the process of proposing the expansion of this program.

Erica Carlson Nicol

Librarian for Communication

Terrell Library 120 M

Washington State University, Pullman

509.335.8614

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EXHIBIT E
Letter of Fiscal Support

MEMORANDUM

TO: Faculty Senate

FROM: The Faculty Affairs Committee

RE: Updates to Faculty Categories (Section 1.B.1) and Clarification on the role of Short-Term Faculty in Graduate Education (Section 1.B.1.d)

DATE: January 11, 2024

The Faculty Affairs Committee was contacted by Libraries with a request to update the faculty category descriptions in the *Faculty Manual.* Please see attached document. After reviewing the section, we moved the types of activities in each category from the track descriptions to the category descriptions.

The Faculty Affairs Committee was contacted by Vice Provost Barry and Associate Vice Provost Crouch. They asked for clarification on the roles of short-term faculty in Graduate Education specified in the *Faculty Manual*. The committee has clarified that the program bylaws, the *Graduate Policies and Procedures*, and the vice provost for graduate and professional education should determine the appropriate roles in graduate education for an individual in a short-term faculty position with appropriate education and research credentials.

After posting changes to these two sections of the *Faculty Manual* for senate discussion at the December 7, 2023 meeting, we received comments that we felt were worthy of review. We also moved a paragraph on short-term contracts from the section on career-track faculty to the section on short-term faculty and thus, since the two sections were sequential, we are now presenting them together.

We also recommend that these amendments to the *Faculty Manual* become effective upon final approval of the changes.

I B. Faculty Structure

I B 1. The Faculty

All faculty, as teachers *sensu lato,* contribute to the educational mission of the University. The faculty includes academic faculty, extension faculty, and library faculty, in both long-term and short-term positions. Historically, additional faculty titles were used and faculty members with these titles retain their faculty status. The statutory duty of the faculty, which may not be delegated, is to recommend to the Board of Regents the candidates for suitable degrees and certificates.

a)   Definitions

A faculty member's APPOINTMENT (also known as "job profile" or "position") is for internal use within the university. It outlines more or less broadly a faculty member's position responsibilities. Therefore, it also provides a framework or set of guidelines by which a faculty member will be evaluated for annual review and promotion. (More specific criteria for annual review and promotion within a track and sub-track will be determined by the school or department, and college.)

A faculty member's *appointment* consists of the *category* (academic, library, extension), *track* (tenure, career, or short-term), *status* (e.g., tenured, retired with merit, visiting, or adjunct), *rank* of the faculty member, and the *unit* in which the faculty member is assigned. In the case of career-track and extension faculty, a faculty member's appointment will also include an internal *sub-track* designation. Sub-track designations are intended for internal use, i.e., at the program, department, college, and/or university levels.

A faculty member's "*working title*" (also known as a "business title") is how a faculty member's position at WSU is communicated externally, e.g., on WSU web pages, program documents, letterhead, email signatures, etc. For the purposes of external communication and identification, each college must determine appropriate working titles for faculty by choosing from the options described under each track and sub-track.

(1)   Faculty Categories

All faculty *categories* defined below are afforded equal rights and privileges. The various faculty categories, which are not mutually exclusive, are defined as follows:

(a)   Academic Faculty

The academic faculty consists of ranked faculty assigned to degree-granting units or the Honors College.

Academic faculty are responsible for developing, maintaining, and delivering university programs. These faculty have significant responsibilities in some combination of the following areas: (1) research, scholarship, and creative activity; (2) teaching, mentoring, and student advising; (3) academic and administrative service; (4) clinical or professional practice; and/or (5) community outreach.

(b)   Extension Faculty

The extension faculty consists of ranked faculty assigned to Extension, Continuing Education, or Public Service.

Extension faculty are responsible for disseminating science-based knowledge to communities across Washington state and beyond. These faculty have significant responsibilities in some combination of the following areas: (1) community outreach; (2) research, scholarship, and creative activity; (3) teaching, mentoring, and student advising; (4) academic and administrative service and/or (5) clinical or professional practice.

(c)   Library Faculty

The library faculty consists of ranked faculty assigned to Libraries.

Library faculty are responsible for developing, maintaining, and teaching library services to the university, communities across Washington State, and beyond. Library faculty have significant responsibilities in the following areas: (1) teaching, mentoring, and directly supporting the teaching and research missions of the university; (2) research, scholarship, and creative activity; and/or (3) academic service.

Depending on their appointment and assigned responsibilities, faculty are expected to establish and maintain a record of productivity and achievement specific to their workload.

(2)   Faculty Tracks

The faculty *tracks* include the <u>tenure track</u> (Section I.B.1.b) the <u>career track</u> (Section I.B.1.c) and the <u>short-term track</u> (Section I.B.1.d).

Faculty in all tracks must always be assessed in accordance with their assignment (e.g., expectations relative to research/scholarship and/or creative activity must be concordant with the percentage of the faculty member's appointment assigned to these areas.)

(3)   Faculty Ranks

The *ranks* for academic and extension faculty in the tenure and career tracks include <u>assistant professor</u>, <u>associate professor</u>, and <u>professor</u>. Additionally, the rank of <u>regents professor</u> is included as the highest possible rank for faculty in the tenure track. The ranks for library faculty include <u>librarian 2</u>, <u>librarian 3</u>, and <u>librarian 4</u>. Librarian 4 is the highest rank.

b)   *Tenure-Track Faculty*

(1)   Pre-tenure and Tenure Contracts

Tenure-track faculty may hold pre-tenure or tenured contracts.

Pre-tenure contract. The faculty member is on probation during the time prior to consideration for tenure. At a time specified in the offer letter, the University will decide whether or not to grant tenure.

Tenure contract. Upon attaining tenured status, the faculty member shall continuously hold appointment with WSU until retirement, resignation, or termination pursuant to the terms of the *Faculty Manual* Section III.E.

(2)   Academic Faculty

Appointments are as assistant professor, associate professor, or professor; tenured or pre-tenure. A tenure-track faculty member's working title is similarly assistant professor, associate professor, or professor. Colleges may opt to further identify tenure-track faculty externally as tenured, tenure track, "accepting graduate students", "research active", etc.

A terminal degree is normally required. Alternative credentials will be approved in consultation with unit faculty, by the administrative head and chancellor (if appropriate), and ultimately by the provost. A faculty member hired as an assistant professor

who arrives without having completed their terminal degree may be given a maximum of one year to finish their degree and a position with a lecturer title until they finish their degree.

(3)   Library Faculty

Positions are pre-tenured or tenured with the rank of librarian 2, librarian 3, or librarian 4.

A terminal degree is normally required. Alternative credentials will be approved in consultation with unit faculty, by the administrative head and chancellor (if appropriate), and ultimately by the provost. A faculty member hired as a librarian 2 who arrives without having completed their terminal degree may be given a maximum of one year to finish their degree and a position with a lecturer title until they finish their degree.

(4)   Extension Faculty

Appointments are as assistant professor, associate professor, or professor; tenured or pre-tenure. A tenure-track faculty member's working title is similarly assistant professor, associate professor, or professor. Colleges may opt to further identify tenure-track extension faculty externally based on their specific extension roles.

Extension faculty must hold an appropriate terminal or professional degree and/or demonstrate relevant experience and success in their field that is recognized by their discipline and/or college as appropriate for the position. Credentials and/or appropriate experience will be approved in consultation with the unit faculty, by the administrative head and chancellor, and ultimately by the provost. A faculty member who arrives without a terminal degree may be given a maximum of one year to finish their degree and a position with a lecturer title until they finish their degree.

c)   *Career-Track Faculty*

(1)   Contracts (Continuous, Fixed Term, Contingent) for Career-Track Faculty

Career-track faculty appointments may be divided into three categories: (a) Fixed one (1) to five (5) year term appointments with specific end dates determined by the nature of the assigned task, funds, or contracts; (b) contingency appointments, with end

dates, in which continued employment is determined by contingencies; and (c) continuous appointments.

(a)   Fixed Term Appointment Definition

A faculty member with a <u>fixed-term</u> contract holds an appointment that ends on a specific date. Reappointment is dependent upon mutual agreement, needs of the unit, college, or university, renewal of funding or contracts, extension of the assigned tasks, and positive action taken to reappoint the incumbent. The offer of such a position implies no obligation on the part of the University to continue employment beyond the termination date of the fixed-term appointment; such decisions lie solely within the University's discretion.

(b)   Contingency Appointment Definition

For a faculty member with a <u>contingent</u> appointment, in addition to termination dates, hiring actions for contingency appointments include a statement that continuing employment is contingent upon specific qualifications. If the contingency specifies a date by which some action must be complete and if the specifications are not met, the University has no obligation to the employee beyond the contingency date. Employees hired on one- to three-year contracts are in this category, as are employees holding temporary visas who will become eligible for permanent positions upon requisite changes in immigration status.

(c)   Continuous Appointment Definition

A faculty member with a <u>continuous</u> appointment holds an appointment with no contractual end date. Continuous appointment contracts may be terminated in accordance with Washington state and federal contract law and notification requirements based on length of employment (as defined in Section III.E).

(2)   Sub-tracks for Academic or Extension Faculty

Career-track appointments should include a specified sub-track designation in the appointment/job profile (e.g., clinical, research, scholarly, teaching, or extension sub-track). See the options under each sub-track for how these sub-track designations may be communicated externally via a faculty member's *working title* (see

also above *Faculty Structure – Definitions Faculty Manual* Section I.B.1.a). All sub-tracks and working titles should be listed in the college's tenure and promotion guidelines.

All career-track appointments should align with current Washington Administrative Code Regulations (WAC 250-61-100).

(a)   Clinical Sub-track

Clinical faculty are those whose primary responsibilities are clinical practice and/or the supervision and clinic-based instruction of professional students, interns, residents, and/or fellows. Many, but not all, will have significant expectations in one or more of the following areas: (a) research, scholarship, or creative activity, (b) teaching, (c) outreach, (d) educational leadership, (e) administration, or (f) academic service. For example, these faculty may also play a role in the pre-clinical/pre-clerkship phases of the professional curriculum and/or perform clinical research. Promotion in this sub-track is based on significant achievement and/or a national/international recognition for excellence in clinical practice, teaching, educational leadership, and/or scholarship.

For working titles and external communication, colleges may choose from three options: (1) simply as assistant professor, associate professor, or professor, with no mention of tenure-track versus career-track, or sub-track; (2) as assistant professor, associate professor, or professor followed in parentheses by either the designation career track or CT, with no mention of sub-track – e.g. associate professor (career track); or (3) as clinical assistant professor, clinical associate professor, or clinical professor.

(b)   Research Sub-track

Faculty in the research sub-track are in non-tenure track research appointments who predominantly conduct research, scholarship, or creative activity and who may serve as principal or co-principal investigators on grants or contracts administered by the university. Typically, the institution has made a commitment of office and research space. Start-up funds and salary may be provided. However, departments and colleges may expect these faculty members to provide all or significant portions of

their own salary through extramural funding. The terms for start-up, space, and salary will generally be negotiated during the hiring process, although those terms can be renegotiated by the institution or the faculty member. In general, these faculty will have no significant teaching or service expectations unless those responsibilities are negotiated and commensurate funding support is provided. Promotion in this sub-track is typically based on traditional measures of research or scholarship, i.e., publication, extramural funding, and national or international reputation.

For working titles and external communication, colleges may choose from three options: (1) simply as assistant professor, associate professor, or professor, with no mention of tenure track versus career track, or sub-track; (2) as assistant professor, associate professor, or professor followed in parentheses by either the designation career track or CT, with no mention of sub-track – e.g. associate professor (career track); or (3) as research assistant professor, research associate professor, or research professor.

(c)   Scholar Sub-track

Faculty in the scholar sub-track are those who have significant responsibilities in at least two of the following areas: (a) teaching, (b) student advising, (c) research or scholarship, (d) creative activity, (e) outreach, (f) practice, (g) educational leadership, (h) administration, or (i) academic service. Most faculty in this sub-track will have a significant teaching or student advising responsibility. However, carrying a large teaching or advising load and receiving good student ratings is not sufficient for promotion in this sub-track. Applicants for promotion are expected to demonstrate a scholarly approach to teaching, evidence of teaching effectiveness, and achievement or recognition in one or more of the additional areas (e.g., research/scholarship, educational leadership, outreach, etc.).

For working titles and external communication, colleges may choose from two options: (1) simply as assistant professor, associate professor, or professor, with no mention of tenure track versus career track, or sub-track;

(2) as assistant professor, associate professor, or professor followed in parentheses by either the designation career track or CT, with no mention of sub-track – e.g. associate professor (career track). The scholar sub-track designation is intended only for internal use (i.e. at the program, department, college, and/or university levels) and ordinarily should not be employed on program, department, college and/or university websites or documents.

(d)   Teaching Sub-track

Faculty in the teaching sub-track are those whose primary responsibility is teaching, student advising, or both and with little or no additional expectations in research, scholarship, creative activity, leadership, or academic service. Faculty with a teaching appointment will often have large teaching commitments according to their assignment and contract. In some colleges, teaching may involve teaching in a clinical setting. Promotion criteria will be determined by the department and college but should include evidence of teaching effectiveness and innovation.

For working titles and external communication, colleges may choose from two options: (1) simply as assistant professor, associate professor, or professor, with no mention of tenure track versus career track, or sub-track; (2) as assistant professor, associate professor, or professor followed in parentheses by either the designation career track or CT, with no mention of sub-track – e.g. associate professor (career track). The teaching sub-track designation is intended only for internal use (i.e. at the program, department, college, and/or university levels) and ordinarily should not be employed on program, department, college and/or university websites or documents.

(3)   Library Faculty

Positions are as librarian 2.

(4)   Extension Faculty

For working titles and external communication, colleges may choose from two options: (1) simply as assistant professor, associate professor, or professor, with no mention of tenure track versus career track, or sub-track; (2) as assistant professor, associate professor, or professor followed in parentheses by either

the designation career track or CT, with no mention of sub-track – e.g. associate professor (career track). Colleges may opt to further identify career track extension faculty externally based on their specific extension roles.

d) *Short-term Faculty*

Short-term faculty may hold one-semester to three (3) year fixed-term or contingent contracts (defined in I.B.1.c.(1)). The equivalent of a master's degree or higher is normally required. Alternative credentials will be approved in consultation with unit faculty, by the administrative head and chancellor, and ultimately by the provost. Voting rights within a unit are determined by the unit bylaws. Eligibility for participation in graduate education is determined by the program's graduate bylaws, the *Graduate Policies and Procedures*, and the vice provost for graduate and professional education.

Fixed term appointments are contracts for a specified period, teaching positions to cover unexpected enrollments in courses, visiting faculty appointments, grant-funded positions, summer appointments, adjunct, adjoint, and non-service appointments, appointments to teach courses offered through Extended University Services, exchange faculty appointments, appointments of persons who have not attained permanent visas or citizenship, research associate positions, internships, and positions occurring because of permanent employees' leaves or separations.

The responsibilities and appointments for short-term faculty fall into one of the following designations:

(1) Lecturer

A lecturer position is considered non-permanent or part time and is typically a short-term teaching contract. A lecturer's primary responsibility is teaching. In some colleges, a lecturer's teaching may involve teaching in a clinical setting. These appointments can be renewed indefinitely at the discretion of the University. After 3 consecutive years, a lecturer with an academic year appointment of >0.4 FTE should ordinarily be moved into a career-track appointment presuming the faculty member meets the hiring unit's publicly established minimum requirements for such a track.

The lecturer title may also be used for faculty hired as assistant professors who arrive without having completed their terminal degree requirements. Such faculty members are expected to complete the terminal degree during the first year of appointment or be given a terminal appointment for the second year.

(2)   Visiting Faculty

Visiting faculty are fixed-term appointees who are faculty members or professionals from another institution for purposes of teaching, collaboration, or research. They are normally expected to return to their own institutions at the expiration of the appointment and are appointed as visiting faculty. Whenever a department plans to employ or host a foreign professor, researcher, or scholar, it is important to contact the Office of International Programs regarding arrangements for the appropriate immigration status. Refer to the HRS website for appropriate titles and hiring guidelines.

(3)   Adjunct and Adjoint Faculty

Adjoint and Adjunct faculty are faculty who may hold positions with employers other than WSU and are appointed temporarily to a WSU faculty position. Adjoint and adjunct faculty provide various types of teaching, service, research, scholarship, or creative activity within individual colleges according to established criteria. If a unit wishes to distinguish between the two titles, adjoint should be used for positions with higher emphasis on research, scholarship, or creative activity. After 3 consecutive years, an adjoint or adjunct faculty member with an academic year appointment of >0.4 FTE should ordinarily be moved into a career-track appointment, presuming the faculty member meets the hiring unit's publicly established minimum requirements for such a position.

(4)   Affiliate Faculty

Affiliate faculty are comparable to an adjunct and adjoint appointments except that the person is already a WSU employee (faculty or administrative professional) and has been invited to serve in a faculty role in a program other than the one paying their salary. They are usually appointed as a non-paid affiliate faculty. If the appointment is paid, please reach out to Human Resource Services for assistance with the appropriate process and title.

(5)   Research Associate

Research associates are faculty in short-term appointments who support the research being conducted at the University. Positions may also include research, scholarship, creative activity, teaching,

administration, outreach, or service. After 3 consecutive years, a research associate with an academic year appointment of >0.4 FTE should be reviewed biennially by the chair, dean, and departmental faculty for potential transfer into a career-track position.

(6)   Postdoctoral Research Associate/Fellow

Postdoctoral research associates are persons who have received a doctoral degree (or equivalent) and are engaged in a temporary and defined period of mentored advanced training to enhance the professional skills and research independence needed to pursue their chosen career path. Most research post-docs are funded using extramural funds. Postdoctoral research associates should receive active and ongoing mentoring from one or more designated advisors throughout their post-doctoral period.

(7)   Postdoctoral Teaching Associate/Fellow

Postdoctoral teaching associates are persons who have received a doctoral degree (or equivalent) and are engaged in a temporary and defined period of mentored training related to teaching and pedagogy to allow them to prepare for a career devoted primarily to teaching or a career in which teaching will be a primary responsibility. A teaching postdoctoral associate will be appointed for a two-year term with the possibility of one two-year renewal. Postdoctoral teaching associates should receive active and ongoing mentoring from one or more designated advisors throughout their post-doctoral period.

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I B. Faculty Structure

~~The faculty and staff include all employees, except student and non-student temporary hourly employees, of Washington State University, regardless of their location, who have received official appointments. There are three classifications of employees: faculty, administrative and professional personnel, and civil service personnel. Affiliated personnel who hold short-term appointments with academic responsibilities (e.g., lecturer, adjunct and adjoint faculty, etc.) are considered nonvoting members of the faculty. Whenever questions arise about the classification of a faculty member, the final decision will be made by the provost in consultation with the administrative officers concerned.~~

I B 1. The Faculty

All faculty, as teachers *sensu lato,* contribute to the educational mission of the University. The faculty includes academic faculty, extension faculty, and library faculty, in both long-term and short-term positions~~faculty~~. Historically, additional

faculty titles were used and faculty members with these titles retain their faculty status. The statutory duty of the faculty, which may not be delegated, is to recommend to the Board of Regents the candidates for suitable degrees and certificates.

b) Definitions

A faculty member's APPOINTMENT (also known as "job profile" or "position") is for internal use within the university. It outlines more or less broadly a faculty member's position responsibilities. Therefore, it also provides a framework or set of guidelines by which a faculty member will be evaluated for annual review and promotion. (More specific criteria for annual review and promotion within a track and sub-track will be determined by the school or department, and college.)

A faculty member's _appointment_ consists of the _category_ (academic, library, extension), _track_ (tenure, career, or short-term), _status_ (e.g., tenured, retired with merit, visiting, or adjunct), _rank_ of the faculty member, and the _unit_ in which the faculty member is assigned. In the case of career--track and extension faculty, a faculty member's appointment will also include an internal _sub-track_ designation. Sub-track designations are intended for internal use, i.e., at the program, department, college, and/or university levels.

A faculty member's "_working title_" (also known as a "business title") is how a faculty member's position at WSU is communicated externally, e.g., on WSU web pages, program documents, letterhead, email signatures, etc. For the purposes of external communication and identification, each college must determine appropriate working titles for faculty by choosing from the options described under each track and sub-track.

(8) Faculty Categories

All faculty _categories_ defined below are afforded equal rights and privileges. The various faculty categories, which are not mutually exclusive, are defined as follows:

(a) Academic Faculty

The academic faculty consists of ranked faculty assigned to degree-granting units or the Honors College.

Academic faculty are responsible for developing, maintaining, and delivering university programs. These faculty have significant responsibilities in some combination of the following areas: (1) research, scholarship, and creative activity; (2) teaching, mentoring, and student advising; (3) academic and administrative

service; (4) clinical or professional practice; and/or (5) community outreach.

(b)   Extension Faculty

The extension faculty consists of ranked faculty assigned to Extension, Continuing Education, or Public Service.

Extension faculty are responsible for disseminating science-based knowledge to communities across Washington state and beyond. These faculty have significant responsibilities in some combination of the following areas: (1) community outreach; (2) research, scholarship, and creative activity; (3) teaching, mentoring, and student advising; (4) academic and administrative service and/or (5) clinical or professional practice.

(c)   Library Faculty

The library faculty consists of ranked faculty assigned to Libraries.

Library faculty are responsible for developing, maintaining, and teaching library services to the university, communities across Washington State, and beyond. Library faculty have significant responsibilities in the following areas: (1) teaching, mentoring, and directly supporting the teaching and research missions of the university; (2) research, scholarship, and creative activity; and/or (3) academic service.

Depending on their appointment and assigned responsibilities, faculty are expected to establish and maintain a record of productivity and achievement specific to their workload.

(9)   Faculty Tracks

The faculty *tracks* include the tenure track (Section I.B.1.b) the career track (Section I.B.1.c) and the short-term track (Section I.B.1.d).

Faculty in all tracks must always be assessed in accordance with their assignment (e.g., expectations relative to research/scholarship and/or creative activity must be concordant with the percentage of the faculty member's appointment assigned to these areas.)

(10)   Faculty Ranks

The *ranks* for academic and extension faculty in the tenure and career tracks include ~~a~~Assistant ~~P~~professor, ~~A~~associate ~~P~~professor, and ~~P~~professor. Additionally, the rank of ~~r~~Regents ~~p~~Professor is included as the highest possible rank for faculty in the tenure track. The ranks for library faculty include ~~l~~Librarian 2, ~~l~~Librarian 3, and ~~l~~Librarian 4. Librarian 4 is the highest rank.

d)   Tenure~~-~~-Track Faculty

(1)   Pre-tenure and Tenure Contracts

Tenure~~-~~-track faculty may hold pre-tenure or tenured contracts.

Pre-tenure contract. The faculty member is on probation during the time prior to consideration for tenure. At a time specified in the offer letter, the University will decide whether or not to grant tenure.

Tenure contract. Upon attaining tenured status, the faculty member shall continuously hold appointment with WSU until retirement, resignation, or termination pursuant to the terms of the *Faculty Manual* Section III.E.

(2)   Academic Faculty

~~Academic faculty have significant responsibilities in the following areas: (1) research/scholarship and/or creative activity, (2) teaching, and (3) academic service. In some units, tenure-track "academic faculty" may also play a significant role in the important missions of clinical service/practice and/or community outreach (e.g. extension.) Importantly, a faculty member in the tenure track is expected to establish and maintain a record of productivity and achievement in research, scholarship, or creative activity. Faculty in this track are also expected to meet the expectations of their college and department regarding the quantity and quality of their teaching, academic service, and (if applicable) clinical service/practice.~~

Appointments are as ~~A~~assistant ~~P~~professor, ~~A~~associate ~~P~~professor, or ~~P~~professor; tenured or pre-tenure. A tenure~~-~~-track faculty member's working title is similarly ~~A~~assistant ~~P~~professor, ~~A~~associate ~~P~~professor, or ~~P~~professor. Colleges may opt to further identify tenure~~-~~-track faculty externally as tenured, tenure track, "accepting graduate students", "research active", etc.

A terminal degree is normally required. Alternative credentials will be approved in consultation with unit faculty, by the administrative head and chancellor (if appropriate), and ultimately by the provost. A faculty member hired as an ~~A~~assistant ~~P~~professor who arrives without having completed their terminal degree may be given a maximum of one year to finish their degree and a position with a ~~L~~lecturer title until they finish their degree.

(3)   Library Faculty

~~Library faculty have primary responsibilities centered on library services for the university community, research, scholarship, and service.~~

Positions are pre-tenured or tenured with the rank of ~~L~~librarian 2, ~~L~~librarian 3, or ~~L~~librarian 4.

A terminal degree is normally required. Alternative credentials will be approved in consultation with unit faculty, by the administrative head and chancellor (if appropriate), and ultimately by the provost. A faculty member hired as a ~~L~~librarian 2 who arrives without having completed their terminal degree may be given a maximum of one year to finish their degree and a position with a ~~L~~lecturer title until they finish their degree.

(4)   Extension Faculty

~~Extension faculty are responsible for extending the research and knowledge bases of Washington State University to communities of place and practice across the state. Extension faculty in the tenure track are expected to establish and maintain a record of productivity and achievement in research, scholarship, or creative activity. Depending on their appointment, extension faculty may also be involved in significant teaching and/or student advising.~~

Appointments are as ~~A~~assistant ~~P~~professor, ~~A~~associate ~~P~~professor, or ~~P~~professor; tenured or pre-tenure. A tenure-track faculty member's working title is similarly ~~A~~assistant ~~P~~professor, ~~A~~associate ~~P~~professor, or ~~P~~professor. Colleges may opt to further identify tenure--track extension faculty externally based on their specific extension roles.

Extension faculty must hold an appropriate terminal or professional degree and/or demonstrate relevant experience and success in their field that is recognized by their discipline and/or college as appropriate for the position. Credentials

and/or appropriate experience will be approved in consultation with the unit faculty, by the administrative head and chancellor (if appropriate), and ultimately by the provost. A faculty member who arrives without a terminal degree may be given a maximum of one year to finish their degree and a position with a lecturer title until they finish their degree.

e)   *Career-Track Faculty*

(1)   Contracts (Continuous, Fixed Term, Contingent) for Career-Track Faculty

Career-track faculty appointments may be divided into three categories: (a) Fixed one (1) to five (5) year term appointments with specific end dates determined by the nature of the assigned task, funds, or contracts; (b) contingency appointments, with end dates, in which continued employment is determined by contingencies (indefinite term); and (c) continuous appointments.

(a)   Fixed Term Appointment Definition

A faculty member with a fixed-term contract holds an appointment that ends on a specific date. Reappointment is dependent upon mutual agreement, needs of the unit, college, or university, renewal of funding or contracts, extension of the assigned tasks, and positive action taken to reappoint the incumbent. The offer of such a position implies no obligation on the part of the University to continue employment beyond the termination date of the fixed-term appointment; such decisions lie solely within the University's discretion.

Types of fixed term appointments are contracts for a specified period, teaching positions to cover unexpected enrollments in courses, visiting faculty appointments, grant-funded positions, summer appointments, adjunct and non-service appointments, appointments to teach courses offered through Extended University Services, exchange faculty appointments, appointments of persons who have not attained permanent visas or citizenship, research associate positions, internships, and positions occurring because of permanent employees' leaves or separations.

(b) Contingency Appointment Definition

For a faculty member with a <u>contingent</u> appointment, in addition to termination dates, hiring actions for contingency appointments include a statement that continuing employment is contingent upon specific qualifications. If the contingency specifies a date by which some action must be complete and if the specifications are not met, the University has no obligation to the employee beyond the contingency date. Employees hired on one- to three-year contracts are in this category, as are employees holding temporary visas who will become eligible for permanent positions upon requisite changes in immigration status.

(c) Continuous Appointment Definition

A faculty member with a <u>continuous</u> appointment holds an appointment with no contractual end date. Continuous appointment contracts may be terminated in accordance with Washington state and federal contract law and notification requirements based on length of employment (as defined in Section III.E).

(d) Hiring Policies and Procedures

Information regarding recruitment, including special circumstances for grant employees, periodic advertisement to establish temporary applicant pools, and details regarding adjunct and visiting appointments may be found in the BPPM 60.11 and/or the Faculty Recruitment Toolkit found on the Human Resource Services website (hrs.wsu.edu).

(2) Sub-tracks for Academic or Extension Faculty

Career--track appointments should include a specified sub-track designation in the appointment/job profile (e.g., ~~C~~clinical, ~~R~~research, ~~S~~scholarly, ~~T~~teaching, or ~~E~~extension sub-track). See the options under each sub-track for how these sub-track designations may be communicated externally via a faculty member's *working title* (see also above *Faculty Structure – Definitions Faculty Manual* Section I.B.1.a). All sub-tracks and working titles should be listed in the college's tenure and promotion guidelines.

All career--track appointments should align with current Washington Administrative Code Regulations (WAC 250-61-100).

Clinical faculty are those whose primary responsibilities are clinical practice and/or the supervision and clinic-based instruction of professional students, interns, residents, and/or fellows. Many, but not all, will have significant expectations in one or more of the following areas: (a) research, scholarship, or creative activity, (b) teaching, (c) outreach, (d) educational leadership, (e) administration, or (f) academic service. For example, these faculty may also play a role in the pre-clinical/pre-clerkship phases of the professional curriculum and/or perform clinical research. Promotion in this sub~~-~~track is based on significant ~~achiement~~achievement and/or a national/international recognition for excellence in clinical practice, teaching, educational leadership, and/or scholarship.

For working titles and external communication, colleges may choose from three options: (1) simply as ~~A~~assistant ~~P~~professor, ~~A~~associate ~~P~~professor, or ~~P~~professor, with no mention of tenure~~-~~-track versus career~~-~~-track, or sub-track; (2) as ~~A~~assistant ~~P~~professor, ~~A~~associate ~~P~~professor, or ~~P~~professor followed in parentheses by either the designation ~~c~~Career T~~t~~rack~~t~~ or 'CT', with no mention of sub-track – e.g. ~~A~~associate ~~P~~professor (~~C~~career ~~T~~track); or (3) as ~~C~~clinical ~~A~~assistant ~~P~~professor, ~~C~~clinical ~~A~~associate ~~P~~professor, or ~~C~~clinical ~~P~~professor.

Faculty in the research sub-track are in non-tenure track research appointments who predominantly conduct research, scholarship, or creative activity and who may serve as principal or co-principal investigators on grants or contracts administered by the university. Typically, the institution has made a commitment of office and research space. Start-up funds and salary may be provided. However, departments and colleges may expect these faculty members to provide all or significant portions of their own salary through extramural funding. The terms for start-up, space, and salary will generally be negotiated during the hiring process, although those terms can be renegotiated by the institution or the faculty member. In general, these faculty will have no significant teaching or

service expectations unless those responsibilities are negotiated and commensurate funding support is provided. Promotion in this sub-track is typically based on traditional measures of research or scholarship, i.e., publication, extramural funding, and national or international reputation.

For working titles and external communication, colleges may choose from three options: (1) simply as Aassistant Pprofessor, Aassociate Pprofessor, or Pprofessor, with no mention of tenure track versus career track, or sub-track; (2) as Aassistant Pprofessor, Aassociate Pprofessor, or Pprofessor followed in parentheses by either the designation Ccareer Ttrackt or 'CT', with no mention of sub-track – e.g. Aassociate Pprofessor (Ccareer Ttrack); or (3) as Rresearch Aassistant Pprofessor, Rresearch Aassociate Pprofessor, or Rresearch Pprofessor.

(c)   Scholar Sub-track

Faculty in the scholar sub-track are those who have significant responsibilities in at least two of the following areas: (a) teaching, (b) student advising, (c) research or scholarship, (d) creative activity, (e) outreach, (f) practice, (g) educational leadership, (h) administration, or (i) academic service. Most faculty in this sub-track will have a significant teaching or student advising responsibility. However, carrying a large teaching or advising load and receiving good student ratings is not sufficient for promotion in this sub-track. Applicants for promotion are expected to demonstrate a scholarly approach to teaching, evidence of teaching effectiveness, and achievement or recognition in one or more of the additional areas (e.g., research/scholarship, educational leadership, outreach, etc.).

For working titles and external communication, colleges may choose from two options:- (1) -simply as Aassistant Pprofessor, Aassociate Pprofessor, or Pprofessor, with no mention of tenure track versus career track, or sub-track; (2) as Aassistant Pprofessor, Aassociate Pprofessor, or Pprofessor followed in parentheses by either the designation Ccareer Ttrackt or 'CT', with no mention of sub-track – e.g. Aassociate Pprofessor (cCareer Ttrack). The scholar sub-track designation is intended only for

internal use (i.e. at the program, department, college, and/or university levels) and ordinarily should not be employed on program, department, college and/or university websites or documents.

(d) Teaching Sub-track

Faculty in the teaching sub-track are those whose primary responsibility is teaching, student advising, or both and with little or no additional expectations in research, scholarship, creative activity, leadership, or academic service. Faculty with a teaching appointment will often have large teaching commitments according to their assignment and contract. In some colleges, teaching may involve teaching in a clinical setting. Promotion criteria will be determined by the department and college but should include evidence of teaching effectiveness and innovation.

For working titles and external communication, colleges may choose from two options: (1) simply as ~~A~~assistant ~~P~~professor, ~~A~~associate ~~P~~professor, or ~~P~~professor, with no mention of tenure track versus career track, or sub-track; (2) as ~~A~~assistant ~~P~~professor, ~~A~~associate ~~P~~professor, or ~~P~~professor followed in parentheses by either the designation ~~C~~career ~~T~~track~~t~~ or '~~CT~~', with no mention of sub-track – e.g. ~~A~~associate ~~P~~professor (~~C~~career ~~T~~track). The teaching sub-track designation is intended only for internal use (i.e. at the program, department, college, and/or university levels) and ordinarily should not be employed on program, department, college and/or university websites or documents.

(3) Library Faculty

~~Career Track library faculty have primary responsibilities centered on library services for the university community, research, scholarship, and service. The duties of career track library faculty may be more specialized than those of tenure track library faculty.~~

Positions are as ~~L~~librarian 2.

(4) Extension Faculty

~~Career Track extension faculty are responsible for extending the research and knowledge bases of Washington State University to communities of place and practice across the state. As part of their outreach and engagement activities, extension faculty may do~~

~~considerable teaching, most often in off-campus and/or informal settings. However, some extension faculty will teach credit courses.~~

For working titles and external communication, colleges may choose from two options:- (1) simply as ~~A~~assistant ~~P~~professor, ~~A~~associate ~~P~~professor, or ~~P~~professor, with no mention of tenure track versus career track, or sub-track; (2) as ~~A~~assistant ~~P~~professor, ~~A~~associate ~~P~~professor, or ~~P~~professor followed in parentheses by either the designation ~~C~~career ~~T~~track~~t~~ or 'CT', with no mention of sub-track – e.g. ~~A~~associate ~~P~~professor (~~C~~career ~~T~~track). Colleges may opt to further identify career track extension faculty externally based on their specific extension roles.

d)   *Short-term Faculty*

Short-term faculty may hold one-semester to three (3) year fixed-term or contingent contracts (defined in I.B.1.c.(1)). The equivalent of a master's degree or higher is normally required. Alternative credentials will be approved in consultation with unit faculty, by the administrative head and chancellor ~~(if appropriate)~~, and ultimately by the provost. Voting rights within a unit are determined by the unit bylaws. Eligibility for participation in graduate education is determined by the program's graduate bylaws, the *Graduate Policies and Procedures*, and the vice provost for graduate and professional education.

Fixed term appointments are contracts for a specified period, teaching positions to cover unexpected enrollments in courses, visiting faculty appointments, grant-funded positions, summer appointments, adjunct, adjoint, and non-service appointments, appointments to teach courses offered through Extended University Services, exchange faculty appointments, appointments of persons who have not attained permanent visas or citizenship, research associate positions, internships, and positions occurring because of permanent employees' leaves or separations.

-The responsibilities and appointments for short-term faculty fall into one of the following designations:

(5) Lecturer

A l~~L~~ecturer position is considered non-permanent or part time and is typically a short-term teaching contract. A lecturer's primary

responsibility is teaching. In some colleges, a lecturer's teaching may involve teaching in a clinical setting. These appointments can be renewed indefinitely at the discretion of the University. After 3 consecutive years, a lecturer with an academic year appointment of >0.4 FTE should ordinarily be moved into a career--track appointment presuming the faculty member meets the hiring unit's ~~publicly established~~publicly established minimum requirements for such a track.

The ~~l~~Lecturer title may also be used for faculty hired as assistant professors who arrive without having completed their terminal degree requirements. Such faculty members are expected to complete the terminal degree during the first year of appointment or be given a terminal appointment for the second year.

(6) Visiting Faculty

Visiting faculty are fixed-term appointees who are faculty members or professionals from another institution for purposes of teaching, collaboration, or research. They are normally expected to return to their own institutions at the expiration of the appointment and are appointed as visiting faculty. Whenever a department plans to employ or host a foreign professor, researcher, or scholar, it is important to contact the Office of International Programs regarding arrangements for the appropriate immigration status. Refer to the HRS website for appropriate titles and hiring guidelines.

(7) Adjunct and Adjoint Faculty

Adjoint and Adjunct faculty are faculty who may hold positions with employers other than WSU and are appointed temporarily to a WSU faculty position. Adjoint and adjunct faculty provide various types of teaching, service, research, scholarship, or creative activity within individual colleges according to established criteria. If a unit wishes to distinguish between the two titles, adjoint should be used for positions with higher emphasis on research, scholarship, or creative activity. After 3 consecutive years, an adjoint or adjunct faculty member with an academic year appointment of >0.4 FTE should ordinarily be moved into a career-track appointment, presuming the faculty member meets the hiring unit's publicly established minimum requirements for such a position.

~~Adjunct faculty are faculty who may hold positions with employers other than WSU and are appointed temporarily to WSU faculties. Adjunct faculty provide various types of service or teaching within individual colleges according to established~~

criteria and may serve on graduate committees as graduate faculty as indicated by graduate program bylaws. They are appointed as adjunct faculty. After 3 consecutive years, an adjunct faculty member with an academic year appointment of >0.4 FTE should ordinarily be moved into a career track appointment presuming the faculty member meets the hiring unit's publicly-established minimum requirements for such a track.

(8) Adjoint Faculty
Adjoint faculty are faculty who may hold positions with employers other than WSU and are appointed temporarily to WSU faculties. Adjoint faculty provide various types of research, scholarship, or creative activity within individual colleges according to established criteria and may serve on and co-chair graduate committees as graduate faculty as indicated by graduate program bylaws. They are appointed as adjoint faculty. After 3 consecutive years, an adjoint faculty member with an academic year appointment of >0.4 FTE should ordinarily be moved into a career track appointment presuming the faculty member meets the hiring unit's publicly-established minimum requirements for such a track.

(9)(8) Affiliate Faculty
Affiliate faculty are comparable to an adjunct and adjoint appointments except that the person is already a WSU employee (faculty or administrative professional) and has been invited to serve in a faculty role in a program other than the one paying their salary. They are appointed as affiliate faculty.are usually appointed as a non-paid affiliate faculty. If the appointment is paid, please reach out to Human Resource Services for assistance with the appropriate process and title.

(10)(9) Research Associate
Research associates are faculty in short-term appointments who support the research being conducted at the University. Positions may also include research, scholarship, creative activity, teaching, administration, outreach, or service. After 3 consecutive years, a research associate with an academic year appointment of >0.4 FTE should be reviewed biennially by the chair, dean, and departmental faculty for potential transfer into a career--track position.

(11)(10)Postdoctoral Research Associate/Fellow
Postdoctoral research associates are persons who have received a doctoral degree (or equivalent) and are engaged in a temporary and

defined period of mentored advanced training to enhance the professional skills and research independence needed to pursue their chosen career path. Most research post-docs are funded using extramural funds. Postdoctoral research associates should receive active and ongoing mentoring from one or more designated advisors throughout their post-doctoral period.

(12)(11) Postdoctoral Teaching Associate/Fellow

Postdoctoral teaching associates are persons who have received a doctoral degree (or equivalent) and are engaged in a temporary and defined period of mentored training related to teaching and pedagogy to allow them to prepare for a career devoted primarily to teaching or a career in which teaching will be a primary responsibility. A teaching postdoctoral associate will be appointed for a two-year term with the possibility of one two-year renewal. Postdoctoral teaching associates should receive active and ongoing mentoring from one or more designated advisors throughout their post-doctoral period.

ORIGINAL

I B. Faculty Structure

The faculty and staff include all employees, except student and non-student temporary hourly employees, of Washington State University, regardless of their location, who have received official appointments. There are three classifications of employees: faculty, administrative and professional personnel, and civil service personnel. Affiliated personnel who hold short-term appointments with academic responsibilities (e.g., lecturer, adjunct and adjoint faculty, etc.) are considered nonvoting members of the faculty. Whenever questions arise about the classification of a faculty member, the final decision will be made by the provost in consultation with the administrative officers concerned.

I B 1. The Faculty

The faculty includes academic faculty, extension faculty, library faculty, and short-term faculty. Historically, additional faculty titles were used and faculty members with these titles retain their faculty status. The statutory duty of the faculty, which may not be delegated, is to recommend to the Board of Regents the candidates for suitable degrees and certificates.

a)   Definitions

A faculty member's APPOINTMENT (also known as "job profile" or "position") is for internal use within the university. It outlines more or less broadly a faculty member's position responsibilities. Therefore, it also provides a framework or set of guidelines by which a faculty member

will be evaluated for annual review and promotion. (More specific criteria for annual review and promotion within a track and sub-track will be determined by the school or department, and college.)

A faculty member's *appointment* consists of the *category* (academic, library, extension), *track* (tenure, career, or short-term), *status* (e.g., tenured, retired with merit, visiting, or adjunct), *rank* of the faculty member, and the *unit* in which the faculty member is assigned. In the case of career track and extension faculty, a faculty member's appointment will also include an internal *sub-track* designation. Sub-track designations are intended for internal use, i.e., at the program, department, college, and/or university levels.

A faculty member's "*working title*" (also known as a "business title") is how a faculty member's position at WSU is communicated externally, e.g., on WSU web pages, program documents, letterhead, email signatures, etc. For the purposes of external communication and identification, each college must determine appropriate working titles for faculty by choosing from the options described under each track and sub-track.

(1) Faculty Categories

All faculty *categories* defined below are afforded equal rights and privileges. The various faculty categories, which are not mutually exclusive, are defined as follows:

(a) Academic Faculty

The academic faculty consists of ranked faculty assigned to degree-granting units or the Honors College.

(b) Extension Faculty

The extension faculty consists of ranked faculty assigned to Extension, Continuing Education or Public Service.

(c) Library Faculty

The library faculty consists of ranked faculty assigned to Libraries.

(2) Faculty Tracks

The faculty *tracks* include the tenure track (Section I.B.1.b) the career track (Section I.B.1.c) and the short-term track (Section I.B.1.d).

Faculty in all tracks must always be assessed in accordance with their assignment (e.g., expectations relative to research/scholarship and/or creative activity must be concordant with the percentage of the faculty member's appointment assigned to these areas.)

(3)   Faculty Ranks

The *ranks* for academic and extension faculty in the tenure and career tracks include <u>Assistant Professor</u>, <u>Associate Professor</u>, and <u>Professor</u>. Additionally, the rank of <u>Regents Professor</u> is included as the highest possible rank for faculty in the tenure track. The ranks for library faculty include <u>Librarian 2</u>, <u>Librarian 3</u>, and <u>Librarian 4</u>. Librarian 4 is the highest rank.

b)   *Tenure Track Faculty*

(1)   Pre-tenure and Tenure Contracts

Tenure track faculty may hold pre-tenure or tenured contracts.

Pre-tenure contract. The faculty member is on probation during the time prior to consideration for tenure. At a time specified in the offer letter, the University will decide whether or not to grant tenure.

Tenure contract. Upon attaining tenured status, the faculty member shall continuously hold appointment with WSU until retirement, resignation, or termination pursuant to the terms of the *Faculty Manual* Section III.E.

(2)   Academic Faculty

Academic faculty have significant responsibilities in the following areas: (1) research/scholarship and/or creative activity, (2) teaching, and (3) academic service. In some units, tenure-track "academic faculty" may also play a significant role in the important missions of clinical service/practice and/or community outreach (e.g. extension.) Importantly, a faculty member in the tenure track is expected to establish and maintain a record of productivity and achievement in research, scholarship, or creative activity. Faculty in this track are also expected to meet the expectations of their college and department regarding the quantity and quality of their teaching, academic service, and (if applicable) clinical service/practice.

Appointments are as Assistant Professor, Associate Professor, or Professor; tenured or pre-tenure. A tenure track faculty member's working title is similarly Assistant Professor, Associate Professor, or Professor. Colleges may opt to further identify tenure track faculty externally as tenured, tenure track, "accepting graduate students", "research active", etc.

A terminal degree is normally required. Alternative credentials will be approved in consultation with unit faculty, by the

administrative head and chancellor (if appropriate), and ultimately by the provost. A faculty member hired as an Assistant Professor who arrives without having completed their terminal degree may be given a maximum of one year to finish their degree and a position with a Lecturer title until they finish their degree.

(3)   Library Faculty

Library faculty have primary responsibilities centered on library services for the university community, research, scholarship, and service.

Positions are pre-tenured or tenured with the rank of Librarian 2, Librarian 3, or Librarian 4.

A terminal degree is normally required. Alternative credentials will be approved in consultation with unit faculty, by the administrative head and chancellor (if appropriate), and ultimately by the provost. A faculty member hired as a Librarian 2 who arrives without having completed their terminal degree may be given a maximum of one year to finish their degree and a position with a Lecturer title until they finish their degree.

(4)   Extension Faculty

Extension faculty are responsible for extending the research and knowledge bases of Washington State University to communities of place and practice across the state. Extension faculty in the tenure track are expected to establish and maintain a record of productivity and achievement in research, scholarship, or creative activity. Depending on their appointment, extension faculty may also be involved in significant teaching and/or student advising.

Appointments are as Assistant Professor, Associate Professor, or Professor; tenured or pre-tenure. A tenure-track faculty member's working title is similarly Assistant Professor, Associate Professor, or Professor. Colleges may opt to further identify tenure track extension faculty externally based on their specific extension roles.

Extension faculty must hold an appropriate terminal or professional degree and/or demonstrate relevant experience and success in their field that is recognized by their discipline and/or college as appropriate for the position. Credentials and/or appropriate experience will be approved in consultation with the unit faculty, by the administrative head and chancellor (if appropriate), and ultimately by the provost.

c)   *Career Track Faculty*

(1)   Contracts (Continuous, Fixed Term, Contingent) for Career Track Faculty

Career track faculty appointments may be divided into three categories: (a) Fixed one (1) to five (5) year term appointments with specific end dates determined by the nature of the assigned task, funds, or contracts; (b) contingency appointments, with end dates, in which continued employment is determined by contingencies (indefinite term); and (c) continuous appointments.

    (a)   Fixed Term Appointment Definition

A faculty member with a <u>fixed-term</u> contract holds an appointment that ends on a specific date. Reappointment is dependent upon mutual agreement, needs of the unit, college, or university, renewal of funding or contracts, extension of the assigned tasks, and positive action taken to reappoint the incumbent. The offer of such a position implies no obligation on the part of the University to continue employment beyond the termination date of the fixed-term appointment; such decisions lie solely within the University's discretion.

Types of fixed term appointments are contracts for a specified period, teaching positions to cover unexpected enrollments in courses, visiting faculty appointments, grant-funded positions, summer appointments, adjunct and non-service appointments, appointments to teach courses offered through Extended University Services, exchange faculty appointments, appointments of persons who have not attained permanent visas or citizenship, research associate positions, internships, and positions occurring because of permanent employees' leaves or separations.

    (b)   Contingency Appointment Definition

For a faculty member with a <u>contingent</u> appointment, in addition to termination dates, hiring actions for contingency appointments include a statement that continuing employment is contingent upon specific qualifications. If the contingency specifies a date by which some action must be complete and if the specifications are not met, the University has no obligation to the employee beyond the

contingency date. Employees hired on one- to three-year contracts are in this category, as are employees holding temporary visas who will become eligible for permanent positions upon requisite changes in immigration status.

(c) Continuous Appointment Definition

A faculty member with a <u>continuous</u> appointment holds an appointment with no contractual end date. Continuous appointment contracts may be terminated in accordance with Washington state and federal contract law and notification requirements based on length of employment (as defined in Section III.E).

(d) Hiring Policies and Procedures

Information regarding recruitment, including special circumstances for grant employees, periodic advertisement to establish temporary applicant pools, and details regarding adjunct and visiting appointments may be found in the BPPM 60.11 and/or the Faculty Recruitment Toolkit found on the Human Resource Services website (hrs.wsu.edu).

(2) Sub-tracks for Academic or Extension Faculty

Career track appointments should include a specified sub-track designation in the appointment/job profile (e.g., Clinical, Research, Scholarly, Teaching, or Extension subtrack). See the options under each sub-track for how these sub-track designations may be communicated externally via a faculty member's *working title* (see also above *Faculty Structure – Definitions Faculty Manual* Section I.B.1.a). All sub-tracks and working titles should be listed in the college's tenure and promotion guidelines.

All career track appointments should align with current Washington Administrative Code Regulations (WAC 250-61-100).

(a) Clinical Sub-track

Clinical faculty are those whose primary responsibilities are clinical practice and/or the supervision and clinic-based instruction of professional students, interns, residents, and/or fellows. Many, but not all, will have significant expectations in one or more of the following areas: (a) research, scholarship, or creative activity, (b) teaching, (c)

outreach, (d) educational leadership, (e) administration, or (f) academic service. For example, these faculty may also play a role in the pre-clinical/pre-clerkship phases of the professional curriculum and/or perform clinical research. Promotion in this subtrack is based on significant achiement and/or a national/international recognition for excellence in clinical practice, teaching, educational leadership, and/or scholarship.

For working titles and external communication, colleges may choose from three options: (1) simply as Assistant Professor, Associate Professor, or Professor, with no mention of tenure track versus career track, or sub-track; (2) as Assistant Professor, Associate Professor, or Professor followed in parentheses by either the designation Career Tract or 'CT', with no mention of sub-track – e.g. Associate Professor (Career Track); or (3) as Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor.

(b)   Research Sub-track

Faculty in the research sub-track are in non-tenure track research appointments who predominantly conduct research, scholarship, or creative activity and who may serve as principal or co-principal investigators on grants or contracts administered by the university. Typically, the institution has made a commitment of office and research space. Start-up funds and salary may be provided. However, departments and colleges may expect these faculty members to provide all or significant portions of their own salary through extramural funding. The terms for start-up, space, and salary will generally be negotiated during the hiring process, although those terms can be renegotiated by the institution or the faculty member. In general, these faculty will have no significant teaching or service expectations unless those responsibilities are negotiated and commensurate funding support is provided. Promotion in this sub-track is typically based on traditional measures of research or scholarship, i.e., publication, extramural funding, and national or international reputation.

For working titles and external communication, colleges may choose from three options: (1) simply as Assistant

Professor, Associate Professor, or Professor, with no mention of tenure track versus career track, or sub-track; (2) as Assistant Professor, Associate Professor, or Professor followed in parentheses by either the designation Career Tract or 'CT', with no mention of sub-track – e.g. Associate Professor (Career Track); or (3) as Research Assistant Professor, Research Associate Professor, or Research Professor.

(c)   Scholar Sub-track

Faculty in the scholar sub-track are those who have significant responsibilities in at least two of the following areas: (a) teaching, (b) student advising, (c) research or scholarship, (d) creative activity, (e) outreach, (f) practice, (g) educational leadership, (h) administration, or (i) academic service. Most faculty in this sub-track will have a significant teaching or student advising responsibility. However, carrying a large teaching or advising load and receiving good student ratings is not sufficient for promotion in this sub-track. Applicants for promotion are expected to demonstrate a scholarly approach to teaching, evidence of teaching effectiveness, and achievement or recognition in one or more of the additional areas (e.g., research/scholarship, educational leadership, outreach, etc.).

For working titles and external communication, colleges may choose from two options: (1) simply as Assistant Professor, Associate Professor, or Professor, with no mention of tenure track versus career track, or sub-track; (2) as Assistant Professor, Associate Professor, or Professor followed in parentheses by either the designation Career Tract or 'CT', with no mention of sub-track – e.g. Associate Professor (Career Track). The scholar sub-track designation is intended only for internal use (i.e. at the program, department, college, and/or university levels) and ordinarily should not be employed on program, department, college and/or university websites or documents.

(d)   Teaching Sub-track

Faculty in the teaching sub-track are those whose primary responsibility is teaching, student advising, or both and with little or no additional expectations in research, scholarship, creative activity, leadership, or academic

service. Faculty with a teaching appointment will often have large teaching commitments according to their assignment and contract. In some colleges, teaching may involve teaching in a clinical setting. Promotion criteria will be determined by the department and college but should include evidence of teaching effectiveness and innovation.

For working titles and external communication, colleges may choose from two options: (1) simply as Assistant Professor, Associate Professor, or Professor, with no mention of tenure track versus career track, or sub-track; (2) as Assistant Professor, Associate Professor, or Professor followed in parentheses by either the designation Career Tract or 'CT', with no mention of sub-track – e.g. Associate Professor (Career Track). The teaching sub-track designation is intended only for internal use (i.e. at the program, department, college, and/or university levels) and ordinarily should not be employed on program, department, college and/or university websites or documents.

(3)   Library Faculty

Career Track library faculty have primary responsibilities centered on library services for the university community, research, scholarship, and service. The duties of career track library faculty may be more specialized than those of tenure track library faculty.

Positions are as Librarian 2.

(4)   Extension Faculty

Career Track extension faculty are responsible for extending the research and knowledge bases of Washington State University to communities of place and practice across the state. As part of their outreach and engagement activities, extension faculty may do considerable teaching, most often in off-campus and/or informal settings. However, some extension faculty will teach credit courses.

For working titles and external communication, colleges may choose from two options: (1) simply as Assistant Professor, Associate Professor, or Professor, with no mention of tenure track versus career track, or sub-track; (2) as Assistant Professor, Associate Professor, or Professor followed in parentheses by either the designation Career Tract or 'CT', with no mention of sub-track

– e.g. Associate Professor (Career Track). Colleges may opt to further career track extension faculty externally based on their specific extension roles.

d)   *Short-term Faculty*

Short-term faculty may hold one-semester to three (3) year fixed term or contingent contracts (defined in I.B.1.c.(1)). The equivalent of a master's degree or higher is normally required. Alternative credentials will be approved in consultation with unit faculty, by the administrative head and chancellor (if appropriate), and ultimately by the provost. The responsibilities and appointments for short-term faculty fall into one of the following designations:

(1)   Lecturer

A Lecturer position is considered non-permanent or part time and is typically a short-term teaching contract. A lecturer's primary responsibility is teaching. In some colleges, a lecturer's teaching may involve teaching in a clinical setting. These appointments can be renewed indefinitely at the discretion of the University. After 3 consecutive years, a lecturer with an academic year appointment of >0.4 FTE should ordinarily be moved into a career track appointment presuming the faculty member meets the hiring unit's publicly-established minimum requirements for such a track.

The Lecturer title may also be used for faculty hired as assistant professors who arrive without having completed their terminal degree requirements. Such faculty members are expected to complete the terminal degree during the first year of appointment or be given a terminal appointment for the second year.

(2)   Visiting Faculty

Visiting faculty are fixed-term appointees who are faculty members or professionals from another institution for purposes of teaching, collaboration, or research. They are normally expected to return to their own institutions at the expiration of the appointment and are appointed as visiting faculty. Whenever a department plans to employ or host a foreign professor, researcher, or scholar, it is important to contact the Office of International Programs regarding arrangements for the appropriate immigration status. Refer to the HRS website for appropriate titles and hiring guidelines.

(3)   Adjunct Faculty

Adjunct faculty are faculty who may hold positions with employers other than WSU and are appointed temporarily to WSU faculties. Adjunct faculty provide various types of service or teaching within individual colleges according to established criteria and may serve on graduate committees as graduate faculty as indicated by graduate program bylaws. They are appointed as adjunct faculty. After 3 consecutive years, an adjunct faculty member with an academic year appointment of >0.4 FTE should ordinarily be moved into a career track appointment presuming the faculty member meets the hiring unit's publicly-established minimum requirements for such a track.

(4)   Adjoint Faculty

Adjoint faculty are faculty who may hold positions with employers other than WSU and are appointed temporarily to WSU faculties. Adjoint faculty provide various types of research, scholarship, or creative activity within individual colleges according to established criteria and may serve on and co-chair graduate committees as graduate faculty as indicated by graduate program bylaws. They are appointed as adjoint faculty. After 3 consecutive years, an adjoint faculty member with an academic year appointment of >0.4 FTE should ordinarily be moved into a career track appointment presuming the faculty member meets the hiring unit's publicly-established minimum requirements for such a track.

(5)   Affiliate Faculty

Affiliate faculty are comparable to an adjunct appointment except that the person is already a WSU employee (faculty or administrative professional) and has been invited to serve in a faculty role in a program other than the one paying their salary. They are appointed as affiliate faculty.

(6)   Research Associate

Research associates are faculty in short-term appointments who support the research being conducted at the University. Positions may also include research, scholarship, creative activity, teaching, administration, outreach, or service. After 3 consecutive years, a research associate with an academic year appointment of >0.4 FTE should be reviewed biennially by the chair, dean, and departmental faculty for potential transfer into a career track.

(7)　Postdoctoral Research Associate/Fellow

Postdoctoral research associates are persons who have received a doctoral degree (or equivalent) and are engaged in a temporary and defined period of mentored advanced training to enhance the professional skills and research independence needed to pursue their chosen career path. Most research post-docs are funded using extramural funds. Postdoctoral research associates should receive active and ongoing mentoring from one or more designated advisors throughout their post-doctoral period.

(8)　Postdoctoral Teaching Associate/Fellow

Postdoctoral teaching associates are persons who have received a doctoral degree (or equivalent) and are engaged in a temporary and defined period of mentored training related to teaching and pedagogy to allow them to prepare for a career devoted primarily to teaching or a career in which teaching will be a primary responsibility. A teaching postdoctoral associate will be appointed for a two-year term with the possibility of one two-year renewal. Postdoctoral teaching associates should receive active and ongoing mentoring from one or more designated advisors throughout their post-doctoral period.

AGENDA

Washington State University Board of Regents
Strategic and Operational Excellence Committee

Washington State University, Tri-Cities
Collaboration Hall, Room 102
Richland, WA

March 7, 2024
1:00 p.m.

Committee: John Schoettler (Chair), Marty Dickinson, Doug Picha, Heather Redman

Information Item
1. State Legislative Update (Becker-Fenter)

Discussion Item
1. Research Overview and Expenditure Report (Chilton/Wolcott)
2. Free Speech and Campus Safety (Chilton)

Action Item
1. WSU Global Campus Strategic Plan (Cillay)

Written Report
WSU System Strategic Plan Progress Report

Research Update

Elizabeth S. Chilton

Provost and Executive Vice President & Chancellor, WSU Pullman

Michael P. Wolcott

Regents Professor & Interim Vice President for Research

WSU

NSF Higher Education Research and Development (HERD) Total Expenditures

Funding sources include:
- Federal government funding
- State and local government funding
- Institution funds
- Business funding
- Other sources (e.g., nonprofits)
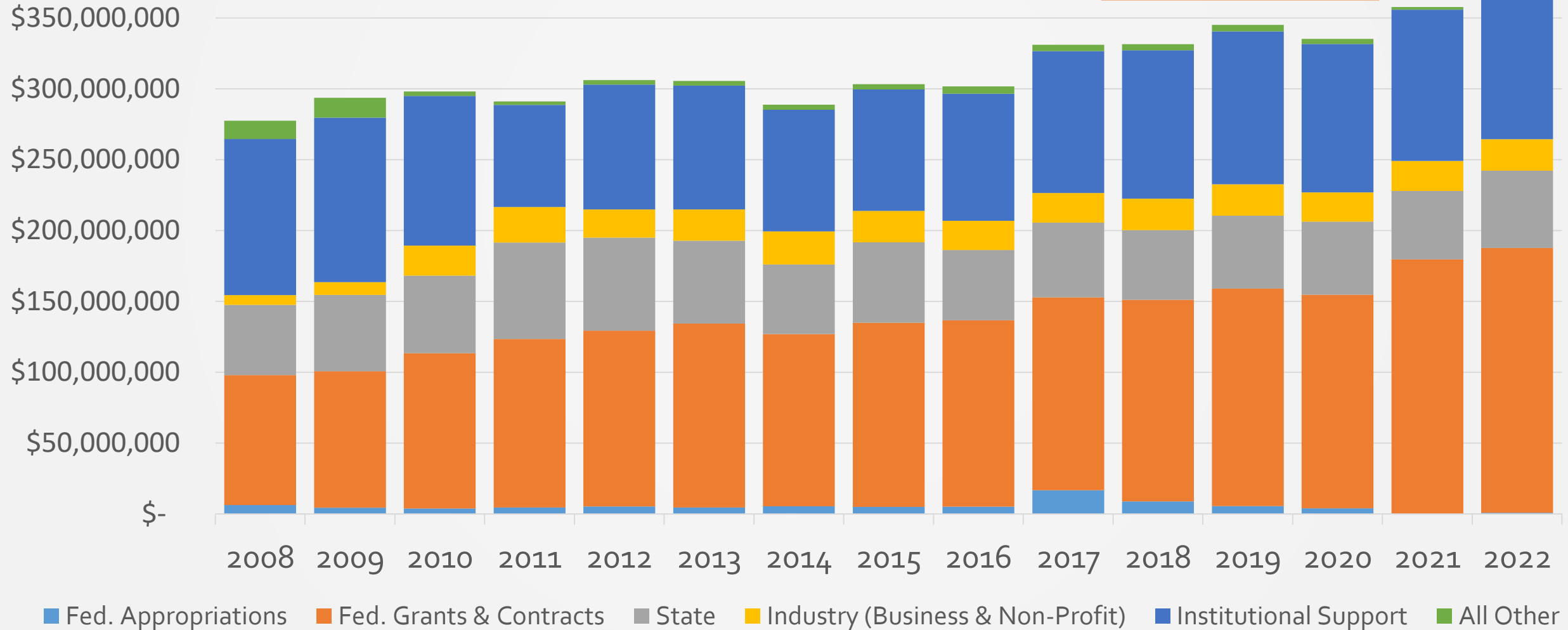
NSF HERD Total R&D Expenditures

(dollars in thousands)

Peer Rank	Institution	2022 Ranking	2018	2019	2020	2021	2022
1	University of Maryland[1]	19	n/a	1,096,600	1,103,062	1,142,264	1,228,550
2	Purdue University, West Lafayette	41	631,574	663,927	687,144	679,482	754,627
3	Virginia Polytechnic Institute and State University	53	531,636	541,969	556,341	542,045	591,861
4	North Carolina State University	55	509,841	541,100	546,290	547,118	583,203
5	University of Georgia	56	453,249	477,536	482,786	493,944	545,631
6	Colorado State University, Fort Collins	64	374,955	398,477	407,302	447,197	456,911
7	University of Missouri, Columbia	70	294,686	310,421	332,180	388,779	432,310
8	Iowa State University	76	361,206	358,474	363,107	360,275	393,184
9	**Washington State University[2]**	**77**	**331,424**	**344,997**	**335,201**	**357,648**	**368,396**
10	Louisiana State University, Baton Rouge	84	286,726	296,497	286,733	296,673	344,556
11	University of Nebraska, Lincoln	87	308,053	316,820	320,463	320,758	340,260
12	University of Tennessee, Knoxville[3]	89	259,607	247,693	320,407	316,273	324,435
13	Mississippi State University	97	244,102	264,526	280,485	275,143	303,418
14	Oregon State University	99	272,433	263,830	268,385	376,955	297,934

[1] *The University of Maryland includes expenditures from the University of Maryland, Baltimore and University of Maryland, College Park campuses. In FY 2019, the two campuses began reporting as one research unit to reflect their new strategic partnership.*

[2] *Total WSU 2016 NSF HERD expenditures internally corrected to $301.6M. NSF HERD website shows prior reported incorrect amount of $334.1M.*

[3] *The University of Tennessee, Knoxville includes expenditures from the University of Tennessee Institute of Agriculture. Prior to FY20, the University of Tennessee, Knoxville, Institute of Agriculture reported to the survey separately.*

NSF HERD Total R&D Expenditures by Tenure-Tenure Track Faculty Member

WSU

(dollars in thousands)

Peer Rank	Institution	2018	2019	2020	2021	2022
1	University of Maryland[1]	525,955	579,394	589,033	622,374	680,147
2	University of Missouri, Columbia	272,605	284,616	329,000	378,804	436,544
3	Colorado State University, Fort Collins	350,098	367,260	365,840	415,868	432,271
4	Purdue University, West Lafayette	370,715	383,699	389,685	385,704	429,424
5	**Washington State University**	**365,810**	**393,533**	**389,920**	**413,785**	**417,351**
6	North Carolina State University	369,986	391,912	395,576	379,153	413,033
7	Mississippi State University	338,404	366,210	389,382	372,150	407,655
8	Virginia Polytechnic Institute and State University	359,133	361,634	372,550	360,482	395,973
9	Oregon State University	292,729	288,654	302,349	318,705	362,582
10	Iowa State University	283,447	281,303	293,776	296,441	339,244
11	University of Nebraska, Lincoln	283,137	300,778	300,059	311,516	338,230
12	University of Georgia	281,288	289,240	287,887	296,485	333,169
13	Louisiana State University, Baton Rouge	249,183	267,516	249,478	262,542	311,448
14	University of Tennessee, Knoxville[2]	284,325	276,827	277,810	275,180	282,191

[1] *The University of Maryland includes expenditures from the University of Maryland, Baltimore and University of Maryland, College Park campuses. In FY 2019, the two campuses began reporting as one research unit to reflect their new strategic partnership.*

[2] *The University of Tennessee, Knoxville includes expenditures from the University of Tennessee Institute of Agriculture. Prior to FY20, the University of Tennessee, Knoxville, Institute of Agriculture reported to the survey separately.*
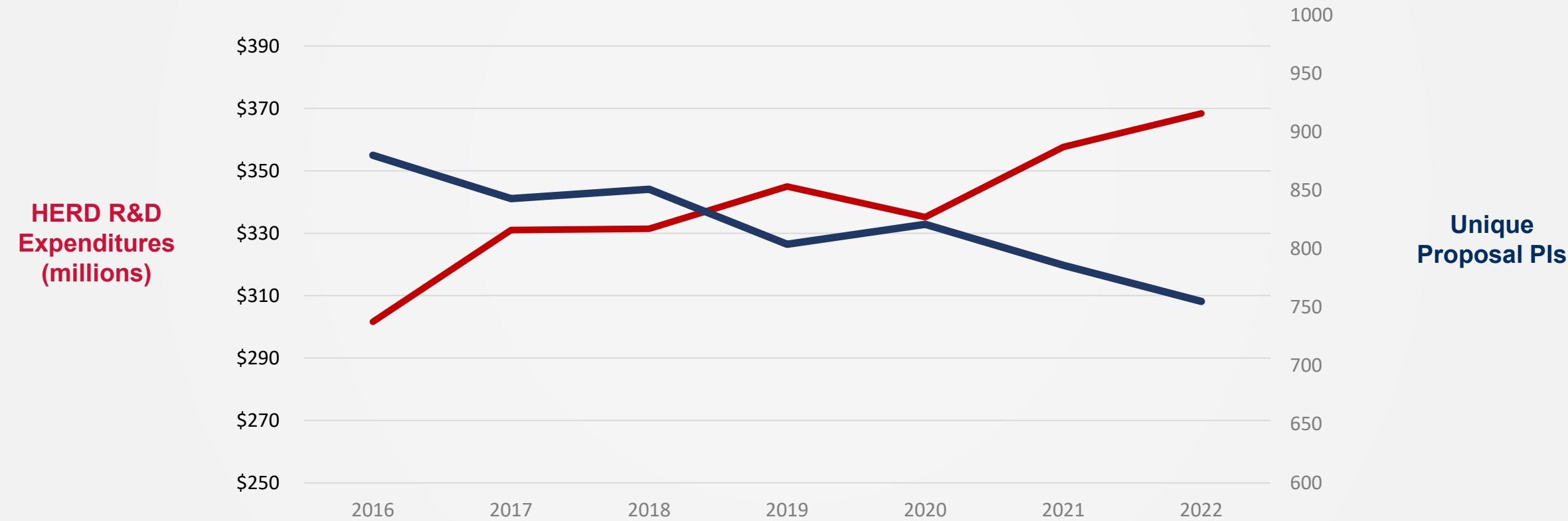
Strategic Planning for Research at WSU

Strengths
Precision agriculture and Sustainability
Energy Futures
Shock Physics and Materials
Infectious Diseases
Addiction and Mental Health
Water Resources and Hydrology
National Security

Shared/Multidisciplinary
Human Health and Community Health
Artificial Intelligence and Robotics
Sustainability, Environment, and Climate change
Diversity, Equity, Inclusion and Social Justice

CLOSE ✕

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2023-2028 WSU Pullman Strategic Plan

WSU Pullman News and Features ⌄

Committees ⌄

WSU Pullman Office of the Chancellor

https://wsu.edu/pullman-chancellor/free-speech/

Freedom of Speech and Support Resources

At Washington State University, freedom of speech and expression is essential to who we are. We aspire to be an affirming community that encourages respect and learning where we can engage in diverse viewpoints. Throughout the academic year and beyond, students, faculty, and staff are likely to encounter those who share viewpoints different from their own. While we hope that this discourse can happen in a respectful manner, it may be important to remind our community of WSU's guidance around free speech. If at any point a member of our community feels they have been harassed or discriminated against, they should contact Compliance and Civil Rights.

CLOSE ✕

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What is freedom of speech?   +

Resources for students   +

Resources for employees   +

Resources for instructors   +

Free speech FAQ   +

Additional information and policies   +

WSU

Policies and guidelines

General Speech Policy: WAC 504-31-010

Discrimination and Harassment Prohibition: Executive Policy 15

Standards of Conduct for Students: WAC 504-26

Time, Place, and Manner Restrictions: WAC 504-31-020

Facility Use Rules for 1st Amendment/Free Speech Activities: WAC 504-33

ACTION ITEM #1
Approval of 2024-2029 WSU Global Campus Strategic Plan
(David Cillay)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Approval of the 2024-2029 WSU Global Campus Strategic Plan

PROPOSED: That the Board of Regents approve the 2024-2029 WSU Global Campus Strategic Plan.

SUBMITTED BY: David Cillay, Chancellor, WSU Global Campus

SUPPORTING
INFORMATION: The 2024-2029 WSU Global Campus Strategic Plan articulates the campus's mission, vision, and goals, and outlines the associated objectives and metrics that will be used to measure the plan's success.

The WSU Global Campus Chancellor's Office and the strategic plan committee representing the WSU Global Campus are pleased to present this plan to the Board of Regents for review and adoption. Pending the Board of Regents' approval, the plan will be formally implemented, and progress reports will be published annually.

Attachment: WSU Global Campus Strategic Plan

WSU Global Campus
2024 – 2029 Strategic Plan

WSU Global Campus Strategic Plan

Introduction

Since the very first offering of distance degree programs at WSU in 1992, students' experiences have evolved as new technologies and learning innovations have become available. Twenty years later, in 2012, Global Campus became the fifth campus in the WSU system and has continued to grow by staying true to the mission and core values. As the OneWSU system has evolved, Global Campus has continued to focus on leveraging their strengths as **one** part of the **whole** system.

Because Global Campus knows no boundaries, the OneWSU education can be offered to any student, anywhere, anytime. The strategic plan supports WSU's core mission through all of its goals and objectives and aligns closely with the system goal to prepare future leaders, scholars and global citizens (System Goal 2) and to advance a culture of engagement and collaboration across is multi-campus system that values and invests in resources (System Goal 4).

Mission

To provide innovative online education that empowers learners from diverse backgrounds to achieve their personal and professional goals while contributing to an engaged citizenry of Washington, the United States, and world.

Envisioned Future

Vision

WSU Global Campus will be a leader in online education, recognized for its commitment to student success, teaching excellence, and cutting-edge pedagogical research.

Vivid Description

WSU Global Campus will be known for transforming the lives of our students and the communities we serve by fostering a collaborative learning community that promotes intellectual curiosity, critical thinking, and cultural competency.

Our students will benefit from a flexible, high-quality education that prepares them for the opportunities and challenges of the 21st century. Our global perspective will drive a more just and sustainable world.

Our valued faculty and staff members will be empowered, motivated, and supported to contribute their best to the growth and success of our institution, fostering a culture of belonging and excellence in higher education.

Goals

Goal 1 – Access and Inclusivity

To ensure diversity, equity, and inclusion in our learning community, Global Campus will enable access to a wide range of educational opportunities, including Continuing and Professional Education. We will work to ensure that our staff represent the diversity in the communities we serve, increasing our ability to attract and support students from all backgrounds.

[Supports System Goals 1 & 2]

Objectives

1. **Inclusive Policies and Practices:** Review and update institutional policies and practices to ensure they are inclusive and free from bias. This includes admissions policies, hiring practices, and curriculum updates.
2. **Increase seats, courses, and programs:** Expand the availability of seats, courses, and programs for online-only students to increase enrollments on the Global Campus.
3. **Financial Aid and Scholarships**: Expand financial aid options and support staff to make education more affordable and accessible to a broader range of students.
4. **Marketing and Outreach**: Effectively market Global Campus learning opportunities to reach and attract a diverse and qualified audience of potential students, focusing on non-traditional learners and working professionals.
5. **Credit Transfer and Articulation**: Streamline the process for credit transfer and articulation agreements with other institutions to ensure that students can seamlessly transition between programs and campuses.

Anticipated Metrics

1. Amount of financial support given and the number of students receiving support.
2. Number of enrolled and graduating Global Campus students.
3. Demographics of Global Campus students and staff.
4. Yield of enrolled transfer students.

Goal 2 – Flexible Learning Opportunities

WSU Global Campus will partner with its physical campuses to create and operationalize flexible learning opportunities for current and future students across the world.

[Supports System Goals 2 & 4]

Objectives

1. **Technology Infrastructure:** Ensure there is robust technology infrastructure in place to support flexible learning offerings.
2. **Policy:** Develop an enrollment policy for student access to Global Campus courses to allow students to seamlessly navigate between face-to-face courses and online courses as their needs require.

3. **Personalization and Flexibility:** Increase the ability for all students to access course plans and program pathways, across all campuses, that enable students to tailor their educational experiences to their individual needs, interests, and career goals.
4. **Communication and Transparency:** Maintain open communication with students, faculty, staff, and leadership about the commitment to flexible learning opportunities, its progress, and its impact on student success.

Anticipated Metrics

1 Range of majors, certificates, and courses available to students on all campuses.
2 Improved enrollment processes and resources available to support students.
3 Time to degree for students who take advantage of multiple learning modalities.

Goal 3 – Innovative and Dynamic Support for Student Learning

WSU Global Campus will elevate teaching excellence by establishing a comprehensive faculty development program that supports, recognizes, and rewards effective teaching, resulting in innovative and dynamic support for student learning that enhances engagement, promotes academic success, and prepares students for the challenges of the future.
[Supports System Goals 1, 2, & 4]

Objectives

1. **Pedagogical Innovation:** Encourage and support faculty in exploring innovative teaching methods and approaches to create more engaging, inclusive, and effective learning environments through creation of a faculty development program that clearly defines the criteria and characteristics of teaching excellence.
2. **Multimodal Learning Resources:** Develop and curate a diverse range of learning materials, including (but not limited to) multimedia content, open educational resources (OER), and accessible content to accommodate various learning needs.
3. **Educational Technologies**: Research and integrate new technologies with the goal of increasing engagement and enhancing learning outcomes.
4. **Research Evaluation:** Foster a culture of research and evaluation to assess the impact of innovative learning support on student outcomes and adapt strategies accordingly.
5. **Expand Learning Opportunities**: Collaborate with colleges and departments to expand the number and range of degree programs for students and increase the number of courses available on the Global campus.
6. **Stakeholder Collaboration:** Strengthen collaborations with industry partners, alumni, and other stakeholders to ensure that course plans and programs are relevant to current workforce needs and career pathways.

Anticipated Metrics

1 Faculty engagement with faculty support teams.

2   Diversity of learning resources available for students and faculty.
3   Number of majors and courses available to students.
4   Number of industry partnerships and collaborations.

Goal 4 – Student Success

Facilitate student success and a transformative educational experience through initiatives, systems, policies, and programs.

[Supports System Goals 2 & 3]

Objectives

1. **Mentorship and Peer Support**: Create mentorship programs and peer-to-peer support networks that connect students with experienced mentors and peers to foster collaboration, motivation, and a sense of belonging.
2. **Student Engagement and Community Building:** Expand avenues for student engagement through community building activities and opportunities and create opportunities for student feedback to enrich the student experience.
3. **Partnerships**: Expand partnerships with industry leaders and professional organizations to facilitate remote internships, co-op programs, and experiential learning opportunities that enable students to gain practical experience without geographical constraints.
4. **Continuous Quality Improvement:** Utilize data analytics, technology, and predictive modeling to foster a culture of continuous improvement and assessment of student success.

Anticipated Metrics

1   Persistence, retention, and graduation rates.
2   Student success post-graduation: employment and graduate school.
3   Availability of relevant data and analysis to meet goals and objectives.
4   Response rates to student feedback surveys.

WRITTEN REPORT
WSU System Strategic Plan Progress Report
(Christine Hoyt)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU System Strategic Plan Progress Report

SUBMITTED BY: Christine Hoyt, Vice President for Strategy, Planning, and Analysis (OSPA)

SUPPORTING
INFORMATION: Throughout the 2023-2024 academic year, WSU has prioritized 15 objectives and 57 strategies to drive advancement toward our strategic plan goals. WSU's public strategic plan dashboards contain detailed progress updates on these initiatives from February 7, 2024, to the present date.

Cumulatively, the overall status toward completion of each of the 57 strategies is:
- o Gray = Not Started (1)
- o Green = On Track (44)
- o Yellow = Off Track(3)
- o Red = At Risk (0)
- o Dark Green = Achieved (8)
- o Dark Gray = Cancelled (1)

Additional dashboards on the strategic plan website showcase progress on strategic plan goals for the Tri-Cities and Vancouver campuses. Development of dashboards for other campuses will soon be underway.

Attachments: WSU System Strategic Plan Updates (link)
WSU Tri-Cities Strategic Plan Updates (link)
WSU Vancouver Strategic Plan Updates (link)

WASHINGTON STATE
U N I V E R S I T Y

AGENDA

Washington State University Board of Regents
Finance and Administration Committee

Washington State University, Tri-Cities
Collaboration Hall, Room 102
Richland, WA

March 7, 2024
2:15 p.m.

Committee: Jenette Ramos (Chair), Enrique Cerna, Judi McDonald, John Schoettler

Information Items
1. Athletics Budget Update (Brunelli/Chun/Haarlow)
2. Fiscal Year 2025 Budget Development (Brunelli/Jones)

Future Action Items
1. 2025-2027 State Capital Budget Request (Brunelli/Yang/Becker-Fenter)
2. Workday Contract Renewal (Brunelli/Skinner)
3. Proposed Chinook Student Center Mandatory Student Fee Rate Change (Brunelli/Chilton/Hyatt/Greene)
4. Proposed Compton Union Building Mandatory Student Fee Range Change (Brunelli/Chilton/Hyatt/Greene)
5. Proposed Student Recreation Center Mandatory Student Fee Rate Change (Brunelli/Chilton/Hyatt/Greene)
6. WSU Vancouver, Technology Fee Committee Allocations for Fiscal Year 2025 (Brunelli/Netzhammer)
7. Proposed Revision to the Board of Regents Debt Management Policy (Brunelli/Skinner/Hess)
8. Proposed Revision to Washington Administrative Code (WAC) 504-50 – Small Works Roster (Brunelli/Yang/Hess)

Action Items
1. Proposed Academic Year 2024-2025 Tuition Rates for the Elson S. Floyd College of Medicine (Brunelli/DeWald)
2. WSU Pullman, Proposed Academic Year 2024-2025 Housing and Dining Rates (Brunelli/Chilton/Hyatt/Greene)
3. WSU Pullman, Undergraduate Technology Fee Committee Allocations, Fiscal Year 2025 (Brunelli/Chilton/Opheim)
4. Proposed Revisions to Washington Administrative Code (WAC) 504-04 Practice and Procedures (Brunelli/Hess)
5. Proposed Revisions to Washington Administrative Code (WAC) 504-36, Health and Safety Regulations (Brunelli/Hess)

6. WSU Pullman, Voiland College of Engineering and Architecture, Schweitzer Engineering Hall, Design Approval (Brunelli/Chilton/Pande/Yang)

Written Reports
1. Major Capital Projects List
2. Contracts Executed Under Delegated Authority
3. Real Estate Transactions Executed Under Delegated Authority

INFORMATION ITEM #1
Athletics Budget Update
(Leslie Brunelli/Pat Chun/Jon Haarlow)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Athletics Budget Update for FY24

SUBMITTED BY: Pat Chun, Athletics Director
Leslie Brunelli, Executive Vice President, Finance & Administration/CFO

SUPPORTING
INFORMATION: **FY24 Update**

Revenues

At the time of submission of these materials, there are no new updates on projected revenue since the January discussion. Athletics continues to forecast a $4.4M revenue shortfall. Season ticket renewals for the 2024 football season are underway and Athletics continues to monitor the impact of those sales for FY24 and FY25. Athletics remains actively engaged in revenue generation strategies to increase revenue for FY2024 and will continue to report projected variabilities to the Board of Regents.

Expenses

Since the last update in January, Athletics has seen additional variability in financial aid, sports programs, direct admin and dues, and other expenses. Athletics is now projecting an expense overrun amassed by changes in each of the categories below.

Compensation
No change in compensation since the January update. However, Athletics projects a $300k overage in compensation due to increased student wages and overtime expense in the fall. This projection is subject to change as the fall historically experiences heavier hourly activity and as additional budgetary changes are implemented throughout the spring semester.

Financial Aid
Athletics is forecasting an additional $100k savings in financial aid since the January update. This brings the total projected financial aid savings to $500k due to rosters returning to pre-COVID numbers and alterations made to summer program offerings.

Sports Programs
As fall sports continue to finalize, Athletics has seen a new increase of $1.2M to the overage in recruiting, team travel, equipment, and student-athlete meals. This is in addition to the $200k overage previously reported for student-athlete medical costs. The total projected expense overage for sport programs is now forecasted at $1.4M.

Direct Admin
Athletics projects the expense share obligation from the Pac-12 conference to be an additional $300k over the original budget. This new variance is in addition to the $1.2M previously reported for expenses related to scheduling affiliations for the 2024-2025 athletic season. The total direct admin and dues variance is forecast to now land at $1.5M.

Other Expenses
Athletics previously reported a $2.1M positive variance in other expenses with the removal of bowl expenses (+$2.5M), an expected $200k overage and facility and maintenance costs, and a $200k overage in game guarantee expense. Since the last update, Athletics continues to see variability and increased costs related to facility and maintenance costs and has increased that projection by another $300k, lowering the projected positive variance in other expenses to $1.8M.

Summary
As a reminder, the BOR approved a $4M budget deficit for FY24. At this time, it appears the expense budget may have additional variability beyond the approved deficit. Athletics is exploring all options in offsetting the potential deficit, including the use of future conference revenues. Additionally, Athletics continues the regularly scheduled budget discussions with each sport and unit leader, as sport program expenses (recruiting, travel, equipment, student-athlete meals, game expenses) continue to be a priority line item to monitor. More details related to sport travel, team related expenses, annual fund revenues and future conference revenues will be available for discussion at future Board of Regents meetings. Athletics remains proactive in forecasting and anticipating potential impacts to current and future year budgets and will update the Board of Regents and the Athletic Budget Oversight Committee as information is available.

INFORMATION ITEM #2
FY25 Budget Development Update
(Leslie Brunelli/Chris Jones)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU System - FY25 Budget Development Update

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO

SUPPORTING
INFORMATION: The attached report provides a summary of the FY25 budget development process underway that will include a return to unit budget hearings later in March 2024. As indicated in the University's 2024 goals, a budget document will be produced in the late spring and the FY25 budget will be provided to the Board of Regents at the June retreat.

ATTACHMENT: FY25 Budget Development Update

FY25 Budget Development

Board of Regents Finance & Administration Committee
Thursday, March 7, 2024

Gratitude First

- **All WSU team effort to ensure a sustainable and thriving future**

- **The financial system modernization is working**

- **Washington State financial audit reinforced excellence**

Budget in Context

- **The annual budget process is evolving**

- **Transparency is essential**

- **Shared governance in proactive fiscal responsibility and sustainable strategic planning**

Financial Mixed Messages

The Good -
External View

- Improved overall financial position since 2019

- Stable debt ratings

- COVID impact mitigated by HEERF

- Clean and more timely financial audit for FY23

Financial Mixed Messages

The Bad -
Unit View

- Unit budgets are decreasing

- Pay is stagnant

- Costs are increasing

- Persistent enrollment decline

Financial Mixed Messages

The Ugly -
Finance View

- Structural budget deficits are appearing

- Pockets of "wealth"

- Reporting requires improvement

- Monitoring in a decentralized environment
    - Authority and accountability?

- No obvious link between financial sustainability and strategic planning

Financial Mixed Messages

The Opportunity

- Consider strategic budget reductions to balance FY25 budget

- Manage use of fund balances

- Support compliance with Executive Policy 1 – Budget Responsibility

- Prepare for administrative and academic program review

- Level set financial expectations for new strategic plan

Budget Development Challenges

Campus and unit reductions required to balance budget

- FY21 – At the onset of the COVID pandemic, WSU was given a state appropriation reduction target of $37M and unit budgets were reduced by 10% through one-time reductions

- FY22 – Declining enrollment led to lower tuition revenue. Campuses and units were reduced 7.5% through one-time reductions

- FY23 – Continuing enrollment losses and underfunded state compensation increases required a recurring 2.5% reduction for campuses* and units

- FY24 – Persistent enrollment losses and underfunded state compensation increases required a recurring 6% reduction for campuses* and units

- FY25 – Enrollment losses, increased expenditures and budget deficits require additional, differential deductions – units asked to provide impact of 1%, 3% and 5% reductions

*WSU Tri-Cities and WSU Vancouver absorb their campus tuition reductions

FY25 Budget Development

Tuition		
3% Tuition increase	6,000,000	
Budgeted enrollment reduction - 1.5%	(2,600,000)	
New Waivers	(900,000)	
Estimated New Tuition Funds	**2,500,000**	
Other Recurring Funds		
State Funding - ASE Graduate Student Contract	**2,382,000**	*WA House Only*
Reallocation from Strategic Budget Reductions	**-**	
(1% of state/tuition PBL = $3.4M)		
Total Estimated Recurring Sources	**4,882,000**	

New Commitments made in FY24 to begin in FY25	**5,370,000**	
BALANCE AVAILABLE	**(488,000)**	
Identified Needs	5,963,000	
Utilities Increase	TBD	
Insurance Increase - Tort, Property, Casualty	TBD	
IT Software & Licensing Increases	TBD	
Unit Requests	TBD	

Budget Development Guiding Principles

- Ensuring the University's financial sustainability through evaluation of existing administrative and academic programs

- Promoting an analytics-oriented approach to understanding program investments

- Recognition that campuses, schools and colleges, and administrative & support units have varied resource needs, autonomy, and service level expectations

- Aligning the University's financial position with the development of the (future) strategic plan, capital campaign goals, and institutional risks

- Promoting equity through increased transparency and accountability ([WSU Equity Lens Tool])

- Providing clarity in alignment of resource allocation and outcomes with accountability for budget responsibility

- Balancing the need for increased resources to recruit, retain and develop faculty and staff with revenue growth, enhanced efficiencies, and reallocated resources

FY25 Budget Development Timeline

❑ February 20 – Discussion with Deans

❑ February 29 – Discussion with Chancellors

❑ March 4 – Discussion with System Leadership Collaborative

❑ March TBD – State Budget funding expected

❑ February 21 – March 5 - Budget & Finance met with all unit AFOs

❑ February 23 – Unit budget development templates available
    - Due back to budget office by March 8
- FY24 budget & projection for year end
- Historical budgets – FY21, FY22 and FY23
- Core & non-core funds carryforward
- Budget impact of 1%, 3% & 5% reductions
- FY25 new funding needs
- Data available – credit hours, employee FTE, reduction history

FY25 Budget Development Timeline

❑ March 18 - March 29 – Budget hearings
  ▪ President, Provost, EVP of Health Sciences and CFO
    - Joined by Regent McDonald

❑ April 1 – April 26 – Budget decisions

❑ April 18 – Board of Regents - FY24 Financial Update through February

❑ April 30 – Internal communication of FY25 Budget

❑ May 1- May 24 – Budget document preparation

❑ June 6 – Board of Regents Retreat
  ▪ FY25 Budget discussion & planning for FY26

Questions

Higher Education Financial Sustainability

University of Arizona

Penn State University

University of Nebraska

UNC Greensboro

West Virginia University

Higher Education Financial Sustainability

NACUBO/Baker Tilly Path to Sustainability

NACUBO/Baker Tilly

Path to Sustainability Project

bakertilly

NACUBO
National Association of College
and University Business Officers

WASHINGTON STATE UNIVERSITY

FUTURE ACTION ITEM #1
Approval of State Capital Budget Request FY2025 - 2027
(Leslie Brunelli/Olivia Yang/Glynda Becker-Fenter)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Approval of State Capital Budget Request FY2025-2027

PROPOSED: That the Board of Regents approve the state capital budget request for FY2025-2027 and delegate authority to the President or designee to approve any adjustments that may be needed before submission to the Office of Financial Management.

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO

BACKGROUND INFORMATION: The FY2025-2027 state capital budget request was developed within the overall context of identifying and prioritizing projects that balance continued stewardship and renewal of existing facilities and infrastructure within a framework for responsible growth. The FY2025-2027 request can be viewed in the context of the broader ten-year plan included as Attachment A.

Detailed information regarding the process can be found at https://facilities.wsu.edu/facilities-services-capital/state-capital-budget/. Reference Attachment B for the 2025-2027 Call for Needs memorandum.

The FY2025-2027 request includes three groupings of projects:
- Minor Works: A group of projects (under $2 million) for building preservation and renewal (MCR) and for program renewal (MCI). We are requesting $40M in minor capital building renewal (MCR) to address system-wide facilities and infrastructure renewal and replacement. We are also requesting $20M in program renewal (MCI) to provide systemwide facilities support to teaching, research and outreach programs.

- Sustained Investment: A series of related projects which span several biennia to create surge space and eventual demolition and renovation of less than optimal buildings. Examples of sustained investment in this request include:
    - Integrated Science design and demolition of Heald Hall:

This is the third of a four biennia effort to provide surge space for teaching and research needed to vacate Heald Hall, an aging science facility.

- o Spokane Team Health: This is the second biennia request to construct a new Team Health facility and address campus consolidation and development.

- Standalone: These are projects that can be either thematic (*i.e.,* system-wide pedagogical or research initiatives) or scoped to meet program and/or deferred maintenance needs. Standalone projects may have the potential to enable future phases but are not critical to future phases. Examples include:
  - o Systemwide investments in wireless capability
  - o Systemwide investments in technological enhancement of pedagogy across the system
  - o Renovation of underutilized space in WSU Tri-Cities' Floyd Building
  - o Investments in utility infrastructure on the WSU Vancouver campus
  - o Investment in New WADDL lab at the Puyallup extension center
  - o Investment in plant growth facility at the Wenatchee extension center
  - o Funding to continue efforts towards Clean Building Performance Standard and Climate Commitment Act compliance
  - o Funding for two predesigns, one to continue investments in VCEA and one to define scope of a modern dairy

ATTACHMENTS: Attachment A – 2025-2027 Capital Budget – 10 Year Plan
Attachment B – 2025-2027 Call for Needs Memorandum

WASHINGTON STATE UNIVERSITY
2025-27 State Capital Budget Funding Request and Associated 10 Year Plan

2025-27 Priority	Project	Class	Stage	Next 2025-27	10 Yr Plan 2027-29	2029-31	2031-33	2033-35
1	Minor Capital Preservation (MCR)	Preservation	pool	$ 40,000,000	$ 40,000,000	$ 40,000,000	$ 40,000,000	$ 40,000,000
2	Minor Capital Program (MCI & Omnibus Equip.)	Program	pool	$ 20,000,000	$ 20,000,000	$ 20,000,000	$ 20,000,000	$ 20,000,000
3	New Integrated Sciences Building (includes Heald Demo) - Pullman	Program	D/C	$ 25,000,000	$ 50,000,000	$ -	$ -	$ -
4	New Team-Health Education Building (includes $10M demo/Ignite) - Spokane	Program	C	$ 58,000,000	$ -	$ -	$ -	$ -
5	General University Classrooms - System-Wide	Preservation	D/C	$ 3,500,000	$ -	$ 5,000,000	$ -	$ 5,000,000
6	Wireless Enhancement - System-Wide	Preservation	D/C	$ 3,500,000	$ 5,000,000	$ -	$ -	$ -
7	East Building Lab Renovations - Tri-Cities	Preservation	D/C	$ 3,000,000	$ -	$ -	$ -	$ -
8	Central Chiller Plant Upgrade - Vancouver	Preservation	D/C	$ 3,000,000	$ -	$ -	$ -	$ -
9	WADDL Facility Replacement - Puyallup	Program	D	$ 3,000,000	$ 20,000,000	$ -	$ -	$ -
10	TFREC Plant Growth Facility - Wenatchee	Program	D/C	$ 10,000,000	$ -	$ -	$ -	$ -
11	VCEA Phase II Study - Pullman	Program	PD	$ 500,000	$ 15,000,000	$ 50,000,000	$ -	$ -
12	New Dairy Study - Pullman	Program	PD	$ 500,000	$ -	$ -	$ -	$ -
13	Clean Buildings Performance Standard Energy Efficiency Improvements - CBPS	Preservation	D/C	$ 5,000,000	$ 20,000,000	$ 20,000,000	$ 20,000,000	$ 20,000,000
	2025-27 State Capital Budget Request			**$ 175,000,000**				
14	McCoy Renovation	Program		$ -	$ 500,000	$ 5,000,000	$ 37,000,000	$ -
15	Fulmer Complex Renovations	Preservation		$ -	$ -	$ 10,000,000	$ 15,000,000	$ 60,000,000
16	System-wide Building Systems	Preservation		$ -	$ -	$ 10,000,000	$ -	$ -
17	New VCEA Engineering Lab Facility	Program		$ -	$ -	$ -	$ -	$ 5,000,000
18	Biomedical and Health Sc Building Ph II (Spokane)	Program		$ -	$ 5,000,000	$ 5,000,000	$ 40,000,000	$ -
19	Pullman Student Success	Preservation		$ -	$ -	$ 10,000,000	$ -	$ -
20	Wegner Hall Renovation	Preservation		$ -	$ -	$ -	$ 3,000,000	$ 25,000,000
21	Murrow Hall Renovation	Preservation		$ -	$ -	$ -	$ -	$ -
	Project Sub Total			**$ 175,000,000**	**$ 175,500,000**	**$ 175,000,000**	**$ 175,000,000**	**$ 175,000,000**
	Operating Cost for 50% of Everett Building M&O (Assumes Permanent)			$ 792,000	$ 792,000	$ 792,000	$ 792,000	$ 792,000
22	Preventive Maintenance Budget to Capital (Assumes Permanent)			$ 10,115,000	$ 10,115,000	$ 10,115,000	$ 10,115,000	$ 10,115,000
	Target Reappropriation			$ 5,000,000	$ 5,000,000	$ 5,000,000	$ 5,000,000	$ 5,000,000
				$ 190,907,000	$ 191,407,000	$ 190,907,000	$ 190,907,000	$ 190,907,000

Additional Notes:

3. New Integrated Sciences Building (includes Heald Demo) - Pullman	
2025-27	Design (new facility), Heald Demolition and site prep
2027-29	Construction (new facility)

9. WADDL Facility Replacement - Puyallup	
2025-27	Design
2027-29	Construction (including demo of existing facility)

11. VCEA Phase II Study - Pullman	
2025-27	Pre-design and planning
2027-29	Design and enabling project necessary to empty Dana (e.g., Thermal Fluids)
2029-31	Construction (Dana renovation)

14. McCoy Renovation	
2027-29	Pre-design
2029-31	Design (McCoy renovation)
2031-33	Construction (McCoy renovation)

15. Fulmer Complex Renovations	
2029-31	Design and construction (Fulmer Synthesis renovation)
2031-33	Construction (Fulmer Syn renovation) / Design (Fulmer renovation)
2033-35	Construction (Fulmer renovation)

17. New VCEA Engineering Lab Facility	
2031-33	Design (new facility)
2033-35	Construction (new facility)

18. Biomedical and Health Sc Building Ph II (Spokane)	
2027-29	Demo and prep site
2029-31	Design
2031-33	Construction

20. Wegner Hall Renovation	
2031-33	Design (Wegner renovation)
2033-35	Construction (Wegner renovation)

MEMORANDUM

TO: Vice Presidents, Chancellors and Deans

FROM: Elizabeth S. Chilton, Provost & Executive Vice President
            Leslie Brunelli, Executive Vice President for Finance & Administration/CFO

DATE: Tuesday, October 17, 2023

SUBJECT: State Capital Budget Request 2025-27 Call for Needs

In support of the system-wide call for capital needs, we are issuing this memorandum to provide the schedule for, and updates to the process for submitting state capital needs requests.

Structure of State Capital Budget request
The structure of the state capital budget request includes the following:

a. Major projects

Major projects may include predesign in one biennium, design in another biennium and construction in a third biennium. Major projects include requests that exceed $10 million, and may include matching funds from private sources, if committed up front.

b. Stand-alone projects

Stand-alone projects are state requests between $2 million and $10 million, which, if approved, are appropriated for design and construction funding in one biennium. These do not typically require pre-design.

c. Minor Works Preservation (MCR) and Minor Capital Program (MCI/Omnibus)
Minor Works are for projects valued between $25,000 and $2,000,000.

The following are **not** eligible for minor works funding:
  a. A phase of a larger project or to supplement projects with funding shortfalls which have received a separate appropriation
  b. Planning, design and studies unless they lead directly to and support a project on the minor works list
  c. Moveable, temporary and traditionally funded operating equipment
  d. Software not dedicated to control of a specialized system
  e. Land or facility acquisition
  f. Rolling stock (e.g., motorized vehicles)
  g. Computers
  h. Moving expenses

Timeline and submission process

To support the Board of Regents and State of Washington submission to the Office of Financial Management, the following timeline is necessary:

- **October 16, 2023 through December 31, 2023 - Call for Needs**
  Areas are invited to submit your application for **needs estimated to exceed $2M** via Qualtrics https://wsu.co1.qualtrics.com/jfe/form/SV_oweRhRjBomzVknY. Note Omnibus equipment and minor capital improvement needs should be submitted later in the timeline, via a separate call for needs (see below).
- **November 15 – December 31, 2023 - Call for Needs for MCI/Omnibus**
  A link will be sent to you containing a Qualtrics form for submitting MCI/Omnibus requests on November 15th.
- **Jan 1 – February 2024 - Development of the 2025-27 State Capital Budget Request**
  In consultation with the unit submitting and the campus Chancellors, Facilities Services will review and prioritize submitted needs and associated infrastructure support based on known building concerns, maintenance records, system lifecycle, impact to other facilities and alignment with system priorities.
- **March 1, 2024 - Budget Briefing and Approval**
  Facilities Services leadership and EVP for Finance & Administration present proposed 2025-27 Capital Budget Request to Provost and President.
- **May 3, 2024 - Proposed Budget for Projects listed in Capital Proposal to Board of Regents for Future Action**
- **May 2024 - August 2024 – Formal State Capital Budget Preparation**
  Facilities Services documents state capital budget request and submits through state's portal.
- **September 2024 – Capital Budget Request due to OFM**
- **December 2024 - Governor's Budget**
- **January – May 2025 - Legislative Session**
- **May 2025 - Approved / Funded Projects to Board of Regents for Action Approval**
- **May – June 2025 - Notification of Funding**
- **July 2025 - Funding Available**

A Word version of the Qualtrics survey is available on the Facilities Liaisons Team site, for those that prefer filling it out first, or as a way to have others assist in the gathering of needs and information.

More information, including the Project Scoring Criteria is available at https://facilities.wsu.edu/2021/01/11/capital-budget-planning-process/

FUTURE ACTION ITEM #2
Workday Contract Renewal
(Leslie Brunelli/Matthew Skinner)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Renew the Workday software contracts for continued support of WSU's human resources, payroll, finance, grants and budgeting activities.

PROPOSED: It is proposed that the Board of Regents authorize and delegate authority to the President or his designee to enter into a renewal of the Workday contract for up to 10 years, with a cumulative total cost not to exceed $22.3 million during that time period.

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance &Administration/CFO

SUPPORTING
INFORMATION:

Background:
In June 2018, the Board authorized and delegated authority for WSU to move forward with the university-wide effort to prevent business system failure and improve support for WSU's growing research and instruction activities through the replacement of our over 35-year-old mainframe system and processes. With the launch of Workday on January 1, 2021, the Modernization Initiative established a strong and flexible foundation to support the complex and ever-changing Finance, Payroll and HR business needs of the institution.

Since that time, WSU has stabilized the Workday system and is actively optimizing processes functionality to meet University needs system wide. Workday has streamlined numerous business processes, enhanced visibility through real-time reporting, improved compliance, and provides a better employee experience through self-service tools. Some example improvements include automating the creation of new grant awards, automating invoice creation on grants, executing common business processes within the platform including time and leave reporting, implementing a new budget planning system, supporting multi-state tax reporting, eliminating paper-based salary costing allocations (and the related time lag), building an industry leading grant forecasting module, and bringing employee performance reviews online.

The replacement of the mainframe was a foundational step towards the steady improvement of WSU's budget and financial processes and reporting. Finance and Administration is energized by the continued opportunity to address university needs and to continually improve processes by leveraging Workday.

Proposed Contract Renewal Details

The initial Workday contract term was 5 years and expires in July 2024. The current contract also includes an optional second 5-year term with an annual cost inflation escalator percentage of 1 plus the consumer price index, not to exceed 3% per year.

WSU has negotiated a third 5-year term, with an annual cost escalator of 4% per year for years 6, 7, and 8, and 5% for years 9 and 10.

It is proposed that WSU execute the 10-year contract extension (second and third contract terms). The cumulative cost over 10 years will not exceed $22.3 million. The annual cost of the contract will continue to be funded by a mix of central support and a user-based fee.

The contract renewal is scheduled for action item at the April 2024 meeting.

FUTURE ACTION ITEM #3

Proposed Chinook Student Center Mandatory Student Fee Rate Change
Academic Year 2024-2025
(Leslie Brunelli/Elizabeth Chilton/Jenna Hyatt/Sean Greene/Grant Rickard)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Academic Year 2024-2025 Mandatory Fee Rates

PROPOSED: That the Board of Regents authorize an increase to Chinook Student Center Mandatory Fee

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO

SUPPORTING
INFORMATION: The Chinook Student Center is an important part of student life on the WSU Pullman campus, serving more than 85% of students throughout the year. The Chinook blends the amenities of a student union and a recreation center by offering study, fitness, community, and event spaces; food service; a popular esports lounge; and quiet areas for meditation, prayer, and rest. Students have said that the Chinook helps them improve both their physical and mental health, and research has shown that recreation centers positively impact recruitment, retention, and academic success.

To continue its mission to support student health and well-being, the Chinook is proposing a 5% increase in its mandatory fee. The fee would increase to $103/semester, from $98/semester. All Pullman-based undergraduate students enrolled in 7 or more credit hours during the fall/spring semesters pay the fee. The summer fee is prorated for students taking 1 or 2 credits.

	Resident	Non-Resident
Current Rate (Semester)	$98	$98
Proposed Rate (Semester)	$103	$103
$ Increase	$5	$5
% Increase	5%	5%

The proposed increase will:
- Assist in covering the $1.92 million annual bond payment

- Allow the Chinook to maintain/expand operations at standard levels, including hours of operation, maintenance, and custodial support.

- Maintain student employment at existing levels during the academic year. The Chinook currently employs about 125 students each year.

The Chinook is proposing the increase to adjust for rising costs and declining revenues. The Chinook fee has not increased since the facility opened in 2017, despite ongoing increases in minimum wage, utilities, and general goods and services. In FY2023-24 alone, wage rates have increased 6%, salaries and benefits 2.5-4.%, and general inflation 4%. Total fee collection has decreased by $610,000 compared to 5 years ago due to declining enrollment.

This year, for the first time since it opened, the Chinook reduced facility hours to cut costs; it also reduced full-time staffing, program offerings, and goods and services. To reduce operating losses due to significantly decreased summer revenue tied to enrollment, the Chinook will be closed for summer 2024 and fees will not be charged.

Deferred maintenance and equipment replacement have been ongoing for several years, but the Chinook must prioritize equipment replacement and building maintenance as the building ages. These projects are funded through reserves, which have been negatively impacted by project costs, decreased fee collection, and increased expenses. It is imperative that the Chinook budget includes a transfer to reserves each year to support current and future equipment replacement and building repairs.

If the fee is not increased, the Chinook will be forced to further reduce services for students in the academic year, including additional cuts to building hours, closing the esports lounge, reductions in student jobs, and deferral of vital maintenance projects and equipment replacement that would negatively impact student experience and, particularly related to equipment replacement, compromise safety standards.

The UREC Advisory Board, which has majority representation from students (11 of 16 seats) and includes representatives from ASWSU and GPSA, supports the proposed increase.

Because the original referendum for the Chinook did not specify that a fee increase would be implemented with inflation, the increase is slated as a ballot initiative in the ASWSU General Elections on March 5 & 6, 2024. To pass, more than 20% of undergraduate students must submit ballots, and

more than 50% of those votes must indicate support for the fee increase. The initiative would also give the ASWSU Senate the authority to raise the fee by no more than 5% per year in the future, on recommendation by the UREC Advisory Board and a 2/3 affirmative vote by Senate.

WSU Pullman Chinook Student Center Rates
2024-2025 Academic Year

CHINOOK FUNDING OVERVIEW

- The current Chinook mandatory fee is $98/semester per undergraduate student, for a total of about $2.6M.

- All Pullman-based undergraduate students enrolled in 7 or more credit hours during the fall and spring semesters pay the fee.

- The mandatory fee has not increased since 2017, despite rising costs associated with wages, utilities, and general inflation.

- Declining enrollment has led to decreased fee collection (a decrease of $610,000 compared to 2017-2018).

- To reduce operating losses, the Chinook will be closed for summer 2024 and fees will not be assessed.

WHAT THE FEE SUPPORTS

85% of Pullman undergraduate students use the Chinook each year. The Chinook blends the amenities of a union and a recreation center and provides spaces for students to:

- Exercise
- Study
- Eat
- Meditate, rest, and pray
- Connect with friends
- Play games in the esports lounge

Chinook Student Center

Presentation/Study Room

RECOMMENDATION

- **Increase the mandatory fee 5% for AY2024-25, to $103/semester per undergraduate student.**
- The proposed increase will help cover the $1.92M annual bond payment and allow the Chinook to maintain operations at current levels during the academic year.
  - This includes operating hours, maintenance, custodial support, and student employment.
- The Chinook will still face significant budgetary challenges due to declining enrollment, inflation, and equipment and building maintenance.
  - Repairs and replacements are funded by reserves; it is imperative that the Chinook budget includes transfer to reserves to cover these costs.
  - Not funding equipment repairs and replacements can compromise safety standards.
- The UREC Advisory Board recommended the increase. The board consists primarily of students (11 of 16 seats).

REFERENDUM

- The Chinook's original referendum stipulates that all fee increases must be approved by a majority of undergraduate students via ballot initiative.
- The proposed increase will be on the ballot for the ASWSU General Election, held March 5-6, 2024.
  - To pass, more than 20% of undergraduate students must submit ballots, and more than 50% of those ballots must support the increase.
- The initiative also gives the ASWSU Senate the authority to raise the Chinook fee by no more than 5% each year if:
  - The increase is recommended by the UREC Advisory Board AND
  - The recommendation is approved by 2/3 of the ASWSU Senate.

WSU

SUMMARY AND IMPACTS FOR STUDENTS

INSTITUTIONAL GOALS

- Keep the Chinook at current levels of operation to preserve a key space on campus that contributes to student retention and success.
- Allow the Chinook to meet required bond payments and continue with necessary equipment replacement and building maintenance.

STUDENT IMPACTS

- Maintain spaces and services that students expect and demand.
- Maintain student employment (about 125 positions annually) at current level for academic year.
- Support students' mental and physical health by providing another space on campus for community and connection.

Questions?

FUTURE ACTION ITEM #4
Proposed Compton Union Building Mandatory Student Fee Rate Change
Academic Year 2024-2025
(Leslie Brunelli/Elizabeth Chilton/Jenna Hyatt/Sean Greene/
Crystal Delos Santos)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Academic Year 2024-2025 Mandatory Fee Rates

PROPOSED: That the Board of Regents authorize an increase to the Compton Union Building Mandatory Fee

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO

SUPPORTING
INFORMATION: The Compton Union Building (CUB) is an integrative educational, social, and physical environment that is central to student life on the WSU Pullman campus. It inspires personal and academic growth, intercultural engagement, and community activism among students and provides vital spaces for connection, study, well-being, leadership, and relaxation. It sees an average of 8,000 people each day during the academic year and provides essential services and support for thousands of events and meetings each semester, including signature events such as New Coug Orientation, Experience WSU, multicultural student conferences and graduations, La Bienvenida, Showcase, and many more.

To support these key services, the CUB is proposing an 8.3% increase in its mandatory fee, which has not increased since the facility reopened in 2008 after an $86 million renovation. The fee would increase to $130/semester, from the current $120/semester, a $10 per semester increase for each student. All WSU Pullman-based undergraduate and graduate students enrolled in 7 or more credit hours during the fall and spring semesters pay the fee. Part-time students pay a prorated fee per credit (up to 7) during the academic year; students enrolled during summer semester pay based on the number of weeks enrolled.

	Resident	Non-Resident
Current Rate (Semester)	$120	$120
Proposed Rate (Semester)	$130	$130
$ Increase	$20	$20
% Increase	8.3%	8.3%

The proposed increase in the CUB Mandatory Student Fee will:

- Assist in covering the $5.7 million annual bond payment (expiring in 2039), which accounts for approximately 60% of operating expenses.

- Allow the facility to operate and provide services at current levels, including hours of operations, event support, maintenance, technology hardware, and custodial support.

- Maintain student employment at existing levels. The CUB currently employs an average of 80 students annually.

Historically, the mandatory fee has accounted for approximately 50% of CUB revenue. Due to enrollment declines, the mandatory fees collected in FY24 will be the lowest amount since 2008. Over the last 5 years, total mandatory fee collection has decreased by $1 million, while expenses have continued to rise.

In addition to decreases in mandatory fees, the CUB's annual S&A Fee funding has decreased as well; the FY24 allocation is 10% less than the FY20 allocation. This reduction in total fee collection has resulted in forecasted operating deficits for a second consecutive year.

The current funding stream for the CUB is not sustainable. Failure to change the revenue stream will result in reductions in support and services to students and the greater campus community, as well as cuts to student jobs. Reductions would likely include reduced hours of operation, deferred maintenance, and delayed furnishing and equipment replacement.

The CUB Advisory Board, which is primarily composed of students (9 of 15 seats) and includes representatives from both ASWSU and GPSA, strongly supports a fee increase due to the CUB's fixed revenue sources, its dependence on the fee, and recent declines in enrollment. On Nov. 8, 2023, the board voted unanimously to support the proposed fee increase and has indicated that they would support an additional or regular increase in future years.

CUB FUNDING OVERVIEW

- The CUB is funded by a combination of student fees (mandatory fee and S&A Fees) and other revenue.

- The mandatory fee for 2023-24 is $240/year per student ($120/semester), for a total of $3,685,921. It accounts for roughly 50% of CUB revenue.

- The mandatory fee has not increased since 2008, when the CUB reopened after an $86M renovation. The bond payment for this renovation accounts for 60% of operating expenses.

- Declining enrollment has led to the lowest amount collected in mandatory fees since 2008.
  - Since 2019, mandatory fee collection has decreased $1M, while CUB operating expenses have continued to rise.

- The CUB's annual S&A Fee allocation has decreased 10% from 2020.

RECOMMENDATION

- **The CUB proposes increasing the mandatory fee 8.3% for AY2024-25, to $260/year per student ($130/semester).**

- Based on the current funding stream, the CUB is forecasting operating deficits for a second consecutive year.

- Current funding levels are not sustainable; failure to change revenue streams will result in decreased support and services to students.

- The CUB Advisory Board unanimously voted on Nov. 8 to support the proposed fee increase. S&A Committee will review for endorsement later in March.

- The proposed increase will help cover the $5.7M annual bond payment and allow the CUB to maintain operations at current levels.
  - This includes operating hours, event support, maintenance, custodial support, and student employment.

WHAT THE FEE SUPPORTS

The CUB supports key campus spaces and hundreds of events throughout the year that contribute to student retention and success, including:

- Office space for 13 RSOs and 10 departments, including cultural centers
- Cougar Food Pantry
- New Coug Orientation
- Multicultural Banquet and Graduation
- SEB Up All Night events
- PB&J Club
- ASWSU meetings and offices
- Alumni events

SEB Up All Night

PB&J Club

SUMMARY AND IMPACTS FOR STUDENTS

INSTITUTIONAL GOALS

- Keep the CUB at current levels of operation to preserve a key space on campus that significantly contributes to student retention and success.

- Allow the CUB to meet required bond payments and continue with needed maintenance and equipment replacement.

STUDENT IMPACTS

- Maintain spaces and services that students expect and demand.

- Maintain CUB student employment (about 80 positions annually) at current level.

- CUB Advisory Board (student board) recognizes the importance of funding the CUB and has indicated they would support additional increases in the future.

Questions?

FUTURE ACTION ITEM #5

Proposed Student Recreation Center Mandatory Student Fee Rate Change
Academic Year 2024-2025
(Leslie Brunelli/Elizabeth Chilton/Jenna Hyatt/Sean Greene/Grant Rickard)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT:	WSU Pullman, Academic Year 2024-2025 Mandatory Fee Rates

PROPOSED:	That the Board of Regents authorize an increase to Student Recreation Center Mandatory Fee

SUBMITTED BY:	Leslie Brunelli, Executive Vice President, Finance & Administration/CFO

SUPPORTING
INFORMATION:	The Student Recreation Center (SRC) is a key part of student life on the WSU Pullman campus. The SRC serves more than 80% of students throughout the year, and it provides vital spaces and services that support students' physical and mental health. Research has shown that recreation centers and opportunities positively impact recruitment, retention, and academic success.

To continue its mission to support student health, the SRC is proposing a $7 (4.1%) increase in its mandatory fee. The fee would increase from $168/semester to $175/semester. All Pullman-based undergraduate and graduate students enrolled in 7 or more credit hours during the fall/spring semesters pay the fee. The summer fee is prorated for students taking 1 or 2 credits.

	Resident	Non-Resident
Current Rate (Semester)	$168	$168
Proposed Rate (Semester)	$175	$175
$ Increase	$7	$7
% Increase	4.1%	4.1%

The proposed increase will:
- Assist in covering the $2.48 million annual bond payment (expiring in 2032).

- Allow the SRC and Stephenson Fitness Center to maintain/expand operations at standard levels, including hours of operation, maintenance, and custodial support.

- Maintain student employment at existing levels. The SRC currently employs about 350 students each year.

The SRC is proposing the increase to adjust for rising costs and declining revenues. The SRC fee was increased 2.44% for FY2023-24 but had not been increased in 3 of the previous 5 years despite continual increases in costs of wages, utilities, and general goods and services. In FY2023-24 alone, wages have increased 6%, salaries and benefits 2.5-4%, and general inflation 4%. At the same time, the SRC is experiencing reduced fee collection due to declining enrollment. Total fee collection in 2023-2024 is down $1.14 million compared to 2019-2020.

Increased costs and declining fee collections have led to reduced hours this academic year – the first time the SRC has cut hours since it opened 23 years ago. The SRC has also cut full-time staffing, goods and services, and program offerings to reduce expenses; deferred maintenance and replacement of furniture, fixtures, and equipment have been ongoing for several years.

Although several maintenance projects have been initiated for safety reasons (pool disinfection and filters, boiler and chiller replacement) and to mitigate facility damage (roof repair and replacement), the SRC has additional high-priority projects that must be addressed. These projects are funded through reserves, which have been negatively impacted by decreased fee collection and increased project expenses.

If the fee is not increased, the SRC anticipates further reductions in services for students, including additional cuts to building hours and student jobs, as well as deferral of vital maintenance projects and equipment replacement that would negatively impact student experience and, particularly regarding equipment replacement, compromise safety standards.

The UREC Advisory Board, which has majority representation from students (11 of 16 seats) and includes representatives from ASWSU and GPSA, supports the proposed increase. The board voted to approve the fee increase on Feb. 19, 2024. The Service and Activity (S&A) committee will review for endorsement in late March 2024.

WSU Pullman Student Recreation Center (SRC) Rates
2024-2025 Academic Year

SRC FUNDING OVERVIEW

- The current SRC S&A Fee allocation is currently $168/semester per undergraduate student, for a total of about $5.0M.

- All Pullman-based students enrolled in 7 or more credit hours during the fall and spring semesters pay the fee. The summer fee is prorated.

- The fee has been increased only twice in the past 5 years, despite continued rising costs of wages, utilities, and general inflation.
  - Wage costs have risen 6%, salaries and benefits 2.5-4%, and inflation 4%.

- Declining enrollment has led to decreased fee collection (a decrease of $1.1M over the past 5 years).

RECOMMENDATION

- **The SRC proposes increasing the S&A Fee $7 (4%) for AY2024-25, to $175/semester per student.**
- The proposed increase will help cover the $2.48M annual bond payment and allow the SRC to maintain operations at current levels.
  - This includes operating hours, maintenance, custodial support, and student employment.
- Budgetary challenges remain due to declining enrollment, increased inflation, and necessary repair and maintenance on the 23-year-old building.
  - Replacement/repair of the SRC's roof, chiller, pool disinfection system, and flooring has been initiated; other high-priority repairs/replacements are needed.
  - Not funding maintenance and repairs can potentially compromise safety standards.
- The UREC Advisory Board voted on this fee increase Feb. 19, 2024.
  - There was support for the increase based on documented needs to maintain hours of operation and services.
  - The S&A Committee will review this recommendation at the end of March.

WHAT THE FEE SUPPORTS

More than 80% of Pullman students use the SRC each year. It is a key space on campus and creates opportunities for students of all abilities to exercise, which is shown to positively impact:

- Mental health

- Physical health

- Academic performance

- Recruitment and retention

- Connection

Student Recreation Center

Fitness Class

SUMMARY AND IMPACTS FOR STUDENTS

INSTITUTIONAL GOALS

- Keeps the SRC at current levels of operation and preserves a key space on campus that has a significant impact on student success.

- Allows the SRC to meet required bond payments and continue with necessary building maintenance.

STUDENT IMPACTS

- Maintains spaces and services that students expect and demand.

- Maintains student employment (about 350 positions annually) at current level.

- Boosts students' mental and physical health by providing another space on campus for movement, community, and connection.

Questions?

FUTURE ACTION ITEM #6
WSU Vancouver, Fiscal Year 2025
Student Technology Fee Committee Allocations
(Leslie Brunelli/Mel Netzhammer)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Vancouver, Fiscal Year 2025 Student Technology Fee Committee Allocations.

PROPOSED: That the Board of Regents approve the allocations as recommended by the Vancouver Student Technology Fee Committee for the 2025 fiscal year.

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO
                 Mel Netzhammer, WSU Vancouver Chancellor

SUPPORTING
INFORMATION: In FY-2017 the ASWSU-Vancouver Senate approved a student technology fee of $20 per semester for undergraduate and graduate students effective fall semester 2017. This fee is authorized by RCW 28B.15.051, which states that the revenue generated by the technology fee "shall be used exclusively for technology resources for general student use."

                 The Process:
                 The Vancouver Student Technology Fee Committee is student led with a majority of votes assigned to students. The committee will conduct hearings to review funding requests from a variety of university groups for technology projects that will benefit WSU Vancouver students. Allocation recommendations from the committee will be submitted to Chancellor Netzhammer and President Schulz for review prior to bringing them to the Board of Regents for final approval. Allocation recommendations will be finalized prior to the April 2024 Board of Regents meeting and will be an action item at that meeting.

FUTURE ACTION ITEM #7

Proposed Revisions to Board of Regents Debt Management Policy (BOR5)
(Leslie Brunelli/Matt Skinner)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Proposed Revisions to the Board of Regents Debt Management Policy (BOR5)

PROPOSED: That the Board of Regents approve proposed revisions to the Board of Regents Debt Management Policy (BOR5)

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO

SUPPORTING
INFORMATION: State law authorizes the WSU Board of Regents to issue bonds, notes, or other forms of indebtedness to fund various University purposes. RCW 28B.10.022, 28B.10.300-330, 28B.30.700-800. The Board of Regents may obligate all or a component of the University's fees and revenues to repay such debt instruments, provided that such fees and revenues are not subject to appropriation by the legislature and do not constitute general state revenues.

The use of debt instruments to support University purposes is governed by the Board of Regents Debt Management Policy (BOR5). The policy assigns responsibilities for the implementation and management of the University's debt portfolio and was developed in consultation with WSU's financial advisor, Public Financial Management (PFM), and bond counsel, K&L Gates. The Regents have delegated authority to the President or designee for refunding bonds when savings thresholds as stated in the Debt Management Policy are met. *See* Board of Regents Policy on Delegation of Authority (BOR2), Appendix 6.

In consultation with PFM and K&L Gates, WSU proposes updates to the Board of Regents Policy Debt Management Policy as shown in Attachment A and summarized as follows:
- Highlight that the Board has delegated authority to the University President or designee to issue refunding bonds for savings.
- Clarify that operating and capital leases are not within the scope of the policy.
- Simplify the saving thresholds associated with refunding activities to increase flexibility in capturing savings through refinancing of

existing debt, while ensuring meaningful net present value savings are achieved.

- Create flexibility for the Executive Vice President and Chief Financial Officer or the Board to consider various debt ratio and metric requirements in the annual Board of Regents debt report.

ATTACHMENT A: Proposed Updates to Board of Regents Debt Management Policy (BOR5) -- Redline

IMPORTANT: To ensure accuracy, always use track-changes when editing this draft.

Washington State University
Board of Regents Policy Manual

Board of Regents Policy #5
Revision Approved by the Board of Regents, ~~January 30, 2015~~ <Date TBD>   **DRAFT #3**

Board of Regents Debt Management Policy

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1.0   Purpose and Policy

In accordance with the provisions of *RCW* 28B.10.022, 28B.10.300-330, 28B.30.700-780, 28B.140 and 39.94, the Board of Regents (the "Regents") of Washington State University (the "University") has the power and authority to enter into financing contracts secured by the revenues it controls, and not subject to state appropriation, or to borrow money to acquire, construct, and/or equip dormitories, hospitals, clinics, dining halls, facilities for student activities, facilities housing services for students, parking facilities, research facilities, and any buildings or facilities authorized by the legislature. Operating or capital leases are not considered financing contracts for the purposes of this policy.

This policy states the principles that ~~will~~ govern the use of debt instruments to finance University capital and infrastructure projects and assigns responsibilities for the implementation and management of the University's debt.

2.0   Debt Subject to Policy

Debt, as the term pertains to this policy, means University obligations for the repayment of borrowed money incurred to fund the construction or acquisition of capital assets, infrastructure and any other University purpose approved by the Regents. This includes, but is not limited to, University general revenue bonds, revenue bonds for various auxiliaries, and any public-private project that would impact the University's credit. It does not include state general obligation bonds or state certificates of participation benefitting the University, ~~whether or not~~ except when such obligations are reimbursable by the University.

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Board of Regents Debt Management Policy

3.0   Governing Principles

- No debt ~~will be~~ is issued without prior approval of the Regents, except that the Regents have delegated authority to the University President or designee to issue refunding bonds when the threshold provisions in Section 5.0 of this policy are met. (See Board of Regents Policy on Delegation of Authority, Appendix 6).
- The University ~~will comply~~ complies with all applicable laws, regulations, and bond covenants.
- Debt is a limited resource that ~~will be~~ is used to fund only capital projects that are consistent with the University's mission and strategic priorities, and its capital plan(s).
- The maturity and term of debt repayment ~~will be~~ is determined on the basis of expected availability of resources; other ~~long term~~ goals and obligations of the borrowing unit and the University; useful life of the assets being financed; and market conditions at the time of financing.
- The University ~~will~~ establishes an internal compliance plan and ~~will~~ engages in regular debt monitoring under that plan, to ensure compliance with this policy, bond resolutions, and other requirements.
- The University ~~will~~ performs sensitivity analysis to evaluate varying cost and revenue drivers and discuss such analysis at the time of requesting additional debt and/or annual debt reporting to the Board of Regents. Such drivers ~~will~~ include, but are not limited to, enrollment deviations, tuition and fee variations, state and federal appropriation changes, sponsored research anomalies all as compared to current year budget, while reflecting varying market assumptions.
- The University's overall debt status and outlook ~~will be~~ is reported to the Regents, at least annually, consistent with the requirements herein.

4.0   Debt Issuance Principles

- In general, new debt ~~will be~~ is secured by the general revenues of the University; but the University may secure debt by a specified revenue stream when legally and financially feasible for a specific project or purpose.
- For each project to be financed, the University ~~will identify~~ identifies a source of repayment, sufficient in security and amount to support debt service over the life of the financing, as well as operating costs.
- The University ~~will~~ seeks to maintain national credit ratings for general revenue bonds in the Aa/AA range and ~~will~~ employs financial ratios consistent with major credit rating agency criteria to confirm that it is operating within parameters that ~~will~~ support the desired credit rating.

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Board of Regents Debt Management Policy

4.0   Debt Issuance Principles (cont.)

- The University ~~will~~ seeks to maintain a debt burden ratio below 7.5%, where debt burden is defined as the total annual debt service payment as a % of total operating costs.

- Financings ~~will be~~ are coordinated, to the extent practical, to minimize the fixed costs of debt issuance.

- In general, fixed rate debt ~~will be~~ is utilized, but the University may incur debt bearing interest at variable rates when appropriate for a particular financing plan, and taking into account bond market conditions, the University's liquidity position, and risks associated with variable rate debt (including interest rate risk, remarketing risk, and liquidity renewal risk).

- The University will not enter into any derivative transactions without first adopting a derivatives policy.

5.0   Refinancing and Refunding Principles

Refinancing of obligations may be considered:

- If it relieves the University of covenants, payment obligations, constraints, or reserve requirements that limit flexibility;

- To consolidate debt into a general revenue pledge and/or reduce the cost and administrative burden of managing many small outstanding obligations, after demonstration of the proposed benefits; or

- If the net present value ("NPV") savings to the University exceeds minimum ~~threshholds~~ thresholds, when measured as a percentage of the par amount of debt to be refinanced, and the refinancing supports the strategic need of the University.

Refunding Thresholds

- If the refunding is being done for debt service savings, ~~C~~current refunding (i.e. refinancing completed up to 90 days prior to the first call date to final maturity for the ~~bonds~~ obligations) may be considered when NPV savings are expected to meet the following thresholds: 1% for one to five years. 3% for more than five years.

~~Years Between Call Date~~	~~Present Value Standard~~
~~1-2~~	~~1%~~
~~3-4~~	~~2%~~
~~5-6~~	~~3%~~
~~7+~~	~~4%~~

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Board of Regents Debt Management Policy

5.0   Refinancing and Refunding Principles (cont.)

Refunding Thresholds (cont.)

- If the refunding is being done for debt service savings, ~~A~~advance refunding (i.e. refinancing completed more than 90 days prior to the first call date for the ~~bonds~~ obligations) may be considered when NPV savings are expected to meet the following thresholds: 3% for one to five years. 5% for over five years.

~~Years Between Call Date and Final Maturity Date~~	~~Present Value Standard~~
~~1-2~~	~~1%~~
~~3-4~~	~~2%~~
~~5-6~~	~~3%~~
~~7-8~~	~~4%~~
~~9+~~	~~5%~~

The Board of Regents has delegated authority to the President or designee to issue refunding obligations when the refunding threshold provisions above are met or exceeded. See Board of Regents Policy on Delegation of Authority (BOR2), Appendix 6. The Executive Vice President for Finance and Administration is the President's designee for purposes of this delegation.

6.0   Responsibilities

The Board of Regents is responsible for:

- Reviewing and approving any capital project to be considered for financing,

- Reviewing and authorizing each individual debt financing transaction, except for the issuance of refunding obligations as stated in Section 5.0, and

- Approving this policy and any changes to this policy.

The Executive Vice President ~~of~~ for Finance and Administration is responsible for:

- Implementing this policy,

- Establishing an internal compliance plan for all debt management and issuance,

- Retaining expert advisors as needed to assist with the issuance and administration of debt.~~;~~

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Board of Regents Debt Management Policy

6.0   Responsibilities

The Executive Vice President ~~of~~ for Finance and Administration is responsible for (cont.):

- Analyzing and presenting recommendations to the President and the Regents in connection with each proposed debt financing transaction, including:
  - Identification of source of repayment for each project, together with pro forma financial statements and assumptions relating thereto, and
  - Internal coverage requirements for each project and/or auxiliary providing repayment;
- Issuing refunding obligations as set forth in Section 5.0,
- Overseeing management of daily activities relating to debt and debt issuance, including coordination with legal and financial advisors to prepare and review the documents necessary for bond issuance and rating agency communication;
- Ensuring the University fulfills its continuing disclosure obligations, monitors compliance with bond covenants and IRS regulations, and invests unspent bond funds prudently; and
- Fulfilling the reporting requirements of this policy.

If at any time the Executive Vice President for Finance and Administration becomes aware of and substantiates concerns about project revenue streams or ability of a project or auxiliary to meet debt service or coverage requirements on outstanding or proposed debt, and/or the ability of the University to meet internal compliance targets or service outstanding or proposed debt, ~~he or she shall~~ they must report such concerns at the next meeting of the Board of Regents, and ~~shall~~ must periodically report thereafter until the concerns have been fully addressed and resolved.

7.0   General Reporting Requirements

At least annually, the Executive Vice President for Finance and Administration ~~will~~ provides a report to the Regents detailing:

- All outstanding debt (by series and auxiliary, where applicable),
- The amount of outstanding principal, interest rates, maturity dates, debt-service requirements, and changes in outstanding debt since the previous year's report;
- Key covenants and ratios as selected by the Executive Vice President for Finance and Administration or requested by the Board, such as: ~~identified in the University's internal compliance plan, to include, at a minimum:~~

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Board of Regents Debt Management Policy

- ○ Ratio of cash and investments to debt; ~~unrestricted net assets to debt (University-wide);~~

- ○ Ratio of debt service to operating expenses (University-wide);

- ○ Debt service coverage (University-wide and by auxiliary);

- Comparative ratios (same as above) showing University comparison to the rating category medians and to peer institutions with the same or similar ratings;

- For any variable rate debt, the status and remaining term of any letter of credit or similar liquidity source;

- For any derivatives, an overview of terms and the "mark-to-market" value;

- Any known or anticipated new debt issuance; and

- Any restructuring or refinancing opportunities, including any completed refundings and related cost savings, if applicable..

FUTURE ACTION ITEM #8

Proposed Revisions to WAC 504-50 (Small Works Roster)
(Leslie Brunelli/Olivia Yang)

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Proposed Revisions to WAC 504-50 (Small Works Roster)

PROPOSED: That the Board of Regents approve revisions to WAC 504-50, implementing updated provisions of RCW 39.04.151 regarding the small works roster

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO

SUPPORTING
INFORMATION: In 2022, the State of Washington Capital Projects Review Board (CPARB) submitted a Business Equity/Diverse Business Inclusion (BE/DBI) report to the Legislature. In 2023, two CPARB committees worked on the first phase of implementing the recommendations in the report. One group worked on the state certification of small businesses by the Office of Minority and Women's Business Enterprises (OMWBE), and another group worked on revisions to RCW 39.04.151 (Small works roster). WSU staff has active leadership roles in both committees.

In 2023, the legislature passed SB5268 authorizing OMWBE to create criteria for state certification of small businesses and amending requirements for use of a small works roster for construction. The proposed WAC revisions incorporate these changes, including (1) increasing the dollar threshold for using the small works roster, and (2) establishing procedures to implement the creation and administration of the WSU roster.

A public hearing on the proposed changes is scheduled for March 12, 2024, and it is anticipated the proposed changes will be brought to the Regents for approval at the April 2024 meeting.

ATTACHMENT: Attachment A- WAC 504-50 – Proposed Redline

WAC 504-50-010 Purpose and authority. This chapter of the Washington Administrative Code is adopted pursuant to RCW ((39.04.155))39.04.151, authorizing Washington State University to utilize a statewide small works roster in accordance with RCW 37.04.151(1)-(2) or to adopt procedures to ((award contracts for construction, building, renovation, remodeling, alteration, repair, or improvement of real property in lieu of other procedures for such work with an estimated cost of three hundred thousand dollars ($300,000) or less. The University, in establishing a small works roster, shall use the procedures set forth in this chapter.)) establish one or more small works rosters for different specialties, categories of anticipated work, or geographic areas served by contractors on the roster that have registered for inclusion on that particular roster.
[Statutory Authority: RCW 28B.30.150. WSR 09-19-071, § 504-50-010, filed 9/15/09, effective 10/16/09. Statutory Authority: RCW 39.04.155. WSR 01-13-103, § 504-50-010, filed 6/20/01, effective 7/21/01.]

WAC 504-50-020 Project construction cost. Whenever the estimated cost of any construction((… or improvement of real property)) does not exceed three hundred fifty thousand dollars ((($300,000))$350,000), the University is authorized to use the statewide small works roster, or a WSU established small works roster in lieu of public advertisement for bids. In the event that the legislature further increases the small works roster limit, the University is authorized to use the small works roster for any projects up to the legislatively authorized limit. No project shall be broken into units or phases for the purpose of avoiding the maximum dollar amount of a contract that may be met using the small works roster.
[Statutory Authority: RCW 28B.30.150. WSR 09-19-071, § 504-50-020, filed 9/15/09, effective 10/16/09. Statutory Authority: RCW 39.04.155. WSR 01-13-103, § 504-50-020, filed 6/20/01, effective 7/21/01.]

((**WAC 504-50-030 Creation of small works roster or rosters.** The University may create a single general small works roster, or it may create a small works roster for different specialties or categories of anticipated work. The rosters may make distinctions between contractors based upon different geographic areas served by the contractors.))
[Statutory Authority: RCW 39.04.155. WSR 01-13-103, § 504-50-030, filed 6/20/01, effective 7/21/01.]

NEW SECTION

WAC 504-50-032 Procedures for use. Procedures must be established for securing telephone, written, or electronic quotations from contractors on the appropriate statewide or WSU established small works rosters to assure that a competitive price is established and to award contracts to the lowest responsible bidder. Detailed plans and specifications are not required as part of the bid invitation. Bids may be solicited from all appropriate contractors on the statewide or WSU established rosters, or, alternatively, if the estimated cost of the work is less than one hundred fifty thousand dollars ($150,000), the University may direct contract with small businesses as defined by RCW 39.04.010. In the event that the legislature further increases the small business limit, the University is authorized to use small businesses for any projects up to the legislatively authorized limit. Procedures must be established for rotation, notification, and annual publication of small works contracts awarded and contractors contacted for direct negotiation pursuant to RCW 39.04.200.

((**WAC 504-50-040 Notice of small works rosters and solicitation of contractors.** At least once per year, the University shall publish, in a newspaper of general circulation within the counties where small works are expected to be performed, a notice of the existence of any rosters, and shall solicit the names of contractors for such roster or rosters.)) [Statutory Authority: RCW 39.04.155. WSR 01-13-103, § 504-50-040, filed 6/20/01, effective 7/21/01.]

NEW SECTION

WAC 504-50-042 Administration. The associate vice president for facilities services, on behalf of the board of regents, is authorized to establish procedures for university use of the statewide and WSU established small works rosters.

((**WAC 504-50-050 Contractors application form—Information required.** In response to the notifications above, or at any time, contractors desiring to be included on a small works roster established by Washington State University, may submit a completed application in a format prescribed by the director, department of facilities operations. Copies of the form may be obtained from the department of facilities operations and will contain the following information:
(1) Name of contracting firm, including designation as corporation, partnership, sole proprietorship, or otherwise;
(2) Address of contracting firm;

(3) Telephone number;
(4) Fax number;
(5) Email address;
(6) State contractor's license number;
(7) Name of the owner or chief operating officer;
(8) State of Washington department of revenue tax number;
(9) Indication of type of construction firm by categories enumerated on the form;
(10) An indication of those counties, enumerated on the form, in which the contractor is interested in being considered for projects;
(11) Indication of whether contractor is certified as a minority or women's business enterprise pursuant to chapter 326-20 WAC;
(12) Three references of satisfactorily completed contracts of a value of not less than twenty-five thousand dollars within the past two years.
Upon receipt of the application, the University shall evaluate the qualifications of the firm for inclusion on the small works roster, enter the information set forth therein into its small works roster, and send a copy of the information which is entered to the applicant contractor. Contractors should not consider themselves to be enrolled in a small works roster until they have received this verification.
It is the responsibility of the contractor to notify the agency of any incorrect information set forth on the notice of verification and to notify the agency of any change in the information set forth in its application, as such changes may occur from time to time.))
[Statutory Authority: RCW 28B.30.150. WSR 09-19-071, § 504-50-050, filed 9/15/09, effective 10/16/09. Statutory Authority: RCW 39.04.155. WSR 01-13-103, § 504-50-050, filed 6/20/01, effective 7/21/01.]

((**WAC 504-50-060 Qualification requirements.** To qualify for placement on the Washington State University small works roster, contractors must demonstrate the following in experience and qualifications:
(1) Be a licensed contractor in the state of Washington;
(2) Have successfully completed at least three projects, each with a value of not less than twenty-five thousand dollars within the past two years;
(3) Have two years experience in the area of expertise for which listing is sought.))
[Statutory Authority: RCW 28B.30.150. WSR 09-19-071, § 504-50-060, filed 9/15/09, effective 10/16/09. Statutory Authority: RCW

39.04.155. WSR 01-13-103, § 504-50-060, filed 6/20/01, effective 7/21/01.]

((~~WAC 504-50-070   Denial or removal of contractors from small works roster—Reasons, notice, and hearing.   A contractor may be denied placement on or, after such placement, may be removed from a small works roster for any of the following reasons:~~
~~(1) The information set forth in the contractor's application is not accurate;~~
~~(2) The contractor fails to notify the University of any changes in the information set forth in its original application for placement on the small works roster within thirty days of the effective date of such change;~~
~~(3) The contractor has failed to respond to five solicitations for bids on jobs offered through the small works roster;~~
~~(4) The contractor's past performance has demonstrated the firm not to be a responsible bidder as defined in RCW 39.04.350;~~
~~(5) The contractor fails to complete and return to the University any periodic update submitted by the University to determine the contractor's ongoing interest in maintaining its placement on the small works roster.~~
~~(6) Whenever the University believes that grounds exist for denying an application for placement on a small works roster, or removing the name of a contractor from a small works roster, notice of said grounds shall be given to the contractor by first class mail. If the contractor fails to object or request a hearing within twenty days after the mailing of said notice, then the denial or removal shall be made effective.~~))
[Statutory Authority: RCW 28B.30.150. WSR 09-19-071, § 504-50-070, filed 9/15/09, effective 10/16/09. Statutory Authority: RCW 39.04.155. WSR 01-13-103, § 504-50-070, filed 6/20/01, effective 7/21/01.]

((~~WAC 504-50-080   Procedures for use.   When using a Small Works Roster, the University shall obtain telephone, written, or electronic quotations for public works contracts from contractors on the appropriate small works roster to assure that a competitive price is established and to award contracts to the lowest responsible bidder, as defined in RCW 39.04.350, as follows:~~
~~(1) A contract awarded from a small works roster need not be advertised. Invitations for quotations shall include an estimate of the scope and nature of the work to be performed as well as materials and equipment to be furnished. However, detailed plans and specifications need not be included in the~~

~~invitation. This paragraph does not eliminate other requirements for architectural or engineering approvals as to quality and compliance with building codes. Quotations may be invited from all appropriate contractors on the appropriate small works roster. As an alternative, quotations may be invited from at least five contractors on the appropriate small works roster who have indicated the capability of performing the kind of work being contracted, in a manner that will equitably distribute the opportunity among the contractors on the appropriate roster. In those cases where there are fewer than five contractors on the appropriate small works roster, quotations will be invited from all contractors on the roster.~~

~~(2) If the estimated cost of the work is from one hundred fifty thousand dollars to three hundred thousand dollars, the University may choose to solicit bids from less than all the appropriate contractors on the appropriate small works roster but must also notify the remaining contractors on the appropriate small works roster that quotations on the work are being sought. The University has the sole option of determining whether this notice to the remaining contractors is made by:~~

~~(a) Publishing notice in a legal newspaper in general circulation in the area where the work is to be done;~~

~~(b) Mailing a notice to these contractors; or~~

~~(c) Sending a notice to these contractors by facsimile or other electronic means.~~

~~(3) For purposes of this resolution, "equitably distribute" means that the University may not favor certain contractors on the appropriate small works roster over other contractors on the appropriate small works roster who perform similar services. At the time bids are solicited, the University representative shall not inform a contractor of the terms or amount of any other contractor's bid for the same project.~~

~~(4) A written record shall be made by the University representative of each contractor's bid on the project and of any conditions imposed on the bid. Immediately after an award is made, the bid quotations obtained shall be recorded, open to public inspection, and available by telephone inquiry.~~

~~(5) The University shall award the contract for the public works project to the lowest responsible bidder provided that, whenever there is a reason to believe that the lowest acceptable bid is not the best price obtainable, all bids may be rejected and the University may call for new bids.~~))

[Statutory Authority: RCW 28B.30.150. WSR 09-19-071, § 504-50-080, filed 9/15/09, effective 10/16/09. Statutory Authority: RCW 39.04.155. WSR 01-13-103, § 504-50-080, filed 6/20/01, effective 7/21/01.]

ACTION ITEM #1
Academic Year 2024-2025 Tuition Rates
Elson S. Floyd College of Medicine
(Leslie Brunelli/Daryll DeWald)

March 8, 2024

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Academic Year 2024-25 Tuition Rates, Elson S. Floyd College of Medicine

PROPOSED: That the WSU Board of Regents set tuition rates for the Elson S. Floyd College of Medicine for academic year 2024-25

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO
Daryll DeWald, Executive Vice President, Health Sciences, Chancellor
WSU Spokane

SUPPORTING
INFORMATION: State law authorizes the governing boards of the four-year higher education institutions to establish tuition rates. Tuition rates for all student categories except resident undergraduates may increase or decrease without limit.

At the January 2024 Board of Regents meeting, the tuition rate increase of 3.0 percent was approved for the 2024-25 academic year for resident and non-resident undergraduate and graduate students. The tuition rate proposal for the Elson S. Floyd College of Medicine was brought forward as a future action item on a different timeline to allow evaluation of a range of different rate changes to address budget demands that require additional operating resources. The college is proposing a 3.0 percent increase for academic year 2024-25, which would increase the current $40,891 rate by $1,227 to $42,118.

The Elson S. Floyd College of Medicine surveyed all Doctor of Medicine students for open-ended feedback on the proposed 3.0 percent increase. A majority of respondents expressed concern that the increase would decrease program affordability and increase student debt load. The college is working with student leadership to provide a forum for further discussion on the survey responses.

ATTACHMENT: Attachment A - ESFCOM AY24-25 Tuition Increase Supporting Document

ATTACHMENT A: ESFCOM AY24-25 Tuition Increase

ESFCOM Tuition AY24-25

Justification.

The Elson S. Floyd College of Medicine (ESFCOM) is proposing a 3.0% tuition increase for resident medical students across various campus locations such as Spokane, Tri-Cities, Vancouver, and Everett. The intention behind this increase in revenue is multi-fold:

- Offsetting inflationary cost rises
- Enhancing students' access to academic and career advising
- Supporting community-based education costs and the volunteer physicians serving as clinical preceptors
- Facilitating faculty recruitment and retention to fulfill roles such as small group facilitators, research mentors, and career-focused track guides
- Additionally, there is a request for a fee increase to support the standardized patient program, vital for imparting clinical skills through teaching, practice, direct observation, and feedback to students.

Our original pro-forma of the college incorporated an annual 3% tuition increase. The proposed increase in tuition is aimed at providing sustainable financial backing for both ESFCOM and its students. Despite implementing cost reduction strategies, sustaining programs and meeting accreditation requirements seems unattainable without this tuition increase.

Supporting data highlights that the overall cost of attendance at ESFCOM remains below the national average of similar community-based medical schools listed by the AAMC (Association of American Medical Colleges) in their 4-year Average Total Costs of Attendance.

Table 1: Tuition Increase AY24-25

	Resident
Current Rate (Annual)	40,891
Proposed Rate (Annual)	42,118
$ Increase	1,227
% Increase	3.0%

Describe the timeline and process used to communicate the proposed increase to students and gather student feedback.

ESFCOM submitted an online survey in January to all MD students to collect feedback on the proposed 3.0% tuition increase. Approximately 11% of students responded. A majority of respondents expressed concern with the proposal's effect on program affordability and student debt load. Respondents also expressed a need for increased scholarship aid to be provided by the college, including offerings for under-represented students. The college is working with the WSU College of Medicine Medical Student Council to provide a forum for the college to follow up on feedback received in the survey.

Table 2: 2024 Total Cost of Attendance, All Classes: Source: AAMC Tuition and Fees Survey

Community Based Medical Schools, Average: $74,613

Community Based Medical Schools	4-year Average Total Costs of Attendance
California Northstate	$116,140
TCU-Burnett	$104,526
Morehouse	$100,044
Geisinger Commonwealth	$99,364
Zucker Hofstra Northwell	$99,058
Ponce	$97,511
Northeast Ohio	$89,585
FIU-Wertheim	$80,493
Wright State-Boonshoft	$77,183
Hawaii-Burns	$76,037
Mercer	$76,704
San Juan Bautista	$71,889
South Carolina Columbia	$75,581
Nevada Reno	$73,374
Washington State-Floyd	$72,587
East Tennessee-Quillen	$70,900
Caribe	$71,085
Central Michigan	$69,683
Florida State	$65,557
Eastern Virginia	$69,208
CUNY	$69,039
Florida Atlantic-Schmidt	$67,942
South Dakota-Sanford	$64,879
Southern Illinois	$73,277
Michigan State	$74,798
North Dakota	$60,915
UT Austin-Dell	$59,135
UCF	$59,248
Houston-Fertitta	$60,033
UT Rio Grande Valley	$53,919
Marshall-Edwards	$55,184
Texas Tech	$54,449
Texas Tech-Foster	$52,911

Historical and Anticipated Future Increases in ESFCOM Operating Fees

To further support students, we are offering comprehensive financial counseling services and capping tuition increases at 3%. Our projections indicate that the total cost of attendance over four years will remain below the national average, pending confirmation from the 2023 AAMC Tuition/Fees Survey data soon to be released. Furthermore, we are equipping students with a comprehensive external scholarship database to broaden their financial opportunities. Additional efforts to mitigate student debt involve multifaceted approaches. Firstly, we are initiating scholarship funds for every graduating class, alongside ongoing annual fundraising efforts. Moreover, we are strategically channeling some of these funds towards establishing long-term endowments. Additionally, we've successfully acquired significant scholarships for students committed to serving in rural or underserved areas of Washington state. These collective efforts aim to alleviate the burden of student debt and promote financial stability for our students.

Table 3: Historical and Anticipated Future Increases in COM Operating Fees

	Operating Fee							
Annual Tuition Increase %	3.0%	0.0%	0.0%	3.5%	3.0%	3.0%	3.0%	3.0%
Fiscal year	2021	2022	2023	2024	2025	2026	2027	2028
	278 Students	298 Students	318 Students	320 Students	320 Students	320 Students	320 Students	320 Students
WSU Operating Fee	38,334	38,334	38,334	39,676	40,866	42,092	43,355	44,656
4% Fin. Aid	36,800	36,800	36,801	38,089	39,232	40,409	41,621	42,869
Gross Tuition	10,230,447	10,966,451	11,702,701	12,188,474	12,554,128	12,930,752	13,318,674	13,718,235
89% Distribution to ESFCOM	9,105,098	9,760,141	10,415,404	10,847,742	11,173,174	11,508,369	11,853,620	12,209,229
Additional Net Tuition to ESFCOM		655,043	655,263	432,338	325,432	335,195	345,251	355,609

According to our projections, starting with the class of 2025, the estimated student debt for COM is expected to surpass the national average by 20%, based on the following assumptions. COM tuition will have annual increases of 3%. Living expenses within the COM are set at a 5.9% rate, determined by the January 2022 SSAN COLA. Additionally, the national average debt for public school stands at 1.0%, calculated based on the average of the past five years.

Table 4: The average projected per-student medical school education debt for indebted individuals as of January 2023 stands at the mean value.

	College of Medicine Mean Debt	Public School National Mean Debt	Mean +/- National Average
Class of 2021	$194,526	$177,897	9.35%
Class of 2022	$172,804	$179,679	-3.83%
Class of 2023	$183,602	$181,476	1.17%
Class of 2024	$191,007	$183,291	4.21%
Class of 2025	$226,276	$185,123	22.23%
Class of 2026	$233,388	$186,975	24.82%

COM Mean Debt Compared to National Average
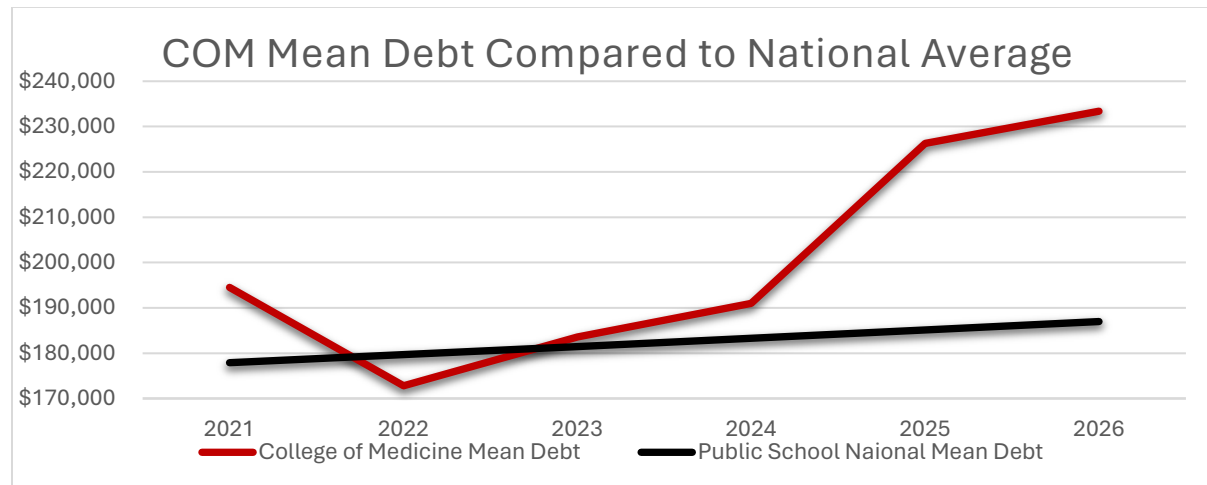
ACTION ITEM #2
WSU Pullman, Housing and Dining Rates
Academic Year 2024-2025
(Leslie Brunelli/Elizabeth Chilton/Jenna Hyatt/Sean Greene)

March 8, 2024

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Academic Year 2024-2025 Housing & Dining Rates

PROPOSED: The Board of Regents authorizes the Housing & Dining Rates beginning the academic year 2024-2025.

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO

BACKGROUND
INFORMATION: The Pullman Housing and Dining System (H&D System) is a self-sustaining auxiliary unit that is required to establish room and board rates sufficient to cover all operational costs, bond covenants, and support university strategic goals and objectives. Rates are recommended annually to the Board of Regents based on forecasted operational costs and reviewed by the Pullman Campus Housing and Dining Advisory Board (Advisory Board). The Advisory Board, comprised of student representatives from the Residence Hall Association, Associated Students of Washington State University, Graduate and Professional Students Association, at-large students, and Student Affairs staff representatives, began meeting in the fall of 2023 to review and discuss operational changes anticipated for the ensuing year, and to address the future stability of the H&D System.

         Last year, the H&D System changed the rate structure of the system inventory, reflecting the recommendation and observation from an outside consultant that pricing for our newer inventory was too low. The new rate structure placed the Residence Halls and Apartments into four tiers, and the associated prices for specific amenities were factored in (private bath, single room, etc.).

         Throughout the meetings in the fall semester of 2023, the students on the board emphasized that any rate increases in our lowest-priced inventory should reflect the lowest increases for AY24-25. In accordance with this objective, the recommendation is for the rate at lowest-priced Residence Halls and Apartments to increase by 5% and 1% respectively. Our highest-

priced inventory is proposed to increase by 7% in the Residence Halls and 3.5% in our apartments. Similarly, the lowest Dining buy-in plan is proposed to increase by 2%, 3.7% for the mid-plan, and 5.8% for the highest meal plan level ($40-$150 per semester). The rates provided in Attachment A are for Academic Year 24-25 and, if approved, would reflect monthly housing increases ranging from $50-$80.

The occupancy of the H&D System for the academic year 2024-2025 is estimated at 4,500 in the residence halls and 1,800 in university-owned apartments. The new housing pricing model and adjustments to existing dining rates address estimated increases in operational costs (e.g., personnel, food, utilities, facility maintenance, and general inflation). The proposed changes were unanimously approved by the Housing and Dining Advisory Board student representatives in their meeting on November 16th, 2023. The rate adjustments for residence halls, dining plans, and university-owned apartments are recommended for the academic year 2024-2025.

We are requesting that the Board approve these rates. This action item was presented to the Regents as a future action item at the January 2024 meeting.

ATTACHMENT: Attachment A – Housing & Dining System Rates

Attachment A – Housing & Dining System Rates

Housing & Dining System Residence Hall Pricing Structure Academic Year 2024-2025				
Pricing Tier	**Tier 1**	**Tier 2**	**Tier 3**	**Tier 4**
Base Cost	$10,794	$9,252	$8,532	$7,504
Percentage Increase	7%	6%	5%	5%
Hall Characteristics	Location, demand, amenities, age of construction or refurbishment	Room size/room type, location, demand, age of refurbishment	Semi-private bath, single, minifridge and external entrance	Room size, age of facility, lack of amenities, size, minimal refurbishment
Tier Assignments	Community Duncan Dunn, Global Scholars Hall, Northside, Olympia	Honors, McCroskey, Stimson	McEachern	Coman, Gannon Goldsworthy, Orton, Regents, Rogers, Scott, Stephenson, Stevens, Streit/Perham, Waller, Wilmer Davis

Sample Residence Hall Rate Comparisons Price increases vary by room type / amenities selected					
	2023-2024	**2024-2025**	**Dollar Increase**	**Percent Increase**	**Monthly Increase**
Tier 1 Room, double room, community bath	$10,087	$10,794	$707	7%	$79
Tier 1 Room, Single with private bath	11,278	12,394	1,116	9.9%	124
Tier 2 Room, Suite single with shared bath	9,817	10,852	1,035	10.5%	115
Tier 3 Room, Suite double, community bath	7,709	8,732	1,023	13.3%	114
Tier 4 Room, Double, community bath	7,146	7,504	358	5%	40

Housing & Dining System Rates Academic Year 2024-2025

Dining Plan Rates Academic Years 2023-24 and 2024-2025			
	Level 1	**Level 2**	**Level 3**
Base Cost	$935	$935	$935
Residential Dining Account (RDA)	1,120	1,475	1,795
Total, Semester	2,055	2,410	2,730
Dollar Increase Per Semester	$40	$85	$150
Percent Increase Per Semester	2.0%	3.7%	5.8%
Total, Academic Year, 2024-2025	4,110	4,820	5,460
Total Academic Year, 2023-2024	4,030	4,650	5,160

Housing & Dining System, Academic Year 2024-2025 Single Student Apartment Pricing Structure			
	Tier 1	**Tier 2**	**Tier 3**
Single Student Apartments (SSA) – Price per Occupant Monthly	Chief Joseph	Nez Perce Chinook - Remodeled	Chinook Columbia
Base Cost, per unit	$ 692	$ 588	$ 519
Percentage Increase	3.5%	2.5%	1.5%

Apartment Pricing Structure and Rates Family / Graduate Apartments				
	Tier 1	**Tier 2**	**Tier 3**	**Tier 4**
Family / Graduate Apartments (Fam/Grad) – Price Per Unit Monthly	Yakama	Valley Crest	Steptoe	Kamiak Terrace
Base Cost, per unit	$ 1061	$ 1,050	$ 966	$ 819
Percentage Increase	2%	2%	1%	1%

Sample Apartment Rate Comparisons (Monthly)				
	2023-2024	**2024-2025**	**Dollar Increase**	**Percent Increase**
SSA, Tier 1, 2 Bedroom, Furnished	$ 1,470	$ 1,518	$ 48	3.3%
SSA, Tier 3, 2 Bedroom, Unfurnished	1,068	1,084	16	1.5%
Fam/Grad, Tier 1, 2 Bedroom	940	972	32	3.4%
Fam/Grad, Tier 4, 3 Bedroom	811	819	8	1%

ACTION ITEM #3
WSU Pullman, Fiscal Year 2025
Undergraduate Student Technology Fee Committee Allocations
(Leslie Brunelli/Elizabeth Chilton/Tony Opheim)

March 8, 2024

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Fiscal Year 2025 Undergraduate Student Technology Fee Committee Allocations

PROPOSED: That the Board of Regents approve the allocations as recommended by the Pullman Undergraduate Student Technology Fee Committee for the 2025 fiscal year.

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO
Elizabeth Chilton, WSU Pullman Chancellor
Tony Opheim, Vice President, Information Technology Services/CIO

SUPPORTING
INFORMATION: In FY2015 the ASWSU-Pullman Senate approved a student technology fee for undergraduate students, effective fall semester 2015. The $20 fee is charged to undergraduate students in the fall and spring semesters, as well as summer session. This fee is authorized by RCW 28B.15.051, which states that the revenue generated by the technology fee "shall be used exclusively for technology resources for general student use."

The Process:
The Pullman Undergraduate Student Technology Fee Committee is student led with a majority of votes assigned to students. The committee conducted hearings to review funding requests from a variety of university groups for technology projects that will benefit WSU Pullman students. Allocation recommendations from the committee were forwarded to ASWSU for consideration and have been endorsed by that body.

The following allocations as recommended by the Pullman Undergraduate Student Technology Fee Committee and endorsed by ASWSU have been reviewed by Chancellor Chilton and President Schulz and are recommended for approval by the Board of Regents. A second table of approved allocations for Fiscal Year 2024 is also included for reference.

Recommended Fiscal Year 2025 Allocations			
Project Sponsor	Request Title	Request Amount	Recommended Allocation
CUB	CUB Charging Station Replacement	$15,493	$15,493
AOI	The Spark	$31,167	$19,168
ASCC	ASCC Virtual Career Tools	$12,948	$12,948
CAHNRS	AMDT	$24,704	$24,040
CAS	Department of Art	$163,849	$92,179
CAS	DTC	$79,026	$79,026
CAS	Kimbrough Classrooms and Bryan Hall Theatre	$48,556	$7,600
Center for Civic Engagement	Community Engagement System	$8,000	$8,000
CougPrints	Student Printing Plan	$188,709	$140,000
UREC	AED Replacement	$14,916	$0
UREC	Esports Lounge	$60,040	$16,600
UREC	Radio Upgrade	$60,450	$0
VCEA	HAM Radio Club	$5,345	$0
VCEA	High Tech and Graphic and Capable Work Stations	$12,000	$12,000
VCEA	3D Printing Capabilities	$3,985	$2,354
VCEA	Crimson Robotics	$27,481	$0
VCEA	Electronic Access for Engineering Students	$91,200	$0
VCEA	Expanding Tech in the FIZ	$54,700	$54,700
VCEA	Palouse Aerospace	$15,275	$3,680
VCEA	Robosub	$2,260	$750
VCEA	Trimble Robotic Arm	$63,110	$0
VCEA	Upgrade Formula SAE Shop	$34,211	$0
WSU Libraries	Collaborative Tech for Study Rooms	$23,023	$23,023
		Total	$511,561

Approved Fiscal Year 2024 Allocations			
PROJECT SPONSOR	REQUEST TITLE	Request Amount	Approved Allocation
Academic Outreach and Innovation	Creative Corridor	$137,683	$117,491
Academic Success and Career Center	ASCC & Labor Market Insights Tool	$21,740	$10,870
Access Center	Access Center WiFi Improvement	$36,923	$36,923
CAHNRS	Cattle Lab Wireless Technology	$31,604	$31,604
CAHNRS	Troy G7 Projector System	$14,053	$14,053
Center for Civic Engagement	Community Engagement Software	$8,000	$8,000
College of Arts and Sciences	Allegro Classroom Upgrade Proposal	$40,735	$40,735
College of Arts and Sciences	iPads for Student Success in STEM Classes	$9,038	$0
College of Arts and Sciences	The Technology of Glass	$4,600	$0
College of Arts and Sciences	Neill Hall 5W Upgrade	$21,895	$10,201
CougPrints	CougPrints Self Service Program	$193,074	$135,000
CUB	Radio Replacement	$34,971	$34,971
Public Safety	Student Pedestrian Cameras	$247,800	$0
Public Safety	Everbridge Student Safety Connection	$20,000	$0
School of the Environment	WSU Virtual Ecology	$49,690	$19,203
Student Affairs	Student Digital Access Screens	$15,625	$15,625
VCEA	Palouse Aerospace	$8,650	$8,650
VCEA	IEEE - Electronics Equipment	$2,433	$2,433
VCEA	Expanding Crimson Robotics	$36,383	$36,383
VCEA	Sloan 249 CAD Lab Computer Replacement	$71,500	$45,000
VCEA	Digital Student Showcase & Collaboration Resource	$17,000	$10,400
VCEA	ASCE Student Chapter Room Technology Improvements	$37,722	$12,118
VCEA	FabLabs@WSU Robotic Arm	$63,110	$0
VCEA	Expanding Fiz Technology for Undergraduate Support	$42,350	$42,350
VCEA	Cougar Car Club Tool Fund	$14,711	$14,711
VetMed	Competitive Upgrade to Undergraduate Neuroscience	$14,000	$14,000
WSU Esports	Chinook Esports Lounge	$101,543	$58,801
WSU Libraries	Dimensions Lab Network Upgrade	$48,385	$0
	TOTAL	$1,345,218.32	$719,522

Memos documenting committee recommendations and leadership review are found here: https://budget.wsu.edu/documents/2024/02/fy25-wsu-pullman-ugstf-supporting-documents.pdf

ACTION ITEM #4
Proposed Revisions to the Washington Administrative Code (WAC)
Chapter 504-04 – Practice and Procedure
(Leslie Brunelli/Danielle Hess)

March 8, 2024

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT:	Proposed Revisions to the Washington Administrative Code (WAC) Chapter 504-04 – Practice and Procedure.
PROPOSED:	That the Board of Regents approve proposed revisions to the Washington Administrative Code (WAC) Chapter 504-04 – Practice and Procedure.
SUBMITTED BY:	Leslie Brunelli, Executive Vice President, Finance & Administration/CFO
SUPPORTING INFORMATION:	WSU conducts formal adjudicative proceedings in accordance with the Washington Administrative Procedure Act, RCW Chapter 34.04, in a number of different settings, including certain student disciplinary proceedings and certain faculty disciplinary proceedings.

Currently, WSU's student conduct regulations allow attorneys, including licensed legal interns, to represent students in conduct board hearings if they are licensed to practice law in any state. WAC 504-26-020 (Advisors and representatives). However, WSU's generally applicable regulations regarding practice and procedure require attorneys to be licensed in Washington state in order to act as representatives in formal adjudicative proceedings. WAC 504-04-130 (Advising and representation of parties). The purpose of the proposed amendment, which was recommended by the Attorney General's Office, is to remove the requirement of Washington licensure from WAC 504-04-130 so that the two regulations are consistent.

A public hearing on the proposed amendment was held on January 9, 2024. No oral or written comments were received. The proposed amendment also was presented to the Regents as a future action item at the January 2024 meeting, with no changes since that time.

A redline version of the proposed revisions is available here.

ACTION ITEM #5
Proposed Revisions to the Washington Administrative Code (WAC)
Chapter 504-36 – Health and Safety
(Leslie Brunelli/Danielle Hess)

March 8, 2024

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: Proposed Revisions to the Washington Administrative Code (WAC) Chapter 504-36 – Health and Safety.

PROPOSED: That the Board of Regents approve proposed revisions to the Washington Administrative Code (WAC) Chapter 504-36 – Health and Safety.

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO

SUPPORTING
INFORMATION: In summer 2023, a sub-committee of WSU's Risk Management Advisory Group (RMAG) reviewed WSU's health and safety regulations and drafted proposed revisions to the chapter.

                                  In addition to updating titles and wording throughout the chapter, the section on spectator safety was reworked extensively to be more system-oriented. The revision also adds express authority for security screening and video security systems at events and allows WSU to bar re-entry to events. Revisions to the clear bag policy provide University officials discretion regarding whether to apply the policy to smaller events and also include accommodations for medical and infant supplies.

                                  The proposed revisions were presented to RMAG and the Risk Management Executive Committee in late summer 2023, and a rigorous internal review process was completed.

                                  A public hearing on the proposed revisions was held on January 4, 2024. No oral or written comments were received. The proposed revisions were presented to the Regents as a future action item at the January 2024 meeting, with no changes since that time.

                                  A redline version of the proposed revisions is available [here](#).

ACTION ITEM #6
WSU Pullman, Voiland College of Engineering & Architecture
Schweitzer Engineering Hall Design Approval
(Leslie Brunelli/Elizabeth Chilton/Somava Pande/Olivia Yang)

March 8, 2024

TO ALL MEMBERS OF THE BOARD OF REGENTS

SUBJECT: WSU Pullman, Voiland College of Engineering & Architecture (VCEA), Schweitzer Engineering Hall Design Approval

PROPOSED: That the Board of Regents approve the design of the WSU Pullman, VCEA Schweitzer Engineering Hall and delegate authority to the President or designee to enter into any and all contracts necessary to complete the project within the approved project budget

SUBMITTED BY: Leslie Brunelli, Executive Vice President, Finance & Administration/CFO

SUPPORTING
INFORMATION: Schweitzer Engineering Hall is the vanguard of VCEA's revitalized precinct on the Pullman Campus. The new facility will consolidate student services and provide formal and informal learning spaces, including capstone studios and maker spaces, while supporting an interdisciplinary community that drives student and faculty success. VCEA's revitalized precinct will act as an innovation hub that reflects the vibrancy and importance of our college's impact on the world while supporting the needs of future students.

                         Schweitzer Engineering Hall will reflect the vibrancy and importance of the College's impact on the world by:
- Attracting diverse and talented students to pursue their education at Washington State University;
- Drawing in industries that seek motivated, highly capable graduates to work in their emerging and high-demand career fields;
- Creating strong links between students, faculty, alumni, and industry;
- Positioning WSU as a premier destination for instructional and research faculty from around the world;
- Acting as a catalyst for innovative and collaborative research in emerging fields.

The project is currently planned as an $80M effort. To date, $40M of state funds combined with cash and pledges totaling $36.2M have been received.

During the September 2023 Regents meeting, the project budget was approved at $76.2M. As additional pledges are received, we will seek increases to the project budget.

Project Schedule:

| Design	May 2023- May 2024
Construction	May 2024 – January 2026

Project Budget:

Construction (incl. contingency & sales tax)	$67, 618,200.00
Professional Services (incl. energy audits)	$3,928,800.00
Project Management	$2,664,700.00
Moveable Equipment/Furnishings	$3,610,800.00
Other	$2,177,500.00
Total Project Budget	**$80,000,000.00**

Source of Funds

FY2023-25 State Funds	$40,000,000.00
Donor funds ($36.2M pledged to date)	$40,000,000.00
Total Source of Funds	**$80,000,000.00**

ATTACHMENT: Attachment A - Aerial Site

Attachment A: Aerial Site
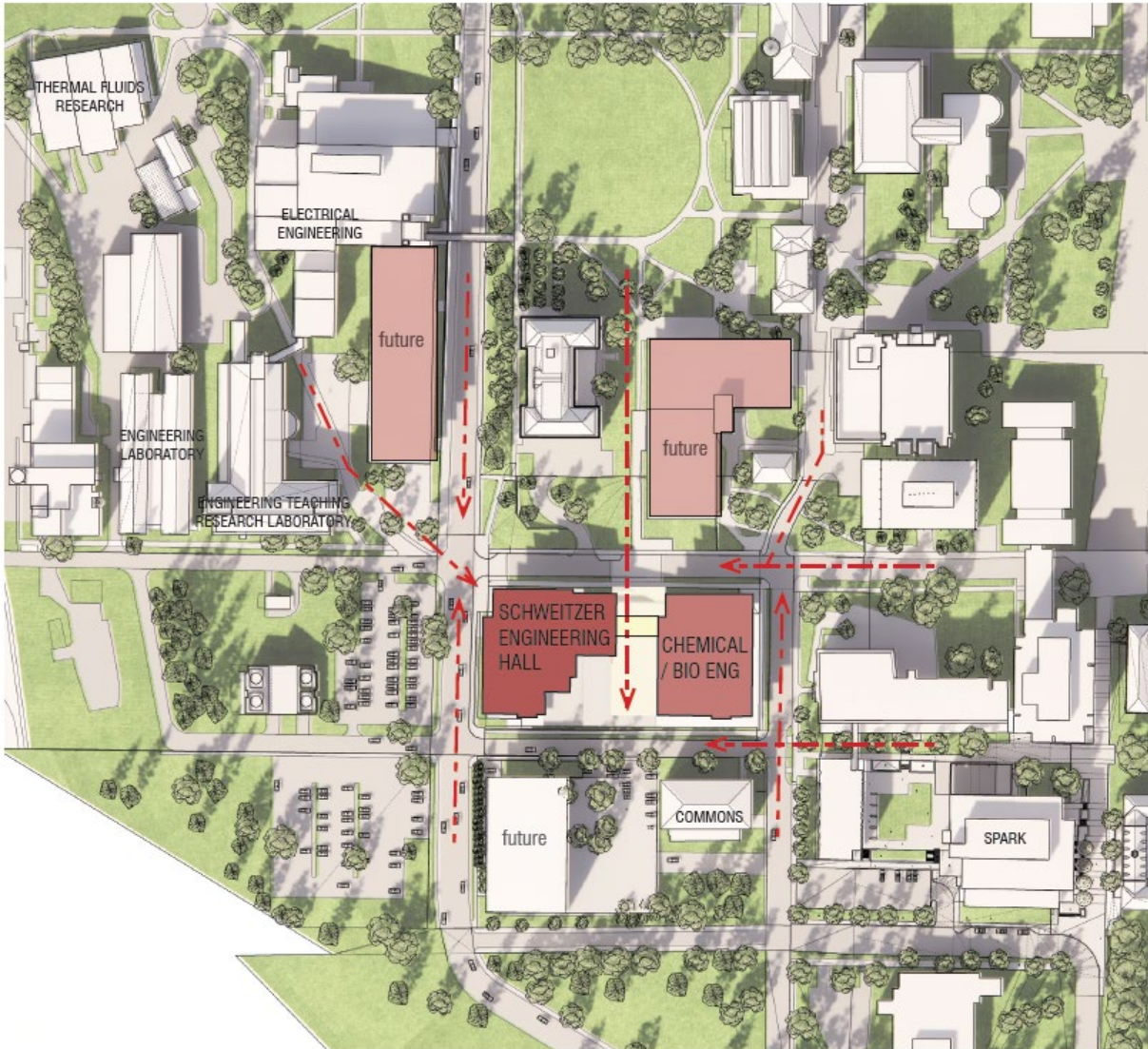
BOARD OF REGENTS
WSU Pullman, Voiland College of Engineering & Architecture, Schweitzer Engineering Hall Design Approval

Resolution #240308-706

WHEREAS, RCW 28B.30.095, RCW 28B.30.100, and RCW 28B.30.150 vest the governance and management of Washington State University (WSU) in the Board of Regents of WSU (Board); and

WHEREAS, the Board, by virtue of RCW 28B.10.528, has the authority to delegate by resolution to the President or designee any of the powers and duties vested in or imposed upon the Board by law; and

WHEREAS, the Board has delegated broad authority to the President or designee to act in matters relating to the general business and financial affairs of WSU.

NOW, THEREFORE, IT IS RESOLVED that the Board approves the WSU Pullman, VCEA Schweitzer Engineering Hall design as proposed and further delegates authority to the President or designee to enter into any and all contracts necessary to complete the project within the approved budget.

Signed the 8th day of March 2024.
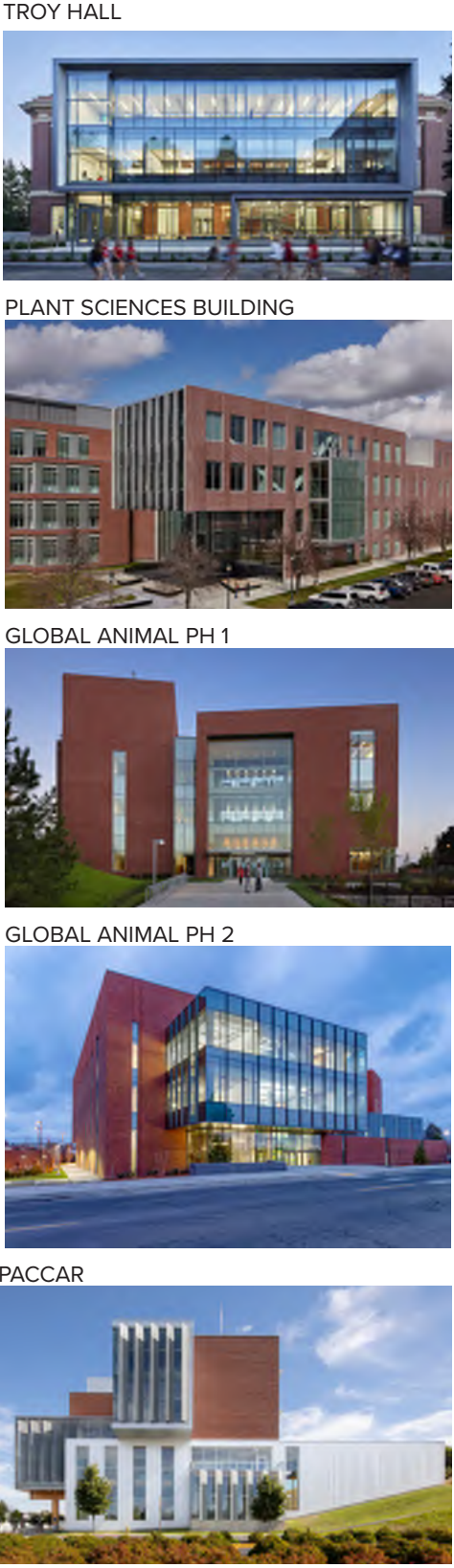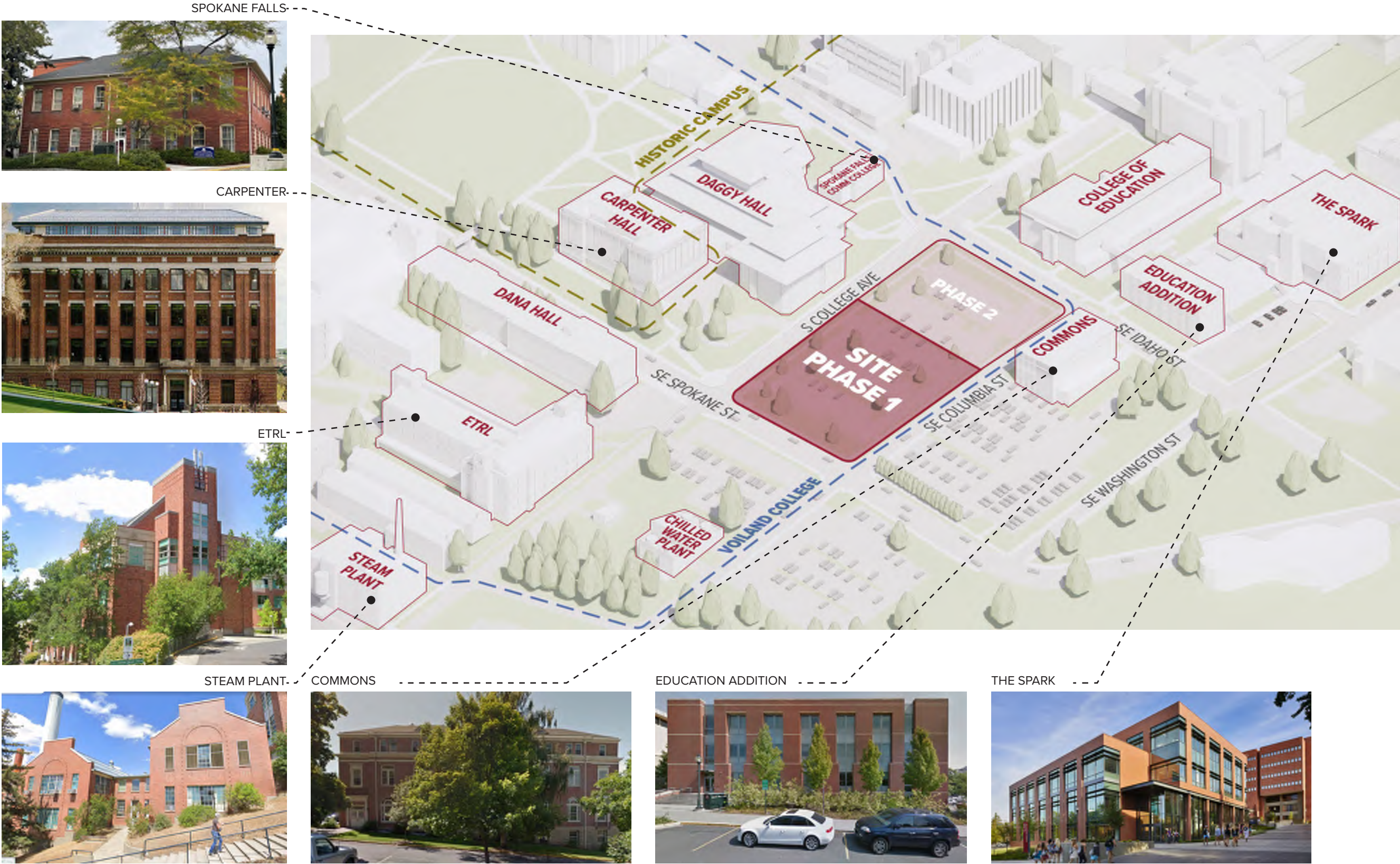

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Chair, Board of Regents

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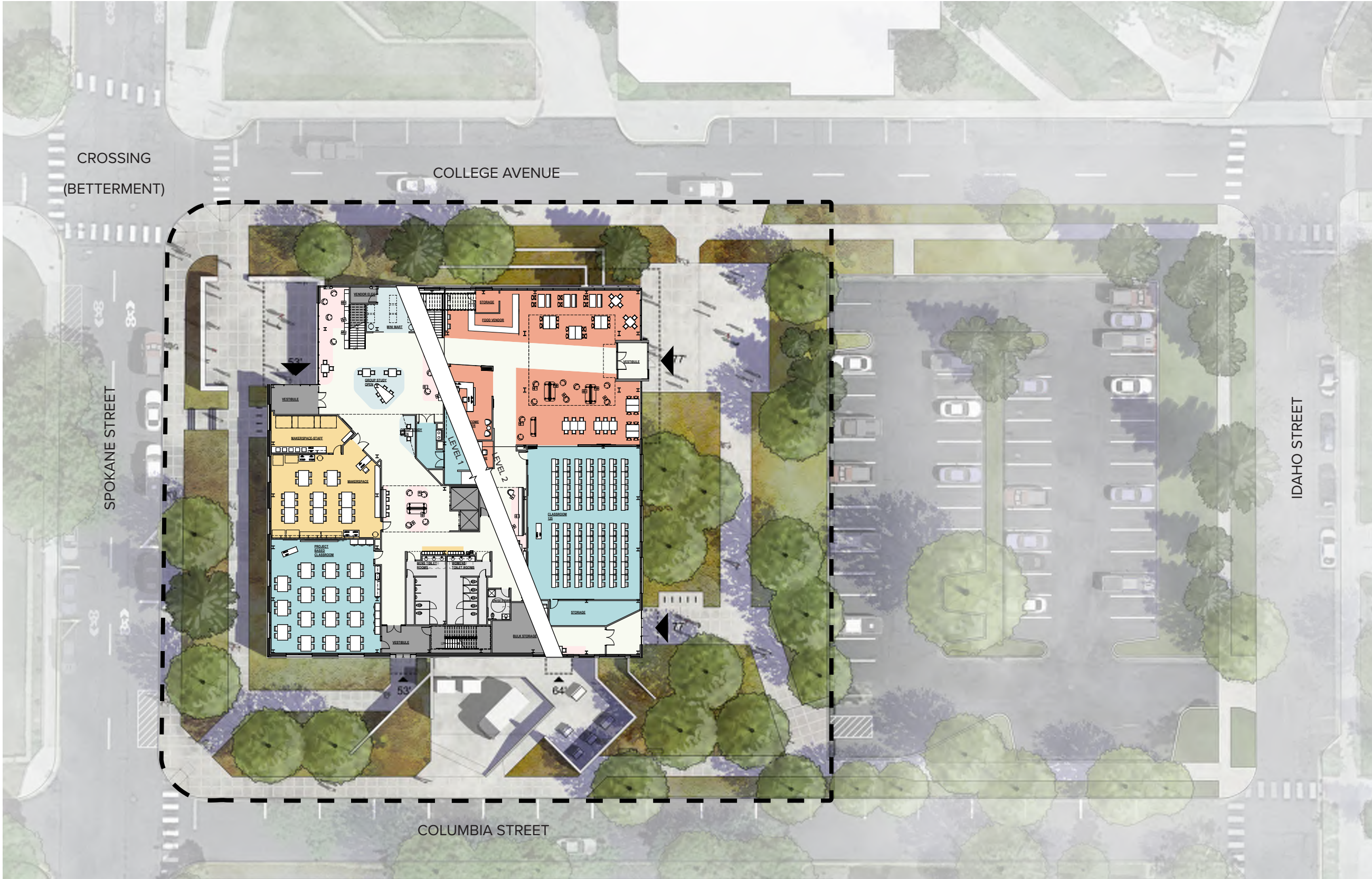Secretary, Board of Regents
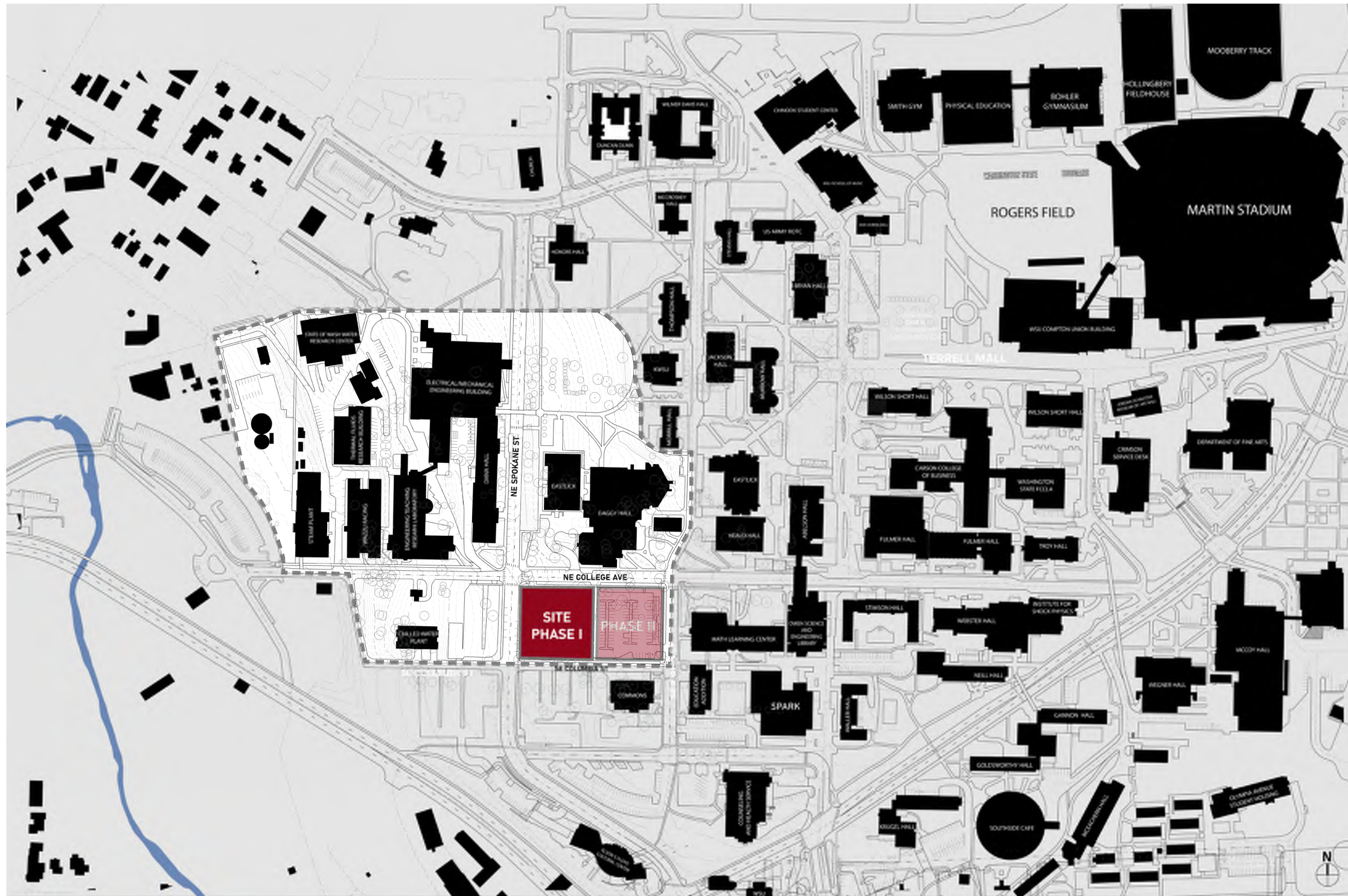
Washington State University, Schweitzer Engineering Hall

WSU FACILITIES | VOILAND COLLEGE OF ENGINEERING AND ARCHITECTURE | ZGF | LEASE CRUTCHER LEWIS |

SITE LOCATION PLAN & CONTEXT

SPOKANE FALLS

CARPENTER

ETRL

STEAM PLANT

COMMONS

EDUCATION ADDITION

THE SPARK

TROY HALL

PLANT SCIENCES BUILDING

GLOBAL ANIMAL PH 1

GLOBAL ANIMAL PH 2

PACCAR

HISTORIC CAMPUS

DAGGY HALL

CARPENTER HALL

SPOKANE FALLS COMM COLLEGE

COLLEGE OF EDUCATION

THE SPARK

DANA HALL

S COLLEGE AVE

PHASE 2

SITE PHASE 1

COMMONS

EDUCATION ADDITION

SE IDAHO ST

ETRL

SE SPOKANE ST

SE COLUMBIA ST

SE WASHINGTON ST

STEAM PLANT

CHILLED WATER PLANT

VOILAND COLLEGE

WSU SCHWEITZER ENGINEERING HALL

SITE PLAN

CROSSING
(BETTERMENT)

COLLEGE AVENUE

SPOKANE STREET

IDAHO STREET

COLUMBIA STREET

WSU SCHWEITZER ENGINEERING HALL

SITE SECTION

LEVEL 3

LEVEL 2

LEVEL 1

SPOKANE ST.

WSU SCHWEITZER ENGINEERING HALL

LEASE CRUTCHER LEWIS ZGF

FLOOR PLAN

LEVEL 1

LEVEL 2

LEVEL 3

WSU SCHWEITZER ENGINEERING HALL

NW CORNER

WSU SCHWEITZER ENGINEERING HALL

EXTERIOR DESIGN

NE CORNER

NORTH FACADE

EAST FACADE

SOUTH FACADE

WSU SCHWEITZER ENGINEERING HALL

INTERIOR VIEWS

LEVEL 1 FACING NORTH

LEVEL 2 FACING EAST

WSU SCHWEITZER ENGINEERING HALL

LEASE CRUTCHER LEWIS ZGF

LEVEL 2 FACING NW

Major Capital Projects

Project Name	Project Budget			Construction Completion Date		Comments
	Initial	Current	Projected	Initial	Actual/Projected	
Completed Construction						
Spokane Phase One Building Renovation	$15,000,000	$16,500,000	$16,500,000	May 2023	June 2023	
Johnson Hall Demolition	$8,000,000	$8,000,000	$8,000,000	February 2023	March 2023	
Water Tank Replacement	$8,000,000	$8,000,000	$8,000,000	June 2023	June 2023	
Vancouver Life Sciences Building	$57,100,000	$69,264,000	$69,264,000	August 2023	January 2024	
Construction						
Taylor Sports Complex	$2,400,000	$27,500,000	$27,500,000	December 2024	December 2024	
Champions Center	$2,000,000	$9,400,000	$9,400,000	December 2024	December 2024	
Design						
Schweitzer Engineering Hall	$4,800,000	$80,000,000	$80,000,000	May 2026	May 2026	
Knott Dairy Center Renovation	$10,000,000	$10,000,000	$10,000,000	June 2025	June 2025	
Eastlick Abelson Bustad Renovation	$22,000,000	$22,000,000	$22,000,000	June 2025	June 2025	
Bustad Hall Renovation	$8,000,000	$8,000,000	$8,000,000	June 2025	June 2025	
Building Systems Infrastructure Upgrades	$8,725,000	$8,725,000	$8,725,000	June 2025	June 2025	
Team Health Education Buildling	$7,000,000	$7,000,000	$7,000,000	June 2025	June 2025	
Pre-Design						
Pullman Life & Physical Sciences Building	$500,000	$500,000	$500,000	August 2029	August 2029	

Report of Actions Taken

Project Between $1,000,000 - $5,000,000		
Electrical infrastructure upgrades	NTP / Final Amendment	December 2023
Chilled Water and Metering Renewal	NTP / Final Amendment	January 2024
Multiple Requirements at the WSU Research & Extension Centers and WSU Tri-Cities	NTP / Final Amendment	January 2024
Roof Replacement on Various Buildings	NTP / Final Amendment	February 2024

Contracts Executed Under Delegated Authority

BACKGROUND

The Board has delegated authority to the President or designee to approve time-critical contracts requiring action between scheduled Board meetings, provided that (1) the cost of the contract is estimated to be less than $15,000,000, (2) the President or designee consults with the Board Chair prior to executing the contract, and (3) the President or designee provides a written summary of action taken pursuant to this delegation to the Board on or before the next regular Board meeting.

UPDATE AND DESCRIPTION

WSU executed the following contract that falls within the above reporting requirement:

Other Party to Contract: University of Washington
Amount: Up to $10,000,000
Signed: 2/XX/2024
Purpose: Football Game Agreement

Description: WSU entered a five–year agreement with the University of Washington to play football contests between 2024–2028. This contract will generate revenue for the games played at Lumen Field and GESA Field. In the event either party cancels the agreement, the cancelling party will be liable for damages of $2,000,000 per cancelled game. The games will be played as scheduled below.

Year	Date	Location
2024 [OBJ]	9/14/2024	@ Lumen Field, Seattle, WA (Neutral Site)
2025	TBD	@ GESA Field (Host: WSU), Pullman, WA
2026	TBD	@ Husky Stadium (Host: UW), Seattle, WA
2027	TBD	@ GESA Field (Host: WSU), Pullman, WA
2028	TBD	@ Husky Stadium (Host: UW), Seattle, WA

Real Estate Transactions Executed Under Delegated Authority

BACKGROUND

The President or designee has the authority to execute real estate transactions for the University with a value of less than $5,000,000. For real estate transactions between $1,000,000 and $5,000,000, the President or designee must provide a written update to the Board of Regents describing transactions executed under this delegation of authority.

UPDATE AND DESCRIPTION

Vendor: Stonebridge Companies
Amount: $ 1,383,427
Purchase Sale Agreement Signed:
Purpose: Executing Purchase Option in WSU Pullman Hotel Ground Lease

In 2010, the Board of Regents delegated authority to the President to negotiate and execute a ground lease or land purchase to build a hotel/conference center on the Pullman campus. Subsequently, the University entered two 99-year ground leases with the successful bidder, Stonebridge Companies, in 2012 for a total of 7.5 acres on North Fairway Drive.

Phase 1 (Lease A) included a 131-room Marriott Residence Inn that opened in the spring of 2014. Phase 2 (Lease B) enabled construction of the 122-room Marriott Courtyard, which opened in the summer of 2017.

The lease agreements include a purchase option allowing the lessee to purchase the land during the first ten years at $600,000 for Lease A and $5.50 per square foot for Lease B. After ten years, the land may be purchased at the then-appraised market value.

Stonebridge Companies informed WSU of their intent to purchase the land within the ten-year window. WSU and the buyer have been working together to complete the necessary surveying, parceling, and agreements to complete the transaction. The sale is expected to be completed by April 2024.

Purchase price before closing costs are $600,000 for Lease A and $783,427 for Lease B. Net proceeds will be used to cover past expenses associated with the property, with any remaining proceeds deposited into a real estate holding account in accordance with BOR Policy #4.